University of Oregon
Catalog

1999-2000
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http://www.uoregon.edu/

*Men's quidem molent, the Latin motto on the University of Oregon Seal, means "Mind moves the mass."

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John Giustina
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Inside photographs
John Baugnies
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Eric Evans
Jack Liu
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 157,000 alumni who graduated 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 six professional schools and colleges. Some 770 full-time and 380 part-time faculty members-and 1,200 graduate teaching and research assistants—serve as mentors, colleagues, and friends to the 17,200 undergraduate and graduate students currently enrolled at the university.

Although most students are from Oregon, about 35 percent are from other states and 10 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 campus learning community. In the past year, faculty members and students engaged in active research programs have brought the university more than $57.5 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, and six faculty members have been elected to the National Academy of Sciences.

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
- Council for Exceptional Children Foundation for Interior Design Education Research
- National Architectural Accrediting Board
- National Association of School Psychologists
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Athletic Trainers Association Planning Accreditation Board
- Teacher Standards and Practices Commission

Public Service

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

University programs designed 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 Public Radio International Classical 24. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities, and it is cybercast overseas on the World Wide Web.

The university's presence is also evident at its off-campus facilities—Pine Mountain Observatory in central Oregon near Bend, the coastal Oregon Institute of Marine Biology at Charleston, the University of Oregon Portland Center, and Portland's Capital 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 $174 million to about 8,000 faculty, staff, and student employees.

The Campus

The university's 280-acre campus is an arboretum of more than 500 species and more than 3,000 specimens of trees. Campus buildings date from 1876, when Deady Hall opened, to 1999, when the new William W. Knight Law Center 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 Case nova Athletic Center, Ed Moshofsky Sports Center, Pape Field, McArthur Court, Hayward Field's all-weather track, the Bowerman Family Building, and open-air and covered tennis courts.

ConDUCKtours offers student-guided tours of the university Monday through Friday. Tours may be arranged by calling (541) 346-3014. ConDUCKtours also distributes campus maps and pamphlets describing university programs, answers questions about services and office locations, and offers general information about the university.
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University of Oregon
Duncan L. McDonald, vice president for public affairs and development, B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)
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.

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 extraneous 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, 474 Oregon Hall, 5221 University of Oregon, Eugene OR 97403-5221; telephone (541) 346-0123, TTY (541) 346-1021.

This publication will be made available in accessible formats upon request. Call the Office of University Publications at (541) 346-5396.

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

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. It is the Association of American Universities flagship institution of the Oregon University System.

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 research, both basic and applied, is 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 welcoming 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 welcoming 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 principle 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

Catalog Expiration and Requirements Policies
The University of Oregon Catalog (formerly the UO Undergraduate and Graduate Bulletin) lists requirements for all active degrees offered by the university.

Each catalog 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 (B.A.) and bachelor of science (B.S.) degrees conferred fall 1993 and thereafter must satisfy the general university requirements that were in effect fall 1993 or earlier. See the Bachelor's Degree Requirements section of this catalog for more information.

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 catalog in effect when the student was first admitted and enrolled at the University of Oregon
   - b. any subsequent catalog 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
   - b. when the student changed to a different major or minor

Exceptions to major or minor requirements may be made by the department or program offering the major or minor.

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 catalog 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 requirements described in the department and Graduate School sections of the catalog 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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Degrees, Majors, Minors, and Certificates

Colleges and Schools
A&AA  School of Architecture and Allied Arts
BUS  Charles H. Lundquist College of Business
CAS  College of Arts and Sciences
ED  College of Education
GRAD  Graduate School
J&C  School of Journalism and Communication
LAW  School of Law
MUS  School of Music

Undergraduate Majors
Accounting (BUS) B.A., B.S.
Anthropology (CAS) B.A., B.S.
Architecture (A&AA) B.Arch.
Art history (A&AA) B.A.
Asian studies (CAS) B.A.
Biochemistry (CAS) B.A., B.S.
Biology (CAS) B.A., B.S.
Business administration (BUS) B.A., B.S.
Ceramics (A&AA) 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 science (CAS) B.A., B.S.
Environmental studies (CAS) B.A., B.S.
Ethnic studies (CAS) B.A., B.S.
Exercise and movement science (CAS) B.A., B.S.
Fibers (A&AA) B.F.A.
Fine and applied arts (A&AA) 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.
Interior architecture (A&AA) 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 (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.
Judaic studies (CAS) B.A.
Landscape architecture (A&AA) B.L.A.
Latin (CAS) B.A.
Linguistics (CAS) B.A.
Mathematics (CAS) B.A., B.S.
Mathematics and computer science (CAS) B.A., B.S.
Metalsmithing and jewelry (A&AA) 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 (A&AA) B.F.A.
Philosophy (CAS) B.A., B.S.
Physics (CAS) B.A., B.S.
Planning, public policy and management (A&AA) B.A., B.S.
Political science (CAS) B.A., B.S.
Printmaking (A&AA) 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 (A&AA) B.F.A.
Sociology (CAS) B.A., B.S.
Spanish (CAS) B.A.
Theater arts (CAS) B.A., B.S.
Visual design (A&AA) B.F.A.
Women's studies (CAS) B.A., B.S.

Undergraduate Minors
Anthropology (CAS)
Architecture (A&AA)
Art history (A&AA)
Biochemistry (CAS)
Biology (CAS)
Business administration (BUS)
Chemistry (CAS)
Chinese (CAS)
Communication studies (J&C)
Community arts (A&AA)
Computer and information science (CAS)
Computer information technology (CAS)
Dance (MUS)
East Asian studies (CAS)
Economics (CAS)
English (CAS)
Environmental studies (CAS)
Ethnic studies (CAS)
Fine and applied arts (A&AA)
French (CAS)
Geography (CAS)
Geological sciences (CAS)
German (CAS)
German area studies (CAS)
Greek (CAS)
Historic preservation (A&AA)
History (CAS)
Interior architecture (A&AA)
International studies (CAS) inactive
Italian (CAS)
Japanese (CAS)
Judaic studies (CAS)
Latin (CAS)
Linguistics (CAS)
Mathematics (CAS)
Medieval studies (CAS)
Music (MUS)
Music education: elementary education (MUS)
Peace studies (CAS)
Philosophy (CAS)
Physics (CAS)
Planning, public policy and management (A&AA)
Political science (CAS)
Psychology (CAS)
Religious studies (CAS)
Russian (CAS)
Scandinavian (CAS)
Sociology (CAS) inactive
Southwest Asian studies (CAS)
Spanish (CAS)
Special education (ED)
Theater arts (CAS)
Women's studies (CAS)

**Graduate Majors**

Accounting (BUS) M.Acc., fall 2000, Ph.D.
Anthropology (CAS) M.A., M.S., Ph.D.
Applied information management.
See Interdisciplinary studies: individualized program
Applied physics (CAS) M.S., pending
Art history (A&AA) M.A., Ph.D.
Arts management (A&AA) M.A., M.S.
Asian studies (CAS) M.A., M.S.
Biological sciences (CAS) M.A., M.S., Ph.D.
Ceramics (A&AA) M.F.A.
Chemistry (CAS) M.A., M.S., Ph.D.
Classics (CAS) M.A.
Communication and society (J&O) Ph.D.
Communication disorders and sciences (ED) M.A., M.S., M.Ed., M.Ed., Ph.D.
Community and regional planning (A&AA) 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 (BUS) M.A., M.S.
Decision sciences: business statistics (BUS) M.A., M.S., Ph.D.
Decision sciences: production and operations management (BUS) M.A., M.S., Ph.D.
East Asian languages and literatures (CAS) M.A.
Economics (CAS) M.A., M.S., Ph.D.
Educational policy and management (ED) M.A., M.S., M.Ed., Ph.D.
English: (CAS) M.A., Ph.D.
Environmental sciences: studies, and policy (CAS) Ph.D.
Environmental studies (CAS) M.A., M.S.
Exercise and movement science (CAS) M.S., Ph.D.
Fine and applied arts (A&AA) M.F.A.
Finance (BUS) M.A., M.S., Ph.D.
Fine arts (A&AA) M.F.A.
Folklore. See Interdisciplinary studies: individualized program
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 (A&AA) M.S.
History (CAS) M.A., Ph.D.
Human resources and industrial relations (BUS) M.H.R.I.R. inactive
Interdisciplinary studies: individualized program (GRAD) M.A., M.S. (e.g., applied information management, folklore)
International studies (CAS) M.A.
Interior architecture (A&AA) M.I.Arch.
Italian (CAS) M.A.
Jazz studies (MUS) M.Mus.
Journalism (J&O) M.A., M.S.
Journalism: advertising (J&O) M.A., M.S.
Journalism: electronic media (J&O) M.A., M.S.
Journalism: magazine (J&O) M.A., M.S.
Journalism: news-editorial (J&O) M.A., M.S.
Journalism: public relations (J&O) M.A., M.S.
Landscape architecture (A&AA) M.L.A.
Law (LAW) J.D.
Linguistics (CAS) M.A., Ph.D.
Management (BUS) M.A., M.S., Ph.D.
Management: general business (BUS) M.B.A.
Marketing (BUS) M.A., M.S., Ph.D.
Mathematics (CAS) M.A., M.S., Ph.D.
Metalsmithing and jewelry (A&AA) 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 (A&AA) 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 (A&AA) M.F.A.
Psychology (CAS) M.A., M.S., Ph.D.
Public affairs (A&AA) 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 (A&AA) M.F.A.
Sociology (CAS) M.A., M.S., Ph.D.
Software engineering (CAS), M.S.E.
Spanish (CAS) M.A.
Special education (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
Special education: early intervention (ED) M.A., M.S., M.Ed., Ph.D.
Special education: rehabilitation (ED) M.Ed., Ph.D.
Teaching (ED) M.A. (French, German, Latin, Russian, Spanish)
Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.
Visual design (A&AA) M.F.A.

**Certificates**

Communication disorders (ED) graduate
Continuing administrator-superintendent (ED) graduate
Early childhood (ED) graduate
Early intervention–early childhood special education (ED) graduate
Elementary (ED) graduate
English speakers other languages (ED) graduate
English speakers other languages—bilingual (ED) graduate
Ethnic studies (CAS) undergraduate
European studies (CAS) undergraduate
Folklore (CAS) undergraduate
Early childhood–elementary special education (ED) graduate
Initial administrator (ED) graduate
Middle–secondary special education (ED) graduate
Music education (ED) graduate
Reading education teaching (ED) graduate
Russian and East European studies (CAS) undergraduate, graduate
School psychology (ED) graduate
Second-language acquisition and teaching (CAS) undergraduate
Technical teaching in architecture (A&AA) graduate

Women's studies (CAS) graduate

** Majors, Minors, Options **

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.
Reader's Guide to the Catalog

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

Where to Find It
This catalog has three sections. The first contains information about the academic calendar, admission, 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 Honors at Oregon, followed by the College of Arts and Sciences, its departments and programs arranged alphabetically. The six professional schools and colleges follow in alphabetical order, then Academic Affairs and Preparatory Programs. The last section covers campus and community resources as well as 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; cross-references in bold type indicate major headings.

Definitions
The academic terms defined below are used throughout this catalog.

Certificate. A formal document that recognizes academic achievement in a specific discipline—usually as an adjunct to an undergraduate or graduate degree program.

Competency. A specific skill in a specific area.

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

Course. A subject, or an instructional subdivision of a subject, offered through a single term. Each course offered by the university is assigned a course level. Courses numbered 100-499 are undergraduates courses; 500-899 are upper-division courses; 900-999 are graduate courses; 100-299 are lower division, and 300-499 are upper-division. Courses numbered 500 and above are graduate or professional.

1 credit. Represents approximately three hours of the student's time each week for one term in a lower-division undergraduate course. This frequently 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 is in each term's UO Schedule of Classes.

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 196-199, 399-410, 503-510, 601-610, and 704-710—for which credit is variable and which may be repeated for credit. Instructor's permission is often required.

Grade point average (GPA). The GPA is determined by dividing total points for all letter grades—A+ through F—by total credits.

Grading option. Unless specified otherwise, nonmajors may take courses either graded (A+ through F) or pass/no pass (P/N). The UO Schedule of Classes identifies courses for which majors are limited to a particular grading option.

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.

Multicultural course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of three categories: American cultures; identity, pluralism, and tolerance; international cultures.

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.

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

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

Repeatable for credit. Only course numbers designated R may be repeated for credit. Except for generic, studio, or performance courses, the circumstances under which a course may be repeated for credit are typically restricted.

Residence credit. Academic work completed while the student is formally admitted and officially registered at the University of Oregon;
this includes courses taken in UO overseas study programs.

Semester. One-half the academic year (sixteen weeks) applicable only to the UO School of Law.

1 semester credit indicates one semester credit, which equals one and one-half quarter (or term) 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 informal lectures, reports, and discussions.

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

Subject code. An abbreviation used with a course number to indicate an academic subject area. See the list of subject codes in this section of the catalog.

Term. Approximately one-third the academic year (eleven weeks), 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/N: pass/no pass

Prereq: prerequisite

R: repeatable for credit

Sample Course Listings

The following examples are from Biology (BI):

123 [BI freshman-level course number] Biology of Cancer [course title] [4] [course credits] Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and the biological basis of therapy. [Course description] For nonmajors. [Enrollment limitation]


684/568 [BI senior/graduate course numbers] Molecular Evolution [title] [4] [credits] General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. [Description] Prereq BI 320. [Prerequisite]

607 [BI graduate-only course number] Seminar: [Topic] [course title] [1-3] [credit range; repeatable for credit]

P/N only. [Grading option] Topics may include neurobiology, developmental biology, ecology, colloquium, genetics, molecular biology, and neuroscience. [Description]

Subject Codes

The following subject codes are used at the University of Oregon, other Oregon University System institutions, and Oregon community colleges. They appear in all University of Oregon catalogs and in class schedules.

AAA Architecture and Allied Arts

AAAP Architecture and Allied Arts: Historic Preservation

AAD Arts and Administration

ACTG Accounting

AEIS Academic English for International Students

AIM Applied Information Management

ALS Academic Learning Services

ANAT Anatomy

ANTH Anthropology

ARCH Architecture

ARH Art History

ART General Art

ARTC Art: Ceramics

ARTF Art: Fibers

ARTM Art: Metalsmithing and Jewelry

ARTO Art: Photography

ARTP Art: Painting

ARTR Art: Printmaking

ARTS Art: Sculpture

ARTV Art: Visual Design

ARTX Art: Multidisciplinary

ASIA Asian Studies

ASTR Astronomy

BA Business Administration

BE Business Environment

BI Biology

CDS Communication Disorders and Sciences

CH Chemistry

CHN Chinese

CIS Computer and Information Science

CIT Computer Information Technology

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

EDST Educational Studies

EDUC Education

ELTA Educational Leadership, Technology, and Administration

EMS Exercise and Movement Science

ENG English

ENVS Environmental Studies

ES Ethnic Studies

EURO European Studies

FINL Finance

FINN Finnish

FLR Folklore

FR French

GEOG Geography

GEOL Geological Sciences

GER German

GRK Greek

HC Honors College

HDUV Human Development

HIST History

HPHY Human Physiology

HUM Humanities

IARC Interior Architecture

INDO Indonesian

INTL International Studies

IST Interdisciplinary Studies

ITAL Italian

J Journalism

JPN Japanese

KRN Korean

LA Landscape Architecture

LAT Latin

LAW Law

LERC Labor Education and Research Center

LIB Library

LING Linguistics

MATH Mathematics

MGMT Management

MIL Military Science

MKTG Marketing

MUE Music Education

MUF Jazz Studies

MUP Music Performance

MUS Music

NORW Norwegian

OACT Overseas Studies: American Council of Teachers of Russian [Russia]

OAGU Overseas Studies: Tokyo, Aoyama Gakuin University [Japan]

OAVI Overseas Studies: Avignon, NICS A Program [France]

OBEI Overseas Studies: Beijing, Central Institute for Nationalities [China]

OBER Overseas Studies: Bergen, University of Bergen [Norway]

OBR Overseas Studies: London [England]

OBWU Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]

OCHA Overseas Studies: Prague, Charles University [Czech Republic]

OCOL Cologne, NICS A Program [Germany]

OCUR Overseas Studies: Curtin University [Australia]

ODIS Overseas Studies: Copenhagen, Denmark's International Study Program

OHAN Overseas Studies: Hanoi, Hanoi University [Vietnam]

OHUJ Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]

OJAU Overseas Studies: Szeged, Joseph Attila University [Hungary]

OJSB Overseas Studies: Tokyo, CIEE Japan Summer Business and Society Program

OKEI Overseas Studies: Tokyo, Keio University [Japan]
Course Numbering System

Except at the 500- and 600-levels, courses in the Oregon catalog are numbered in accordance with the course-numbering plan of the schools in the Oregon University System. Institutions vary in their treatment of 500- and 600-level courses.

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

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

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

500-599
Courses that offer graduate-level work in classes that include undergraduate students

600-699
Courses for graduate students only

700-799
Except in the School of Music, professional or technical courses that apply toward professional degrees but not toward advanced academic degrees such as the M.A., M.S., or Ph.D. Both 601 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. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

Credit is assigned according to the work load in a particular course. Credit ranges indicate minimum and maximum credits available in a single course for a single term, and departments determine their own credit ranges.

196 Field Studies: [Topic]
198 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
199 Special Studies: [Topic]
399 Special Studies: [Topic]
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
601 Research: [Topic]
602 Supervised College Teaching
603 Dissertation
604, 704 Internship: [Topic]
605, 705 Reading and Conference: [Topic]
606, 706 Field Studies: [Topic] or Special Problems: [Topic]
607, 707 Seminar: [Topic]
608, 708 Workshop: [Topic] or Special Topics: [Topic] or Colloquium: [Topic]
609, 709 Practicum: [Topic] or Supervised Tutoring or Terminal Project
610, 710 Experimental Course: [Topic]
### 1999-2000 Academic Calendar

#### Fall Term 1999
- Reenrollment applications due for priority registration
  - April 23
- Week of Welcome
  - September 22-24
- Advance Registration
- Returning students: May 17 to June 30
- New students: July 1-31
- Registration by telephone
  - August 2 to October 6
- Classes begin
  - September 27
- Last day to drop courses without recorded "W"
  - April 3
- Last day to register or add courses
  - April 5
- Memorial Day holiday
  - May 29
- Spring-term final examinations
  - June 6-9
- Commencement Day
  - June 10

#### Summer Session 2000
- Registration by telephone
  - May 1 to September 1
- Classes begin
  - June 19
- Independence Day holiday
  - July 4
- Eight-week session ends
  - August 11
- Summer-session graduation
  - August 12
- Eleven-week session ends
  - September 1

#### Winter Term 2000
- Reenrollment applications due for priority registration
  - October 21, 1999
- Registration by telephone
  - November 15, 1999, to January 12, 2000
- Classes begin
  - January 5
- Last day to drop courses without recorded "W"
  - January 10
- Last day to register or add courses
  - January 12
- Martin Luther King Jr. Day holiday
  - January 17
- Winter-term final examinations
  - March 13-17
- Spring vacation
  - March 20-26

#### Spring Term 2000
- Reenrollment applications due for priority registration
  - January 28
- Registration by telephone
  - February 21 to April 5
- Classes begin
  - March 27

#### 1999
- **September**
  - April 3
  - Last day to register or add courses
  - April 5
  - Memorial Day holiday
  - May 29
  - Spring-term final examinations
  - June 5-9
  - Commencement Day
  - June 10

#### 2000
- **January**
  - January 5
  - Last day to drop courses without recorded "W"
  - January 10
  - Last day to register or add courses
  - January 12

#### 2001
- **January**
  - January 5
  - Last day to drop courses without recorded "W"
  - January 10
Admissions
Martha Pitts, Director
(541) 346-3201
(541) 346-5815 fax
240 Oregon Hall
http://admit.uoregon.edu/admit/

Admission requirements apply to all students seeking to enroll at the University of Oregon. Late applications are considered; qualified late applicants are admitted if space is available. Undergraduate international students are admitted fall term only.

Application Deadlines

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>Application Deadline</th>
<th>for Winter 2000 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classifications except international undergraduates</td>
<td>October 15, 1999</td>
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<table>
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<tr>
<th>Student Classification</th>
<th>Application Deadline</th>
<th>for Spring 2000 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classifications except international undergraduates</td>
<td>January 20, 2000</td>
<td></td>
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<table>
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<tr>
<th>Student Classification</th>
<th>Application Deadline</th>
<th>for Summer 2000 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
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<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>April 20, 2000</td>
<td></td>
</tr>
<tr>
<td>Postbaccalaureate nongraduate or graduate</td>
<td>April 14, 2000</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>April 14, 2000</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>Application Deadline</th>
<th>for Fall 2000 Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>December 15, 1999</td>
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<tr>
<td>Freshman</td>
<td>February 1, 2000</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>April 14, 2000</td>
<td></td>
</tr>
<tr>
<td>Postbaccalaureate nongraduate or graduate</td>
<td>May 15, 2000</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>July 7, 2000</td>
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</tr>
</tbody>
</table>

For Fall 2000 Enrollment

The following majors require a separate application in addition to the university application and have strictly enforced deadlines for admission. Students who plan to enter the university as majors in architecture, fine and applied arts, interior architecture, landscape architecture, or music—or who hope to enroll in the Clark Honors College—should be aware of the special admission requirements and application deadlines. These deadlines are given below. Details are in the departmental sections of this catalog.

Fall Term 2000

<table>
<thead>
<tr>
<th>Departmental Classification</th>
<th>Application Deadline</th>
<th>for Winter 2000 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>January 15, 2000</td>
<td></td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>January 15, 2000</td>
<td></td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>February 1, 2000</td>
<td></td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>March 1, 2000</td>
<td></td>
</tr>
<tr>
<td>Clark Honors College</td>
<td>November 1, 1999</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>February 1, 2000</td>
<td></td>
</tr>
</tbody>
</table>

Music majors audition for placement and take a musicianship examination scheduled on several dates throughout the spring.

Freshman Admission

Freshman Application Procedures

Freshman applicants must submit the following to the Office of Admissions:

1. A completed application for admission and a nonrefundable $80 application fee.
2. At the time of application, a transcript showing at least six semesters of the applicant's high school record.
3. The results of either the Scholastic Assessment Test I (SAT I) or the American College Test (ACT).
4. A final transcript of the applicant's high school record certifying graduation.

Freshman Admission Prerequisites

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

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

- **English—four years.** All four years should include preparatory composition and literature with emphasis on and frequent practice in writing expository prose.
- **Mathematics—three years.** Study must include first-year algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, 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).
- **Second language—two years.** Two years of study in one 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. Applicants must have a 3.00 high school grade point average (GPA) or better in all high school subjects taken toward graduation. Students whose GPA is lower than 3.00 may be considered for admission based on a combination of high school GPA and SAT I or ACT scores that predict success at the university.

Fulfilling the minimum admission requirements does not guarantee admission to the University of Oregon.

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 were home schooled 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.
Students who do not meet the minimum requirements for admission may request additional consideration by including an essay and two letters of recommendation with their application. These students are considered for special admission programs.

**Computing Admission Grade Point Averages**
A numerical point value is assigned to graded work as follows: A=4 points per credit, B=3 points per credit, C=2 points per credit, D=1 point per credit. For N=0 points. The grade point average (GPA) equals the total points divided by total credits for which grades are received.

**Admission Exceptions**
Oregon University System 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 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. Transfer students who graduated from high school spring 1999 or after must meet the freshman secondary-language requirement. Two terms of college study in a second language satisfies the requirement. Meeting these minimum standards does not guarantee admission. Priority consideration is given to students who earn an associate 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 catalog for details.

**Transfer of Credit**
The amount of credit transferred depends upon the nature of the applicant's college 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 nonaccredited schools. Such credit may be transferred or validated for transfer by examination or by petition. Credit is allowed only for courses substantially equivalent to University of Oregon courses.

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

**Transfer Application Procedures**
Transfer applicants must 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 of Oregon. Applications and official transcripts should be received by the university by the deadlines listed above to allow time for a complete evaluation of the transferred credits.

**Premajor Status**
The departments listed below admit new students only as premajors. The premajor student is eligible to take advantage of the department's advising services and, in most cases, complete lower-division course work required for the major. Each department screens enrolled premajor students who have completed some university study and decides if they will be advanced to major status. Professional schools and departments with premajor admission requirements are the Lundquist College of Business; School of Journalism and Communication; College of Education; international studies; planning, public policy, and management; and psychology. 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 catalog 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 fall term only. The admission deadline is April 15. Late applications may not be processed in time for the term of first preference.
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 departments or schools in which they plan to study. See Graduate Admission in this section of the catalog.

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

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

**International Application Procedure**
International applicants must submit the following to the Office of Admissions:
1. A completed application for admission and a nonrefundable $50 application fee
2. Official transcripts of all school work taken beyond the eighth grade of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy
3. The results of the Test of English as a Foreign Language (TOEFL)
4. A completed Supplementary Application and Financial Statement for Foreign Students (provided by the Office of Admissions)
5. A statement issued by a bank that indicates an amount covering one year's expenses

**Specialized Admission Assistant**
Assistant is available from the following offices:
- Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (541) 346-3211
- Office of Admissions, 240 Oregon Hall; telephone (541) 346-3201
- Office of Multicultural Affairs, 470 Oregon Hall; telephone (541) 346-3479

See also the Academic Advising and Student Services section of this catalog.

**English Proficiency**
Proficiency in the English language is vital to the academic success of international students. Students whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A TOEFL score of at least 500 is required for consideration for undergraduate or graduate admission. Students who take the electronic TOEFL must score at least 173 under the scoring system that went into effect in July 1998. A score of 6.5 on the International English Language Testing System (IELTS) is also acceptable for demonstration of proficiency in English. The TOEFL is given worldwide.

For more information write to TOEFL, PO Box 899, Princeton NJ 08540, USA.
Notice to Nonresidents of the State of Oregon

Residence Classification Policy and Procedures

In Oregon, as in all other states, institutions of higher education are for nonresident students than for resident students. Nonresident students are assessed instruction fees that approximate the full cost of instruction.

The current rules and amendments used in determining residency are those that would qualify them to claim the student. Oregon Administrative Rules Chapter 800, Division 10—Board of Higher Education—appear below. Only duly authorized admissions officers have authority to apply 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 real property; permanent Oregon employment; payment of Oregon income taxes).

 Oregon Board of Higher Education Administrative Rules

These are the residency rules of the Board of Higher Education.

Residence Classification

Definitions 580-010-0029 For the purpose of rules 580-010-0030 through 580-010-0045, the following words and phrases mean:

1. "Domicile" denotes 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" denotes a person who has not been and will not be claimed as an exemption and has not resided 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. A "dependent" is a person who is not financially independent.

Determination of Residence 580-010-0030 For purposes of admission and instruction fees, OUS institutions shall classify a student as an Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue 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 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 is 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 for a period of not less than 12 consecutive months; and

(b) Is primarily engaged in activities other than those of being a college student. (i) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than eight hours per semester or quarter shall be deemed to be Oregon primarily for educational purposes. (ii) Such period of enrollment shall not be counted toward the establishment of a bona fide domicile or in the state until the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.

(3) An Oregon resident is also a person who is dependent on his or her parents or legal custodians who meets the Oregon residency requirements of these rules.

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

(5) If institution 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 entitlement to resident classification is shown. The burden of showing that the resident classification should be changed is on the person requesting the change.

Residency Consideration Factors 580-010-0031 The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:

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

(b) Residence in Oregon for a period of not less than 12 consecutive months immediately prior to the beginning of the term for which resident classification is sought.

(c) Domicile in Oregon of persons legally responsible for the student;

(d) Acceptance of an offer of permanent employment in Oregon; and

(e) Ownership by the person of his or her living quarters in Oregon.

(2) The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:

(a) Voting or registration to vote;

(b) Employment in any position normally filled by a student;

(c) The lease of living quarters;

(d) Admission to a licensed practicing profession in Oregon;

(e) Automobile registration;

(f) Public records, such as, birth and marriage records, Oregon driver's license;

(g) Continuous presence in Oregon during periods when not enrolled in school;

(h) Ownership of property in Oregon, or the payment of Oregon income or other Oregon taxes;

(i) Domicile in Oregon of the student's spouse.

(3) Reliance upon non-Oregon resources for financial support is an inference of residency in another state.

(4) The student classification of a dependent person shall be that of his or her parent or legal custodian, or, in case of divorce or similar circumstances, the parent or legal custodian upon whom the person is financially dependent, unless the dependant has been in Oregon with the other parent or a legal custodian and established Oregon residency under these rules 12 months prior to the term for which Oregon resident classification is requested.

Evidence of Financial Dependency 580-010-0033

In determining whether a student is financially dependent, and whether his or her parent or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:

(a) Legal proof of custodianship;

(b) Evidence of established domicile of parent or legal custodian; and

(c) The identification of the student as a dependent on the federal income tax return of the parents or legal custodian.

Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

(2) A student who provides evidence that he or she is a dependent of a parent or legal custodian who has maintained a one-year domicile in Oregon shall not be required to establish a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

Residence Classification of Armed Forces Personnel 580-010-0035

(1) For purposes of this rule, the military services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps, and Coast Guard.

(2) Notwithstanding CARS 580-010-0036, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state, or while serving as members of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station, shall be considered residents for purposes of the instruction fee.

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

(4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon must return to Oregon within 60 days after completing service to retain classification as an Oregon resident.

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

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

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

(b) is under 21 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 Aliens 580-010-0040

(1) An alien holding an immigrant visa or a nonimmigrant visa or temporary admission status, as defined in the Immigration and Nationality Act, and who is admitted to an institution of higher education in Oregon, shall be considered an Oregon resident.

(2) A nonresident alien seeking classification as an Oregon resident shall submit an application for residence classification to the Director of the Office of Student Life at the University of Oregon. The Director shall review the applicability of the Oregon resident classification program and determine if the student is an Oregon resident.

(3) An Oregon resident classification is granted if the Director determines that the student meets the eligibility requirements for Oregon resident status.

(4) An Oregon resident classification shall be reviewed at least once per year by the Director of the Office of Student Life.

(5) An Oregon resident classification is subject to revocation if the Director determines that the student no longer meets the eligibility requirements for Oregon resident status.

Changes in Residence Classification 580-010-0041

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

(2) A person who resides temporarily in Oregon for the purposes of education or employment shall not be considered an Oregon resident.

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

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized residence information affidavit. The affidavit and all required supporting documents and materials must be submitted by the last day of the term in which the student resides.

(5) No OSU institution is bound by any determination of residence except by duly authorized officials under procedures prescribed by these rules including timely submission of the notarized affidavit.

Review of Residence Classification Decisions by IRC 580-010-0045

(1) An institutional residency committee (IRC) is established, consisting of the officers determining student residence classification at OSU 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 decision, may, within ten (10) days of the date of mailing or other service of classification decision, appeal the classification to the IRC. An aggrieved person may satisfy written statements to the IRC for [by] consideration in reviewing the case and may make also a 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 or designee. An appeal to the Vice Chancellor shall be in writing only. The Vice Chancellor’s decision shall be final.

(5) A person granted a merit or hardship exception to residency under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authority.

Residents under WICHE 580-010-0047

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 580-010-0045(4).

Contact the WICHE Certification Officer, PO Box 5073, Eugene OR 97403; telephone (541) 346-7275.

Residency 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) Application for Oregon Resident Status, which is available from the institutional residency officer to the student.

(2) A completed Oregon Resident Application and supporting documents.

(3) An Oregon resident classification is granted if the Director determines that the student meets the eligibility requirements for Oregon resident status.

(4) An Oregon resident classification is subject to revocation if the Director determines that the student no longer meets the eligibility requirements for Oregon resident status.

Residency Classification Appeals

Any person may appeal an institutional residency classification decision within ten (10) 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 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 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 State System's Interinstitutional Residency Committee (IRC) in writing or in person by notifying the institutional residency officer.

Registration and Academic Policies

Herbert R. Chereck, University Registrar

(541) 346-3243

220 Oregon Hall

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 catalog and announcements are issued for that session.

Students may enter the university at the beginning of any term, with the exception of architecture students, who should see Application Deadlines under Admissions, and international students, who are admitted fall term only. The university's new student orientation, Week of Welcome, is held in September for freshmen and transfer students who enter fall term. All new students are urged to attend. See the Academic Calendar for this and other important dates during the current academic year.

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the UO Schedule of Classes, which may be purchased for $25 at the UO Bookstore and the Eberly Memorial Union main desk store.

This publication, the 1999-2000 University of Oregon Catalog, is a statement of university rules and regulations, and calendars that go into effect as the opening of fall term 1999. A student who is admitted and enrolled at the university during any academic year may graduate under the general requirement provisions of the catalog in effect that year, provided the catalog has not expired. A student may choose to graduate under the general requirements of a subsequent catalog, provided he or she completes all of those requirements. Major requirements are determined by the academic departments and programs; requirements are subject to change for students who are not continuously enrolled. See catalog expiration and requirements policies, in the Contents section of this catalog, for more information.

Undergraduate and graduate degrees and certificates are listed in the Degrees, Majors, Minors, and Certificates section of this catalog. For details about graduate degrees, see the Graduate School section.

Details on major classification and procedures for change appear in the current UO Schedule of Classes.

Grading Systems

The university has two grading systems. When regulatory permit, a student may elect to be evaluated for a course with a letter grade or pass/no pass (PN). 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 PN 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 must 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 catalog and the UO Schedule of Classes designate courses that are offered only pass/no pass. Passing credits are also awarded for advanced placement and CLEP work and for work taken at another collegiate institution and without an asterisk. Undergraduate course work, C+ or worse for graduate course work, and for work taken at another collegiate institution without an asterisk. Undergraduate course work, C+ or worse for graduate course work, and for work taken at another collegiate institution and without an asterisk.

Each department, school, or special program may be awarded a bachelor's degree with more than one major by completing the general university degree requirements for the designated majors and degree and all requirements in each major as specified by the major departments, schools, or colleges.

**Academic Minor**

Unless specified by a particular department, a minor is not required for a bachelor's degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 12 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, 160 of the 225 required credits, 165 of the 225 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, P**

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

**UO Credits of A, B, C, D, P**

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

**Satisfactory Work**

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

**Written English**

Two courses (WR 121 and either WR 122 or 123 or equivalents) passed with grades of C− or better are required for all undergraduate degrees. For placement, prerequisites, or exemption, see policies in the English section of this catalog.

**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 Degrees, Majors, Minors, and Certificates section of this catalog.
Bachelor of Arts (B.A.) Requirements
The B.A. degree requires proficiency in a second language. The second-language requirement may be met in one of the following ways:
1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C- or P or better.
2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study. Scores on the second-language examination taken by incoming freshmen indicate the level at which students might begin, not where they must begin.
3. For students whose native language is not English: providing high school or college transcripts to the Office of Admissions as evidence of formal training in the native language and satisfactory completion of WR 112 and either WR 122 or 123.

Bachelor of Science (B.S.) Requirements
The B.S. degree requires 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 experience in mathematics. Courses must be completed with grades of C-, 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, 106, 107, 111 (any three)
   - MATH 105, 111, 243
   - MATH 111, 425, 426
   - ENG 171H, 172H, 173H or MATH 111

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, 131, 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, 242, 251, 252, 253, 271, 272
   - CIS 211, 212, 213

4. Satisfactory completion of MATH 111 (or a mathematics course for which MATH 111 is a prerequisite) and 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.

Substituting a Minor or Second Major. Some minors or second majors may be used to satisfy part of one group requirement. Students should consult their advisers for more information.

Group Requirements for Specific Degrees
These requirements apply to all bachelor's degree candidates.

Bachelor of Arts, Fine Arts, or Science
Students must complete a minimum of 18 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 used to fulfill the 18-credit requirement. "Double-Dipping" Restriction. Students who are admitted fall term 1999 or after may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

Bachelor of Architecture, Education, Interior Architecture, Landscape Architecture, or Music
Students must complete a minimum of 16 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 used to fulfill the total 16-credit requirement.

Group I: Arts and Letters
See "Double-Dipping" Restriction under Group Requirements.

Architecture and Allied Arts
See AAA 180, 181 under Fine and Applied Arts

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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
348 Rome in Age of Bernini
349 History of Prints
351 19th Century Art
352 20th Century Art
358 History of Design
359 History of Photography
360 American Art
381 Nudic Art of Etruska
382 Art of the Silk Route
394, 395, 396 Japanese Art I, II, III
397 Japanese Buddhist Art

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
310 Gender and Sexuality in Antiquity
321 Classical Myth
322 Ancient Historiography
323 Ancient Rhetoric and Oratory

Classics: Greek (GRK)
301, 302, 303 Authors: [Topic]

Classics: Latin (LAT)
301, 302, 303 Authors: [Topic]

Comparative Literature (COLT)
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201 The World of Epic
202 The World of Drama
203 The World of Poetry
304 The World of Fiction
306 The World of Autobiography
308 Approaches to Comparative Literature
360 Gender and Identity in Literature

Dance (DAN)
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301 Dance and Folk Culture
302 Dance in Asia

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211 Japan: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)
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152 Introduction to Chinese Film
155 Introduction to Chinese Popular Culture
201, 202, 203 Second-Year Chinese
301, 302, 303 Third-Year Chinese
305, 306, 307 Introduction to Chinese Literature
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East Asian Languages and Literatures: Japanese (JPN)
201, 202, 203 Second-Year Japanese
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305, 306, 307 Introduction to Japanese Literature

East Asian Languages and Literatures: Korean (KRK)
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210, 211 Survey of English Literature
215, 216 Survey of American Literature
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  - 130 Introduction to Archaeology
  - 180 Introduction to Language and Culture
  - 220 Introduction to Japanese Society and Culture
  - 314 Women and Culture I: Politics, Production, and Power
  - 336 Women and Culture II: Creativity and Symbols
  - 320 Native North Americans
  - 323 Pacific Basin: Polynesia and Micronesia
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  - 341 Asian Archaeology
  - 342 Northeast Asia Prehistory
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  - 202 Introduction to Economic Analysis: Microeconomics
  - 331 Urban and Regional Economic Problems
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  - 340 Issues in Public Economics
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350 International Economic Issues
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346 Work and Occupations
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213 General Biology III: Populations
261 Foundations I: Genetics and Evolution
262 Foundations II: Molecular Genetics
263 Foundations III: Biochemical Basis of Life
264 Foundations IV: Biological Interactions
307 Forest Biology
308 Freshwater Biology
357 Marine Biology

Chemistry (CH)
101, 102 Science and Society
111 Introduction to Chemical Principles
211, 212, 213 Introductory General Chemistry
221, 222, 223 General Chemistry
224, 225, 226 (F) Honors General Chemistry

Computer and Information Science (CIS)
120 Concepts of Computing: Information Processing
121 Concepts of Computing: Computers and Computation
Multicultural Requirement

Bachelor's degree candidates entering the university fall 1995 or after, including those with associate of arts degrees, must complete one course in two of the following categories: A: American Cultures; B: Identity, Plurality, 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 term 1995 who graduate before the fall term 2000 must complete one approved course from any of the three multicultural categories.

Category A: American Cultures

The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Anthropology (ANTH)

320 Native North Americans
344 Oregon Archaeology
442 Northwest Coast Prehistory

Art History (ART)

360 American Art
463 Native American Architecture

Comparative Literature (COLT)

474 Culture and Identity in the Americas

English (ENG)

151 Introduction to African American Literature
240 Introduction to Native American Literature
310 African American Prose
311 African American Poetry
312 African American Drama
489 Native American Literature: [Topic]

Ethnic Studies (ES)

101, 102 Introduction to Ethnic Studies
330 Minority Women: Issues and Concerns

Folklore (FLR)

486 American Folklife

Geography (GEOG)

207 Geography of the United States
312 African American Drama

History (HIST)

250, 251 African American History
253 American Indians in the West
360 The American City: [Topic]
449 Race and Ethnicity in the American West
455 Colonial American History
470 American Social History: [Topic]

Honors College (HC)

307 (H) Race and Ethnicity in the United States

Music (MUS)

264, 265 History of Rock Music I, II
270 History of the Blues
356 Innovative Jazz Musicians: [Topic]
359 Music of the Americas
450 History of Gospel Music

Music: Jazz Studies (MUJ)

350 History of Jazz

Philosophy (PHIL)

216 Philosophy and Cultural Diversity
450 African American Philosophy
451 Native American Philosophy

Political Science (PS)

250 Introduction to Urban Politics

Romance Languages: Spanish (SPAN)

328 Hispanic Literature in the United States

Sociology (SOC)

305 America's Peoples
345 Race, Class, and Ethnic Groups
445 Sociology of Race Relations

Theater Arts (TA)

472 Multicultural Theater: [Topic]

Women's Studies (WST)

321 Feminist Perspectives: Identity, Race, Culture

Category B: Identity, Plurality, 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, genres, 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)

273 Evolution of Human Sexuality
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
322 Euro-American Images of Native North America
362 Human Biological Variation
268 Scientific Racism: An Anthropological History
418 Anthropology of Religion
421 Anthropology of Gender
429 Jewish Folklore and Ethnology
439 Feminism and Ethnography
443 North American Prehistory
444 Middle American Prehistory
465 Gender Issues in Nutritional Anthropology
468 Race, Culture, and Sociobiology

Arts and Administration (AAD)

250 Art and Human Values
251 The Arts and Visual Literacy
252 Art and Gender
452 Women and Their Art

Classics in English Translation (CLAS)

314 Gender and Sexuality in Antiquity

Comparative Literature (COLT)

101 Literature, Language, Culture
301 Approaches to Comparative Literature
360 Gender and Identity in Literature
438 Latino Poetry of the United States
463 Comparative Feminisms
464 Cross-Cultural Investigations of Gender
473 New World Poetics
477 Nation and Resistance
479 Literature and Testimony
East Asian Languages and Literatures:
Chinese (CHN)
350 Women, Gender, and Chinese Literature
Economics (EC)
330 Urban and Regional Economic Problems
340 Urban and Regional Economics
431 Issues in Urban and Regional Economics
English (ENG)
315 Women Writers' Cultures: [Topic]
316 Women Writers' Forms: [Topic]
349 Jewish Writers
488 Race and Representation in Film
496 Feminist Film Criticism: [Topic]
497 Feminist Literary Theory
498 Studies in Women and Literature: [Topic]
Ethnic Studies (ES)
452 Asian Americans and the Law
454 Chicano and the Law
Folklore (FLR)
483 Folklore and Mythology of the British Isles
Geography (GEOG)
343 Society, Culture, and Place
441 Political Geography
442 Geography of Languages
445 Culture, Ethnicity, and Nationalism
Germanic Languages and Literatures:
German (GER)
222 Voices of Dissent in Germany
223 Germany: A Multicultural Society
351 Constructions of Identity in German Culture
354 German Gender Studies
Germanic Languages and Literatures:
Scandinavian (SCAN)
325 Constructions versus Constrictions of Identity
353 Scandinavian Women Writers
History (HIST)
308, 309 History of Women in the United States, II
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
350, 351 American Radicalism
359 Religious Life in the United States
386 India
388 Vietnam and the United States
414 Ancient Rome: [Topic]
454 American Women: [Topic]
469 American: Indian History: [Topic]
479 Law in American Society: [Topic]
Honors College (HC)
308 (H) Unequal Relations in the United States
315 (H) Women Writers: [Topic]
412 (H) Gender Studies: [Topic]
International Studies (INTL)
421 Gender and International Development
Journalism (J)
320 Women, Minorities, and Media
Music (MUS)
460 Music and Gender
Philosophy (PHIL)
170 Love and Sex
215 Philosophy and Feminism
Political Science (PS)
348 Women and Politics
434 Feminism and Ecology
435 Feminist Theories of Politics
471 Outsider Jurisprudence
483 Feminist Theory
Psychology (PSY)
380 Psychology of Gender
Romance Languages: Italian (ITAL)
498 Italian Women's Writing
Romance Languages: Spanish (SPAN)
497 Spanish Women Writers
Russian and East European Studies: Russian (RUS)
330 Women in Russian Literature
Sociology (SOC)
207 Social Inequality
207 Sociology of Women
455 Issues in Sociology of Gender: [Topic]
456 Feminist Theory
Women's Studies (WST)
101 Introduction to Women's Studies
301, 302 History and Development of Feminist Theory
331 Science, Technology, and Gender
341 Women, Work, and Class
351, 352 Women's Literature, Art, and Society
411 Feminist Praxis
421 Sexuality: [Topic]
422 Lesbian and Gay Studies: [Topic]

Category C: International Cultures
The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a world-view—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th-century United States.

Anthropology (ANTH)
110 Introduction to Cultural Anthropology
220 Introduction to Japanese Society and Culture
222 Life Stories
321 Peoples of India
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
541 Asian Archaeology
342 Northeast Asia Prehistory
343 Pacific Island's Archaeology
425 Topics in Pacific Ethnology: [Topic]
426 Peoples of South Africa
427 Peoples of Central and East Africa
428 Peoples of West Africa and the Sahara
430 Balkan Society and Folklore
451 Peoples of East Asia
453 Native Central Americans
454 Native South Americans
456 Cultures of Island Southeast Asia
457 Cultures of Mainland Southeast Asia
458 Minority Cultures of Southeast Asia
Art History (ARH)
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
210, 211 Japan: A Cultural Odyssey
212, 213 Japan: A Cultural Odyssey
215 East Asian Languages and Literatures: Chinese (CHN)
150 Introduction to the Chinese Novel
151 Introduction to Chinese Film
152 Introduction to Chinese Popular Culture
305, 306, 307 Introduction to Chinese Literature
423 Issues in Early Chinese Literature
424 Issues in Medieval Chinese Literature
425 Issues in Modern Chinese Literature
451 Post-Mao Fiction and Debate
452 Chinese Film and Theory
454 Early Chinese Poetics: Scholar's Lament
455 The Han-Tang Poetic Tradition
456 Traditional Chinese Law and Literature
457 The Confucian Canon
462 The Beginnings of Chinese Narrative
East Asian Languages and Literatures: Japanese (JPN)
305, 306, 307 Introduction to Japanese Literature
424 Freemodern: Japanese Literature: [Topic]
425 Modern Japanese Literature: [Topic]
426 Major Japanese Writers: [Topic]
437, 438, 439 Classical Japanese Literary Language
471 Japanese Cinema
472 Japanese Film and Literature
Economics (EC)
390 Problems and Issues in the Developing Economies
490 Economic Growth and Development
Folklore (FLR)
411 Folklore and Religion
412 Folklore of Subcultures
Geography (GEOG)
103 Cultural Geography
201 World Regional Geography
204 Geography of Post-Soviet States
205 Geography of Pacific Asia
209 Geography of the Middle East and North Africa
341 Population and Environment
446 Geography of Religion
445 Environment and Development
475 Advanced Geography of Non-European-American Regions: [Topic]
Germanic Languages and Literatures: German (GER)
221 Postwar Germany: Nation Divided
355 German Onema: History, Theory, Practice
Germanic Languages and Literatures: Scandinavian (SCAN)
341 Revisions of the Scandinavian Dream
486 Peasant Uprisings in Southeast Asia: [Topic]
497 China: Knowledge and Power in China: [Topic]
442 South Asia: Development and Social Change
443 Postwar Vietnam-United States Relations
Journalism (J)
456 Third World Development Communication
Linguistics (LING)
295 Language, Culture, and Society
311 Languages of the World
Music (MUS)
358 Music in World Cultures
451 Introduction to Ethnomusicology
452 Musical Instruments of the World
453 Folk Music of the Balkans
454 Music of India
Philosophy (PHIL)
213 Eastern Philosophy
Political Science (PS)
255 Mexican Politics
338 Southeast Asia in Modern Times
342 Politics of China I
422 Politics of China II
459 Chinese Foreign Policy
463, 464 Government and Politics of Latin America: [Topic]
Religious Studies (REL)
201 Great Religions
361 Francophone Literature and Culture
318, 319 Survey of Spanish American Literature
330, 331 Buddhism and Asian Culture
303 Chinese Religions
362 French
302 Japanese Religions
150 Cultural Legacies of France
360, 361 Francophone Literature and Culture
318, 319 Survey of Spanish American Literature
330, 331 Buddhism and Asian Culture
303 Chinese Religions
362 French
302 Japanese Religions

General Limitations
1. A maximum of 108 credits may be transferred from an accredited junior or community college.
2. A maximum of 60 credits may be earned in correspondence study.
3. A maximum of 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 24 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 or within established deadlines. See also Marks in this section of the catalog.
8. Undergraduate credits earned through 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 Courses; 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 a particular course. Exceptions to this policy require written approval from an academic advisor and a petition approved by the Academic Requirements Committee.

Registration and Academic Policies
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 satisfy all academic requirements for the second degree. Of these requirements, the following must be completed after the prior degree has been awarded:

1. The student must complete an additional 36 credits in residence as a formally admitted student if the prior bachelor's degree was awarded by the University of Oregon, or an additional 45 credits in residence if the prior bachelor's degree was awarded by another institution.
2. A minimum cumulative UO GPA of 2.00 is required for the second bachelor's degree.
3. A minimum of 18 credits must be graded A, B, C, D. If the prior bachelor's degree was earned at the University of Oregon, or 23 credits if at another institution.
4. At least 75 percent of all course work required in the 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 second 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 Degree with Honors**
Information about the Clark Honors College, academic honors, Latin honors, and honors societies is listed in the Honors at Oregon section of this catalog. Fellowship and scholarship information is in the Student Financial Aid and departmental sections of this catalog.

**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 non-admitted. 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 ask the instructor to record the 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.** Students receive an academic warning when the term GPA is lower than 2.00 but the cumulative UO GPA is 2.00 or higher. 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. Academic probation does not depend on the student receiving prior notice of academic warning.

**Academic Probation.** Academic probation is earned and recorded on the student's permanent record whenever the following conditions exist:

- When the cumulative UO GPA is lower than 2.00, the notation "Academic Probation" is recorded on the student's 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 academic transcript. If the student has earned 45 or more cumulative credits, that student's probation status includes 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 the Academic Requirements Committee, inquire at the Office of the Registrar, 220 Oregon Hall, telephone (541) 346-2343. For information about how to submit a petition to the Scholastic Review Committee, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall, telephone (541) 346-3211.
2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising and Student Services.

**Registering for Classes**

**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 lists courses offered for the term; it also describes registration procedures. The booklet includes important dates, deadlines, and explanations of academic regulations and financial aid procedures as well as current figures for tuition, fees, and other charges. The schedule also offers 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.

**Registration**
A registration period takes place before the start of classes each term; 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 Preregistration**
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 about this program. Space is limited, and the sign-up deadline is in June.

**Renrollment**
Students planning to register any time during an academic year (except summer session) 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 Renrollment
November 21, 1999 Winter 2000
January 28, 2000 Spring 2000
April 22, 2000 Summer session 2000
April 22, 2000 Fall 2000

**Summer Session**
Students planning to register for summer session should file a Registration Eligibility form, which is provided in the summer session catalog. It is also available from the summer session office and the Office of Admissions. Students who were enrolled in the spring term need not 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 provisional students who are formally admitted under individual arrangements, and for summer transient and community education students who are not formally admitted. Failure to file required records can result in the cancellation of admission, registration, and credits.

Concurrent Enrollment
University of Oregon students paying full-time tuition may enroll for courses at other universities in the Oregon University System up to overtake levels at no additional cost. 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 standard 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, 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 500 or better on each general examination earns 12 credits toward graduation and may fulfill a part of the group requirements for the bachelor's degree. Once a student is admitted to the university, UO accepts as transfer credit 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. Part-time students of all ages choose from a variety of courses. More information about enrollment and credit is available at the Continuation Center, 333 Oregon Hall; telephone (541) 346-5614.

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 faculty member who administers 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 is billed an 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.
7. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon catalog; 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 second languages.
8. A student may not receive credit by examination in courses that
   a. substantially duplicate credit already received or
   b. are more elementary than courses in which 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 who receive 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, second 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 and Oregon University System policies regarding transfer credits. Students may request credit evaluation 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 295, or an AARTS transcript is required for military education and occupational credits.

Tuition and Fees
Sherrl C. McDowell, Director
Office of Business Affairs
(541) 346-3177
First Floor, Oregon Hall

Tuition
Tuition is a basic charge paid by 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 1998-99, the health service fee was $81, the incidental fee was $187.75, the technology fee was $65, the recreation center bond fee was $15.25, and the building fee was $25. Each law student paid a $121.50 health service fee, a $221.50 incidental fee, a $97.50 technology fee, a $23 recreation center bond fee, and a $37.50 building fee. Each admitted student, at the time of first enrollment, is assessed a matriculation fee of $100-$200 to cover the cost of enrollment services. The fees are subject to change for 1999-2000.

Payment of tuition entitles students to many services including instruction in university courses; use of the university library system; 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 University Health Center at reduced rates, and use of gymnasium equipment 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.

Tuition for resident and nonresident law students is listed in the School of Law catalog, 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 students under the standard conditions of undergraduate or graduate study, and it is payable as specified in the UO 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 self-support fees. For more information, see the Continuation Center section of this catalog.

The Oregon University System reserves the right to make changes in the tuition schedule.

The tuition figures listed below are for 1998-99. Increases proposed for 1999-2000 had not been confirmed at publication.
### Tuition Schedule

#### Undergraduate

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Resident</th>
<th>Nonresident</th>
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<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12–18 credits</td>
<td>$1,242</td>
<td>$4,170</td>
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<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>290</td>
<td>531</td>
</tr>
<tr>
<td>2 credits</td>
<td>376</td>
<td>861</td>
</tr>
<tr>
<td>3 credits</td>
<td>462</td>
<td>1,191</td>
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<tr>
<td>4 credits</td>
<td>549</td>
<td>1,521</td>
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<tr>
<td>5 credits</td>
<td>635</td>
<td>1,852</td>
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<tr>
<td>6 credits</td>
<td>722</td>
<td>2,183</td>
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<tr>
<td>7 credits</td>
<td>809</td>
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<tr>
<td>8 credits</td>
<td>896</td>
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<tr>
<td>9 credits</td>
<td>983</td>
<td>3,176</td>
</tr>
<tr>
<td>10 credits</td>
<td>1,070</td>
<td>3,507</td>
</tr>
<tr>
<td>11 credits</td>
<td>1,157</td>
<td>3,838</td>
</tr>
<tr>
<td>Each additional credit beyond 18</td>
<td>75</td>
<td>319</td>
</tr>
</tbody>
</table>

#### Graduate

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9–16 credits</td>
<td>$2,116</td>
<td>$3,604</td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>434</td>
<td>911</td>
</tr>
<tr>
<td>2 credits</td>
<td>646</td>
<td>968</td>
</tr>
<tr>
<td>3 credits</td>
<td>858</td>
<td>1,345</td>
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<tr>
<td>4 credits</td>
<td>1,070</td>
<td>1,722</td>
</tr>
<tr>
<td>5 credits</td>
<td>1,282</td>
<td>2,099</td>
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<tr>
<td>6 credits</td>
<td>1,494</td>
<td>2,476</td>
</tr>
<tr>
<td>7 credits</td>
<td>1,706</td>
<td>2,853</td>
</tr>
<tr>
<td>8 credits</td>
<td>1,918</td>
<td>3,230</td>
</tr>
<tr>
<td>Each additional credit beyond 16</td>
<td>198</td>
<td>363</td>
</tr>
<tr>
<td>Graduate assistant (9–16 credits)</td>
<td>221.50</td>
<td>221.50</td>
</tr>
</tbody>
</table>

### 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 bills are mailed to students; payments are due on the first of each month.

### Community Education Program

Tuition for Community Education Program students enrolling for 8 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 departments or in the Office of Business Affairs. (This list is issued each year in accordance with OAR 571-51-005.)

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.
- **Bicycle Registration Fee:** Required of 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 continue both on campus and in the community.

### Tuition and Fee Refunds

Transcripts. Students must submit a signed, written request to authorize release of their academic record. The mailing address is Transcript Department, Office of the Registrar, 5257 University of Oregon, Eugene OR 97403-5257.

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 instructions for a written appeal. 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, Eugene, Oregon 97403-0237; telephone (541) 346-3215.

#### 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 in Oregon Hall. Refunds may take from four to six weeks to process. All refunds are subject to the following regulations:

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student’s control.
2. No refunds are made for any amount less than $3 unless a written request is made.
3. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the university’s financial aid repayment policy and schedule. See the UO Schedule of Classes for details.

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

The university has an appeal process for students or parents contesting that individual circumstances warrant exceptions to published policy. If circumstances of withdrawal or course-load reduction are beyond the student’s control. Petitions for exception to the refund policy may be obtained from the Office of the Registrar on the second floor of Oregon Hall or from the Office of Academic Advising and Student Services.
Student Financial Aid

Edmond Vignola, Director
(541) 346-3221
(800) 760-6953
260 Oregon Hall
http://www.vms.oregon.edu/~finaid/fin.html

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

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

Attendance Costs

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

Budgets established for financial aid purposes are based on average expense except for tuition and fees. Some students have higher costs in one category or another. For example, students in the School of Architecture and Allied Arts, the School of Music, and some of the science departments have expenses ranging from $30 to $100 a year for equipment, supplies, and field trips in addition to books. Students living alone in an apartment or in university housing may spend more than the budgeted amount for meals and housing.

Residence hall room and board for 1998-99 ranged from $5,100 to $8,186. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher.

Health insurance is optional for United States citizens. International students are required to purchase health insurance. Coverage by the term or for a full twelve-months may be purchased through the University Health Center. Coverage for dependents of students is also available.

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

The figures in the following tables are the tuition and fees for a full-time student in 1998-99. Tuition and fee schedules are subject to revision by the Oregon University System. See the Tuition and Fees section of this catalog.

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate resident</td>
<td>$1,242</td>
<td>$3,726</td>
</tr>
<tr>
<td>Undergraduate nonresident</td>
<td>4,170</td>
<td>12,510</td>
</tr>
<tr>
<td>Graduate resident</td>
<td>2,128</td>
<td>6,384</td>
</tr>
<tr>
<td>Graduate nonresident</td>
<td>3,604</td>
<td>10,812</td>
</tr>
<tr>
<td>Graduate assistant</td>
<td>222</td>
<td>666</td>
</tr>
</tbody>
</table>
| Tuition for resident and nonresident law students is listed in the School of Law catalog, available from the University of Oregon School of Law.

The expenses in the following tables are used by the Office of Student Financial Aid to estimate a student’s educational costs for the 1999–2000 academic year.

<table>
<thead>
<tr>
<th>Meals and Housing</th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student commuter</td>
<td>$645</td>
<td>$1,935</td>
</tr>
<tr>
<td>Student living on or off campus</td>
<td>1,785</td>
<td>5,355</td>
</tr>
</tbody>
</table>
| Residence hall charges are higher for fall term than for winter and spring.

A dependent childcare allowance may be added to the budget for each child under twelve years of age who is living with a student and for whom the student is paying childcare expenses.

<table>
<thead>
<tr>
<th>Books and Supplies</th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
<td>$725</td>
<td>$705</td>
</tr>
<tr>
<td>Law (semester)</td>
<td>380</td>
<td>760</td>
</tr>
</tbody>
</table>

| Miscellaneous Personal Expenses | Graduates and undergraduates | $615 | $1,845 |

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, graduate, and law students use the following procedure to apply for financial aid:

1. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid and mail it to the federal processor. Students may also apply at the FAFSA web site: <http://fafsa.ed.gov/>

2. List the University of Oregon, code number 003223, as a school to receive the application information.

3. Apply for admission to the University of Oregon.

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 the federal processor must be received by the Office of Student Financial Aid or at the Oregon University System 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 FAFSA or the Renewal FAFSA in early February. On-line applicants should mail the FAFSA signature page, obtained from the web site, 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. The Office of Student Financial Aid determines the student's eligibility for and the amount of assistance to be received by using a method prescribed by law to determine an expected contribution from the student and family to meet the cost of the student's education. The expected family contribution, derived from using the federal formula, is based on income and asset information as well as certain variables such as family size and number of family members attending college. This system ensures that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances for individuals.

Assessing Financial Aid Eligibility

The university uses a method prescribed by law to determine an expected contribution from the student and family to meet the cost of the student’s education. The expected family contribution, derived from using the federal formula, is based on income and asset information as well as certain variables such as family size and number of family members attending college. This system ensures that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances for individuals.

Financial Aid Packages

After the student’s financial aid eligibility has been established, the student receives a Notification of Financial Aid Eligibility. The Office of Student Financial Aid attempts to meet each student’s financial aid eligibility, which could include scholarship and grant money, work-study, and loan eligibility.

A student may not receive assistance from the Federal Perkins Loan, 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 Loan or National Direct Student Loan program or on a loan made, insured, or guaranteed under the Guaranteed Student or Federal Stafford/Ford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students for attendance at any institution.

2. The student has borrowed in excess of federal (Title IV) loan limits.

3. The student owes a refund on grants previously received for attendance at any institution under Federal Pell Grant, Supplemental Educational Opportunity Grant, State Need Grant, or Cash Award programs, or on a Federal Perkins Loan due to an overpayment.

4. The student has been convicted of violating any federal or state drug possession or sale law.

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

Federal law requires that male students born after 1960 be registered with Selective Service in order to receive financial aid.

Undergraduates

Federal Pell Grants, State Need Grants, and university scholarships that are not from an academic department are considered to be part of the student's financial aid package, although the Office of Student Financial Aid determines the student’s eligibility for and the amount of assistance to be received. The Office of Student Financial Aid does not determine eligibility for these programs.

The Office of Student Financial Aid determines the student’s eligibility for and the amount of assistance to be received 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 University System Supplemental Fee Waiver, as well as the university’s Technology Fee Work Program.
Financial aid offers are made in accordance with federal regulations and university policies. Some awards are tentative if selected for verification and may be revised after a review of federal income tax forms.

Graduate and Law Students
The Office of Student Financial Aid determines eligibility and the amount of assistance that may be received from the Federal Perkins Loan, Federal Direct Stafford/Ford Loan, the Federal Work-Study programs, and the Oregon University System Supplemental Fee Waiver, as well as the university's Technology Fee Work Program. 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 returns, to verify the information on the application. Students should read the Notification of Financial Aid Eligibility and instructions carefully. Acceptance must be returned to the Office of Student Financial Aid by the date specified on the document.

An explanation of revision and appeal policies and procedures is included with the 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 method of determining student and family contributions, and the university policies and procedures for offering financial aid are available in the Office of Student Financial Aid. Students are welcome to review them during office hours. Students may arrange to meet with a counselor to discuss eligibility and financial aid notification by calling the Office of Student Financial Aid.

Financial Aid Programs
To be eligible for certain financial aid programs that depend on 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, the State Need Grant, and the university's Technology Fee Work Program, 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 based on the student's parents' income and assets, or the student's and spouse's if applicable. The university disburses the money.

Federal Supplemental Educational Opportunity Grant (FSEOG)
Federal supplemental 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 limitations 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 university policy and fund availability. FSEOG funds are granted to the university by the federal government to award to eligible students.

State of Oregon Need Grants
Need Grants are awarded to eligible undergraduate Oregon residents who complete the FAFSA, the Renewal FAFSA, or the on-line FAFSA. Need Grants for the 1998–99 academic year were $1,140. 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, satisfactorily completes 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.

Oregon University System Supplemental Fee Waiver
Supplemental fee waivers were provided by the Oregon University System to help offset the cost of education. Limited funds may be available in 1999–2000 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.

Federal Work-Study Program
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 university policy and fund availability. 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. Funds are deposited within the university by the federal government to pay a portion of student wages; the remainder is paid by the employer.

Technology Fee Work Program
This is a university-sponsored program that provides part-time jobs on campus. Students must be eligible for financial aid and enrolled at least half time. They earn an hourly wage based on the type of job and their skills and experience. Students may work a maximum of twenty hours a week while school is in session. Availability of the program is subject to continued funding. Job openings are listed with Employment Services in the Career Center.

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 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; $30,000 combined total for both undergraduate and graduate study. The amount a student receives is determined by university policy and fund availability.

Repayment of a Federal Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is $40 a month or $120 a quarter. The university bills quarterly throughout the year. 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 Business Affairs, 0237 University of Oregon, Eugene OR 97403-0237; telephone (541) 346-3171.

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 the routine discharge of their debts by declaring bankruptcy within seven years after the repayment period begins.

Money available for Federal Perkins Loans is collected from former university borrowers to use in support of current student-loan borrowers.
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 university is responsible for providing, collecting, and forwarding a signed promissory note to a contracted servicer. 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 (up to 44 credits); $3,500 for the second academic year (45--89 credits); and $4,500 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, with a $45,500 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 on July 1. All Federal Direct Stafford/Ford Loan borrowers are eligible for this rate.

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 student must pay the 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 additional Federal Direct Unsubsidized Stafford/Ford Loan money. Students with fewer than 90 credits may borrow a maximum of $4,000 a year in additional funds above the maximum Federal Direct Stafford/Ford Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional $5,000 a year; graduate students, $10,000 a year in addition to the Federal Direct Stafford/Ford Loan. Not all applicants qualify for the maximums. 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 periods 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 servicer, 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, and is 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.

Repayment
Repayment of Federal Direct Stafford/Ford Loans (subsidized 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 the 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 payment of at least $600 ($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 a parent has borrowed dies. Federal Direct Student Loans are generally not dischargeable in bankruptcy.

Default Reduction
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 forbearance 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 of the loan.

Entrance and Exit Counseling
First-time Federal Direct Stafford/Ford Loan (subsidized and unsubsidized) borrowers must receive preloan counseling. 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 source.

The refund policy, procedures, and schedule are published in the UO 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 minus 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 trustees 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.

Academic Progress
Students receiving financial aid are required to maintain satisfactory academic progress. A full-time undergraduate student must satisfactorily complete a minimum of 15 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 assistance 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 consideration for assistance beyond this limit must submit a petition to the Office of 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 salary, are offered to outstanding graduate students by many departments. The College of Arts and Sciences annually solicits and screens applicants for Rhodes, Marshall, and Mellon graduate fellowships.

National ROTC Merit Scholarships
The Reserve Officers’ Training Corps (ROTC) Scholarship Program provides more than 500 four-year scholarships annually to high school seniors. Additionally, hundreds of three- and two-year scholarships are awarded to college students. These scholarships include tuition ($5,000–$12,000), books ($450), and a stipend of $150 per month during the school year. For more information, call the Department of Military Science at (800) 842-3945. High school students also can contact their school’s counselor.

Scholarships Awarded through the Office of Student Financial Aid
http://darkwing.uoregon.edu/–/admit/expenses/scholar.htm

This group of university scholarships, not attached to a particular department or school, includes Presidential, Laurel, and general university scholarships. Detailed information is available on the web at the UO’s scholarship site listed above. All of these scholarships require academic achievement (merit). Some of them 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 applicants’ academic qualifications.

One application form is used for all the scholarships in this group. Application and recommendation forms are available in the Office of Student Financial Aid and on the scholarship website. 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 officially apply for admission to the University of Oregon by February 1.

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

Presidential Scholarship Program. 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 scholarships in the amount of tuition and fees plus a $450 book allowance for each of their four years at the university. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the university.

National Merit Scholarships
The University of Oregon is the only public institution in Oregon that sponsors the National Merit Scholarship Program. Several thousand National Merit 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 take the Preliminary Scholastic Assessment Test (PSAT) in their junior year. This test is usually offered during October.

Target of Opportunity Laurel Award Scholarship
In 1990 the UO Graduate School created the Target of Opportunity Laurel Award Scholarship to help undergraduate students of color further their education with graduate studies. Covering instructional fees only, these merit-based scholarships are open to full-time 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 each year is in late January or early February. For complete eligibility and selection information, call the Graduate School at (541) 346-5129 or the Office of Multicultural Affairs at (541) 346-3479.

Diversity-Building Scholarship
The University of Oregon Diversity-Building Scholarship recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. These scholarships are an integral part of the university’s effort to meet the educational-­diversity needs of its students, and they complement other programs in the UO Campus Diversity Plan.

This tuition-remission scholarship offers awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable for up to fifteen terms for entering freshmen, twelve terms for transfer and continuing students, and nine terms for graduate students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

Scholarship Criteria. In order to be considered for this scholarship, applicants must be a United States citizen or permanent resident and be either a currently enrolled UO student in good academic standing or apply for admission and meet standard UO admission requirements. Scholarship recipients are selected competitively by the UO Diversity-Building Scholarship Committee. Factors considered in the selection process include, but are not limited to (1) potential impact on the educational diversity of UO students; (2) commitment to diversity through documented history of community service, leadership or other activities; (3) educational background and performance as documented by official high school and/or college transcripts; (4) financial aid eligibility as determined by federal guidelines; (5) a personal statement submitted to the scholarship committee with the application; and (6) a letter of recommendation. Preference is given to members of an ethnic minority, to first generation and/or nontraditional students as defined by federal guidelines, and to Oregon residents.

Application. The application postmark deadline for the Diversity-Building Scholarship is
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 $250 may be borrowed for thirty to ninety days. A small service charge is assessed on the loan.

To be eligible, borrowers must be enrolled, have no outstanding short-term loans, and 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, $1,200 for graduate students. Two cosigners with good credit references are required. University of Oregon faculty members, staff members, and students are not eligible to co-sign. The total amount borrowed may not exceed $1,200.

A $25 service charge is assessed as an application fee. 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 at least half time at the University of Oregon. A late charge of $5 is assessed on each installment not paid by the due date.

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 to be part of the general loan fund and are disbursed according to the policies described above.

Allen Wilesley and Adelaide Church
A. P. Mckinley Student Loan Fund
Associated Women Students
Benjamin Root Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1967-68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff Jr. Student Loan Fund
Class of 1911
Class of 1912
Class of 1917
Class of 1920
Class of 1929
Class of 1934
Class of 1940 Endowment
Class of 1941 Endowment Fund
Class of 1942 Endowment Fund
David Turrleidove Memorial Loan Fund
Day Churchman Memorial Student Loan Fund
Elizabeth Dudley Whittem Memorial
Eugene Forthnightly Club
Eugene Women’s Choral Club Loan Fund
Eulaene Crosby Barnett Loan Fund
George C. Widmer Fund
Ida Lakin Bear Estate
Ida Stauffer Bequest
J. A. Murray Bequest
Joseph and George Widmer Fund
Lane Trust Loan Fund
Lella Potter Estate
Loran (Mason) Meidinger Fund
Lucille Gunderson Memorial Student Loan Fund
Mary Ellen Showers Harris
Mary N. Spiller
McDowell-Catt Loan Foundation
Norman Oswald Memorial
Patroness Loan Fund of Muth Epiration
Pi Lambda Theta
Richard C. Nelson Memorial
Robert Bailey Memorial Endowment
Rose E. Bubman Memorial Loan Fund
Rose M. Holmannk Loan Fund
Soffr Art Students
Selling Emergency Loan Fund
University of Oregon Foundation
University of Oregon Mothers’ Endowment Grant
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 university 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 noninterest bearing during enrollment and charge 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.

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 lineal 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.

Coeo 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 school; and (3) any worthy student.

Douglas and Myrtle Casem Student Fund
Regular long- or short-term loans subject to university loan rules and regulations. Interest earnings may be used for scholarships.

Edith Kerns Chambers Scholarship Loan Fund
Loans not to exceed $500 to upper-division students maintaining a 3.00 GPA. Interest at the annual rate of 2 percent.

Eleanor Anderson Loan Fund
Noninterest-bearing loans approved by the Department of English and 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 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 may be issued to married students in the fourth, fifth, or graduate year as majors in architecture or in fine and applied arts. No cosigners are required, and the maximum loan is $200. Loans are due within one year from the date of issue and are 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 $250 for three months to 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 Bechtel Fund
Long- or short-term loans to upper-division and graduate students.

Indian Student Loan Fund
Maximum loan is $50 for three months.

James Coyle Loan Fund
Loans of up to $2,000 to 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. J. Walton Memorial Fund
Loans to be issued to law students in accordance with standard loan policy.

Law School Computer Loan Fund
Loans for law students based on need, for purchasing required computers. Loans up to $2,000 using the standard University of Oregon long-term loan policies and procedures.

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

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

L. S. Cressman Loan Fund
Loans are noninterest-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
Employment Services

(541) 346-3214
(541) 346-7030 Job Hotline
Career Center, 244 Hendricks Hall
http://uocareer.uoregon.edu

Employment Services, part of the UO Career Center, provides job listings to students interested in part-time or temporary jobs, work-study and technology-fee programs, and full-time job opportunities. All part-time, temporary, work-study, and technology-fee job listings are available in 247 Hendricks Hall or on the Career Center’s web site.

A majority of UO students are employed in part-time work. Students interested in obtaining part-time work should visit this office upon arrival at the university and after determining class schedules. University students enjoy a well-deserved reputation with Eugene-Springfield employers as reliable, dependable, hard-working, and intelligent employees.

Part-time Job Opportunities. Openings in the community are usually available in the areas of office work, childcare, and general labor. Some jobs are continuing; others are limited to specific projects. Students can call the Job Hotline to hear part-time, temporary, and seasonal job listings twenty-four hours a day.

Federal Work-Study Program and Technology-Fee Work Program. These programs are limited to students who have applied for financial aid and have been awarded either federal work-study or the university’s technology-fee work-study. Jobs are listed by type and by department. More information about the work-study and technology-fee programs is available in the Work-Study and Technology-Fee Manual on the Career Center’s web site.

Summer Employment. The Career Center has a variety of resources available to students looking for summer jobs, and seasonal positions are posted in job binders located in 247 Hendricks Hall on the Career Center’s web site, and on the Job-Hotline. The Campus Interview Program provides opportunities for students to interview for paid internships or summer work at camps, national parks, businesses, and other summer positions. Students should attend an orientation to learn how to schedule these interviews.

Listed below are other 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 115B, 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 students are given priority for these positions. Students interested in part-time food service positions should contact 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. Assignments 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 Erb Memorial Union. Inquiries should be sent to the Personnel Clerk, Erb Memorial Union, 1228 University of Oregon, Eugene OR 97403-1228.
Student Housing

Michael Eyster, Director
Office of University Housing

(541) 346-4277
Walton Complex
University Housing, 1220 University of Oregon,
Eugene OR 97403-1220
housing@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~housing

University of Oregon students may choose living arrangements from a variety of accommodations provided by the university and the community. Adapted facilities are available for students who identify a need for accommodation on their applications.

The Office of University Housing affirms the following statement: "The University of Oregon actively promotes cultural diversity and equal opportunity. We honor the humanity that joins us, and we celebrate the differences that distinguish us. University housing has the expectation that all residents will actively participate in creating welcoming communities that value all members without regard to race, color, sex, sexual orientation, national origin, age, religion, marital status, disability, or veteran status."

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. The university expects students to conduct themselves with respect for the comfort and property of others and to pay financial obligations.

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 3,250 students. The five complexes located on campus are Bean, Carson, Earl, Hamilton, and Walton. The University Inn and Riley Hall are five blocks west of the campus. Most halls house freshmen and upper-division students together. Double-occupancy rooms are available in all halls. A limited number of single rooms are available. All residence halls are coeducational and usually have floors reserved alternately for men and women. Special-interest halls house students interested in intensive academic pursuit, creative arts, honors (by invitation only), outdoor pursuits, music, cross-cultural programs, health and fitness, and substance-free living. A graduate student hall and cyberhall are also available.

Residence Hall Facilities and Services

Residence halls offer two meal plans: sixteen meals a week or nineteen meals a week except during vacations. Most common areas contain color televisions, table tennis, and vending machines. Basketball courts, a sand volleyball court, and tennis courts provide more recreational options. Coin-operated washers, dryers, and ironing boards are in each hall. A limited amount of locked storage space for luggage is available. Rooms are furnished with local telephone service, basic cable television connection, access to the UO computer network, carpeting, draperies, desk lamps, study chairs, and wastebaskets. Reduced-rate evening and weekend long-distance 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 at the beginning of the term, but may be paid in monthly installments. Payments become delinquent after ten calendar days. Beginning ten days after the university billing statement due date, interest accrues on unpaid balances.

Residence hall rates for 1999-2000 are listed below. The rates include an annual $24 social and educational fee for programs to be determined by the residents in each unit. Fall term rates include the $250 prepayment.

### Standard Hall

<table>
<thead>
<tr>
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<th>Double</th>
<th>Single</th>
<th>Small</th>
<th>Deluxe</th>
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<tbody>
<tr>
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<td>$2,140</td>
<td>$2,649</td>
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<tr>
<td>Spring</td>
<td>1,337</td>
<td>1,655</td>
<td>1,337</td>
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<tr>
<td>Total</td>
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<td>$6,622</td>
<td>$5,350</td>
<td>$6,420</td>
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<table>
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<th>Double</th>
<th>Single</th>
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<td>$2,731</td>
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<td>Winter</td>
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<tr>
<td>Spring</td>
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<tr>
<td>Total</td>
<td>$5,690</td>
<td>$6,962</td>
<td>$5,690</td>
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</tbody>
</table>

### University Inn

The University Inn, at 1001 Patterson Street, offers additional services and private baths.

<table>
<thead>
<tr>
<th></th>
<th>Double</th>
<th>Single</th>
<th>Small</th>
<th>Deluxe</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
<td>$2,568</td>
<td>$3,179</td>
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<tr>
<td>Winter</td>
<td>2,247</td>
<td>2,781</td>
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<tr>
<td>Spring</td>
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<td>1,987</td>
<td>2,177</td>
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<tr>
<td>Total</td>
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<td>$7,947</td>
<td>$8,710</td>
<td>$6,420</td>
</tr>
</tbody>
</table>

### Reservations and Contracts

Students receive the Housing Premium 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. Applications received by March 31 are guaranteed a housing offer. The residence hall application form must be accompanied by a $30 nonrefundable application fee. Address inquiries to University Housing.

Beginning 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-accepting letter—a signed contract, the assignment questionnaire, 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 a guaranteed housing offer 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.) Students who withdraw or graduate from the university are released from their contracts; no additional fees are charged.

Refund Policy. The refund policy is described in the residence hall contract.

Vacations. There is no food service during vacation breaks. Students may remain in their rooms during Thanksgiving vacation at no charge. Students who stay on during winter and spring vacations may be moved to one central unit and are charged an additional fee.
Summer Session. Summer session students may choose between two 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 workshop and conference groups. Address inquiries to University Housing—Summer.

Housing and Apartments for Families and Graduate Students

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 $250 and $285 a month (subject to change) and includes water and garbage service. The apartments have electric heat and appliances, and the grounds are landscaped and maintained. University students may ride free on city buses. An elementary school and shopping areas are nearby.

Spencer View, the newest complex has 272 apartments located about a half-mile southwest of campus. Two-bedroom apartments are $445 a month, and three-bedroom apartments are $545 (subject to change). The energy-efficient apartments are located close to grocery stores, schools, and parks. Each apartment is wired for high-speed Ethernet connection to UUNet, the university’s computer network. Water, recycling, and garbage services are provided. Each apartment has a patio or a balcony as well as individual, locked storage areas.

A short distance from campus, Agate is a twenty-unit complex of one- and two-bedroom apartments. Rent starting at $445 a month (subject to change), includes access to the university’s computer network, water, and garbage recycling service. Units include stove and refrigerator but are otherwise unfurnished.

Parking at Agate, Westmoreland, and Spencer View is limited to one vehicle per household. On-site day care is available at Spencer View and Westmoreland.

East Campus Housing

The university also owns more than 100 houses in a four-block area east of the campus. A lottery, conducted about six weeks before the beginning of each term, is used to assign student families to available units from a limited waiting list maintained by Office of University Housing. Pets are permitted. Rental rates are specific to each unit.

Moon Court, a small one- and two-story housing community, consists of six two-bedroom, energy-efficient units. Rent starts at $600 a month and includes water and garbage and recycling service.

University Housing rates are subject to change by the Oregon University System, which reserves the right to increase charges during the fiscal year if actual expenses of housing operations exceed budgeted expenses. Address inquiries to University Housing—Family Housing and Apartments.

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 means are taken into account.

Occupancy limits are based on the number of bedrooms in the number of adults and children. No more than two adults may reside in a unit.

Application and Assignment. Applications for family housing must be accompanied by a $35 application fee. A $75 security deposit and pro-rated first month’s rent are required at the time of assignment.

Affiliated Housing

Fraternities and Sororities

Information about fraternities and sororities affiliated with the university is available from the Greek Life Office, Suite 5, Erb Memorial Union: telephone (541) 346-1146.

Fraternities and sororities are more than just a housing option. They are concerned with the cultural, social, and academic growth of their members, 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 $3,950. In addition, there are some one-time fees the first year. Members may pay monthly or quarterly.

Membership selection is known as "rush," which includes house visits. Rush takes place during the week before classes start in the fall. This gives new students a chance to get acquainted and meet members of each of the fraternities and sororities. Students planning to participate in rush should call or write the Interfraternity Council (men) or Panhellenic Council (women) in Suite 5, Erb Memorial Union; telephone (541) 346-3701 or 3888, or call the Office of Greek Life at (541) 346-1146. 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, Phi 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 Chi, Sigma Nu, Sigma Phi Epsilon, and Theta Chi.

Nonuniversity Housing

The Rental Information Office provides a free service to help students who want to rent off-campus housing. Listings of houses, duplexes, apartments, studios, quads, rooms and roommates, and cooperatives are posted on bulletin boards outside Suite 5 of the Erb Memorial Union. 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 $1,500, depending on the number of bedrooms and proximity to campus.

Apartments. Apartments located close to campus typically have higher rental rates than those in the outlying areas of Eugene-Springfield. Following are average monthly rental rates for area apartments: one-bedroom, $350–$525; two-bedroom, $450–$725; and three-bedroom, $600 or more. Many of these apartments require nine- to twelve-month leases, refundable cleaning deposits or nonrefundable fees, or security deposits. Many do not allow pets.

Studies and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents for studio apartments range from $300 to $450 a month. A quad is a single sleeping room with kitchen facilities shared with three other units. A quad may have either a private or a shared bathroom. Rent ranges from $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 $280 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. 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.

For more information call the office at (541) 346-3731, stop by the office on the ground floor of the EMU, or write to Rental Information Office, Erb Memorial Union. 1228 University of Oregon, Eugene OR 97403-1228.
**Academic and Career Planning**

**Advising**
The University of Oregon offers undergraduate students a choice of more than 2,000 courses. Out of these courses individualized programs emerge, reflecting each student's special interests, goals, and aspirations. Translating these goals and interests into courses, majors, and minors requires careful planning. For this reason, 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. The personal access code needed for registration is issued by the student's major adviser.

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

The faculty adviser provides the student with an 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 for students who have not declared majors (classified as undeclared premajors) and for those interested in law, health professions, and fifth-year education programs.

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

**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 each credit requires at least three hours a 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 catalog) and requirements for the major. Major requirements are listed in this catalog under the academic department headings (see Contents or Subject Index). Students who have not selected a major should spend some time exploring possible majors.
3. Students should read the course descriptions in this catalog and the notes in the UO Schedule of Classes to learn course pre- or corequisites. Meeting prerequisites for courses is the student's responsibility.
4. Many university major disciplines and courses require competence in mathematics. It is also a bachelor of science degree requirement. Mathematics should be started in the freshman year.
5. A second 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 programs Freshman Interest Groups, Transfer Interest Groups, Freshman Seminars, Pathways, the Clark Honors College, the Honors Track, and departmental orientation courses. These courses and programs should be investigated early during the first year. Freshman Seminars, Transfer Interest Groups, and Freshman Interest Groups are described in the Student Retention Programs section of this catalog. For information about the Clark Honors College, see the Honors at Oregon section of this catalog.
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.

A minor is another way to focus studies toward a specific subject in depth. Faculty advisers in the respective departments should be directed to specific departments.

See Degrees, Majors, Minors, and Certificates at the front of this catalog for a list of degree and certificate programs.

**Career Planning**
Career Center
244 Hendricks Hall
http://uocareer.uoregon.edu/

To assist students in career planning, the Career Center offers vocational inventories; a web site worksheet to track skill development during college study; internships, workshops on job search strategies; résumé writing and interviewing; job fairs; Campus Interview Program; and job opportunities listings for part-time, summer, and full-time employment. Orientations to the full array of services are available weekly and enable registration and access to scheduling of employment interviews and to part-time job and resumedata bank.

**Establishing Goals**
Setting clear and achievable goals for the college years is very important. Realistic goals include selecting a major near the start of the second year; participating in internships or volunteer work, especially during the junior year; and graduating in four years. It is also important to identify personal skills—such as critical thinking, communication, self-management, and teamwork—that need to be strategically strengthened.

**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 inventories to clarify interests, skills, work-related values, and work environment preferences. A counselor helps interpret the results.

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

Special Problems: Career Decisions (CPSY 406) is designed for juniors and seniors who want to finalize their educational direction and determine their next steps toward a rewarding career.

**Gathering Career Information**
Students can find information about careers in the following resources:
- The career library has information on more than 40,000 career areas organized for easy exploration. The Career Center's web site provides links to career resources and opportunities.
- Workshop: College to Career (CPSY 408) discusses résumé writing, interview skill building, informational 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 and products 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 professionals who have five to twenty-five years of experience in their careers. Participants conduct informational interviews with the alumni about prospective professional careers. A 1-credit course, coordinated by the Career Center, teaches skills in networking, informational interviewing, and cover letter and résumé writing. More information is available from the Career Center's program coordinator.

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

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Academic Planning</th>
<th>Career Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman and Sophomore Years</strong></td>
<td>Complete writing and at least half of group requirements. Decide on a major early in the sophomore year; seek assistance as needed from Office of Academic Advising and Student Services. Some majors require more than two and one-half years of planned study. Consider taking some upper-division (300- and 400-level) course work during sophomore year. Review progress report on Duck Web, and print a copy to use in consultations with advisers.</td>
<td>Obtain information about careers through career planning seminars, workshops, and employer presentations. Discuss with academic adviser which career skills to develop. Look up college outcomes of the Career Center’s web site. Examine career information related to the major by using career information resources offered by the Career Center. Talk to family and friends about their professions and how they entered them. Use the Career Assessment Program or register for Special Studies; Career Exploration (CFSY 199) Apply for summer work related to career goals (begin in December). Join curricular clubs. The Career Center’s web site and Job Hotline lists part-time and summer jobs, telephone (541) 346-7030.</td>
</tr>
<tr>
<td><strong>Freshman</strong></td>
<td>0-44 credits</td>
<td><strong>Sophomore</strong></td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td>Review progress report on Duck Web, and print a copy to use in consultations with advisers. 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 earning an academic minor or another major.</td>
<td>Attend a Career Center orientation and register with the Career Center. Attend Career Center workshops in job search, résumé writing, and interview skills or register for Special Problems; Career Decisions (CPSY 406) or Workshop: College to Career (CPSY 408) Arrange an internship or practicum through major department, the Career Center’s Career Development Internship Program, or a professional organization. Interview individuals with jobs in anticipated career areas through the Mentor Program. Discuss career options with major adviser and other faculty members. Apply for summer work related to career goals. Begin establishing a file of letters of recommendation to support application for graduate school (begin in December). Visit the quarterly career fairs.</td>
</tr>
<tr>
<td>90-134 credits</td>
<td></td>
<td><strong>Senior Year</strong></td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td>Review progress report on Duck Web, and print a copy to use in consultations with advisers. 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 Workshop: College to Career (CPSY 408) (fall or spring term) Arrange an internship or practicum through major department, the Career Center’s Career Development Internship Program, or a professional organization. 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 quarterly career fairs.</td>
</tr>
<tr>
<td>135+ credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internships and practicums are field-based experiences required of some majors and may be open to nonmajors as electives. Opportunities should be discussed with an academic adviser or with counselors at the Career Center.

Student organizations provide opportunities to develop 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 Employment Services, part of the Career Center.
Graduate Council Faculty

Lynne Anderson-Inman, educational leadership, technology, and administration
Kenneth S. Calhoon, Germanic languages and literatures
Deborah A. Carver, library (ex officio)
Pamela Doersken, music
Marian Friesiad, Graduate School (ex officio)
Roger Haydock, physics
Linda Kintz, English
Peggy Passcoe, history
James M. O’Fallon, law (ex officio)
Hal Sadofsky, mathematics
Wayne M. Wanta, journalism and communication
Polly Welch, architecture
Philip D. Young, anthropology

Advanced Degrees and Certificates

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, education, journalism and communication, and music. Program offerings are listed below. The advanced degree or certificate granted is noted 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 catalog.

Specific program requirements for the majority of these degrees appear in the departmental sections of this catalog; 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
Linguistic anthropology

Physical anthropology
Asian studies: M.A., M.S.
China
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
Inorganic chemistry
Materials science

Molecular biology
Neuroscience
Organic 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., Ph.D.
Chinese literature
Japanese language and pedagogy
Japanese literature
Economics: M.A., M.S., Ph.D.
Advanced microeconomics
Applied econometrics
Applied game theory

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
Environmental studies: M.A., M.S.
Environmental sciences, studies, and policy: Ph.D.
Exercise and movement science: M.S., Ph.D.
Athletic training
Biomechanics
Motor control
Physiology of exercise
Geography: M.A., M.S., Ph.D.
Biogeography
Climatology
Cultural and historical geography
Ethnocultural geography
Europe
Former Soviet Union
Geomorphology and soils
Global change
Middle East
North America
Political geography
Quaternary environments
Sub-Saharan Africa
Urban geography
Geological sciences: M.A., M.S., Ph.D.
Fluid mechanics
Hydrology
Mineral deposits
Mineralogy-geochemistry
Stratigraphy-sedimentary petrology-paleontology
Structural geology-geophysics, tectonics, volcanology
Germanic languages and literatures: German:

Political science:
History; M.A., Ph.D.,
International studies; M.A.
Linguistics:
Physics:
Philosophy
Mathematics: M.A., M.S., Ph.D.

Mineral deposits
Fluid mechanics
Mineralogy-geochemistry
Stratigraphy-sedimentary petrology-paleontology
Structural geology-geophysics, tectonics, volcanology

Roman languages: M.A., Ph.D.
French: M.A.
Italian: M.A.
Spanish: M.A.
Russian and East European Studies: certificate
Russian: M.A.
Sociology: M.A., M.S., Ph.D.
Environment
Labor, organization, and political economy
Research methods
Sex and gender
Social psychology, language and culture
Theory
Theater arts: M.A., M.S., M.F.A., Ph.D.
Women’s studies: certificate

Professional Schools and Colleges
School of Architecture and Allied Arts
Architecture: M.Arch.
Interior architecture: M.I.Arch.
Technical teaching in architecture: certificate
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.
Sculupure: M.F.A.
Visual design: M.F.A.
Historic preservation: M.S.
Landscape architecture: M.L.A.
Design theory
Landscape history
Landscape planning
Landscape ecology
Planning, public policy and management
Community and regional planning: M.C.R.P.
Public affairs: M.A., M.S.

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.

Research methodology
United States politics
Psychology: M.A., M.S., Ph.D.
Clinical: Ph.D.
Cognitive
Developmental
Neuroscience
Social and personality

College of Education
Communication disorders: certificate
Continuing administrator-superintendent: certificate
Counseling: M.A., M.S., M.Ed.
Community and other agency settings
Employment and vocational
Individual and family
Counseling psychology: D.Ed., Ph.D.
Early childhood: certificate
Early childhood—elementary special education: certificate
Early intervention—early childhood special education: certificate
Elementary: certificate
English speakers other languages: certificate
English speakers other languages—bilingual: certificate
Initial administrator: certificate
Middle-secondary special education: certificate
Music education: certificate
Reading education teaching: certificate
School psychology: M.A., M.S., M.Ed., Ph.D., certificate
Special education: early intervention: M.A., M.S., M.Ed., Ph.D.
Talented and gifted
Special education: rehabilitation: D.Ed., Ph.D.

School of Journalism and Communication
Communication and society: Ph.D.
Journalism: M.A., M.S.
Creative nonfiction
Journalism: advertising: M.A., M.S.
Journalism: electronic media: M.A., M.S.
Journalism: magazine: M.A., M.S.
Journalism: news-editorial: M.A., M.S.
Journalism: public relations: M.A., M.S.

School of Music
Dance: M.A., M.S.
Music
Jazz studies: M.Mus.
Music composition: M.Mus., D.M.A., Ph.D.
Music conducting: M.Mus.
A former University of Oregon student must be admitted formally to the Graduate School in the same way as a student from any other college or university. A student who has been admitted and wants to change his or her major is subject to acceptance by the new department. Filing a Change of Major form and any official documents the new department requires accomplishes this change.

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 application form, the fee, and official transcripts from all colleges or universities from which the student has received a bachelor's or advanced degree must be sent to the Office of Admissions.

The remaining copies of the application form and official transcripts of all 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 be asked to furnish additional materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected and send them 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 graduate work, but does not intend to pursue a specific graduate degree, must submit an 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 Graduate School. (University of Oregon graduates do not need to send an official transcript to the Graduate School.) Graduate postbaccalaureate status is a nondegree classification. A satisfactory record is a major influence in allowing reenrollment. 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 to the university as international students.

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 take 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 (500 or higher) and application deadlines for graduate admission. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 899, 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-proiciency test after arrival on campus. If the score on the English-proficiency test indicates that additional training is necessary, the student must enroll in special English classes. For more information about the Academic English for International Students (AEIS) and its cost, write to the AEIS Adviser, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403-5209, USA.

International students who want English training before beginning their studies at the University of Oregon or another university in the United States must enroll in the American English Institute. For more information write to the American English Institute, 5212 University of Oregon, Eugene OR 97403-5212, USA.

International students must 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 97403-5209; telephone (541) 346-3206.

**Course Numbering System**

500-599 Courses that offer graduate-level work in classes that include undergraduate students

600-699 Graduate courses for graduate students only

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 MPL subject code 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 the minimum and maximum number of credits available for a single course during a single term. Credit is assigned according to the workload in a particular course. Some departments have established different credit ranges from 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 503, 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]
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 fall through spring terms. Registration in excess of this level, up to a maximum of 18 credits, requires payment of additional fees for each extra credit. During summer session graduate students are limited to a maximum of 12 credits. Minimum registration is 3 graduate credits a term.

International students should request information from the Office of International Education and Exchange about Immigration and Naturalization Service regulations and minimum credit requirements. 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 degree is granted, the student must register for at least 3 graduate credits. If the student is completing a master's degree thesis in this final term, registration must include 1 to 3 credits of Thesis (603). If a doctoral dissertation is being completed, registration must include no fewer than 3 credits of Dissertation (603).

Students living elsewhere while writing a thesis or dissertation and sending chapters to an adviser for criticism must register for a minimum of 3 graduate credits a term; they should register for their advisee's thesis or dissertation credits.

Various on- and off-campus agencies and offices have their own course-load requirements. For example, some agencies who offer 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 required number of credits.

Course Enrollment for Faculty and Staff Members

Faculty and staff members who want 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 University System. A student registers for these courses with the University of Oregon registrar, who records each grade on the academic record under Joint-Campus Course (JC 610). The student must be a matriculated UO graduate student in an advanced degree program and registered for UO courses the same term that the JC 610 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Joint campus course work counts toward the 24 graded credits required for the master's degree. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

The University of Oregon has graduate WICHE programs in historic preservation and exercise and movement science. For information about the following degree programs, write to the listed coordinators:

- M.S. in Historic Preservation—Donald L. Petting, School of Architecture and Allied Arts, 5240 University of Oregon, 97403-5249;
- Ph.D. in exercise and movement science—Louis R. Osterrig, Department of Exercise and Movement Science, 1240 University of Oregon, Eugene OR 97403-1240.

Graduate Credit by Examination

Currently enrolled graduate students may submit a petition to the major department to receive graduate credit by examination for areas in which they feel qualified by experience or independent study. These areas must be directly equivalent to graduate courses listed by title in the current University of Oregon Catalog. Credit earned in this manner does not count toward satisfaction of the residence requirement for the master's degree. Procedures for credit by examination for graduate students are as follows:

1. The graduate adviser and the dean or department head of the academic unit offering the course must approve the student's petition.
2. The student must pay in advance a special examination fee of $40 a course.
3. The student must complete arrangements for the examination at least one month before the examination date.
4. Graduate credit by examination is recorded as a 'P' (pass) unless the course in question is listed in the most recent Schedule of Classes as graded only.
5. Credit by examination is not awarded for Thesis (603); Research (603); Dissertation (603); Internship (604); Reading and Conference (605); Field Studies, Special Problems (608); Workshop, Colloquium, Special Topics (618, 619, 609); Practicum (610); and Experimental Course (510, 610).
6. Students may not receive graduate credit by examination for (a) courses they have 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 deny 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:

- postbaccalaureate
- premaster's
- postmaster's
- postdoctoral
- nonadmitted Community Education Program
- nonadmitted summer session

All credits earned in these classifications are recorded on the student's transcript. Up to 15 graduate credits earned under one or more of the above classifications may later be counted in a master's degree program if endorsed by the school or department and approved by the Graduate School. (This is within the 15-credit maximum of transfer credit to a 45-credit master's degree program.) Approved credits may be used to meet relevant university degree requirements.
I and Y Marks
Graduate students must convert a graduate course incomplete (I) into a passing grade within one calendar year of the assignment of the incomplete.

Students may request more time for the removal of the incomplete by submitting a petition, stating the course requirements that were not initially completed and signed by the instructor, to the dean of the Graduate School for approval. Requirements for additional time include but are not limited to enrollment in a current term, adherence to the seven-year time allocation, and a minimal remaining quantity of work. This policy does not apply to incompletes assigned to Thesis (605), Research (601), Dissertation (603), and Terminal Project (609). Thesis and dissertation credits are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits are converted after the instructor submits a supplementary grade report to the Office of the Registrar. Incompletes that remain on the academic record after the degree is completed may not be removed.

Graduate students are not permitted to convert a mark of Y (no basis for a grade) unless the Y was the result of an administrative error.

Continuous Enrollment
Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer session, 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 by 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 session must obtain on-leave status for each ensuing school year. These summer students must complete all degree requirements within the seven-year time limit.

A master's degree candidate, 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 prior to advancement to candidacy, and they may apply for a maximum of three academic terms of registration in absentia after advancement to candidacy. See Continuous Enrollment under Doctoral Degrees.

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

Review of the registration 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 9 graduate credits in each term. They must also complete the comprehensive examinations if completed prior to stopping out.

Graduate Residency
Each graduate degree at the University of Oregon has a residency requirement, which must be fulfilled by every graduate student who completes that degree. The residency requirement allows graduate students to concentrate exclusively on coursework or research to acquire knowledge, skills, and insights necessary for attaining the degree; and to find opportunities to work closely with faculty members and students. Residency provides significant and tangible advantages to graduate students because it enhances the quality of the academic experience. For example, competence in the field is enhanced by close familiarity with the university's libraries, computing resources, specialized collections, and other unique facilities of the campus; valuable experience is gained by attending and participating in formal and informal seminars, colloquia, and discussions led by specialists who visit campus; fluency in the specialized language and vocabulary of the discipline is enhanced by frequent and close association with faculty members and other students in the same field; and thesis or dissertation research is facilitated by frequent interaction with the adviser.

Academic programs in which the majority of course work is delivered away from the Eugene campus or by distance education technology must obtain prior written approval for waiver of the residency requirement from the dean of the Graduate School. Waiver of the residency requirement is dependent on the program's plans for satisfying the spirit of the residency requirement in the absence of full-time study on the Eugene campus.

Waiver of Regulations
Graduate students may file a petition requesting exemption from any academic requirement. The Graduate School reviews, upon petition, the educational purpose the regulation in question was designed to serve. Petitions are seldom granted if the only reason given is to save the student from inconvenience or expense.

Graduate School petition forms are available in department, school, and Graduate School offices.

Student Records Policy
Copies of the policy may be obtained at the Office of the Dean of Student Life and the Office of the Dean of the School of Law. The following is a summary of that policy.

Students enrolled in the university generally have the right to inspect records maintained by the university that directly affect them. The university maintains only student records relevant to the educational or related purposes of the university and does not release those records to anyone other than the student except to university personnel who have legitimate interests at the direction of a court, or in emergency situations. Upon request the university releases directory information about the student, but the student may ask that such information not be released. The student may request the correction of errors in university records and is also entitled to a hearing, if necessary. Students may review letters of recommendation received after December 31, 1974, unless they have waived that right with the appropriate university department.

Application for a Degree
The application for degree must be filed in the Graduate School by the second week of classes in the term of graduation. All grade changes, removal of incompletes, and transfer work necessary to complete degree requirements must be filed with the Graduate School the term prior to the term of graduation. Corrections to an academic record can be made only during the thirty days following the granting of a degree.

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees
All fees are subject to change by the Oregon University System. The tuition schedule for graduate students each term of the 1998-1999 academic year was as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>$867</td>
<td>$1,560</td>
</tr>
<tr>
<td>4</td>
<td>1,085</td>
<td>1,737</td>
</tr>
<tr>
<td>5</td>
<td>1,297</td>
<td>2,114</td>
</tr>
<tr>
<td>6</td>
<td>1,509</td>
<td>2,491</td>
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<td>8</td>
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<td>3,245</td>
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<td>9-16</td>
<td>2,143</td>
<td>3,619</td>
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Each credit over 16 198 363

Authors of doctoral dissertations must submit the dissertation to University Microfilms International in Ann Arbor, Michigan. Copyright registration is optional. Consult the University of Oregon Style and Policy Manual for Theses and Dissertations, which is available on the Graduate School web site.

Fellowships and Financial Aid

One purpose of scholarship and fellowship support provided by the UC Graduate School is to enhance the diversity of the graduate student population by seeking talented students from groups historically underrepresented in graduate education. Broadening the talent pool from which graduate students are chosen enriches the educational and scholarly activities of all students and faculty members and is good academic
practice. By bringing diverse individuals together to engage in intellectual activities, graduate programs engender respect for intellect, regardless of source, and help to build a community whose members are judged by the quality of their ideas.

At the University of Oregon, financial aid is available through graduate teaching and research fellowships (GTFs), training grant stipends, scholarships, work study, loans, and part-time jobs. GTFs are available to qualified graduate students who are enrolled in the Graduate School and have been admitted to an advanced degree program. Inquire at the department for specific application deadlines. Fellowship awards are made on the basis of the student's potential as a graduate student. Graduate teaching assistants and research assistants are represented by the Graduate Teaching Fellows Federation (GTFF), American Federation of Teachers, Local 3544. Recruitment and selection follow established published procedures from departments and the provisions of the GTFF contract. Details of appointment procedures are available from the departments of instruction. Reappointment is subject to departmental policy but is always contingent upon making satisfactory progress toward the degree.

Teaching Fellowships. Nearly all schools and departments award GTFs. For 1998-99 minimum-level stipends at 0.49 full-time equivalent (FTE) range from $4,184 to $7,975 for the academic year. The minimum appointment is a 0.20 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 credits 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 Proficiency English Assessment Kit (SPEAK) to the Graduate School. Individuals scoring below 50 on the TSE or 230 on the SPEAK test 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 at 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 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 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 catalog 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 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, 520 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 catalog for these 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 grade point average (GPA) of 3.00 or better.

A minimum of 30 credits in the major are 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 Thesis (503). Credit for thesis is given pass/no pass.

Second Master's Degree

Students who earn the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be in courses taken for letter grades, after official admission as a master's degree candidate in the new major at the university. This provision does not apply to a second master's degree in the Interdisciplinary Studies: Individualized Program (ISIP). 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 Catalog. 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.

Residency and Enrollment Requirements

For a master's degree, the Graduate School requires that a minimum of 30 credits (applicable to degree requirements) be taken on the Eugene campus during at least two terms of study. 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). 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 of three academic terms) has been approved. In the term the degree is received, the graduate student must register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits, Continuous Enrollment, Graduate Residency, 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. Total transferred credits 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+, B, or P
5. The courses may not have been used to satisfy the requirements for another degree. Transfered credit may not be used to meet the requirement of 24 credits in University of Oregon graded graduate courses, nor are they used in computing the UO cumulative grade point average.

Distance Education. Credit earned in distance education study is considered transferred credit and no more than 15 graduate credits may be applied to a student's degree program without prior written approval of the dean of the Graduate School. A policy statement on distance education and graduate degrees is available in the Graduate School, 125 Chapman Hall.

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 (603); Internship (604); Reading and Conference (605); Field Studies or Special Problems (606); Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609) do not qualify.

Transfer of Reserved Graduate 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 15-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, is eligible for consideration. If approved, these courses can be used to satisfy relevant university master's degree requirements. A Transfer of Reserved Graduate 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 postbacalaurate student, a nonmatriculated graduate student enrolled in the community education program or in summer session, or a graduate-certification student may later be counted toward the master's degree (see Other Graduate Classifications under General Requirements and Policies), pending school or department endorsement and Graduate School approval. This is within the overall 15-credit maximum for transfer credit to a 45-credit master's degree program. Grades earned must be A-, A-, B-, B, or P.

**Distinction between M.A. and M.S. Degrees**

Students pursuing an M.A. degree must demonstrate competence in a second language. The minimum requirement is the same as that for fulfilling the second-language requirement for the bachelor of arts degree. (See Requirements for the Bachelor of Arts in the Registration and Academic Policies section of this catalog.) The student's major department may establish a higher level of proficiency and a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master's degree. There is no language requirement for the M.S. and professional advanced degrees unless the department so specifies.

**Examinations and Thesis**

The student's major school or department may require qualifying, comprehensive, or final examinations or any combination of these. The content and methods of conducting such examinations are the responsibility of the school or department.

In some fields, master's degree candidates must submit a thesis; in others the thesis is optional. A student who writes 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. Obtain from the Graduate School a current copy of the University of Oregon Style and Policy Manual for Theses and Dissertations (only theses meeting the standards of style and form discussed in that manual are accepted)

3. Find out at the Graduate School the exact number of copies of the thesis to submit

4. Submit three copies of an abstract (150-word maximum) to the Graduate School

**Research Compliance**

See Research Compliance under Doctor of Philosophy in the Doctoral Degrees section of this catalog.

**Summary of Graduate School Requirements for a Master's Degree**

The following outline lists minimum Graduate School requirements for master's degrees. 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**: M.A. only
  - Minimum GPA: 3.00
  - Minimum thesis credits: 9 credits
  - Time limit for program completion: seven years
  - Total credit minimum: 45 credits
  - Registration minimum per term: 3 credits

- **Minimum graded credits taken**:
  - In residence: 24 credits
  - Minimum 600-level credits in residence: 9 credits

- **Minimum credits in major**:
  - 30 credits minimum
  - 30 credits

**Interdisciplinary Master's Degree Programs**

In addition to specialized graduate work in traditional fields of learning, the university provides opportunities for integrated interdisciplinary studies leading to the M.A. or the M.S. degree. These programs are planned according to the individual student's interests and the established programs of study organized and administered through interdepartmental faculty committees.

Graduate students pursuing a program of interdisciplinary studies may supplement graduate courses offered by the various departments and schools with individualized studies by enrolling under the following course numbers.

**Interdisciplinary Studies Courses (IST)**

- 503 Thesis (1-16R) P/N only
- 601 Research: [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 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic] (1-16R)
- 609 Terminal Project (1-16R)
- 610 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, folklore, and individualized program. 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 second language equivalent to satisfactory completion of the second-year college sequence either with the Graduate Student Foreign Language Test or with adequate undergraduate course work. As with all work for the master's degree, language competence must be demonstrated within the overall seven-year time limit.

**Interdisciplinary Studies: Individualized Program**

The individualized program is the university's most flexible interdisciplinary program leading to the 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 (IS:IP) requires a total of at least 54 graduate credits; a minimum of 15 graduate credits in each of the three areas of concentration; and 9 graduate credits for an integrated terminal project or thesis determined by the student and three advisers during the course of study. Additional guidelines in the IS:IP program include the following:

1. A maximum of 15 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across all three areas of the program.
2. The terminal project or thesis consists of 9 credits distributed across at least two areas. Credit for this project is earned in Terminal Project (IST 690); credit for the thesis is earned in Thesis (IST 503).
3. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program. Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers at the university. An applicant who has been denied admission to a departmental graduate program at the university must have departmental permission to use that department as a program area.

Consent must be obtained in writing from each of the three advisers, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Subsequent changes in the program must be approved by both the adviser in the area involved and the IS:IP director. Address inquiries about the individualized program to Director, Interdisciplinary Studies: Individualized Program, Graduate School, 1219 University of Oregon, Eugene OR 97403-1219.

Individualized Program: Applied Information Management. The interdisciplinary master's degree in applied information management is designed as a professional master's degree to serve the needs of Portland-area residents. Coordinated by the Continuation Center, the program combines course work in information management, business management, information design, and research methods. For individuals who are unable to pursue the degree program, nondegree certificates of completion are offered in each of the four content areas. The applied information management program is described in the Campus and Community Resources section of this catalog under Continuation Center. Address inquiries to UO AIM Program Coordinator, CAPITAL Center, 18640 NW Walker Road, Suite 1007, Beaverton OR 97006.

Individualized Program: Folklife. This program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the Folklife section of this catalog. Address inquiries to Sharon R. Sherman, Director, Folklife Program, 1287 University of Oregon, Eugene OR 97403-1387.

Doctoral Degrees
Doctor of Philosophy
The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for 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 catalog. It is recommended that a student not take all undergraduate and graduate work at the University of Oregon.

Residency 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. At least one academic year—the residency 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. During this residency year the student is expected to make progress toward the degree by completing course credit and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits in each 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 of 18 credits in Dissertation (603). Credit for Dissertation is recorded as P,N (pass/no pass). See Dissertation Registration for more information.

Language Requirement
Individual schools or departments may require knowledge of a second language or other specialized disciplines, such as computer science or statistics, as part of a Ph.D. program. Information about these requirements is available from the school or department.

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 languages exists in the candidate's specialized field of dissertation research. It is the responsibility of the candidate's advisor 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 advisor 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 of the student passing 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 available from the Graduate School. 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. Researchers who want to use human subjects may obtain protocol forms and procedures from the Human Subjects Compliance Office, located in the Riverfront Research Park. Researchers who want to use vertebrate animals may obtain protocol forms and procedures from the Office of Veterinary Services and Animal Care located in Streisinger Hall.

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 in duplicate 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 review procedure after consultation with the student, the department chair (or the school dean), and the committee.

Following final approval of the dissertation, two copies must be submitted to the Graduate School. Committee members should sign approval of the dissertation only if they have seen and approved what is substantially a final draft and if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is not the case, they should not sign the final oral form. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral examination, another oral examination must be scheduled for defense of the dissertation.

Time Limit
The required year of residency spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive examinations or both are required. In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. Students are responsible for staying informed about individual departmental regulations.

Continuous Enrollment
Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously until all program requirements, including submission of the dissertation to the Graduate School, have been met. To be continuously enrolled, the student must register for 3 graduate credits each term excluding summer sessions. See On-Leave Status under General Requirements and Policies.

In Absentia Registration
Following advancement to candidacy, only a single academic year of registration in absentia is allowed. When registering in absentia, the doctoral candidate acknowledges that he or she is neither doing any work toward the degree nor using any university or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being submitted for review). This is an absentia registration maintains the student's status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit.

Doctoral candidates must register the term prior to the term of defense to ensure sufficient time for evaluation of the dissertation by every committee member. Students who do not register the term prior to the defense may be required to register retroactively and could incur late fines and petition fees.

Doctor of Education
The doctor of education (D.Ed.) degree is granted in recognition of the candidate's mastery of theory, practice, and research in professional education.

General Requirements
A student interested in the D.Ed. degree in the College of Education must meet the requirements established by the college. In addition to a primary specialization, the student's plan of study should include work in supporting areas of education, such as foundations areas, a research area, and some noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation examinations, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree.

Dissertation
The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that shows an original contribution to knowledge or a study in which the student deals with knowledge already available and produces a constructive result of importance and value for educational practice.

Advancement to Candidacy
Advancement to candidacy for the D.Ed. degree in the College of Education is based on the recommendation of the doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) being admitted to the degree program, (2) substantially completing all or the planned course work, and (3) receiving the adviser's permission to take the examinations.

Doctor of Musical Arts
Requirements for the doctor of musical arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, second languages, a program of study including area of emphasis, and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the School of Music section of this catalog for details.

D.M.A. in Performance. The doctor of musical arts degree in performance has two options. Option I requires a written dissertation after completion of the program of courses and seminars, the required recitals or other performances, and the comprehensive examinations.

Option II requires the student to give a lecture-presentation and produce a written document of fifty pages in lieu of the traditional written dissertation. The presentation and document are in addition to recitals or performances required in the various areas of performance.

Chronological Summary of Procedures Leading to Doctoral Degrees
1. Admission
2. Continuous enrollment. Students enrolled in advanced degree programs must attend the university continuously (except for summers) until all program requirements are completed, unless on-leave status has been approved. Enrollment minimum is 3 graduate credits a term.
3. Course work and residence. Student's advisory committee, appointed by the department, school, or college, determines the program, which must include three years of accredited, full-time graduate work beyond the bachelor's degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credits a term) must be spent on the Eugene campus.
4. Second languages or other specialized knowledge. Regulations are set by the department, school, or college.
5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied.
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of 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.
11. Granting of degree at end of term in which all degree requirements are satisfied.
12. Diploma, with commencement date, issued by registrar.
Honors at Oregon

Honors Programs

Robert Donald Clark
Honors College

Paul L. Csonka, Director

Robert Donald Clark Honors College

Faculty


Louise M. Bishup, adjunct assistant professor. See English


Joseph G. Fonicchia, associate professor (European intellectual history), B.A., 1972, California, Davis; M.A., 1975, California, Santa Barbara; Ph.D., 1985, California, Davis. (1986)


The date in parentheses is the year the honor college was founded.

Affiliated Faculty

Holly Arrow, psychology
Diane B. Baxter, anthropology
Stephen W. Durrant, East Asian languages and literatures
Jennifer J. Freyd, psychology
Gordon A. Gobis, geological sciences
Roland Greene, comparative literature and English
Joseph A. Hynes Jr., English
Bertram F. Jaffe, psychology
John M. Orbell, political science
Robert C. Proudfoot, international studies
Cheyne C. Ryan, philosophy
Steven Shankman, English and classics
Larry D. Singell Jr., economics
Donald S. Taylor, English
Louise Westling, English
Robert L. Zimmerman, physics

Clark Honors College

The Robert Donald Clark Honors College is a small, liberal arts college of 500 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.) or bachelor of science (B.S.) 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-sustained inquiry and personal growth.

Honors college courses are taught by its home 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 benefits 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 energetic 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 range of campus and community activities: student and university government and committees; the student newspaper, the Oregon Daily Emerald; University Theatre; Honors College Creative Arts Journal; Honors College Student Association; School of Music productions; debate; and intramural and varsity athletics.

Many honors college alumni continue their education in graduate schools or professional schools of the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to careers in such areas as public service, private enterprise, and the Peace Corps.

Facilities

The honors college is located in Chapman Hall on the west side of the University of Oregon campus, close to Knight Library and the UO Bookstore.

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 who are 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 important 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 teachers
4. High school grade transcripts and results of the College Board Scholastic Assessment Test (SAT I) or American College Test (ACT)

Students who have attended another higher education institution, or who are 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 pointedly to the applicant's qualities, and (3) in particular 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 in addition to items 1 through 4 listed above.

The early notification deadline is November 1 for the following academic year. The deadline for regular admission is February 1. Applications received between February 1 and May 1 are considered if space is available. Applications and questions about the honors college may be addressed to the director of the Clark Honors College.

**Academic Requirements**

Requirements in the honors college substitute for the group requirements that other University of Oregon students must meet for graduation. The honors college core curriculum can be combined with any major at the university. In consultation with advisers, students take full responsibility for understanding and shaping their study programs within the broad context provided by these requirements. This process is itself a significant part of the education offered at the 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 in social science; at least one course must be taken in each area.

*Arts and Letters.* Honors College Arts and Letters (HC 311H, 312H), Women Writers (HC 315H)

*Social Science.* Approved courses. For example, Honors College Social Science (HC 304H, 305H), Honors College Introduction to Microeconomics (HC 204H), Honors College Macroeconomics (HC 205H), Honors College Introduction to Psychology (HC 212H), Historical-Comparative Inequality in the United States (HC 307H), Unequal Relations in the United States (HC 308H), 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.* Courses chosen from mathematics courses numbered MATH 105 and higher, Honors College Topics in Modern Mathematics (HC 171H, 172H), PSY 310, SOC 412, 413; or other approved courses.

*Science.* Approved courses at the 200 level or above in biology, chemistry, geology, physics, or psychology, or Honors College Introduction to Experimental Psychology (HC 211H); some of the major concepts and areas of research in modern psychology, or Honors College Science (HC 207H, 208H, 209H)

**Multicultural Requirement**

All university undergraduate students must take one approved course in two of the three multicultural categories described in the Registration and Academic Policies section of this catalog.

*Colloquium.* 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 Arab-Israeli Conflict, Frontiers in Medicine and Science, Indigenous Cultural Survival, Literature by and about Gay Men, Literature of Skepticism, The Place of Love in Personal and Political Life.

**Senior Thesis Seminar.** Coordinated with major departments, Senior Thesis Seminar (HC 407H) 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 committed to excellence in writing. The program integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the core courses, particularly in Honors College Literature (HC 101H, 102H, 103H), Honors College History (HC 107H, 108H, 109H), and the Senior Thesis Seminar (HC 407H). Students who graduate in the honors college generally do not take the university’s required writing courses. Students who transfer out of the honors college before completing their degree work must satisfy the university writing requirement.

For either a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree, honors college students must (1) demonstrate second-language proficiency through completion of the second-year requirement in a second language and (2) satisfy all requirements in a university department that offers a major leading to a B.A. or B.S. degree. If a department requires more than 90 credits of course work for a major leading to a B.S. degree, the second-language requirement is waived. Such majors include biology, business administration, chemistry, computer and information science, exercise and movement science, general science, geological sciences, and physics.

Before graduating, Clark Honors College students must also meet the particular requirements, listed elsewhere in this catalog, of 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 (4,4,4)** 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 (4,4,4)** Examination of the cultural and primary source materials of institutions and ideas that have shaped the modern world.
- **199 (H) Special Studies: [Topic] (1–5R)** Topics of current interest.
- **204 (H) Honors College Introduction to Microeconomics (4)** 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 determination of unemployment, inflation, and aggregate output.
- **207, 208, 209 (H) Honors College Science (4,4,4)** How science can be applied and misapplied in answering questions about nature and society. Includes discussions and demonstration. Primarily literature courses.
- **211, 212 (H) Honors College Introduction to Experimental Psychology (4,4)** 211: introduction to perception, memory, learning, and cognition. 212: introduction to the psychological processes affecting social perception and behavior as well as personality development. Sequence.

The following courses are open to sophomores, juniors, and seniors:

**304, 305 (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] (4,4)** 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 cultural emphases vary but always focus on writings by women. R three times when topic changes for maximum of 16 credits.

**359 Special Studies: [Topic] (1–5R)**

**401 Research: [Topic] (1–2R)**


**403 Thesis (1–2R)**

**405 (H) Reading and Conference: [Topic] (1–2R)**

**406 (H) Special Problems: [Topic] (1–2R)**


**408/508 (H) Colloquium: [Topic] (1–2R)** Offered in a wide range of topics.

**409 (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, androgyny). 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-American. R three times when topic changes for maximum of 16 credits.

**Academic Honors**

**Departmental Honors**

Many departments at the University of Oregon offer a bachelor’s degree with honors in the academic major. Students may graduate with honors in the following majors—in the College of Arts and Sciences unless indicated otherwise: accounting (Lundquist College of Business), anthropology, biochemistry, biology, business administration (Lundquist College of Business), chemistry, Chinese, classics, comparative literature, computer and information science, economics, educational studies (College of Education), English, environmental science; environmental studies; exercise and movement science; general science; geography; geological sciences; German; history; humanities; international studies; Japanese; journalism (School of Journalism and Communication); linguistics; mathematics; philosophy; physics; planning, public policy, and management (School of Architecture and Allied Arts); political science; psychology; religious studies; Romance languages; Russian; sociology; theater arts.

For specific requirements of departmental honors programs, see the departmental sections in this catalog.

**Honors Track**

The College of Arts and Sciences Honors Track offers qualified entering students the opportunity to participate in small, 1-credit seminars that focus on one of the college’s three disciplinary areas—the humanities, the social sciences, and the natural sciences. In these seminars students review the disciplines associated with the area, meet distinguished faculty members from those disciplines, learn about the questions researchers are answering, and investigate career opportunities. For more information about the Honors Track, write to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217, or telephone (541) 346-3201.

**Honors Lists**

**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.

**Junior Scholars**

Undergraduates with 90 or more 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 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 Latin honors. These distinctions are based on students’ percentile rankings in their respective graduating classes, as follows:

Top 10 percent cum laude
Top 5 percent magna cum laude
Top 2 percent summa cum laude

The Office of the Registrar computes Latin honors upon graduation.

**Honorary Societies**

**Mary Hudzikiewicz, Coordinator**

(541) 346-3216
364 Oregon Hall

One means of recognizing outstanding students at the University of Oregon is through election to membership in a chapter of a local, national, or international honorary society. Criteria for membership and the scope of activities vary widely. Some focus primarily on scholastic achievement; others consider grades along with other factors such as community service and leadership. Some honorary societies select...
Harris
One of its national honorary societies for entering juniors and seniors. Students must submit applications, members by invitation only; for others, students must complete a request form, available from the coordinator of honors and awards. An advisory committee reviews all requests and dispenses the awards.

Honorary Based on Scholarship

Alpha Lambda Delta
Mary Hudzikiewicz, Adviser
(541) 346-3216
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
(541) 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 3.60 GPA and a minimum of 48 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: $50

Phi Beta Kappa Society
Nan Coppock-Bland, Adviser
(541) 346-2221
Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. Alpha of Oregon became the first chapter in this state in 1923. Although three private schools in Oregon now have chapters, the UO still has the only Phi Beta Kappa chapter in the Oregon University System.

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, Maryjane Perlman, and Ramon Gutierrez.

Selection for Phi Beta Kappa is not automatic, but students do not have to apply or be nominated for consideration. After screening academic records to determine whether they meet the minimum requirements for membership in the society, a faculty-staff committee of Phi Beta Kappa members 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: $45

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

1. 164 credits completed by the beginning of the spring term of the election.
2. Cumulative GPA of at least 3.70.
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 (P/N), i.e., F with 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.
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 these 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.

Although some upper-division liberal courses with the same subject code belong to two different groups, only the courses from one of those groups can be counted for breadth.

7. No evidence of academic misconduct or poor character

Fulfillment of the minimum requirements does not guarantee election to the Phi Beta Kappa Society. Because students are typically invited to join the society shortly before they graduate, those who become members are not expected to participate in chapter activities on this campus. They may, however, become active in chapters at other institutions or in associations—the community equivalents of campus chapters.

Phi Eta Sigma
Mary Hudzikiewicz, Adviser
(541) 346-3216
Phi Eta Sigma is an honorary society for freshmen who have a cumulative GPA of 3.50 and at least 15 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

Honors and Awards

Phi Beta Kappa
Mary Hudzikiewicz, Adviser
(541) 346-3216
Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation, Alpha of Oregon became the first chapter in this state in 1923. Although three private schools in Oregon now have chapters, the UO still has the only Phi Beta Kappa chapter in the Oregon University System.

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, Maryjane Perlman, and Ramon Gutierrez.

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

1. 164 credits completed by the beginning of the spring term of the election.
2. Cumulative GPA of at least 3.70, or 3.50 if the last five terms' GPA is at least 3.80. 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 (P/N), i.e., F with 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.
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 these 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.

Although some upper-division liberal courses with the same subject code belong to two different groups, only the courses from one of those groups can be counted for breadth.

7. No evidence of academic misconduct or poor character

Fulfillment of the minimum requirements does not guarantee election to the Phi Beta Kappa Society. Because students are typically invited to join the society shortly before they graduate, those who become members are not expected to participate in chapter activities on this campus. They may, however, become active in chapters at other institutions or in associations—the community equivalents of campus chapters.

Friar
Mary Hudzikiewicz, Adviser
(541) 346-3216
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 by the active membership. New members are selected each spring.

Mortar Board
Mary Hudzikiewicz, Adviser
(541) 346-3216
A national honorary society for seniors. Mortar Board enhances leadership, scholarship, and service. To be eligible for membership, students must have at least a 3.20 GPA and be entering their senior year the term following initiation. Selection and initiation of qualified candidates takes place spring term. Initiation fee: $55

Professional Organizations

Alpha Kappa Delta
Michael C. Drelling, Adviser
(541) 346-5025
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: $20

Alpha Kappa Psi
Michael F. Dore, Adviser
(541) 346-3219
Alpha Kappa Psi is a national, professional fraternity for majors and minors in business, computer and information science, and economics.
Founded to enhance the business education of men and women, the organization’s mission is to develop well-trained, ethical, skilled, resourceful, and experienced business leaders. To achieve this goal, each chapter supplements the traditional classroom experience with business field trips, seminars, career activities, research surveys, and other professional events. A cumulative GPA of at least 3.00 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: $35

Asklepiads
Stephen Stolp, Adviser
(541) 346-3211
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
Steven R. Matsuura, Adviser
(541) 346-3340
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
Jeanne Coe, Adviser
(541) 346-3257
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, or the top 20 percent of a master’s degree program, or be a graduating doctoral candidate. Membership is by invitation only. Selection is by a faculty committee. Beta Gamma Sigma is strictly an honorary organization with no formal meetings other than the social functions accompanying initiation. Initiation fee: $25

Delta Phi Alpha
Kathy Saranpa, Adviser
(541) 346-4086
Chartered in 1936, 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
(541) 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 3.50 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
Richard M. Koch, Adviser
(541) 346-5630
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
Claire L. Wachter, Adviser
(541) 346-3758
An international music fraternity, Mu Phi Epsilon enables members to gain experience in public performances. Music majors or minors who have reached second-term freshman standing in the music-major curriculum are eligible for election on the bases of scholarship, musicianship, character, and personality. Activities include presenting musical programs on and off campus, organizing receptions at musical events, and hosting guest artists. Initiation fee: $43

Order of the Coif
Laird C. Kirkpatrick, President
(541) 346-3854
Chartered at the UO in 1934, 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
John McCole, Adviser
(541) 346-5906
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.

Phi Beta
School of Music Adviser
(541) 346-5661
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
(541) 346-3817

The purposes of Pi Alpha Alpha, a national honor society, are to promote scholarship and recognition among students and professionals in public affairs and administration and to foster integrity and the performance of public service 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: $50

Psi Chi
Michael C. Anderson, Adviser
(541) 346-4796

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 3.0 GPA is required of graduate students. Selection by application takes place throughout the year. Initiation fee: $30

Service Organizations

Alpha Phi Omega
Mary Hudzikiewicz, Adviser
(541) 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 364 Oregon Hall. Initiation fee: $15

Circle K International
Mary Hudzikiewicz, Coordinator
(541) 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.

Awards and Prizes

Individual and Organization Awards

Listed are major university awards presented during Family Weekend in May. Selection criteria are available from the honors and awards coordinator in the Office of the Dean of Student Life.

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 Bigdon Memorial Trophy (sophomore student-athlete)
Emerald Athletic Award (senior student-athlete)
Friendship Foundation Awards (international student)
Gerlinger Cup (junior woman)
Global Citizen Award (any student)
Golda Parker Wickham Scholarship (any student)
Graduate Service Awards (master’s or doctoral students)
Jackson Athletic Trophy (senior woman athlete)
Jewel Hairston Bell Award (person of color)
Koyl Cup (junior man)
Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)
Mother’s Club Scholarships (any student)
Olal Love Fellowship, American Association of University Women (graduate student)
Outstanding International Student Awards (any student)
Paul Olum Award (senior)
Ray Hawk Award (senior)
School of Music (any student)
Theresa Kelly Janes Award (any student)
Vernon Barkhurst Award (sophomore)
Wilson Cup (senior)

Fellowships and Scholarships

For information about fellowships and scholarships besides the ones mentioned here, see the Student Financial Aid and departmental sections of this catalog.

Neil D. Blackman Memorial Scholarship (political science award to undergraduate and graduate students studying humanities or political philosophy relevant to human rights and the responsibilities of individuals to democratic institutions)

Thomas Condon Fellowship in Paleontology (graduate student of paleontology)
Eric Englund Scholarship (senior or first-year graduate student in English or history)
Alice Henson Ernst Scholarship (first-year graduate student in English)
Barry M. Goldwater Scholarship (sophomores or junior math and science majors)
Fulbright Grants for Overseas Study (graduate students)
Fulbright-Hays Dissertation Research Abroad Program (doctoral candidates)
German Academic Exchange Service Study Grant
Walter and Nancy Kidd Scholarships (undergraduate students)
Marshall Scholarship
Outstanding Graduate Teaching Fellow Award (graduate teaching fellow in geological sciences)
Rhodes Scholarship
Rotary International Ambassadorial Scholarship (junior- or senior-year undergraduate or graduate)
Stanley Maveety Scholarship (first-year graduate student or graduate)
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 of geological sciences)

Prizes

Several cash prizes are awarded for student essays and other competitions. The Women’s Studies Program administers the Bruce M. Abrams Award in Lesbian/Gay/Bisexual Studies. The winning undergraduate project may be from any discipline and is honored with a $500 prize.

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. Walter and Nancy Kidd Writing Prizes for undergraduate students are administered by the Creative Writing Program.

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

The College of Arts and Sciences is the central academic division of the university. It enrolls a majority of UO students and provides a nucleus of courses that satisfy general-education requirements and more advanced courses for majors and graduate students in specialized fields. The fundamental academic mission of the college is to supply a solid and broad general education; an introduction to social and intellectual history; basic training in quantitative, analytic, and communication skills; and an understanding of the nature and uses of critical thought. This strong liberal arts core is essential to the strength and excellence of the University of Oregon.

Liberal Education

The increasingly technological nature of our society makes a broad educational base ever more important. The Chronicle of Higher Education noted a “growing recognition that a solid foundation of liberal learning... is an essential part of all undergraduate education.” Even students who plan to move into specialized postgraduate careers need to develop fundamental tools offered in a general-education program. These tools are essential to a lifetime of work and growth, in which the particular demands of specific jobs require constant re-education in new or changing fields.

Indeed, surveys of liberal arts and sciences graduates show that their initial salaries are lower than those of graduates from professional schools. In as little as three to four years time, the liberal arts and sciences graduate fares better, not worse, than graduates from more vocationally oriented fields.

Departments and Programs

The College of Arts and Sciences offers numerous disciplinary and interdisciplinary degree programs and majors, a broad array of minors, and several certificates. These are described in detail in the pages that follow. As part of the requirements for graduation from the University of Oregon, every student undertakes in-depth study in an area of specialization that is the student’s major. In addition, students often find it advantageous to complete a minor or certificate in an area of specialization that complements the major. Some minor programs offer a student whose major is in the College of Arts and Sciences the chance to gain expertise in subjects offered by the professional schools.

The college also offers a number of preparatory programs for professional specializations. For information on these programs—both those offered by the College of Arts and Sciences and those offered elsewhere in the university—see the Preparatory Programs section of this catalog.

Opportunities are available for undergraduate students to participate in faculty research projects. Participation is arranged with individual faculty members and departments.

Advising

Students who have declared a major, or who are premajors in a particular field, plan their programs with advisers in those major departments. Majors should be chosen by the middle of the sophomore year. Most entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their academic work. These 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.

Honors Programs

There are several ways to pursue an honors degree at the University of Oregon, which are described in the Honors at Oregon section of this catalog. The College of Arts and Sciences offers the Clark Honors College and the Honors Track—a program for first-year students who want to begin an honors curriculum. These honors programs are open to majors from any discipline, school, or college, and the individual characteristics and strengths of the programs allow students to choose one that best fits their needs. Consult individual program listings for specific requirements for honors in particular majors.
African Studies
H. Leslie Steeves, Committee Chair
(541) 346-3751
208 Allen Hall

Steering Committee
Jennifer P. Craig, dance
Verna R. Dorfman, anthropology
Rebecca Eastern, international education and exchange
Laura Fair, history
Ibrahim J. Gasarna, law
Olakunle George, English
Rita Honka, dance
Doris L. Payne, linguistics
Kathy Poole, international education and exchange
H. Leslie Steeves, journalism and communication
Peter A. Walker, geography

About the Program
The University of Oregon does not have a formal academic program in African studies. The African studies committee seeks to encourage teaching and scholarship on Africa, with an emphasis on sub-Saharan Africa. The committee monitors and provides information about resources at the University of Oregon, including faculty and staff members with expertise in African studies, study abroad programs, internships, course offerings and syllabi, journals, and films. The committee also seeks funding to expand African studies resources and organizes campus and local community events pertaining to Africa.

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 Academic Affairs section of this catalog.

Students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the Oregon University System Global Graduates Program. Financial aid is available. Up-to-date information is available from the Office of International Education and Exchange; telephone (541) 346-3206.

The following courses with content on Africa may be offered at the university during 1999-2000:

Anthropology
- Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428)
- Dance, African Dance (DANC 185), African Drumming (DANC 399), Tribal Dance Cultures (DANC 452/552)
- English, World Literature (ENG 109), African Literature (ENG 399)
- Geography
- Geogrophy of Africa (GEOG 375/575)
- History
- African Women (HIST 312), Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), Film and Culture in Colonial and Post-Colonial Africa (HIST 417/418), South African Urban History (HIST 457/507)
- Humanities
- Introduction to African Studies (HUM 315)
- Journalism
- Third World Development Communication (J 455/555)
- Linguistics
- Languages of the World (LING 311), Introduction to Linguistics (LING 290), Analytical Methods in Morphology and Syntax (LING 351), Syntax and Semantics (LING 451)
- Music
- Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 452/552)
- Romance Languages
- Francophone Literature and Culture (FR 361)

The following courses with content on Africa may be offered at the university during 1999-2000: Anthropology
- Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428)
- Dance, African Dance (DANC 185), African Drumming (DANC 399), Tribal Dance Cultures (DANC 452/552)
- English, World Literature (ENG 109), African Literature (ENG 399)
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- Romance Languages
- Francophone Literature and Culture (FR 361)

Anthropology
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Faculty

Courtesy
Undergraduate Studies

Anthropology, the study of human development and diversity, includes social or cultural anthropology, physical anthropology, and archaeology. Courses offered by the Department of Anthropology span the natural sciences, social sciences, and humanities and provide a broad understanding of human nature and society for students in all fields for anthropology majors.

Anthropology offers a broad perspective on Western and non-Western cultures and can augment studies in many other fields, including second language study; history; international studies; art history; and planning, public policy and management.

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 second 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 second language are recommended.

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 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 bachelor of arts (B.A.) and 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 catalog.

Major Requirements

The major in anthropology requires 48 credits distributed as follows:

1. 12 credits in 100- or 200-level courses
2. 8 credits in physical anthropology at the 300-499 level
3. 8 credits in cultural anthropology at the 300-499 level
4. 8 credits in archaeology or prehistory at the 300-499 level
5. 12 credits in electives at the 300-499 level

Ask an adviser how the department's summer program may be counted.

Regional Prehistory • WTH 310, 341, 342, 343, 407/507, 410/510, 442/542, 443/543, 444/544, 607

Method and Theory. ANTH 366, 407/507, 446/546, 447/547, 471/571, 607, 681, 697


The following complementary courses are recommended:

Geography, Cartographic Methods (GEOG 311), Advanced Cartography (GEOG 411/511), Introductory Geographic Information Systems (GEOG 416/516).


Honors

Application for graduation with honors must be made through the student's departmental adviser no later than winter term of the senior year. Approval for graduation with honors is granted to a student who

1. Maintains a 4.00 or higher 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 adviser. The 24 credits required for the minor must include at a minimum:

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
3. 4 elective credits at any level

Of the 24 credits required in anthropology, 20 must be graded; no more than 4 credits with a grade of D-, D, or D– may be counted.

Middle and Secondary School Teaching

The College of Education offers a five-year program for middle-secondary teaching license in social studies. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

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 three 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**

The 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 three 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 demonstrate competence in a second 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 master's degree program. A bachelor's degree in anthropology is helpful but not 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 a solid beginning in anthropology, who have had some second 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 on the completion of three 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 second languages or in one language and one special skill approved by the department faculty. The student's progress is measured by performance in the core courses, course work, and research papers; a comprehensive examination covering two special fields of concentration in anthropology; a formal dissertation prospectus and, finally, a doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves fieldwork or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

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

**Biological Anthropology**

Applicants who meet the requirements for admission to the doctoral program may apply to enter the biological anthropological specialization. Drawing on faculty expertise in the BIO Department of Anthropology and in anthropology and biology departments from other schools in the Oregon University System, the specialization comprises paleoanthropology; primatology; evolutionary anatomy and morphology—skeletal and dental; medicine and disease; human adaptation, biology, and nutrition; and forensic anthropology.

**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 and the UO Bookstore, or inquire at the department office.

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

150 Introduction to Archaeology (4) Archaeological evidence for the evolution of human culture. Two lectures, one discussion.

170 Introduction to Human Evolution (4) Human beings as a living organism; biological evolution and genetics; fossil 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 relationships, and primate ethology.

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, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior. P. Simonds, Sugiyama.

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

196 Field Studies: Topic (1-2R)

198 Laboratory Projects: Topic (1-2R)

199 Special Studies: Topic (1-5R)

220 Introduction to Japanese Society and Culture (4) Social relationships between the sexes, among generations, and toward minorities in everyday Japanese life at the workplace, at home, and in education. Kelsky.

222 Life Stories (4) Explores the social poetics of narrated experience, and reexamines anthropology's theoretical and practical engagements with personal narrative. George.

310 Exploring Other Cultures: Topic (4R)
How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparisons of cultures. Two credits for 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. Silverman.

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. Silverman.


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

321 Peoples of India (4) The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prereq: ANTH 110 or 180. Lukacs.

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

323 Pacific Basin: Polynesia and Micronesia (4) General introduction to the area emphasizing colonialism and its aftermath, traditional political and gender systems, migration, and contemporary sovereignty and pro-democracy movements. Biersack.

324 Pacific Basins: Melanesia and Australia (4) General introduction to the area emphasizing traditional political, gender, and marriage systems; exchange; religious beliefs and rituals; and the effects of and responses to contact. Biersack.

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

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

343 Pacific Islands Archaeology (4) Archaeological and prehistoric cultural development of Pacific Islanders and peoples from the earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. ANTH 150 recommended. Ayres.

344 Oregon Archaeology (4) Native American cultural history of Oregon based on archaeological evidence. Focuses on environmental and ecological factors that condition human adaptations and on contemporary cultural resource protection issues. Aikens.

360 Human Ecology (4) Cultural and biological adaptations to environmental changes in the course of human evolution. Prereq: 3 credits in physical anthropology or biology or instructor's consent. Moreno.

361 Human Evolution (4) Fossil evidence of human evolution; Homo sapiens' place among the primates; variability of populations of fossil hominids. Prereq: 3 credits in physical anthropology or instructor's consent. Lukacs.

362 Human Biological Variation (4) Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution.
365 Food and Culture (4) Anthropological exploration of the relationship between food and culture, focusing on the role of food in shaping cultural identities and social interactions. Prereq: ANTH 170 or Instructor's consent. Moreno.

364 Evolutionary Biology of Primates (4) The study of primate evolution and behavior, with an emphasis on comparative anatomy and physiology. Prereq: ANTH 260 or 361 or 362. Lukacs.


367 Human Adaptation (4) Individual human and nonhuman primate responses to environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prereq: ANTH 170 or BI 120 or instructor's consent. Moreno.


399 Special Studies: [Topic] (1-5R) 401 Research: [Topic] (1-21R) P/N only
403 Thesis (1-21R) P/N only
405 Reading and Conference: [Topic] (1-21R) P/N only


413/513 Culture and Personality (4) Interrelations of culture and personality in social and cultural phenomena. Prereq: 3 credits in cultural anthropology or instructor's consent. Chaney.

414/514 Contemporary Issues in Anthropology (4) Overview of diverse perspectives on the nature of society, focusing on contemporary anthropological issues. Prereq: 3 credits in cultural anthropology or instructor's consent. Chaney.

415/515 Cultural Dynamics (4) Approaches to the problem of cultural change, invention and intergroup cultural borrowing; agents and conditions promoting change; mechanisms of cultural growth and application of techniques for inducing change. Prereq: 3 credits in cultural anthropology or instructor's consent.

416/516 History of Anthropology (4) Historical development of the discipline; significant figures and their contributions. Prereq: ANTH 170 or Instructor's consent. Stephen.


419/519 Anthropology and Folklore (4) Exploration of the theoretical, historical, and methodological foundations of anthropology. Prereq: 3 credits in cultural anthropology or instructor's consent.

421/521 Anthropology of Gender (4) Anthropological perspectives on gender and sexuality. Prereq: 3 credits in cultural anthropology or instructor's consent. Silverman.

422/522 Topics in Pacific Ethnology: [Topic] (4R) In-depth introduction to various topics bearing on the history and current perspectives of the Pacific. Prereq: upper-division or graduate standing. Biersack. R when topic changes.

426/526 Peoples of South Africa (4) United States interests in Africa; overview of African prehistory, history, geography, language, and ethnic groups. Prereq: 8 credits in social science or instructor's consent. Djuhahn.

427/527 Peoples of Central and East Africa (4) History, geography, and ethnology of contemporary African peoples in Central and East Africa, including Ethiopia, Somalia, and Kenya. Prereq: 8 credits in social science or instructor's consent. Djuhahn.

428/528 Peoples of West Africa and the Sahara (4) Peoples of West Africa; the Saharan peoples of the Western Sahara. Prereq: 8 credits in social science or instructor's consent. Djuhahn.

429/529 Jewish Folklore and Ethnology (4) Traditional expressive culture of East European Jews including narrative, proverb tradition, folklore, song, dance, and music. Prereq: 8 credits in social science or instructor's consent. Silverman.

430/530 Balkan Society and Folklore (4) Exports and imports of the Balkans, the role of folklore, nationalism, rural-urban relationships, gender, music, and folk arts. Prereq: 8 credits in social science or instructor's consent. Silverman.

431/533 Peoples of East Asia (4) Survey of the Chinese cultural sphere, including China, Japan, Korea, and Taiwan. Prereq: 8 credits in social science or instructor's consent. Kelsky.

432/534 Native South Americans (4) Contact period and contemporary ethnography of native peoples of Central and South America. Prereq: 8 credits in social science or instructor's consent. Silverman.

433/535 Approaches to the Symbolic (4) Surveys the frameworks used in cultural anthropology: structuralism, semiotics, and contemporary trends in performance, cultural studies, and new materialism. Prereq: 8 credits in social science or instructor's consent. Djuhahn.


437/537 Peoples of South America (4) Historical and contemporary cultures of the Americas, focusing on the role of minority cultures in the Americas. Prereq: 8 credits in social science or instructor's consent. George. Not offered 1999-2000.


439/539 Feminism and Ethnography (4) Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Prereq: 8 credits in social science or instructor's consent. George. Not offered 1999-2000.

440/540 Topics in Old World Prehistory: [Topic] (4R) Archaeological approaches to prehistoric cultures in Europe, Central and South America. Prereq: 8 credits in social science or instructor's consent. Ayres. R when topic changes for maximum of 12 credits.

442/542 Northwest Coast Prehistory (4) Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from earliest settlement through the historic period. Prereq: 8 credits in social science or instructor's consent. Moss.


444/544 Middle American Prehistory (4) Archaeological and prehistoric cultural development of peoples indigenous to the Middle American prehistoric period. Prereq: 8 credits in social science or instructor's consent. Moss.

445/545 Laboratory in Archaeological Analysis (4) Research methods and techniques applied to archaeological problems. Prereq: 8 credits in social science or instructor's consent. Moss.

446/546 Laboratory in Archaeological Analysis (4) Research methods and techniques applied to archaeological problems. Prereq: 8 credits in social science or instructor's consent. Moss.
Primarily for master's degree candidates in anthropology.

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

685 Professional Writing (2–4)
Covers the basics of professional writing for grant proposals, journal articles, and papers presented at professional meetings. Requires short proposal, longer proposal or article, and workshop participation. Prereq: instructor's consent.

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

689 Comparative Morphology and Human Evolution (4)

691 Dental Morphology and Human Evolution (4)

695 Cultural Ecology (4)
Comparative analysis of cultural responses to environmental conditions: implications for cultural evolution. Prereq: graduation standing in anthropology or instructor's consent. Young.

697 Ethnoarchaeology (4)
Examines relationships between ethnography and archaeology to show how ethnographic data illuminate the past and how archaeologists can study material culture behavior in a living context. Prereq: instructor's consent. Ayres.

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.
Art History
See School of Architecture and Allied Arts

Asian Studies

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The Lan Sang, East Asian languages and literatures (China)
Richard M. Stein, management (Korea)
Richard P. Suttmeyer, political science (China)
Syokio Tokuro, religious studies (China)
Arndt M. Weiss, international studies (South Asia)

Undergraduate Studies

The Asian Studies Program offers interdisciplinary programs in East Asian and Southeast Asian studies leading to a bachelor of arts (B.A.) degree. Students may enhance majors in other departments with a minor in East Asian studies or Southeast Asian studies.

Students who major in Asian studies often complement their course work with a year or more of residence in Asia or 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 graduate study.

The curriculum includes courses in anthropology, art history, Chinese language and literature, dance, geography, history, Indonesian, Thai, and Vietnamese languages; international studies; Japanese language and literature; linguistics; political science; and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Declaring a Major
To be accepted into the Asian studies major program, a student must:
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 3.00

Depending on interests and career objectives, students are encouraged to discuss their advisers or the program director the advisability of pursuing a second major in a supporting discipline or preprofessional program.

Major Requirements
The major in Asian Studies offers (1) strong training in at least one Asian language, (2) knowledge of the histories and cultures of the societies in which that language is used, (3) a sense of how academic disciplines contribute to interdisciplinary study, and (4) a knowledge of Asia beyond the primary language and civilization focused on in (1) and (2). The requirements for the major are derived from these objectives.

Students must complete 40 credits as specified below. Up to 8 of these credits may be taken pass/ no pass. All other courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. Students should consult their advisers in planning programs of study.

1. History (12 credits). Three upper-division history courses (300 or 400 level) in the chosen civilization or region. Students whose concentration is Southeast Asia may substitute up to two courses in anthropology or Southeast Asia in Modern Times.
2. Electives (16 credits). Four courses, chosen in consultation with an adviser.
3. Discipline (12 credits). Three courses in one discipline other than history or language.
4. Regional Breadth. From the courses chosen in categories 2 and 3 above, at least two courses must be in areas outside the student's primary focus. For example, if the primary focus is Japan, the 8 credits must deal with China, Southeast Asia, or South Asia.

Seminar (at least 3 credits). One 500-level seminar (at least 3 credits) pertaining to the chosen civilization.

Language Requirement. Students who major in Asian studies must complete three years of an Asian language: Chinese and Japanese are taught through the fifth year in the Department of East Asian Languages and Literatures. The first three years of Indonesian, Thai, and Vietnamese are offered through the Department of Linguistics. Languages must be taken for letter grades and passed with grades of C- or better. Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses.

Minor Requirements
Students should consult with the Asian studies director to determine whether a course has a full or partial focus on East Asia or Southeast Asia. A list of preapproved courses for either minor is available in the Asian studies office. Students should acquaint themselves with the availability of experimental courses offered each term and may pursue directed readings with East Asian or Southeast Asian specialists. First- and second-year language courses cannot be used to satisfy requirements for either minor.

East Asian Studies
Students who want a minor in East Asian studies must complete 24 credits distributed as follows:
1. 20 credits in courses with a focus entirely on East Asia. At least 12 credits must be upper division.
2. 4 credits in courses with a partial focus on East Asia.

Southeast Asian Studies
Students who want a minor in Southeast Asian studies must complete 24 credits as distributed as follows:
1. 20 credits in courses with a focus entirely on Southeast Asia. At least 12 credits must be upper division.
2. 4 credits in courses with a partial focus on Southeast Asia.

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, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations. The M.S. degree program is inactive.

A bachelor's degree 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 may take appropriate preparatory courses, for which no graduate credit is earned.

Prior to registration, the Asian studies committee assigns each student an advisor, who helps the student 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 advisors at least once a term.

Application for Admission
An applicant for admission to the master’s program must hold a bachelor's degree from an accredited four-year university. Required materials for admission and financial aid are:
1. University of Oregon application form and application fee
2. Transcripts of all college or university coursework, including the final transcripts for any degree received
3. Three letters of recommendation
4. Statement of objectives
5. Test score for Graduate Record Examinations (GRE) or Test of English as a Foreign Language. International applicants must submit a score of at least 575 (paper-based test) or 233 (computer-based test) from the TOEFL, if they have not received a bachelor's degree from a college or university in an English-speaking country
6. Application for Graduate Award, if applying for a graduate teaching fellowship (GTF).
   a. GTF in Chinese. All applicants must submit a cassette tape of spoken Chinese
   b. GTF in Japanese. Non-native speakers must submit a cassette tape of spoken Japanese

Applicants may read a story or essay on any subject for the tape submission

Application information and materials are available from the Asian studies office.

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 32 graduate credits in approved Asia-related courses and (2) demonstrate the language competence required for the M.A. degree in Asian studies. A required thesis applies the methodology of the student’s discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degree programs must be completed at the same time. A student completing this option is granted two master’s degrees, one in Asian studies and another in the departmental discipline.

Master’s Degree Requirements
Students pursuing an M.A. in Asian studies must complete 48 credits of graduate study, including at least 44 in Asia-related courses. Graduate credit for language study may only be earned for work beyond the third-year level.

1. Of the 44 credits, at least 12 must be earned in seminars or colloquia at the 600 level, including Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), which should be taken during the the first year of study
2. To ensure interdisciplinary breadth, students must complete at least two courses in each of the following areas
   a. Humanities—courses in architecture, art history, literature, music, religious studies
   b. Social science—courses in anthropology, economics, geography, international studies, political science
   c. History
3. To ensure a cross-regional awareness, at least 8 credits of the 44 must be in courses about a culture or civilization other than the student’s primary language and civilization focus
4. At least 9 of the 44 credits are earned in Thesis (ASIA 503). In unusual circumstances, students may petition the program committee to waive the thesis requirement for the degree. If the waiver is granted, the student is expected to complete 56 graduate course credits (of which at least 44 are Asia related). Submit a substantial research paper on Asian topics developed in seminars or colloquia, and pass a general Asian studies field examination

A list of Asia-related courses approved for inclusion in the Asian studies graduate curriculum is available from the program coordinator. Students who choose a concentration in Southeast Asian Studies should note that additional courses on Southeast Asia are available through the Northwest Regional Consortium for Southeast Asian Studies at the University of Washington and at the University of British Columbia.

The 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 offered at the University of Oregon are Chinese, Japanese, and Korean for the East Asia concentration and Indonesian, Thai, and Vietnamese for the Southeast Asia concentration. Graduate credit for language courses is earned only for work beyond the third year of language study. Students should also review the Graduate School’s regulations for information on the university’s general master of arts degree requirements.

Asian Studies Courses (ASIA)
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–5R)
403 Reading and Conference: [Topic] (1–6R)
407/507 Seminar: [Topic] (1–5R)
410/510 Experimental Course: [Topic] (1–5R)
503 Thesis (1–9R) P/N only
601 Research: [Topic] (1–6R) P/N only
605 Reading and Conference: [Topic] (1–6R)
607 Seminar: [Topic] (1–5R)
611 Perspectives on Asian Studies: [Topic] (1)
612 Issues in Asian Studies: [Topic] (3R)

Selected Asian studies issues. Prereq: instructor’s consent.
Biology
Janis C. Weeks, Department Head

(541) 346-4502
77 Klamath Hall
1210 University of Oregon
Eugene OR 97403-1210
http://biology.uoregon.edu/

Faculty
Alan Dickman, senior instructor (forest ecology, science education; curriculum director). B.A., 1976, California, Santa Cruz; Ph.D., 1984, Oregon. (1986)
Peter M. O’Day, senior research associate with title of associate professor (biophysics of the visual system). B.A., 1984, California, Berkeley; M.S., 1972, Maine at Orono; Ph.D., 1977, State University of New York at Albany. (1985)

Undergraduate Studies
Biologists investigate a broad spectrum of questions about living organisms and life processes—the physical and chemical bases of life, how organisms and their component parts are structured, how they function, how they interact with their environment, and how they have evolved. Departmental teaching and research emphases in cellular and molecular biology, ecology and evolution, marine biology, and neurobiology offer students opportunities to learn from and work with scientists who are making important contributions to contemporary research and education. Students also benefit from departmental research in science education, the results of which are being used to improve teaching at the university and throughout the country.

Students may enter the program with a high school education or transfer from a community college or university. The curriculum includes courses for majors in biology and related topics.
disciplines, preprofessional courses, and courses that serve as important elements in a liberal education for students in other majors. Course work for the biology major provides an exceptional foundation for students who plan to study at a graduate or professional school.

Biology Undergraduate Advising Center and Student Lounge

(541) 346-4525
73 Klamath Hall
bioadvis@uoregon.edu
http://biology.uoregon.edu/Biology_WWW/Advising/

At the biology advising center, students can meet with trained peer advisers or the director of undergraduate advising to receive help in planning a program of study.

The advising center also provides various resources including job and internship files, a file of special study opportunities, and graduate bulletin from 73 Klamath Hall for students who plan to study at a university, quality-control biologist, physician's assistant, scientist, teacher and other positions held by the following list of some positions held by the biology major program.

Nonmajors

Several courses are offered at the 100 level for students who want to develop a familiarity with biology so that they can better understand issues that range from the problems in developing treatments for AIDS to understanding why loss of global biodiversity is important, and what might be done about it. These courses require no previous knowledge of biology or chemistry and fulfill university group requirements for science.

Students who want an overview of biology as part of preprofessional training for health-related fields, psychology, or environmental sciences should consider the three-term general biology sequence (BI 211-213). This sequence requires some background in mathematics and chemistry and prepares students to take many upper-division courses in biology. Some preprofessional students may want to take the biology major's sequence (BI 261-264) even though they are not biology majors. Students who want help selecting appropriate courses should seek guidance from the biology undergraduate advising center.

Majors

Preparation

Modern biology is a quantitative science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible.

Transfer Students

Students who intend to transfer as biology majors from a community college or university should carefully plan the program of course work they take before transferring. Students who transfer after one year of college should have completed a year of general chemistry with laboratories and a year of college-level mathematics. A yearlong biology major's introductory sequence that includes laboratories and features strong components of evolution, molecular genetics, and Mendelian genetics allows transfer students to enter the third term of the major's sequence (BI 263) with concurrent enrollment in a 3-credit course that covers the essentials of molecular genetics.

Students who transfer after two years typically need to complete part of the introductory sequence for biology majors 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 and science majors, mathematics through two terms of calculus if not completed previously, and the organic chemistry required for the major.

Careers

Many students use the biology major as preparation for graduate programs or health-related professional programs. Others find employment in a variety of settings as exemplified by the following list of some positions held by graduates of the Department of Biology: county water-quality wetlands biologist, biology preparator at a university, quality-control biologist, physician's assistant, scientist, teacher and other positions held by the following list of some positions held by the biology major program.

Animal Use in Teaching Laboratories

Students who want help selecting appropriate courses should consult an adviser in the biology undergraduate advising center.

Majors

Requirements

A major in biology leads to a bachelor of science (B.S.) or to a bachelor of arts (B.A.) degree. The latter requires completion of the foreign-language requirement. Twenty-four credits of biology that are applied to the major must be taken at the University of Oregon. Biology majors must either complete 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 271, 272, 273) or Honors General Chemistry (CH 254H, 255H) or Advanced Chemistry Laboratory (CH 237, 238, 239)

2. General Chemistry Laboratory (CH 227, 228, 229) or Advanced Chemistry Laboratory (CH 237, 238, 239)

3. Mathematics, to include Calculus I (MATH 251, 252); a course in statistics is recommended

4. General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213)

5. Organic chemistry sequence (CH 331, 332, or CH 331, 335, 336) and complete the last two terms of the major's introductory sequence (BI 263, 264).


7. A minimum of 40 upper-division biology credits with the following restrictions:

a. 20 credits in 300-level biology courses selected from three areas—cellular-molecular, systematics-organisms, and ecology-evolution—with at least one course from each of these areas

b. At least two courses with a BI subject code and numbered 420 to 499

c. At least two courses at the 300 or 400 level with significant laboratory or fieldwork

Handouts containing detailed information about limitations and allowances within the 40 upper-division credit requirement, descriptions of the 300-level areas, a list of approved courses from other departments, and a list of courses that fulfill the significant laboratory or fieldwork requirement are available at the biology undergraduate advising center.
undergraduate advising to determine corrective action. Students should choose the pass/fail (P/F) option sparingly or not at all if they plan to attend a professional health program or to pursue a graduate degree in biology.

Students meet the general-education group requirement in science by fulfilling the requirements for a major in biology. Transfer students should consult their advisers 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 catalog.

Oregon Institute of Marine Biology. Located in Charleston on Coos Bay, OIMB offers a coordinated program of study for undergraduates in biology, general science, and environmental studies. During fall and spring terms, OIMB offers 300- and 400-level courses that take advantage of the institute's unique opportunities. Courses change each term, but typical offerings include Ecology (BI 370), Marine Molecular Physiology (BI 399), Invertebrate Biology (BI 451), Marine Biology, Biology of Estuaries, Biology of Fishes and Marine Environmental Issues (BI 457), Marine Ecology (BI 474), and Biological Oceanography (BI 478). A seminar series features invited speakers who are actively involved in research and illustrates the range of research currently occurring in marine biology. Undergraduate research is encouraged at OIMB. 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 453), Marine Ecology (BI 474), and some two-week courses. A seminar, weekend, and workshop seminar is also held. Detailed information and applications may be obtained from the biology undergraduate advising center, from the director of the Oregon Institute of Marine Biology, or from the OIMB web site. See also the Research Institutes and Centers section of this catalog.

McCall Field Station. The University of Oregon is a member of the McCall 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. Courses that have been preapproved by the department may be counted for the biology major. Detailed course information and applications may be obtained from the biology undergraduate advising center.

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 non-degree candidates for the second degree and all university requirements must be met. For more information, see Second Bachelor’s Degree in the Registration and Academic Policies section of this catalog.

Preprofessional Students. Prehealth students who want to major in biology need to plan carefully to complete the biology major requirements and meet 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 catalog 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 at the Oregon Health Sciences University in Portland.

Honors Program in Biology

Biology majors who satisfy the following requirements are eligible to graduate with honors in biology.

1. Complete all of the requirements for the major in biology.
2. Earn a minimum GPA of 3.30 in biology courses that are applied to the major.
3. Take biology courses used to satisfy biology major requirements for letter grades.
4. Register for the honors program through the biology undergraduate advising center, which includes obtaining an acceptance signature from the faculty research adviser or an honors committee member, before beginning research.
5. Complete a minimum of 9 credits in research (BI 401) during three consecutive terms.
6. Complete a thesis based on laboratory or library research that is approved by the biology honors committee and the faculty adviser.

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, work as a teaching assistant, computer laboratory assistant, tutor, or a peer adviser; or participate in other related activities. Credit may be earned for conducting research under the supervision of a faculty member by enrolling in BI 401, 406, or 408. For more information, consult individual faculty members in the department.

Students are invited to attend seminars that feature visiting and local scientists. Information about seminars is posted on the department’s bulletin boards.

Students 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.

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.

Students are asked to evaluate their biology courses and instructors near the end of each term. This information is available to instructors after the end of the term and placed on file for possible use in promotion and tenure deliberations. Student answers to two summary questions are available in electronic format in the Knight Library and in the Office of Academic Advising and Student Services.

Eliots 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 effective teaching.

Minor in Biology

Students interested in a minor in biology should develop a plan for the minor in consultation with an adviser in the biology advising center. Students completing the minor in biology must provide the biology adviser with a transcript or transfer evaluation that shows any transfer courses applied to the minor.

Requirements

At least 28 credits of biology that includes

1. Completion of an introductory biology sequence: BI 211-213 or its equivalent or BI 261-264.
2. At least 16 credits of upper-division course work. No more than 8 credits from BI 401-419 may be applied to the minor including no more than 4 credits from BI 401-409. Students who complete BI 261-264 may apply 4 credits to the 401-419 category.
3. At least 16 credits must be taken at the University of Oregon.
4. Course work must be completed with grades of P, C- or better.

Middle and Secondary School Teaching

The College of Education offers a five-year program for middle-secondary teaching licensure in biology and integrated sciences. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

Graduate Studies

The department offers graduate work leading to the degrees of master of arts (M.A.) and master of science (M.S.) and the doctor of philosophy (Ph.D.) degree. The department’s primary emphasis for graduate study is the Ph.D. program.

Applications are reviewed by members of the following programs:

1. Molecular and cellular biology
2. Neuroscience and development
3. Ecology and evolution
4. Marine biology

Interdisciplinary opportunities are available among the programs in biology as well as between biology and other departments, e.g., chemistry, physics, and psychology.

Financial support for graduate students is available through training grants, research grants, and teaching assistantships.
Detailed information about the graduate program, faculty research interests, and physical facilities is available at the biology department web site.

**Master's Degree.** Master's degrees offered at the UO campus generally emphasize ecology and evolution and are designed for students who wish to spend a minimum of two years in the graduate program. Before admission to the graduate program, students must complete the master's degree program at the Oregon Institute of Marine Biology in Charleston. Master's degree students enrolled in the program at the institute must be admitted to the thesis master's option. These programs provide training for a career in environmental biology or serve as preparation for advancement to a Ph.D. program.

Students may be able to accelerate completion of a master's degree by completing graduate courses while still in the graduate program. For information see the Research Institutes and Centers section of this catalog.

**Ph.D. Degree.** 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.

### Institute of Molecular Biology

To foster research and training, the institute brings together scientists from various disciplines who have common intellectual goals and provides them with a well-maintained, shared facility. Research is directed toward understanding basic cellular, genetic, and developmental mechanisms in both eukaryotes and prokaryotes. The faculty members of the institute hold appointments in the biology, chemistry, or physics departments. The research community also includes approximately twenty affiliated faculty members, sixty postdoctoral fellows, and ninety doctoral students. Graduate students are admitted into academic departments and subsequently receive their degrees through those departments. They may, however, choose any faculty member as a dissertation advisor. For more information see the Research Institutes and Centers section of this catalog, or send inquiries to the director of the institute.

### Institute of Neuroscience

Neuroscientists in the biology, computer, and information science, exercise and movement science, and psychology departments have formed an interdisciplinary Institute in the neurosciences. Faculty members are engaged in research in cellular neuroscience, developmental biology, systems neuroscience, neural plasticity, and cognitive neuroscience. 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 catalog.

### Ecology and Evolution Program

The program in ecology and evolution is particularly strong in the areas of population biology and evolutionary genetics. Active research programs emphasize life-history evolution, pollen-pistil and seed, and seasonal development, ecological genetics, plant-insect interactions, tropical ecology, genetic conservation, and evolution. Behavior, theoretical ecology, microbial ecology, and paleo-ecology. 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 vigorous graduate training program investigates the mechanisms that lead from a fertilized egg to an adult organism. Various laboratories in the Institute of Neuroscience and of Molecular Biology emphasize how vertebrate embryos develop their axes and their brains; how signals program cell-late choice in vertebrates, invertebrates, and plants; and how genes are regulated during development. For more information see the Research Institutes and Centers section of this catalog.

### 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 mainly during summer semester and fall and spring terms, and research is conducted year round. The marine biology graduate program focuses on research in biological oceanography, phytoplankton and microbial food webs, invertebrate physiology, larval ecology, and marine ecology.

Direct inquiries to the biology department's graduate program coordinator. See also the Research Institutes and Centers section of this catalog.

### Environmental Studies

An interdisciplinary master's degree is offered by the Environmental Studies Program. Graduate courses in geography, planning, public policy and management, biology, economics, and other disciplines make up the program.

Address inquiries to the Director, Environmental Studies Program, 10 Pacific Hall, Box 122, University of Oregon, Eugene OR 97403-1222.

### Biology Courses (BI)

Current course syllabi, detailed course descriptions, and tentative schedule of the year's course offerings can be found on the department's web page and in the undergraduate advising center. An extra fee may be charged for courses that have laboratories or field trips.

1. **102 Reproduction and Development (4)**

   Intended to help nonscients understand biomedical information encountered in daily life. Human reproduction and development in the light of modern scientific experience. For nonmajors.

2. **121 Introduction to Human Physiology (4)**

   Study of normal body function at the organ level, emphasizing basic physiological principles. No chemistry background required. For nonmajors.

3. **122 Human Genetics (4)**

   Basic concepts of genetics as they relate to humans. Blood groups, transplantation, and immune reaction, prenatal effects, the biology of vision, selection in humans, and sociological implications. For nonmajors.

4. **123 Biology of Cancer (4)**

   Comparison of cancer cells with normal cells: causes of cancer, including viral and environmental factors; and the biological basis of therapy. For nonmajors.

5. **130 Introduction to Ecology (4)**

   The concept of an ecosystem: organism energetics; biogeochemical cycles; succession; population growth; species interactions; species diversity; implications for human ecosystems. For nonmajors.

6. **131 Introduction to Evolution (4)**

   Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanics of evolution, speculation, and extinction. For nonmajors.

7. **132 Introduction to Animal Behavior (4)**

   Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. For nonmajors.

8. **196 Field Studies: [Topic] (1–2R)**

9. **198 Laboratory Projects: [Topic] (1–2R)**

10. **199 Special Studies: [Topic] (1–5R)**

    Topics include Introduction to Health Professions, Medical Terminology, and a variety of freshmman seminars.

11. **211 General Biology I: Cells (4)**

    How cells carry out functions of living organisms; genetic basis of inheritance; how genes and proteins work. Lectures, laboratory-discussion. Pre- or coreq: one term of college-level general chemistry (CH 11 or higher) or equivalents.

12. **212 General Biology II: Organisms (4)**

    How cells develop and interact within complex organisms. Comparative anatomy and
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>307</td>
<td>Forest Biology (4)</td>
<td>Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratory. Prereq: BI 213 or BI 264 or instructor's consent.</td>
</tr>
<tr>
<td>308</td>
<td>Freshwater Biology (4)</td>
<td>Environments of lakes and streams. Effects of physical and chemical factors on organisms, biological interactions, nutrient cycling, and human activities. Lectures, laboratory. Prereq: BI 213 or BI 264 or instructor's consent.</td>
</tr>
<tr>
<td>311</td>
<td>Human Anatomy I: Bones, Muscles, Nerves (4)</td>
<td>Cross human anatomy; the skeletal, muscular, and neural systems. Lectures, laboratory. Prereq: BI 212 or BI 264 or instructor's consent.</td>
</tr>
<tr>
<td>313</td>
<td>Human Physiology I: Nerve, Muscle, Senses (4)</td>
<td>Physiological principles as they operate in normal function. Neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, and central processing of information. Lectures, laboratory. Prereq: BI 212 or BI 264 or instructor's consent. College anatomy strongly recommended.</td>
</tr>
</tbody>
</table>

### 315 Bacteriology (5)

Basic principles of bacteriology; role of bacteria and other microorganisms in transformation of organic matter; public health aspects; principles of epidemiology, chemotherapeutics, and immunology. Prereq: general biology, general chemistry. Offered summer session only. Not offered 1999-2000.  

### 320 Genetics (4)

Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control, and genetic rearrangement. Prereq: BI 264 or instructor's consent.  

### 322 Cell Biology (4)

Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chemotropes, cytoskeletal functions, intercellular junctions, extracellular materials, signaling, cell division mechanics and controls, aging and death. Lectures, laboratory-discussion. Prereq: BI 211-213 or BI 264 or instructor's consent.  

### 328 Developmental Biology (4)

Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Lectures, laboratory. Prereq: BI 264 or instructor's consent.  

### 330 Microbiology (3)

Principles of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and aerobic photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Prereq: BI 263 or instructor's consent.  

### 331 Microbiology Laboratory (2)

Principles of microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Pre- or coreq: CI 301 or instructor's consent. Two scheduled laboratories per week; additional unscheduled time required.  

### 340 Plant Diversity and Physiology (4)

Plant biodiversity, and physiology of the important plant divisions, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Lectures, laboratory. Prereq: BI 211-213 or BI 264 or instructor's consent.  

### 351 Invertebrate Biology (4) Representational information and data, with emphasis on marine forms, morphology, systematics, life history, and ecology. Prereq: BI 211-213 or BI 264 or instructor's consent.  


### 355 Vertebrate Evolution and Development (4) Comparisons of vertebrate organs and tissues with emphasis on evolutionary trends, development, and diversification. How origins of novel structures may arise by changes in regulatory gene activities. Prereq: BI 264.  

### 356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Lectures, laboratory. Prereq: BI 211-213 or BI 264 or instructor's consent.  

### 357 Marine Biology (4) Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Prereq: BI 213 or BI 264 or instructor's consent. Not open to students who have credit for BI 438 or 474.  

### 360 Neurobiology (4)

Function of the nervous system from the single neuron to complex neural networks. Topics include connections and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 211-213 or BI 264 or instructor's consent.  

### 370 Ecology (4)

The relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and paleoecology. Required fieldwork. Prereq: BI 213-215 or BI 264 or instructor's consent. Calculus recommended.  

### 375 Biological Diversity (4)

Patterns of global biological diversity in space and time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Prereq: BI 213 or BI 264 or instructor's consent.  

### 380 Evolution (4)

Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Prereq: college algebra and BI 264, or instructor's consent.  

### 399 Special Studies:

[Topic] (1-5R) When topic changes.

The following 400-level courses are primarily for undergraduate majors in biology.

#### 401 Research:

[Topic] (1-6R) P/N only.

#### 402 Supervised College Teaching (1-6R) P/N only. R for maximum of 9 credits.

#### 403 Thesis (1-16R) P/N only.

#### 405 Reading and Conference: [Topic] (1-16R) P/N only.

#### 410 Field Studies: [Topic] (1-16R)

#### 407/507 Seminar: [Topic] (1-2R) P/N only. Topics vary from year to year.

#### 408/508 Laboratory Projects: [Topic] (1-16R) Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

#### 409 Practicum: [Topic] (1-6R) P/N only.

#### 410/510 Experimental Course: [Topic] (1-16R) Topics vary from year to year.

#### 412/512 Marine Field Studies: [Topic] (4-8R) Variable topics include field studies of marine organisms, marine biology, wetlands biology, and coastal ecosystems. Prereq: instructor's consent. R when topic changes. Offered at Oregon Institute of Marine Biology.

#### 417/517 Techniques in Electron Microscopy (5) Techniques in biological electron microscopy, including fixation, embedding, thin section, positive and negative staining, shadowing, and microscope operation. Emphasis on transmission electron microscopy. Prereq: instructor's consent.

424/524 Advanced Molecular Genetics (4) Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Prereq: BI 320 or instructor's consent.

426/526 Plant Molecular Biology (3) Molecular constituents and mechanisms in plant cells. Topics include biochemistry of plant cells, gene regulation, nuclear–cytoplasmic interaction, and molecular biology of plant diseases. Prereq: BI 340 or instructor's consent.

428/528 Developmental Genetics (4) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 320 or 328 or instructor's consent. Not offered 1999-2000.

429/529 Developmental Pattern and Morphogenesis (4) Investigations and theoretical aspects of pattern formation in multicellular organisms. Cell lineage, cell cycle, and morphogenetic behaviors during embryogenesis of plants and animals. Prereq: BI 328 or instructor's consent.

431/531 Algae and Photosynthetic Bacteria (5) Structure, cytology, life history, and ecology of representative freshwater and marine algae. Lectures, laboratory. Prereq: BI 244 or instructor's consent.

432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 264 or instructor's consent.


448/548 Field Botany (4) Field study and identification of the higher plant flora of northwest Oregon. Recognition of principal families and of diverse plant communities; utilization of materials for laboratory teaching. Prereq: one year of biology or instructor's consent. Offered summer session only.

451/551 Invertebrate Zoology (5-6) Representative invertebrate groups with emphasis on marine forms: morphology, systematics, life history, and ecology. Lectures, laboratory. Prereq: instructor's consent. Students cannot receive credit for both BI 351 and BI 451 if taken for 8 credits. Offered at Oregon Institute of Marine Biology.

452/552 Insect Biology (4) Anatomy, physiology, and behavior of insects. Insect societies. Lectures, laboratory. Prereq: BI 211-213 or BI 264 or instructor's consent.

455/555 Marine Birds and Mammals (4-6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory.


461/562 Developmental Neurobiology (4) Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 320 and 326, or instructor's consent.


467/567 Biochemistry Laboratory (4) See Chemistry.

468/568 Neuroethology (4) The neural mechanisms of naturally occurring behaviors such as echo location, bird song, navigation, and electroreception. Prereq: BI 360 or instructor's consent.

471/571 Population Ecology (4) Theoretical, experimental, and applied aspects of growth, structure, and regulation of natural populations; population estimation; demographic analysis; life-history theory. Prereq: BI 370 or instructor's consent.

472/572 Community Ecology (4) Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Prereq or coreq: BI 370 or BI 380 or instructor's consent.


474/574 Marine Ecology (5-8) Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local intertidal and shallow-water communities. Prereq: BI 370 or instructor's consent; statistics and calculus desirable. Offered at Oregon Institute of Marine Biology.

475/575 Freshwater Ecology (5) Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Lectures, laboratory; required fieldwork. Prereq: BI 370 or instructor's consent.

477/577 Microbial Ecology (4) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats, biogeochemical cycling, interaction among microorganisms and multicellular eukaryotes, biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 350 or instructor's consent.

481/581 Quantitative Genetics (4) Evidence and theory bearing on mechanisms of evolution; population and quantitative genetics; maintenance of genetic variation; molecular evolution; speciation; levels of selection; macroevolution. Prereq: BI 380 or equivalent or instructor's consent.

482/582 Advanced Evolutionary Genetics (4) Natural selection, levels of selection, life history evolution, evolution, speciation, macroevolution, and phylogenetic inference. Prereq: BI 380 or instructor's consent.

483/583 Conservation Biology (4) Ecological and genetic principles relevant to the conservation of biological diversity; preservation of wild and captive populations of endangered species, habitat preservation and global ecosystem dynamics. Prereq: BI 370 or instructor's consent.

484/584 Molecular Evolution (4) General description of patterns of molecular variation within and between species; underlying mechanisms, and methods of analysis. Prereq: BI 320.

485/585 Paleobiology and Paleoecology (4) Paleobiology (historical ecology) of nonmarine organisms with emphasis on the Cenozoic. Survey of the principal approaches and organisms available to the nonmarine paleobiologist. Topics vary. Prereq: BI 370 or instructor's consent.


502 Thesis (1-16R) PIN only

601 Research: [Topic] (1-16R) PIN only

602 Supervised College Teaching (1-5R) PIN only

603 Dissertation (1-16R) PIN only

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

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

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

608 Special Topics: [Topic] (1-5R) Lecture course devoted to advanced topics that reflect instructor's current research interests.

609 Practicum: [Topic] (1-3R) PIN only

610 Experimental Course: [Topic] (1-5R)
Canadian Studies

Bryan T. Downes, Committee Chair
(541) 346-3817
103 Hendricks Hall

Steering Committee
John H. Baldwin, planning, public policy and management
Doug Blandy, arts and administration
Bryan T. Downes, planning, public policy and management
C. H. Edson, educational leadership, technology, and administration
Gerald W. Fry, international studies
Paul Goldman, educational leadership, technology, and administration
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Glens A. Love, English
Madonna L. Moss, anthropology
Larry L. Neal, academic affairs
Deanna M. Robinson, journalism and communication
Ronald E. Sherriffs, journalism and communication
Everett G. Smith Jr., geography
Ted D. Smith, library
Janet Wasko, journalism and communication

About the Program

The University of Oregon does not have a formal department of Canadian Studies. 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.

Canadian studies courses 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. The following courses that focus specifically on Canada and United States may be offered at the university during 1999-2000:

Anthropology, Native North Americans (ANTH 320)

English, Western American Literature (ENG 326)

Geography, Urban Geography (GEOG 442/542), Advanced Geography of European-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, City Management (PPPM 471/571)

Information about other courses with content on Canada is available from the committee chair.

Chemistry

Frederick W. Dahlquist, Department Head
(541) 346-4601
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91 Klamath Hall
http://darkwing.uoregon.edu/~chem/

Faculty

Virgil C. Bockelheide, professor (organics), A.B., 1939, Stanford, Ph.D., 1943, Minnesota. (1960)


Paul C. Engelking, professor (physical), B.S., 1971, California Institute of Technology; M.Phil., 1974, Ph.D., 1976, Yale. (1978)


O. Hayes Griffith, professor (physical, biophysics), A.B., 1940, Oregon, B.S, 1941, Princeton. (1960)


LeRoy H. Klemm, professor (organics), B.S., 1941, Illinois M.S., 1943, Ph.D., 1945, Michigan. (1952)


Geraldine L. Richmond, Knight Professor of Liberal Arts and Sciences (physical), B.S., 1975, Kansas State; Ph.D., 1980, California, Berkeley. (1985)

Tom H. Stevens, professor (biochemistry); director, Institute of Molecular Biology, B.A., 1974, M.S., 1976, San Francisco State; Ph.D., 1980, California Institute of Technology. (1982)

David R. Tyler, professor (inorganics), B.S., 1975, Purdue; Ph.D., 1979, California Institute of Technology. (1985)

Peter H. von Hippel, professor (physical biochemistry), B.S., 1952, M.S., 1953, Ph.D., 1958, Massachusetts Institute of Technology. (1967)

Special Staff


John Hardwick, courtesy senior instructor and senior research associate. See Physics

Timothy Weakley, research associate, B.S., 1956, Ph.D., 1959, Oxford University. (1987)


Emeriti


Francis J. Reithel, professor emeritus, B.A., 1936, Reed; M.A., 1938, Ph.D., 1942, Oregon Medical School. (1946)


William T. Simpson, professor emeritus, A.B., 1945, Ph.D., 1948, California, Berkeley. (1963)


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

Undergraduate Studies

The Department of Chemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation. 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 is a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, geoscience, material science, and molecular biology.

One strength of the program is the opportunity undergraduates have to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction. Major and nonmajor students alike can enjoy this experience of scientific inquiry.

Two or 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 second languages is desirable but not required.

Two-year college students planning to transfer to the university 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 224, 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 and Engineering News). A bachelor's degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biotechnology, pharmacy, pharmacology, physiology, medicine, medicinal chemistry, materials science, metallurgy, neuroscience, oceanography, forensic science, geochemistry, geological sciences, 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. The alumni newsletter, Chemistry News, has examples of careers UIO majors have chosen. Follow the links from the department's web page.

Chemistry Major

The program described below is the recommended curriculum for chemistry 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).

Chemistry Major Requirements

78-81 credits
Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) or Introductory General Chemistry (CH 211, 212, 213) ........................................... 12
General Chemistry Laboratory (CH 2227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239) ............................................................... 6
Organic Chemistry I,II,III (CH 331, 335, 336) ........................................ 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) ........................................ 10
Physical Chemistry (CH 411, 412, 413) ........................................ 12
Physical Chemistry Laboratory (CH 417, 418, 419) ........................ 12
Advanced Electives or Research (CH 401) or a combination of Research and electives ... 9-12
Instrumental Analysis (CH 429) .................................................... 5

Related Science Requirements

38 credits
Calculus I,II,III (MATH 251, 252, 253) ........................................ 12
Introduction to Differential Equations (MATH 256), Several-Variable Calculus (MATH 281) ........ 8
General Physics with Calculus (PHYS 211, 212, 213) or General Physics (PHYS 211, 212, 213) ........................................ 12
Introductory Physics Laboratory (PHYS 204, 205, 206) ........................................ 6

Advanced Electives

Three courses of one course and 6 credits of Research (CH 401) or 9 credits of Research (CH 401). Courses not included below may be submitted to an adviser for consideration and approval.

credits
Research (CH 401) ........................................ minimum of 6
Mechanics, Electricity, and Magnetism (PHYS 412, 413) ........................................ 8
Inorganic Chemistry (CH 431, 432, 433) ........................................ 12

Advanced Organic-Inorganic Synthesis (CH 438) ........................................ 5
Quantum Chemistry (CH 441) ........................................ 4
Quantum Chemistry and Spectroscopy (CH 442, 443) ........................................ 8
Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445) ........................................ 4
Chemical Kinetics (CH 446) ........................................ 4
Advanced Organic-Inorganic Chemistry (CH 451, 452, 453), Biochemistry (CH 461, 462, 463) ........................................ 12
Research Instruments (CH 470), Introduction to Geochemistry (CHEM 470) or Thermodynamic Geochemistry (CHEM 471) or Aqueous Geochemistry (CHEM 472) or Isotope Geochemistry (CHEM 473) ........................................ 3-4

Sample Program for Majors

Freshman Year

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) or Introductory General Chemistry (CH 211, 212, 213) ........................................ 12
Physical Chemistry (CH 411, 412, 413) ........................................ 12
Introduction to Numerical Computation with FORTRAN (CH 423), Introduction to Numerical Computation with FORTRAN (CH 423) ........................................ 9
Sophomore Year

49-52 credits
Organic Chemistry Laboratory (CH 337, 338), Advanced General Chemistry Laboratory (CH 237, 238, 239) ........................................ 6
Calculus I,II,III (MATH 251, 252, 253) ........................................ 12
College Composition I,II,III (WR 121, 122, 123) ........................................ 9
Electives ........................................ 6

Junior Year

41-44 credits
Physical Chemistry Laboratory (CH 417, 418, 419) ........................................ 12
Introductory Physics Laboratory (PHYS 204, 205, 206) ........................................ 6
Second language or electives ........................................ 9-12

Senior Year

32-35 credits
Advanced Electives or Research (CH 401) or a combination of Research and electives .... 9-12
Instrumental Analysis (CH 429) ........................................ 5
Electives ........................................ 18

Biochemistry Major

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, neurochemistry, physical biochemistry, or perhaps medical research) may want to base their training in chemistry but include courses in biologically based subjects. For these students, the Department of Chemistry offers a biochemistry major.

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.

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.

Biochemistry-Major Requirements

85 or 88 credits
Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) or Introductory General Chemistry (CH 211, 212, 213) ........................................ 12
General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239) ........................................ 6
Calculus I,II,III (MATH 251, 252, 253) ........................................ 12
Introduction to Differential Equations (MATH 256) ........................................ 4
General Physics with Calculus (PHYS 211, 212, 213) ........................................ 12
Introduction to Numerical Computation with FORTRAN (CH 423) or Thermodynamic Geochemistry (CHEM 471) or Aqueous Geochemistry (CHEM 472) or Isotope Geochemistry (CHEM 473) ........................................ 3-4

Sample Program for Biochemistry Majors

Freshman Year

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) or Introductory General Chemistry (CH 211, 212, 213) ........................................ 12
Physical Chemistry (CH 411, 412, 413) ........................................ 12
Introduction to Numerical Computation with FORTRAN (CH 423), Introduction to Numerical Computation with FORTRAN (CH 423) ........................................ 9
Sophomore Year

46-50 credits
Physical Chemistry Laboratory (CH 417, 418, 419) ........................................ 12
Several-Variable Calculus (MATH 281), Second language or electives ........................................ 12
Calculus I,II,III (MATH 251, 252, 253) ........................................ 12
Molecular Genetics (BI 320); Biochemistry Laboratory (CH 467) ........................................ 4
Electives ........................................ 10

Junior Year

35-45 credits
Introduction to Differential Equations (MATH 256) ........................................ 4
Biochemistry (CH 461, 462, 463) or Advanced Electives or Research (CH 401) or a combination of Research and electives .... 9-12
Advanced Electives or Research (CH 401) or a combination of Research and electives .... 9-12
Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) ........................................ 8
Biophysics (CH 461, 462, 463) ........................................ 4
Biochemistry Laboratory (CH 467) ........................................ 4
Electives ........................................ 8-12

Senior Year

31-41 credits
Advanced Electives or Research (CH 401) or a combination of Research and electives .... 3-9
Biochemistry (CH 461, 462, 463) or Advanced Electives or Research (CH 401) or a combination of Research and electives .... 9-12
The Department of Chemistry offers a minor in organic chemistry of biological molecules. Organic Chemistry I (CH 331) is a required course. General chemistry laboratories are also required. A total of 38 credits are required.

**Physical Chemistry Option:** General chemistry with laboratories plus CH 331, 332, 333, 337, 338, with grades of C- or better. Credit for Seminar (CH 407), Reading and Conference (CH 405), and Special Laboratory Problems (CH 409) may not be applied as required courses or credits for the biochemistry minor.

**Biochemistry Minor**

A minor in biochemistry may be designed with courses in general chemistry, including the laboratory sequence, and at least four additional courses. Five optional courses are outlined below. Other options may be submitted for consideration and approval by the department. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C- or better. Credit for Seminar (CH 407), Reading and Conference (CH 405), and laboratory problems (CH 409) may not be applied as required coursework for the minor.

**Chemistry Minor**

A minor in chemistry may be designed from coursework in general chemistry, including the laboratory sequence, and at least four additional courses. Five optional courses are outlined below. Other options may be submitted for consideration and approval by the department. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C- or better. Credit for Seminar (CH 407), Reading and Conference (CH 405), and laboratory problems (CH 409) may not be applied as required coursework for the minor.

**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, exercise and movement science, geologic sciences, mathematics, or physics.

**Middle and Secondary School Teaching**

The College of Education offers a five-year program for middle-secondary teaching license in chemistry and integrated sciences. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

**Graduate Studies**

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organometallic chemistry, inorganic chemistry, physical chemistry, materials science, biochemistry, and molecular or cell biology. 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 institutes. Chemical scientists may be interested in the Institute of Molecular Biology, the Institute of Theoretical Science, the Materials Science Institute, the Oregon Center for Optics, and the programs in molecular synthesis, structure, and dynamics and in cell biology.

First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research appointments are funded through grants to the university by federal agencies and private (industrial) sources for support of the basic research programs in the department. Students are selected for these positions based on their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

Although subject to variation, stipends for assistants are $15,800, plus tuition waiver, for the calendar year including summer research. During 1998-99, research projects in the Department of Chemistry were sponsored by the American Cancer Society, American Chemical Society, American Heart Association, Beckman Foundation, CoCensys, Inc., Department of Energy, Dreyfus Foundation, Fuji Silicia, Howard Hughes Medical Institute, Medical Research Foundation, National Institutes of Health, National Science Foundation, Office of Naval Research, Pardee Foundation, Research Corporation, U.S. Department of Education, and U.S.-Israel Binational Science Foundation.

An illustrated brochure, University of Oregon Doctoral Program in Chemistry, may be requested from the department. The booklet presents information about the program, facilities, financial support, faculty members and their individual research interests, courses 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 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, utilizing a variety of methods including X-ray crystallography and nuclear magnetic resonance, are being conducted to investigate the structure, folding dynamics, and stability of proteins.

**Biophysical Chemistry**

Biophysical chemistry provides close collaboration and educational interaction among faculty members and students. Research groups that are developing and applying physical methods work closely with molecular and cellular biologists, neurobiologists, biochemists, and synthetic organic chemists. Most of the research programs in biophysical chemistry are interdisciplinary.

Several research groups are active in some areas of biophysical chemistry. For example, the nature of the interaction of regulatory, recombination, and transcription proteins with nucleic acids is currently of great interest. This work involves crystallographic and computer graphics studies, thermodynamic binding studies, and genetic analysis. The general problem of the nature of the forces that determine protein stability is approached from both structural and thermodynamic points of view; it includes the use of mutant forms to probe specific contributions to overall stability.
Another area of general interest is the nature of the excited electronic states of biopolymer components. This includes the use of the optical properties of biopolymers, such as their circular dichroism, as a probe of their conformational state; the relationship of excited state conformation 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 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 term materials generally means bulk crystalline solids but also includes low-dimensional materials such as thin solid films or nanoscopic “wires” 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 potential 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, dominant members of the institute, offer courses and seminars in the chemistry and physics of materials 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 metastable phases (including the use of thin-film superlattice compositions, sol-gel synthesis, 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 size effects and fundamental limits of microelectronic devices, scanning tunneling microscopy of modified surfaces and biological molecules, and electron transport across protein assemblies and biotechnological materials. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the Materials Science Institute. Collaboration between institute members and industrial and national research laboratories is also an important dimension of the program.

Organic, Bioorganic, Inorganic, Organometallic, Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, bioorganic, organometallic, 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 coursework is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover the breadth of recent advances in organic, organometallic, inorganic, and materials research. Foremost importance is the contiguous location of all research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to state-of-the-art instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in this area have multiple research interests and expertise. Collaboration with researchers working in physics, materials science, biochemistry, and medicinal chemistry enhances the program.

Physical Chemistry and Theoretical Chemistry

The thrust of physical chemistry research is to reach a fundamental understanding of molecular structure and reactivity. By combining elements from traditional approaches in chemistry, physics, and biology, this inquiry becomes strongly interdisciplinary in nature. The blending of disciplines, greatly enhancing the development of new experimental and theoretical methods, is achieved in part by the participation of physical chemists in the Institute of Theoretical Science, the Materials Science Institute, and the biophysical chemistry program discussed earlier.

Using sophisticated experimental and theoretical techniques, research groups investigate the structure and dynamics of molecular systems and their relation to interfacial and condensed phase phenomena. Projects include theoretical and experimental studies of molecular clusters, intermolecular forces, polymers, and complex fluids. 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 devices, are used to attack problems that range from small molecules to macromolecules. Vibration structure and dynamics. Related picosecond laser fluorescence studies supply additional information about dynamics. New methods developed here for generating radical cations in the 19K environment of a supersonic molecular beam allow the spectra and structure of important chemical intermediates to be studied. Nonlinear optical techniques such as second harmonic generation are the subject of interesting new studies of surfaces and interfaces. Equilibrium and nonequilibrium problems are studied with statistical mechanics approaches. The application of Lie groups is used to understand electron correlation effects in atoms and molecules. Nonlinear dynamics techniques are used for analysis of highly excited chaotic molecular systems.

The close interactions of physical chemists in the Institute of Theoretical Science, the Materials Science Institute, and the Oregon Center for Optics provide students and postdoctoral fellows additional avenues for research with faculty members from other departments. Examples include theoretical studies of Rydberg states of atoms, particularly in plasmas; theoretical and experimental work on electronic inner-shell processes of atoms; photoelectron spectroscopy of surfaces; laser spectroscopy of ions, highly excited vibrational states and energy flow processes in molecules; and quantum optics research. The Shared Laser Facility provides a convenient mechanism for sharing and supporting major laser systems used in much of this work.

Industrial Internships for Master's Degrees in Chemistry or Physics

Internship in Polymers. This internship introduces the fundamental concepts, processes, preparation, and physical characterization of polymers, with emphasis placed on those of commercial interest.

Internship in the Semiconductor Industry. This internship introduces the fundamental concept, processes, and fabrication methods used in the semiconductor processing industry. These interdisciplinary internship programs are designed to make students more effective problem solvers in the industrial environment.

Courses start during summer session and are followed by interviews for a six- to nine-month internship with a participating host company. The 42 credits earned during the internship program may be applied to requirements for a master’s degree in chemistry or physics. Additional credits of course work are required to complete a master’s degree in chemistry or physics. Information and application materials are available through the UO Materials Science Institute.

Chemistry Courses (CH)

101, 102 Science and Society (4,4) Applies chemical concepts to societal aspects of environmental concerns for air and water quality, herbicides, pesticides, metal poisoning, conventional 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. Sequence. Prereq for 102 CH: 101 or high school chemistry or one year of college chemistry.

111 Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration. Prereq: MATH 95.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) When topic changes.

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Prereq or coreq: MATH 95.
111, or 112. Concurrent CH 227, 228, 229 recommended. For students without extensive chemical or mathematics backgrounds. Students can receive credit for only one of the following sequences: CH 211–213 or 223–224 or 226–227.

221, 222, 223 General Chemistry (4, 4, 4) First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Lectures. Prereq: high school chemistry, coreq: MATH 111, 112 or equivalents. Concurrent calculus recommended. Students can receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226H.

224, 225, 226 (H) Honors General Chemistry (4, 4, 4) First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium constants, acid-base titrations, volumetric analysis, basic exercises, systems in kinetics and stereochemistry. Pre- or coreq: calculus. Coreq: CH 227, 228, 229. For science majors and Clark Honors College students. Students cannot receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226H.

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 analysis, basic exercises, exercises in kinetics and stereochemistry. Pre- or coreq: CH 221, 222, 223 or instructor's consent. Limited to selected students, primarily for prospective chemistry and other science majors and for Clark Honors College students.

230, 231, 232 Advanced General Chemistry Laboratory (2, 2, 2) Experiments in chemistry emphasize gravimetric techniques, periodic relationships, chemical equations, phase diagrams, volumetric and spectrophotometric techniques. Coreq: CH 224/424 or instructor's consent. Limited to selected students, primarily for prospective chemistry and other science majors and for Clark Honors College students.

311 Organic Chemistry I (4) Structure, properties, and bonding of organic molecules. Prereq: CH 213 or 223 or 226H. Concurrent CH 337 recommended.


331 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 preclinical 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 335, 336. Concurrent CH 337, 338 with grades of C- or better and CH 331, 335, 336 or equivalents or instructor's consent. For chemistry majors and others who require a year of organic laboratory.

339 Organometallic Analysis (4) Qualitative analysis and structure determination of unknowns. Pre- or coreq: CH 337, 338 with grades of C- or better and CH 331, 335, 336 or equivalents or instructor's consent. For chemistry majors and others who require a year of organic laboratory.

340 Physiological Biochemistry (4) Topics include protein structure and function, enzyme mechanisms, central metabolism and bioenergetics, integration and regulation of metabolism, cytoskeleton, muscle and hormone action, and muscle physiology. Prereq: CH 332 or instructor's consent. Students cannot receive credit for both BI 265 and CH 360.

349 Special Studies [Topic] (1–5R)

401 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 a bachelor's degree with honors in chemistry or biochemistry.

405 Reading and Conference [Topic] (1-21R)

406 Field Studies [Topic] (1-21R)

407 Seminar [Topic] (1-5R) Prerequisite determined by instructor. Biochemistry seminar for undergraduates who have completed or are enrolled in CH 161, 162, 163. No graduate credit.

408 Workshop [Topic] (1-21R)

410 Special Laboratory Problems (1-21R) Nonresearch-oriented laboratory instructor; laboratory work involved 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) Methods of physics applied to chemical problems in chemistry, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics, rates processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors). PHYS 211, 212, 213 or PHYS 211, 212, 213, or PHYS 214, 215, 216 or MATH 253, MATH 256, 261, 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 214, 215, 216; pre- or coreq: CH 411/511, 412/512, 413/513.

420 Instrumental Analysis (5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor's consent.

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, valence bond and molecular orbital theories, and crystal field theories of transition metal compounds. 432/532, 433/533: syntheses, structures, reactions, and reaction mechanisms of coordination complexes, solid state materials, and biomolecules. Prereq: CH 413/513; concurrent CH 441/541 recommended.


441/541 Quantum Chemistry (4) The principles of time-independent quantum mechanics and their application to model atomic and molecular systems. 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.

444/545 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.

451/551, 452/552, 453/553 Advanced Organic-Inorganic Chemistry (4, 4, 4) 451/551: principles of organic-inorganic reaction dynamics, kinetics, and mechanisms, linear free-energy relationships, isotope effects, substitution reactions, dynamic behavior of reactive intermediates, electron transfer chemistry, 452/552: principles and applications of stereochemistry with examples from organic, organometallic, and inorganic chemistry; stereochemical consequences of computer graphics and computational chemistry; asymmetric synthesis and catalysis. 453/553: strategies and tactics for the synthesis of complex organic molecules. Sequences.

461/561 Biochemistry (4) Structure and function of macromolecules. Prereq: BI 263, CH 332 or 333 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: BI 263, CH 461/561 or instructor's consent.


470/570 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 only

601 Research [Topic] (1-16R) P only

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R) P only

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

606 Field Studies [Topic] (1-16R)
Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

**Major Requirements**

The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

**Greek Major Requirements**

52 credits

Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses: GRK 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421. **8**

Ancient Greece (HIST 412). **8**

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. **12**

Majors in Greek are encouraged to take electives in ancient literature in translation, and in ancient art, religion, or mythology. They are also urged to take course work in Latin.

**Latin 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, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421. **8**

Ancient Rome (HIST 414). **8**

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. **12**

Majors in Latin are encouraged to take electives in ancient literature in translation, and in ancient art, religion, or mythology. They are also urged to take course work in Greek.

**Classics 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, 303, 315 or GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level
courses in either language except LAT 421; Latin and Greek prose composition .......................... 36
Ancient Greek (HIST 412) and Ancient Rome (HIST 414) ................................................. 8
Upper-division Latin or Greek courses, courses in translation or from related departments, or
Greek or Latin composition. A list of approved courses is available from the department ... 8
Majors in classics are encouraged to take electives in ancient literature in translation and in
ancient art, religion, or mythology.

Classical Civilization. In preparation, students must demonstrate proficiency in Greek or Latin
by completing LAT 301, 302, 303 or GRK 301, 302, 303 or their equivalents with grades of mid-
D or better. Students whose Greek or Latin was taken entirely in high school must take one year of
second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works
not read in their high school courses.

For the major, students must complete 44 credits, distributed as follows:

**Classical Civilization**

**Major Requirements**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Greek (HIST 412) and Ancient Rome (HIST 414)</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Two courses in classical literature in translation (e.g., CLAS 301, 302, 303, 304 or, with depart-
ment head's consent, HUM 101) ......................................................... 8

Two courses in ancient art, selected from ARH 322, 323, 423, 424, 426, 427, 428 or 507) .......................... 8

Chosen in consultation with a classics department
adviser, electives in Greek (GRK), Latin
(LAT), classics (CLAS), or relevant courses in
art history (ARH), English (ENG), history
(HIST), philosophy (PHIL), religious studies
(REL) ................................................................. 20 credits

**Honors**

The honors program in classics 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
classics are as follows:

1. A completed Graduate Admission Application
2. A completed Graduate Admission Application
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)

**Minor Requirements**

Greek. The minor in Greek requires 24 credits distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 credits</td>
<td>400-level courses in Greek (GRK)</td>
</tr>
</tbody>
</table>
| 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 credits</td>
<td>400-level courses in Latin (LAT)</td>
</tr>
</tbody>
</table>
| 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. Literature as a secondary teacher requires completion of a graduate-level
teacher preparation program. All work for the
Latin endorsement should be completed before entering the teacher preparation program. For
specific information about departmental require-
ments for the Latin endorsement, students
should contact the departmental adviser. The
College of Education offers a five-year program
for teaching licensure in a second language. This
program is described in the Educational Leader-
ship, Technology, and Administration section
of this catalog.

**Interdisciplinary Program in Classical Archaeology**

With the existing curricular resources of the
university, it is possible to arrange an under-
graduate program that provides sound prepara-
tion for graduate study and an eventual career in
Greek and Roman archaeology. A student who
would profitably fulfill major requirements in one
of the three departments contributing to the
program, adding courses selected from the other
two departments. The following are the three
programs recommended for a specialization in
classical archaeology. Approved Seminars (407) are also recommended.

Art History. Departmental major, with an
option in Greek and Roman art, to include Art
of Ancient Greece (ARH 421) and Art of Ancient Rome (HIST 427),
Ancient Greek Art (GRK 422), Greek Art (HIST 424), Greek Architecture (ARH 427),
Classical Greek Art (ARH 428), Greek Architecture (ARH 427),
Classical Roman Architecture (ARH 428), two years of Greek or Latin

Students who plan to pursue a career in classical
archaeology are reminded that most graduate
departments require familiarity with both
classical languages and a reading knowledge
of French and German.

An interdisciplinary master of arts (M.A.) degree is
available for students interested in advanced study or careers in classical archaeology.

**Graduate Studies**

The Department of Classics offers the master of
arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree
may be earned with thesis or with a compre-
hsive examination.

The option in Greek or Latin is earned with a
concentration in one of the classical languages,
but students concentrating in one language typi-
cally take some work in the other.

The option in classics is earned with work
approximately evenly divided between Greek
and Latin.

The program includes a thesis or comprehensive
examination. A total of 45 credits is required for the degree.

Several graduate teaching fellowships are avail-
able 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, 417), English (ENG), philosophy (PHIL),
art history (ARH), English (ENG), philosophy
(PHIL), religious studies (REL) |

Students who plan to pursue a career in classical
archaeology are reminded that most graduate
departments require familiarity with both
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of French and German.

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The Department of Classics offers the master of
arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree
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The option in Greek or Latin is earned with a
concentration in one of the classical languages,
but students concentrating in one language typi-
cally take some work in the other.

The option in classics is earned with work
approximately evenly divided between Greek
and Latin.

The program includes a thesis or comprehensive
examination. A total of 45 credits is required for the degree.

Several graduate teaching fellowships are avail-
able each year for entering graduate students.
Plan 2: Pass a comprehensive examination in three parts: translation, textual interpretation, and culture. The candidate must, in consultation with his or her advisers, define a reading list for the translation part of the examination. Additional information may be obtained from the classics department and is included with the letter of admission.

Interdisciplinary Program in Classical Civilization
The Department of Classics administers an interdisciplinary master of arts degree in classical civilization to provide predoctoral training for prospective candidates in classical archaeology and ancient history, or for students interested in a general graduate program in ancient studies. The candidates must satisfy requirements (1), (2), and (3) required for the master of arts degree in classics; pass with a grade of mid-B or better Authors (LAT or GRK 511); and define, with the help of an advisory committee, a coherent program of study. More information may be obtained from the classics department office.

Classics in English Translation (CLAS)
199 Special Studies: [Topic] (1-5R)
201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenaean times to the conquest of Rome. Wilson.
202 Roman Life and Culture (4) Examines Roman civilization from the founding of Rome in the 6th century B.C. to the victory of Constantine and his religious emancipation in the 4th century A.D. Jaeger.
301 Greek and Roman Epic (4) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the Aeneid. Emphasis on literary criticism and intellectual history. Lowenstam.
302 Greek and Roman Tragedy (4) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and intellectual history. Bowditch.
303 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. Lowenstam, Wilson.
304 Classical Comedy (4) Analysis of Old Comedy (Aristophanes), Middle Comedy (Aristophanes), and New Comedy (Menander, Roman drama) in juxtaposition with European satirical drama and “melodrama.” Bowditch.
305 Latin Literature (4) Representative selections from major authors of Republican and Imperial Rome: epic, comedy, satire, lyric, and the ancient novel. Bowditch.
314 Gender and Sexuality in Antiquity (4) Introduction to construction of the categories of norms of Western sexuality through study of Greek and Roman attitudes toward gender roles, homo- and heterosexuality, the family, and privacy. Bowditch.
322 Ancient Historiography (4) Introduction to the study of history as a discipline and as a genre; the structure of historical analysis, methods, and causation. Jaeger.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R)
408/508 Colloquium: [Topic] (1-21R)
409 Supervised Tutoring (1-21R)
410/510 Experimental Course: [Topic] (1-5R)
503 Thesis (1-16R) P/N only. Prereq: second-year proficiency in Greek or Latin.
601 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-5R)
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Colloquium: [Topic] (1-16R)
609 Terminal Project (1-16R)
610 Experimental Course: [Topic] (1-5R)

Latin Courses (LAT)
101, 102, 103 Basic Latin (5,5,5) Fundamentals of Latin grammar; selected readings from classical and medieval authors. Bowditch, Calhoon, Jaeger.
199 Special Studies: [Topic] (1-5R)
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R)
408/508 Colloquium: [Topic] (1-21R)
409 Supervised Tutoring: [Topic] (1-21R)
410/510 Experimental Course: [Topic] (1-5R)
414/514 Readings in Medieval Latin: [Topic] (1-4R) Representative selections from medieval authors with analysis of the period and its institutions. R when topic changes.
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 Special Problems: [Topic] (1-16R)
607 Greek Seminar: [Topic] (1-5R)
608 Colloquium: [Topic] (1-16R)
609 Terminal Project (1-16R)
610 Experimental Course: [Topic] (1-5R)
Comparative Literature

Roland Greene, Program Director
(541) 346-3986
(541) 346-3240 fax
313 Villard Hall
522 University of Oregon
Eugene OR 97403-5242
complit@oregon.uoregon.edu
http://babel.uoregon.edu/complit/welcome.html

Faculty
Kenneth S. Calhoun, associate professor (German literature, psychoanalysis, Romanticism). See German Languages and Literatures
Emeritus
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Executive Committee
Steven T. Brown, East Asian languages and literatures
Karen S. McPherson, Romance languages
Andrew Morra, art history
Peggy Pascoe, history
Paul W. Peppis, English
Forest Pyle, English
Judith Raikes, women's studies
Jennifer F. Redoone, history
George Rowe, English
Chewey C. Ryan, philosophy
Tze-Lian Seng, East Asian languages and literatures
Kathy Saranapa, Germanic languages and literatures
George J. Sheridan Jr., history
Arlene Stein, sociology
Mónica Szornyik, Romance languages
Julian Weiss, Romance languages
Elizabeth A. Wheeler, English
Daniel N. Wojcik, English
Henry W. Wurmb, English
Vinph Zuck, Germanic languages and literatures

About the Program
The University of Oregon offers major programs in comparative literature leading to the baccalaureate degree in 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, philology, historicism, and cultural studies, but identical with none of them, comparative literature creates its own subject matter by the ways in which it approaches texts. Where the national literatures designate their subjects by language or nation, 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 is closely involved with the leading national organization, the American Comparative Literature Association.

Every year the program sponsors a major lecture series on a topic of broad interest to literary scholars and the humanities community. The series typically comprises not only public lectures but workshops, seminars, and other events for undergraduates, graduate students, and the public. In 1999-2000 the topic is "Making Worlds, Making Time."

The program maintains an active schedule of other lectures and seminars. Recent visitors include Nancy Armstrong, Charles Bernstein, Eduardo Cadara, Rey Chow, Jean Franco, Monika Greenleaf, Hans Ulrich Gumbrecht, Timothy Hampton, Lynda Hart, David Harvey, Sandra James, Gregory Cusden, Karna Loehr, Andrew Parker, Marjorie Perloff, Andrew Ross, Ramon Saldivar, Hans Saumy, Henry M. Sayre, Jeffrey Schaefer, Ela Sheehan, Peter Stallybrass, John Whitten, Trout, and Nancy J. Vickers.

Upper-level courses in the library of the Comparative Literature Program include an outstanding collection of journals, many of which come to the library in exchange for Comparative Literature.

Undergraduate Studies
The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for career possibilities in the media, law, government, business, or teaching. Students with a good background in one or more languages other than English 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 the individual student's major. Working with the undergraduate coordinator or an adviser, the student works out a plan of study suited to her or his interests within the broad parameters of the two concentrations described below. Two honors options are described later in this section.

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 courses selected from The World of Epic (COLT 201), The World of Horror (COLT 202), The World of Poetry (COLT 203), The World of Fiction (COLT 204), The World of Autobiography (COLT 205), Genre (COLT 206)

Approaches to Comparative Literature (COLT 301)

Concentrations
The undergraduate program has two concentrations, either of which may be chosen when the student declares the major. Students in each concentration become familiar with the fundamental methods and issues of the other—a number of courses may be applied to both—but they choose a clear emphasis on either theoretical or historical study.

Concentration in Critical Theory and Cultural Studies. This concentration, which emphasizes the historical study of literature with a trans-cultural, cross-cultural focus on authors, periods, genres, and texts, requires the completion of three years of a second language or the equivalent and includes two more upper-division literature courses than the other concentration.

In addition to requirements specific to the concentration area listed above, all 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 consider 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 the 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
Mayors 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 second term 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 Studies
Students are admitted to the graduate program with the expectation that they will work toward the Ph.D. degree. The M.A. is typically granted after the student passes the qualifying examinations, not as a terminal degree.

The Oregon program in comparative literature is based on the conviction that a scholar in the discipline should be closely trained in a national literature as well as in its international contexts; that literary and cultural theory in its widest sense has become indispensable to the field; that every comparatist should have a multidimensional training that allows him or her to contribute to several distinct areas of the field over a career; and that an education in the discipline includes explicit preparation in such areas as philology, bibliography, and pedagogy as well as exposure to current issues in comparative literature's continuing self-definition. The program is intended to take about seven years from admission to the Ph.D.

Admission
A complete application for admission includes the university's application form, a transcript of all college- and graduate-level work to the date of application, three letters of recommendation, a statement of purpose, a ten- to twenty-page sample in English of critical writing about literature, and, if appropriate, the application for a graduate teaching fellowship (GTF). The application deadline is January 15 for entrance the following fall term. Application packets may be obtained from the address above.

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.

Overview of Requirements
Between entrance and advancement to doctoral candidacy, students must complete ten courses in the primary and contextual fields, four courses in the focus field, four courses in the field on theory and methodology, and one course in the professional field (COLT 614); pass the relevant language examinations; pass the qualifying examination; identify a committee of advisers; and submit an approved statement of purpose. Course work must be completed with a minimum grade point average (GPA) of 3.25. The requirements after candidacy are an approved prospectus, Dissertation Work in Progress (COLT 611), Comparative Literature in the Academy (COLT 612), and the dissertation.

Course Work
Course work in the program is organized into five fields.

Primary Field. The primary field is the basis of each student's graduate education and may well become the fundamental element in his or her professional identity. Based in a chosen national literature, the primary field reflects the conventions of that literature. Often it is defined as a period (e.g., medieval Italian, 20th-century Peninsular Spanish), but where appropriate may be defined as a genre (e.g., the English novel) or in other ways (e.g., modern Japanese, contemporary Lusophone).

Contextual Field. The contextual field is designed to complement the primary field, building international, multilingual, and interdisciplinary contexts around it. Where the primary field is a period in a national literature (e.g., 19th-century French), the contextual field often treats that period in a broader perspective (e.g., 19th-century western Europe, including courses in German and English literature and European history). The contextual field largely entails graduate-level literature courses in the student's second and third languages.

The primary and contextual fields together consist of ten courses.

Focus Field. Courses in the focus field are chosen by the student to establish a basis for scholarship and teaching in an area that might not be defined in national or period terms. These courses often address a genre, a discipline (e.g., art history, psychology), an approach (e.g., feminism, Marxism), a problem (e.g., interpretation, the politics of literature), or another special interest. The courses typically involve work in more than one language and should be sufficiently unlike the primary and contextual fields to give the student a distinctive intellectual outlook.

Theory and Methods. This field ensures that every student has at least four courses in these areas, as defined by his or her interests. The focus and theory and method fields together consist of eight courses.

Professional. The professional field includes three specific courses, two of which are taken after the qualifying examinations. Graduate Studies in Comparative Literature (COLT 614) must be taken before the end of the student's first two years in the program. Comparative Literature in the Academy (COLT 612) should be taken within a year of the completion of the qualifying examination; and Dissertation Work in Progress (COLT 613) is required at least once—but may be repeated—after the examination. Students whose GTF appointments require course work in pedagogical methodology may use one such course to satisfy requirements of this field.

Timetable from Entrance to Examinations
Language Examinations. As early as possible in the first year and no later than the start of spring term, students must demonstrate their knowledge of at least one language of which they are not native speakers. No one is examined on English. Language examinations are set by members of the participating faculty and administered through the program office. In unusual circumstances, this examination may be waived on the recommendation of a qualified faculty member and with the approval of the director of graduate studies. Language examinations may be retaken, but competence in relevant languages must be demonstrated before the end of the second year.

Statement of Purpose. By the last week of the first year's winter term, each student must submit a brief statement of purpose identifying and justifying the primary, contextual, and focus fields that the student intends to study. The final draft of the statement must be submitted by the first week of spring term.

First-Year Conversation. In the third and fourth weeks of spring term, the student, his or her adviser, and two participating faculty members meet for a conversation about the statement of purpose. They evaluate the student's progress to date, including course work and language examinations, discuss the intended fields, and offer guidance for the next two years that lead to the qualifying examination. With the committee's approval of the statement of purpose and the student's general plan of study as well as the satisfactory completion of first-year course work, the student may proceed to the second year of work.

Second-Year Report. In the spring term of the second year, the adviser writes a detailed report on the student's progress, based on performance in courses as reflected in the student's grades, written work, and narrative evaluations from faculty members who have taught the student in comparative literature courses. If the student's progress is unsatisfactory at this point, he or she may be advised not to continue in the program.

Qualifying Examinations
Students take qualifying examinations between the third and seventh weeks of the term following completion of at least sixteen courses. The examination has two parts, written and oral.

Committee. Each student identifies three faculty members who represent the primary, contextual, and focus fields and obtains their agreement to participate in the qualifying examination. This committee must be approved by the director of graduate studies no later than three months before the date of the examination.

Reading List. For the primary, contextual, and focus fields each student compiles, in consultation with his or her advisers, a single comprehensive reading list of not fewer than fifty titles. This list must be submitted to the examiners and the director of graduate studies one month before the examinations.

Written Examination. In the written examination, the student writes three essays, one on each of
the relevant fields, over three twenty-four-hour periods. At the student's option, the minimum time frame of the written examination is three days; the maximum, three weeks.

Oral Examination. The oral examination takes place after the student's committee has graded the written examination—typically two weeks later. In preparation for the oral, the student compiles a short list that is a synthesis of the qualifying examination's reading list. This list is the basis of the bibliography for the dissertation. During the oral examination, the committee and the student review the written examination, discussing areas of strength and weakness. The oral examination itself may be neither passed nor failed. It is intended to contribute to the student's plans for the dissertation. On completion of a successful written examination and the oral, the student is advanced to doctoral candidacy.

Dissertation

Prospectus. The prospectus for the dissertation should be submitted to the adviser and committee during the term following the written and oral examinations.

Dissertation. The dissertation is typically completed within two years of advancement to candidacy and is defended in a final oral presentation. More information about requirements may be found in the handbook of the graduate program, which supersedes the above description.

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. Reiss.

102 Workshop: (Topic) (1-2R)

109 Special Studies: (Topic) (1-5R)

201 The World of Epic (4) Explores narratives of nation- or culture-building, classical to modern.

202 The World of Drama (4) Studies drama as a genre, a critical paradigm, and a social and cultural phenomenon.

203 The World of Poetry (4) Surveys poetics of different languages, periods, and cultures.

204 The World of Fiction (4) Explores novels and short stories. Examines narrative features—point of view, authority, voice, style, structure in cultural and international contexts.

206 The World of Autobiography (4) Examines the nature and problems of writing about the self. Explores autobiography and its subgenres in cultural and international contexts.

208 Genre: (Topic) (4R) Identifies emerging hybrid, or minor genres in cultural and international contexts. Topics include cyberpunk, the fantastic, prison literature, magic realism, travel writing. R twice when topic changes for maximum of 12 credits.

209 Approaches to Comparative Literature (4) Introduction to theory and methods in comparative literature, with some attention to the history and problems of the discipline. Greene.

Hokanson.


360 Gender and Identity in Literature (4) Introduction to the study of gender in literature, from Asia to Europe to the Americas, and from the classics to the late 20th century. Hokanson.

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)


412/512 Medieval Culture: (Topic) (4R) Examines the relation between cultural studies and medieval societies. Concentrates on such issues as belief, aesthetics, gender. Lees. R when topic changes for maximum of 12 credits.


419/519 Study of the Contemporary: (Topic) (4-5R) Approaches to the critical study of the present, including topics such as postmodernism, digital culture, cyberpunk. Topic for 1999-2000 is The City in Modernity and Postmodernity. Agis. R twice when topic changes for maximum of 15 credits.

420/520 Early Modern Prose Fiction (4) Studies 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.

421/521 Medieval Lyric to Petrarch (4) Examines these whole significant parts of the corpus of representative poets of the medieval tradition in several national literatures. Psaki.

433/333 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.

438/538 Colonial and Neocolonial Literature (4-5) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

439/539 Lyric Theory and Interpretation (4) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

440/540 Comparative Theatricals: (Topic) (4-5R) Drama and other manifestations of the dramatic in literature and culture, considered in comparative context. Brown, Kintz, Söhlch. R twice when topic changes for maximum of 15 credits.

450/550 Comparative Literature (4-5R) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

451/561 Studies in Contemporary Theory: (Topic) (4-5R) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

452/562 Cultural Intersections: (Topic) (4-5R) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

453/563 Comparative Feminisms (4) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

454/564 Cross-Cultural Investigations of Gender: (Topic) (4-5R) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

455/565 Gender and American Studies (4-5R) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

460/570 World Poetics: (4) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

466/576 Feminist Studies in Contemporary Theory: (Topic) (4-5R) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

467/577 Nation and Resistance (4) Explores the relation of modernity to the idea of the nation and colonialism. Topics include colonialism, neocolonialism, racism, sexism, and other forms of group oppression. Greene.

468/578 Suicide and Literature East and West (4) Investigates the phenomenon of suicide, from sociology to literature, in the United States, Europe, and Japan. Includes the warrior's
Computer and Information Science

Sarah A. Douglas, Department Head
(541) 346-4408
120 Deschutes Hall

Faculty
Zena M. Aruta, associate professor (lambda calculi, programming languages, term rewriting systems). B.S., 1980, University of Pisa (Italy); Ph.D., 1992, Harvard. (1992)


Courtesies

The data in parentheses at the end of each entry in the following lists is the year the person entered the University of Oregon faculty.

General Information

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every area 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 a strong research program and a rewarding educational experience for undergraduate and graduate students. 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
- networking
- 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 continually evolving as the discipline matures and as students' needs change.

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 1989, holds faculty and graduate student offices and extensive laboratory space for research and instruction.

The departmental computing environment is a mix of Unix, Apple Macintosh, and Intel-based computers. The main server is a Sun SPARC and several Sun SPARC workstations. These provide NFS file service and support World Wide Web, ftp, E-mail, USENET News, and other network services. First-year undergraduates use Intel-based computer labs in the Computing Center, while upper-division undergraduates...
and graduate students use a Sun Ultra SPARC workstation lab.

Research labs operate a variety of Unix workstations and Intel-based computers. The Interactive Systems Lab is equipped with Sun workstations, Macintoshes, and several Pentium processors. Specialized equipment for interactive systems research includes a PHANTOM force feedback control device and the DevTalk speech synthesizer. Usability studies are supported by a laboratory with multiple video cameras, video cassette recorders, and audio recording. The Computer Graphics Laboratory includes color scanners, color film recorders, color calibrated monitors and HP 755 series workstations with CRX 48Z graphics.

Research in high-performance computing is supported by the facilities in the Computational Science Institute. The institute has two Silicon Graphics Power Challenge systems with ten and twelve R8000 CPUs and Indigo2 High Impact graphics, and a Power Onyx with an R10000 CPUs, Reality Engine graphics, and Sierra Video. These machines are connected with 10Mb Fast Ethernet to a dedicated Ethernet switch. Research in the institute is also supported by a four-processor Origin 2000, four Indigo2 High Impact workstations, and eight 02 desktop workstations.

The Network Research Lab contains a model of a wide-area network that is used to develop and prototype new Internet applications. Any of the computers may be used for simulations and as general-purpose workstations. The network is composed of custom-built PCs running the FreeBSD operating system.

The department network is primarily a switched 10BaseT network, connected to the U.O.'s one-gigabit network. The university is a member of Internet2, a high-speed network, connecting major research institutions.

Affiliated Institutes

Computational Intelligence Research Laboratory. The laboratory's research focuses on basic questions in artificial intelligence, including search, knowledge representation, and reasoning. The laboratory provides financial support for students and fosters an intimate relationship among a small group of researchers who work in closely related areas.

Computational Science Institute. The institute combines research in the physical sciences with work in applied mathematics, linear algebra, and computer science. This association of researchers from nine departments supports computational science efforts at the University of Oregon.

Software Engineering Research Center. One of several national sites sponsored by the National Science Foundation, the center includes members from all four of the state's research universities. This technology transfer center supports short- and long-term applied research projects related to software engineering that are of interest to industry.

Careers

The CIS undergraduate program is designed to prepare students for professional careers or for graduate study. Students with a B.A. or a B.S. degree in computer science have ever-expanding career opportunities. Possibilities range from the development of time-critical software for aerospace applications to the design of graphics and animation software to implementation and testing of next-generation Internet protocols. The field of computer science, which has become increasingly interdisciplinary over the past decade, offers a rich array of opportunities in fields as disparate as medicine, manufacturing, and the media, as well as abundant possibilities in the computer industry itself.

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 work effectively in dynamic, problem-solving teams. 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.

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This major is described in the Mathematics and Computer Science section of this catalog.

Preparation. High school students planning to take substantial course work or major in computer and information science should pursue a strong academic program, including substantial work in mathematics and science. Students who have taken a programming course and who have 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). Students should call or write the department to determine if computer courses they have taken fulfill CIS major requirements.

The necessity of sequential completion of the required courses may make it difficult for students who declare their major after the sophomore year, and for some transfer students or students working toward a second bachelor's degree, to complete the major in a timely fashion. More information is available in the department office.

Major Requirements

Computer and Information Science. Fifty-four credits, of which 24 must be completed in residence at the University of Oregon.

The program for majors begins with Computer Science I, II, III (CIS 210, 211, 212). These courses and laboratories introduce students to the principles of computation and the fundamental concepts of hardware and software.

Required Courses. Majors receive training in the techniques and tools needed for advanced courses in the following required courses: Introduction to Data Structures (CIS 319), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Lab (CIS 323), Operating Systems (CIS 415), Software Methodology I (CIS 422), and Principles of Programming Languages (CIS 425).

Electives. The 16 upper-division elective credits allow students to explore areas beyond the core courses and to probe into areas of particular interest. The department office has information about the following optional areas of specialization: networking, software engineering, cognitive science, computational science, multimedia, and project studies.

Mathematics. Thirty credits including Elements of Discrete Mathematics I, II, III (MATH 231, 232, 233), Calculus I, II, III (MATH 251, 252, 253), and 6 credits in upper-division mathematics courses from a list of department-approved courses.

With the approval of a CIS adviser, students may substitute Mathematical Structures I, II (MATH 271, 272) and a course in probability or statistics for MATH 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. Twelve 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, II, III. Cells, Organisms, Populations (B 211, 212, 213)
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 must be from the experimental and psychological fields (PSY 430-450)

Progress Review. CIS majors must file a Progress Review Form with the CIS department after completing CIS 212 and before registering for CIS 315. 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, 313-315, 323, 415, 422, and 425—and core courses in mathematics—Calculus I, II, III (MATH
Sample Program

Freshman Year  42-46 credits
Computer Science I/II/III (CIS 210, 211, 212) ...12
Elements of Discrete Mathematics I/II/III (MATH 231, 232, 233) ...12
College Composition I or II (WR 121, WR 122 or 123) ...6
Arts and letters group-satisfying courses ...8-12

Sophomore Year  46-50 credits
Introduction to Data Structures (CIS 313) ...12
Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323) ...14
Calculus III/III (MATH 251, 252, 253) ...12
CIS-major science requirement ...12
Multicultural requirement ...4

Junior Year  49-54 credits
Computer Architecture (CIS 321) ...4
CIS-major honors courses ...8
Scientific and Technical Writing (WR 320) or Business Communications (WR 331) ...4
Electives ...16-20

Senior Year  43-48 credits
Scientific and Technical Writing (WR 320) or Business Communications (WR 320) ...4
Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425) ...12
Upper-division CIS electives ...12
Electives ...15-20

Accelerated Program for Majors

The accelerated program is designed for students who have solid experience in computer science (e.g., a year of programming in high school) and a strong background in mathematics. This program allows motivated students to take courses beyond the minimum requirements and allows qualified students to fulfill the requirements for the honors program. Students who complete the program’s requirements can be admitted to the department’s accelerated M.S. program, which is described under Graduate Studies in this section of the catalog.

Sample Program

Freshman Year  42-46 credits
Computer Science I/II/III (CIS 210, 211, 212) ...12
Elements of Discrete Mathematics I/II/III (MATH 231, 232, 233) ...12
College Composition I or II (WR 121, WR 122 or 123) ...6
Arts and letters group-satisfying courses ...8-12

Sophomore Year  46-50 credits
Introduction to Data Structures (CIS 313) ...12
Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323) ...14
Calculus III/III (MATH 251, 252, 253) ...12
CIS-major science requirement ...12
Multicultural requirement ...4

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Computer Architecture (CIS 321) ...4
CIS-major honors courses ...8
Scientific and Technical Writing (WR 320) or Business Communications (WR 331) ...4
Electives ...16-20

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Scientific and Technical Writing (WR 320) or Business Communications (WR 320) ...4
Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425) ...12
Upper-division CIS electives ...12
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Cluster Courses (12 credits). Each student must take the required course (4 credits) and two depth courses (8 credits) from one of the curriculum's clusters of related courses. If the chosen cluster is one of the core clusters listed above, the student must take the required course from one of the core courses. A list of clusters is available in the department office.

Elective Courses (30 credits). Of the 30 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; options include courses in linguistics, mathematics, physics, and psychology. Elective options 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 503) or Final Project (CIS 609).
3. Experimental Courses (CIS 610), which are new courses pending permanent approval.
4. Complex Software Systems. Students must show competencies in the design and implementation of complex software systems, by taking a designated course or by demonstrating practical experience.

Grade Requirements. The 24 credits in the required courses and the course clusters must be passed with grades of B- or better. Up to 12 of the 30 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.

Master's Thesis. The research option requires a written thesis and 12 credits in Thesis (CIS 503). Thesis research is supervised by a faculty advisor; this advisor and other faculty members constitute the thesis committee. The master'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.

Master's Project. The project option requires a master's degree project and up to 12 credits in Final Project (CIS 609). Under the supervision of a faculty member, the project may enroll a group effort involving several master's degree students. The project is subject to approval by the department's graduate affairs committee.

Accelerated Master's Degree 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.

Admission procedure. Application to the master's program should be made by February 1 of the graduation year. Students should submit a Graduate Record Examinations (GRE) score, Test of English as a Foreign Language (TOEFL) score if not a native English speaker, three letters of recommendation, and a statement of goals.

If a UO undergraduate takes one or two 400-level electives that have a corresponding 500-level course, the student can petition the department to have four or eight credits deducted from the total number of credits required for the master's degree. The student must earn an A- or better in the 400-level course and have an overall GPA of 3.50 in upper-division CIS courses to participate in this accelerated master's program. Candidates for the degree must still complete the 24-credit core and cluster requirements for breadth and depth.

Doctoral Degree Program

The doctor of philosophy in computer and information science is above all else a degree of quality that is not concerned 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 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. 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 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
   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 of the three core groups described in the breadth requirement. These courses should be outside the student's research area.

5. Oral Comprehensive Examination. Choose an area of research and work closely with an advisor 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 oral examination committee, typically three members, after considering nominations from the student and the advisor. The examination comprises:
   a. A survey of the area in the form of a position paper and an annotated bibliography
   b. A public presentation of the position paper
   c. A private oral examination by committee members

6. Advancement to Candidacy. After the oral comprehensive examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy.

7. 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 consideration of nominations from the student and the advisor. In addition to members from the department, the dissertation committee typically includes an outside examiner. This outside examiner should be a leading researcher in a candidate's field who is not at the University of Oregon. The outside member should be selected a year before the candidate's dissertation defense, and certainly no later than six months before. The department makes every effort to bring the outside examiner to campus for the dissertation defense. The dissertation committee, which guides and evaluates the student's progress through completion of the degree, may request an oral presentation similar to the comprehensive examination to allow questions and answers about the proposed research. The student then carries out the required research. The final stage 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 defense, 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.

8. Seminar Requirement. In any three consecutive terms in residence at the UO, doctoral candidates must register for 3 credits of Seminar (CIS 607) and Colloquium
(CIS 698), or candidates may register for either Seminar or Colloquium and a course numbered 610 or higher.

9. Graduate School Requirements. Meet all requirements set by the Graduate School as listed in that section of this catalog.

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one dissertation adviser. Hence, the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

Cognitive Science

In association with the Institute of Cognitive and Decision Sciences, the department offers graduate degrees with an option in that area. Specific research in 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 catalog.

Computer and Information Science Courses (CIS)

120 Concepts of Computing: Information Processing (4) Integration of technology and information systems for creation, storage, and dissemination of information used decision-making. Labs cover web programming, spreadsheets, databases, Telnet, FTP, web site creation. Prereq: MATH 111.

121 Concepts of Computing: Computers and Computation (4) Surveys current computer science topics; discusses social and ethical issues. Lab introduces local applications (productivity software), global applications (HTML and JavaScript), and team problem solving. Prereq: MATH 111; CIS 120 or equivalent recommended.

122 Concepts of Computing: Algorithms and Programming (4) Introduction to problem solving, algorithm design, data structures, and programming using C++. Introduces techniques for program testing and debugging. Prereq: MATH 111; CIS 120 or equivalent recommended.

123 Multimedia on the Web (4) Introduces the principles and practice of web communication using digital media, including graphics, animation, video, and sound. Labs cover software used to create interactive multimedia documents. Prereq: CIS 120.

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 equivalents.

134 Problem Solving in Pascal (4) Basic concepts of problem analysis and computation; programming a computer using the language Pascal. Prereq: MATH 111; CIS 120 or equivalent recommended.

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 topics include Multimedia, Programming in Java, 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: system architecture and design. 212: software modeling, abstract data types, specification, and implementation. Sequence. Prereq: programming course and MATH 112; coreq for CIS majors: MATH 231, 232, 233.

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; coreq for CIS majors: CIS 323.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, microprogramming, machine-level programming, virtual memory, and semaphores. Prereq: CIS 212, MATH 231.


323 Data Structures Laboratory (2) Programming laboratory. Data structures and object-oriented implementation. Prereq: CIS 212. MATH 232; coreq for CIS majors: CIS 313.

399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
403 Thesis (1-12R) Pins only.
404 Internship: [Topic] (1-4R) Pins only. Prereq: CIS 313.
405 Reading and Conference: [Topic] (1-12R)
406 Field Studies: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R) Opportunity to study in greater depth specific topics arising out of other courses.
408/508 Workshop: [Topic] (1-21R)
409 Supervised Consulting (1-21R) Pins only. Coreq for CIS majors: CIS 315 or instructor's consent.
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. Recent topics include Networking and Object-Oriented Programming.

413/513 Data Structures (4) Second course in information structures; complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315 or instructor's consent.

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 I (4) Analysis and structured design specification, system testing. Advanced development environments designed to create awareness of system engineering concepts and tools. Student teams complete three analysis, design, and programming projects. Departmental approval required for nonmajors. Coreq: CIS 315.

423 Software Methodology II (4) Application of concepts and methodologies covered in CIS 422/522. Students teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk-throughs. Prereq: CIS 422/522.


441/541 Introduction to Computer Graphics (4) Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 313; pre- or coreq: CIS 314.


443/543 User Interfaces (4) Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing 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.


452/552 Database Issues (4) Contemporary database issues such as retrieval methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 451/551.

455/555 Computational Science (4) Solving scientific problems with high-performance computers: algorithms, languages, and software used in scientific computing and visualization. Group projects on current research in physics,
chemistry, biology, and other sciences. Prereq: CIS 314, 422 or instructor's consent.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 425 or 624. CIS 420/520 strongly recommended.

462/562 Implementation of Programming Languages (4) Advanced topics in compiler construction, storage management, or programming environments. Prereq: CIS 461/561.


490/590 Computer Ethics (2) Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

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.

503 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] (1–4R) P/N only

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Seminars vary according to the interests and needs of students and availability of faculty members. Typical subjects include computer graphics, analysis of business systems, computer logic design, computers in education, scene analysis, microprogramming, artificial intelligence.

608 Colloquium: [Topic] (1R) P/N only

609 Final Project (1–16R) Final project for master's degree without thesis.

610 Experimental Course: [Topic] (1–5R) New graduate courses are offered under this number for 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.

621 Algorithms and Complexity (4) Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. CIS 420/520 strongly recommended.

622 Theoretical Foundations: [Topic] (4R) Selected topics from computability and complexity theory. CIS 621. R twice when topic changes for maximum of 12 credits. Prereq:

624 Structure of Programming Languages (4) Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.

629 Computer Architecture (4) Advanced readings in computer architecture research. Topics may include storage hierarchies, input-output subsystems, instruction and data-level parallelism, symbolic computation, multiprocessor networks and consistency algorithms, performance modeling. Prereq: CIS 429.


631 Parallel Processing (4) Advanced topics in parallelizing computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 629.

632 Computer and Information Networks (4) Basic technology, components, and functioning of computer and information networks. Topological considerations, routing and control of information flow in networks; methods of transmission, error control, and message protocols. Prereq: CIS 415.

650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.


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.

Creative Writing

Dorlanne Laux, Program Director
(541) 346-3944
144 Columbia Hall

Faculty


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

Undergraduate Studies

While there is no undergraduate major in creative writing, the program does offer undergraduate-level creative writing courses. Undergraduate English majors who want to emphasize creative writing should complete Introduction to Imaginative Writing (CRWR 241, 243, 244). Other students should consult their major advisers about integrating creative writing courses into their programs.

Kidd Tutorial Program

Implemented through the generosity of the Walter P. Kidd family, this yearlong tutorial for juniors and seniors offers the chance to study writing and literary craft using literary models. The program, which requires a three-term commitment by participants, accommodates highly flexible and individualized study of fiction, poetry, and literary editing; writing. Each group of four to six students studies under the supervision of a graduate teaching fellow and is overseen by a head tutor and a faculty member. Participants earn 12 credits in CRWR 411. Information about application procedures is available from the tutorial program director.

Graduate Studies

Master of Fine Arts Degree

Admission Requirements

1. Bachelor's degree
2. Other materials submitted for admission that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

1. Obtain a Graduate Admission Application from the director of the Creative Writing Program
2. Send the first copy to the university Office of Admissions with a $50 fee and the remaining copies to the director of creative writing
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions and the other to the director
4. Submit or have sent to the director:
a. Letters of recommendation from three people familiar with the applicant's potential as a writer.

b. A sample of the applicant's creative writing

Application materials must be received by February 1 for admission to the program the following fall term.

Degree Requirements

The candidate for the M.F.A. degree must complete 72 credits of graduate work during six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR) courses, 18 in Thesis (CRWR 503) or Writing and Conference (CRWR 605) or both, and 18 in literature or literature in translation. The candidate must also pass a written examination on a reading list of works of fiction or poetry.

Creative Writing Courses (CRWR)

199 Special Studies: [Topic] (1-5R)


244 Introduction to Creative Writing: Literary Nonfiction (4) Not offered 1999-2000.

324, 325, 326 Intermediate Creative Writing: 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. Long, Lyons.


401 Research: [Topic] (1-21R)

403 Thesis (1-21R) PIN only. Prereq: instructor's consent.

405 Writing and Conference: [Topic] (1-21R)

407 Seminar: [Topic] (1-21R)

410 Experimental Course: [Topic] (1-21R)

411 Kidd Tutorial (4R) Tutorial creative writing focused on poetry, fiction, or literary nonfiction. Prereq: cumulative GPA of 3.30 (B+) or better, or one course selected from CRWR 324-343, or instructor's consent. R twice for maximum of 12 credits. Limited to six juniors and six seniors.

420 Craft of Poetry (4) Advanced undergraduate poets study literary models. Designed to broaden and deepen student writers' understanding of the pragmatics of the literary tradition. Prereq: CRWR 341 or 342.

421 Craft of Fiction (4) Advanced undergraduates study literary models. Designed to broaden and deepen student writers' understanding of the pragmatics of the literary tradition. Prereq: CRWR 324 or 325 or 326.


430, 431, 432 Advanced Creative Writing: Poetry (4,4,4) Advanced study in the short story, poetry, and literary nonfiction writing. Prereq: one course selected from CRWR 324-343 or instructor's consent. Long, Lyons, Triplett.


503 Thesis (1-16R) PIN only. Prereq: instructor's consent.

601 Research: [Topic] (1-16R) PIN only

605 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. Long, Lyons, Triplett. R once each academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

640, 641, 642 Graduate Creative Writing: Fiction (6,6,6R) Concentration on student writing in a workshop setting. Prereq: instructor's consent. R once each academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

East Asian Languages and Literatures

Michael B. Fishlen, Department Head

(541) 346-4041
308 Friendly Hall
1248 University of Oregon
Eugene OR 97403-1248

Faculty


Emeritae

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. The department offers first- and second-year course sequences in Korean.

Preparation. Students considering a major in Chinese or Japanese should decide their major at the earliest possible stage so that they can satisfy the requirements in the standard four years of undergraduate study. Background in languages, literature, or history at the high school or community college level constitutes good preparation for the student majoring in Chinese or Japanese.

Careers. A major in Chinese or Japanese prepares a student for graduate study in the humanities, social sciences, and professional schools and also for careers in business, teaching, law, journalism, and government agencies. Career options for people with knowledge of Chinese or Japanese are steadily increasing.

Major Requirements
Any course for which a grade lower than C- is received does not count toward the major. Prospective majors who place above the first term of the third year of a language (CHN or JPN 301) must draft an individualized program in conjunction with a department adviser.

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, 307), and 16 adviser-approved credits of upper-division course work in Chinese literature or culture (which may include a maximum of 4 credits in courses taught outside the Department of East Asian Languages and Literatures).

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 Japanese Literature (JPN 305, 306), two terms of Fourth-Year Spoken Japanese (JPN 411, 412), two terms of Fourth-Year Reading and Writing Japanese (JPN 414, 415), and 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 (COLT) 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 art history.

Honors
Graduation with departmental honors is approved for students who
1. Earn a cumulative GPA of 3.50 or better in all UO work.
2. Earn a cumulative GPA of 3.75 or better in major course work.
3. Complete, under the supervision of a faculty member, a senior thesis to be judged by the thesis director and one other faculty member in the department.

Students must enroll for at least 6 passing 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 13 credits of modern Chinese language above the 200 level and two courses from Introduction to Chinese Literature (CHN 305, 306, 307). Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in China. 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.

Japanese. The minor in Japanese requires 15 credits of modern Japanese language above the 200 level and Introduction to Japanese Literature (JPN 305, 306). Upper-division language courses must be taken at the University of Oregon or through an Oregon University System 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.

East Asian Studies. See the Asian Studies section of this catalog for a description of a minor program in East Asian studies.

Overseas Study
The University of Oregon has one overseas study program in China and five in Tokyo, Japan. 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 Academic Affairs section of this catalog.

Secondary School Teaching
The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the Educational Leadership, Technology, and Administration section of this catalog. Students interested in licensure as an Oregon secondary teacher with a Japanese endorsement may obtain information from the College of Education.

Graduate Studies
The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in East Asian languages and literatures. Students may choose to specialize in Chinese or Japanese literary studies or in Japanese language and pedagogy. In addition to departmental requirements, graduate students must fulfill the general requirements of the Graduate School listed in that section of this catalog.

The Chinese and Japanese literature programs, which prepare students to work in a variety of professional and academic fields, provide intensive training in linguistic and textual analysis and an extensive exposure to literary theory and comparative and cultural studies. The department encourages students to develop their specialization in Asian literatures in broader, more comparative, and more interdisciplinary perspectives than has been the case in traditional programs. The faculty's research and teaching interests, in addition to covering the major fields, genres, and chronological divisions of Chinese and Japanese literature, encourage creative connections and challenges to conventional disciplinary boundaries by exploring the relationships between literature and such areas as cinema, law, history, politics, religion, philosophy, sociology, theater, and performing arts, and women's studies.

The department's Japanese language and pedagogy degree allows students to pursue advanced training and research in Japanese language teaching, learning, and linguistics. Three faculty members specialize in Japanese language pedagogy and/or linguistics, and students can consult specialists from the Department of Linguistics. The presence in the Eugene school district of a Japanese-immersion school as well as the university's Yosida Language Center, a state-of-the-art foreign-language laboratory and research center, offer an extraordinary support network to graduate students who want to pursue individual and collaborative research projects.

Comparative Literature. Several faculty members from the Department of East Asian Languages and Literatures participate in the Comparative Literature Program. For more information, see the Comparative Literature section of this catalog.
Complete details and answers to specific questions about graduate programs in the Department of East Asian Languages and Literatures are available from the department graduate secretary.

Admission
An applicant for admission to the M.A. program should have completed an undergraduate major in Chinese or Japanese language, literature, or linguistics, or have equivalent experience. Applications are accepted only for fall-term admission. An applicant for admission to the Ph.D. program should have completed a master of arts degree in either Chinese or Japanese language and literature or its equivalent.

Application Procedure
1. Obtain a Graduate Admission Application from the department's graduate secretary
2. Send the first copy to the university Office of Admissions with a $50 fee, and the remaining copies to the department's graduate secretary
3. Submit or have sent to the department's graduate secretary:
   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 UO Department of East Asian Languages and Literatures, and career goals
   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
   f. Applicants to the literature programs must submit a substantial writing sample (e.g., graduate seminar paper, undergraduate research paper on a relevant topic). Ph.D. candidates should submit a master's thesis or equivalent.

Priority is given to applicants whose files are complete by February 15. A departmental faculty committee reviews the completed file and notifies the applicant of its decision.

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 February 15 for admission and appointment the following fall term. 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 at College Level (EALL 560) in the fall term of the first and second years of their fellowship appointment.

Master of Arts Program Requirements

Chinese
The M.A. degree in East Asian languages and literatures with a specialization in Chinese literature requires successful completion of a minimum of fifteen graduate-level courses including 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 530); one course in language pedagogy, Asian history, or another field relevant to the student's career; objectives; and five Chinese seminars. Inquire at the department office about required courses taught under generic numbers and titles. Nine credits of Thesis (CHN 500) may be applied to the master's degree. Students must pass a comprehensive written examination at the end of study or write a master's thesis.

Japanese
Language and Pedagogy. The M.A. degree in East Asian languages and literatures with a specialization in Japanese language and pedagogy requires successful completion of twelve graduate-level courses, all of which must be taken for letter grades. These courses must include seven courses in Japanese linguistics and pedagogy: 4 credits of Practicum (JPN 609); two courses in general linguistics; two electives; and 9 credits of Thesis (JPN 500) or a comprehensive examination and two electives or a curriculum or materials development project and one elective.

Literature. The M.A. degree in East Asian languages with a specialization in Japanese literature requires successful completion of a minimum of 12 graduate-level courses including:
1. Topics in Premodern Japanese Literature (JPN 524), Topics in Modern Japanese Literature (JPN 525), and Modern Japanese Writers (JPN 526)
2. Two graduate courses in literary theory and criticism, which may include Experimental Course: Critical Theories and Japanese Contexts (JPN 510) or Graduate Studies in Comparative Literature (COLT 614)
3. Three adviser-approved, seminar-level courses in Japanese culture, which may include a term of Advanced Readings in Japanese Literature (JPN 534, 535, 536) or one of the first two terms of Classical Japanese (JPN 537, 538).
4. Students specializing in premodern Japanese literature may include both terms of Classical Japanese (JPN 537, 538)
5. The final term of Classical Japanese (JPN 539).
6. Students without training in classical Japanese must take the first two terms of Classical Japanese (JPN 537, 538)
7. Japanese Bibliography (JPN 530)

Inquire at the department office about required courses taught under generic numbers and titles. Students must pass a comprehensive examination at the end of study.

Doctor of Philosophy Degree Program

The Ph.D. program in East Asian languages and literatures is designed to provide students with a high level of competence in their area of specialization and a familiarity with applicable methodologies and theories. Specific courses and projects used to fulfill requirements must be approved by the student's adviser, who works with the faculty members to develop the student's program.

Chinese
The Ph.D. degree in East Asian languages and literatures with a specialization in Chinese literature requires the completion of nine graduate-level courses beyond those required for the M.A. degree. In addition, students must fulfill one of the following requirements:
1. Pass a reading examination in a second language
2. Demonstrate advanced knowledge of a particular methodology, approach, or theory by completing two additional graduate courses and one reading course in which the specific approach is used to write a paper about Chinese literature
3. Successfully complete a course of study approved by the adviser that develops a particular interest or ability

Students must present and orally defend a dissertation proposal and bibliography—paying attention to methodology, sources, historical background, and theory—and write and successfully defend a Ph.D. dissertation.

Japanese
Language and Pedagogy. The Ph.D. degree with a specialization in Japanese language and pedagogy requires students to successfully complete twelve graduate courses beyond those required for the M.A. degree. These courses include general and Japanese linguistics, second-language acquisition, pedagogy, statistics, and research methods. Other courses may be approved by the student's adviser. The candidate must write a paper suitable for publication and pass a doctoral examination. After the examination, the student presents a dissertation proposal to the faculty committee for approval. The final step is to write and orally defend an original Ph.D. dissertation.

Literature. The Ph.D. with a specialization in Japanese literature requires students to successfully complete nine graduate courses beyond the number required for the M.A. degree. These courses must be chosen in consultation with the student's adviser. Taking into account the background, equivalent work and experience, the needs, and interests of the student, the approved program should ensure coverage of the recommended minimum of courses in each of the following fields. Appropriate courses in related fields deemed appropriate (e.g., Japanese history, religion) may be substituted with the adviser's approval:
1. Two or three courses in Japanese literature and/or film
2. Two or three courses in a period- or genre-based comparative field and/or in a minor literature
3. Two courses in critical theory
4. Two courses in professional methodology and skills (which may include Japanese Bibliography (JPN 550) or Japanese language pedagogy courses)

Where appropriate for the student's program, demonstrate of acceptable reading knowledge of additional foreign or classical languages, or the successful completion of third-year level literature courses in that language.

The student must successfully complete an advancement to candidacy examination, which typically consists of the writing and presentation for approval to the faculty committee of a substantial prospectus (twenty to twenty-five pages) for the dissertation. The student who successfully defends the prospectus advances to candidacy and writes a dissertation according to the guidelines laid out by the Graduate School. Upon completion of the dissertation and following a successful oral defense, the student is recommended for the degree of doctor of philosophy.

East Asian Languages and Literatures Courses (EALL)

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
210 China: A Cultural Odyssey (4) Introduction to the distinctive features of China's linguistic, literary, artistic, and religious-philosophical heritage. Includes guest lectures, films.
211 Japan: A Cultural Odyssey (4) Introduction to distinctive features of Japan's linguistic, literary, artistic, and religious-philosophical heritage. Includes guest lectures, films.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–21R)
405 Reading and Conference: [Topic] (1–21R)
406 Field Studies: [Topic] (1–21R)
407 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–21R)
409 Supervised Tutoring (1–3R)

Chinese Courses (CHN)

Placement examinations are required for new students who have experience to Chinese, either through formal course work or through informal conversation. 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 aural-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 differences. No background in Chinese necessary; taught in English.
151 Introduction to Chinese Film (4) Introduction to fifth-generation films by directors Zhang Yimou, Hou Hsiao-hsien, and Chen Kaige. 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. No background in Chinese necessary taught in English.
196 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 oral-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 Confucian and Daoist classics through T'ang and Sung 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) 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)
407 Seminar: [Topic] (1–4R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. R when topic changes.
408/508 Workshop: [Topic] (1–21R)
409 Supervised Tutoring (1–4R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.
411, 412, 413 Fourth-Year Chinese (4,4,4) Study of contemporary Chinese written and spoken forms: Prereq: three years of Chinese or instructor's consent.
413/513 Modern Chinese Texts: [Topic] (4R) Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly. R once, with instructor's consent and when topic changes, for maximum of 8 credits.
423/523 Issues in Early Chinese Literature (4) Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative. Prereq: instructor's consent.
424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about medieval Chinese literature; includes realism, modernism, gender, and literary form. 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, 432, 433 Advanced Chinese (4,4,4) Exclusive use of authentic materials, both spoken and written. Sequence. Prereq: four years of Chinese or instructor's consent.
436/536, 437/537 Literary Chinese (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, sociolinguistics, and dialects. Prereq: two years of Chinese, LING 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.
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 drama of later dynasties. Prereq: instructor's consent.
461/561 The Confucian Canon (4) Examines how and why a small set of texts came to dominate Chinese education for 2,000 years. Prereq: instructor's consent.
503 Thesis (1–6R) P/N only.
509 Research: [Topic] (1–4R) P/N only.
506 Dissertation (1–6R) P/N only.
509 Special Studies: [Topic] (1–4R) Prereq: instructor's consent.
Japanese Courses (JPN)

Placement examinations are required for new students who have exposure to Japanese, either through formal coursework or through informal conversations. Native speakers of Japanese or students whose competence in the language already exceeds the scope of the material may not enroll in Japanese-language courses.

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.
196 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 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, genres, and authors such as The Tale of Genji, Haiku, Kawabata, and Mishima. Readings in English.
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)
407/507 Seminar: [Topic] (1–4R) Studies and projects in Japanese literature, linguistics, or pedagogy. Sources are in Japanese, English, or both. R when topic changes.
408/508 Workshop: [Topic] (1–21R)
409 Supervised Tutoring (1–4R) Prereq: instructor’s consent. R for maximum of 16 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 First-Year Reading and Writing Japanese (4,4,4) Development of reading skills, vocabulary, and knowledge of kanji. 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, nations 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 Taritazaki Junichiro, Mishima Yukio and Japanese postmodernity, the fiction of Inoue Yasushi. Prereq: instructor’s consent. R twice when topic changes for maximum of 12 credits.
428/528 Teaching Japanese as a Foreign Language: [Topic] (4) Discussion and examination of instructional materials, techniques, and methods for students who have exposure to Japanese, either through coursework or through formal instruction. R approved by the faculty.
430/530 Continuation of JPN 101, 102, 103. Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.
431/531, 432/532, 433/533 Advanced Spoken Japanese (4,4,4) Practice in speaking and listening at different speech levels on a variety of topics. Prereq: JPN 415/515 or instructor’s consent. For students with advanced proficiency in reading.
440/540 Japanese Phonology and Morphology (4) Introduction to Japanese phonology and morphology. Covers basic phonetic aspects in relation to phonological analysis. Morphological topics include word formation and other morphosyntactic aspects. Prereq: LING 321 or JPN 303 or instructor’s consent.
443/543 Teaching Japanese as a Foreign Language I (4) Discussion and examination of instructional materials, techniques, and methods. Prereq: JPN 444/544 or instructor’s consent.
444/544 Teaching Japanese as a Foreign Language II (4) Focus on curriculum development, materials development, evaluation, and class management. Prereq: JPN 443/543.
450/550 Japanese Bibliography (3) Examination of basic reference works in both Western languages and Japanese, training in research methods. Prereq: two years of Japanese or instructor’s consent.
471/571 The Japanese Cinema (4) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artist’s efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.
503 Thesis (1–6R) Prone only
601 Research: [Topic] (1–4R) Prone only
603 Dissertation (1–6R) Prone only
605 Reading and Conference: [Topic] (1–16R) Prereq: instructor’s consent. As approved by the faculty.

Korean Courses (KRN)

101, 102, 103 First-Year Korean (5,5,5) Introduction to basic Korean grammar, syllabary, conversation, and characters.
201, 202, 203 Second-Year Korean (5,5,5) Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Prereq: KRN 103 or equivalent.
Economics

Mark A. Thoma, Department Head

Faculty


Special Staff

Cathleen S. Leuc, associate professor (econometrics, labor); director, Social Science Instructional Laboratory; director, Social Science Data Services Laboratory, B.A., 1971, California State, Chico; Ph.D., 1985, Washington State. (1985)

Emeriti


Myron A. Grove, professor emeritus, B.S., 1957, M.S., 1959, Gregory; Ph.D., 1964, Northwatern. (1964)


Paul B. Simpson, professor emeritus, B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)


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

Undergraduate Studies

Economics is the social science that addresses 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 an undergraduate major leading to a bachelor's degree. Undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or journalism.

For more detailed information students are encouraged to inquire at the department office.

Preparation: Suggested preparation for entering freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus sequence, to be taken in the freshman or sophomore year.

Suggested preparation for two-year college transfers is (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 for Business and Social Science I (MATH 241, 242) or Calculus I, II, III (MATH 251, 252, 253) and Introduction to Methods of Probability and Statistics (MATH 243).

Undergraduate Resources: Rooms 405-407 in Prince Lucien Campbell Hall house the economics undergraduate resource center. Close to the department's main office and to faculty and graduate teaching fellow offices, this area has facilities for study-group meetings, research, and consultation with peer advisers. Its convenient location makes it easy to reach between classes or while waiting to see a faculty member. The undergraduate study room and peer-advising facility houses information on graduate schools, internships, jobs, and graduation requirements. The resource room, which contains four Pentium computers that are networked to university computing facilities, contains another study area.

On-line Courses: Two economics courses are offered via the Internet—Principles of Microeconomics (EC 201) and Principles of Macroeconomics (EC 202). These courses are self-paced, and the examinations are administered on the World Wide Web. The courses, which must be completed within a standard ten-week term, are open to enrolled and community-education students and to high school students who want accredited university course work. More information is available from the department or at http://distanceeducation.uoregon.edu.

Careers. Career opportunities in economics are found in federal, state, and local government agencies; private industry; various nonprofit organizations; and journalism. A bachelor's degree in economics provides an excellent background for admission to both law school and business school. Students with superior undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education, economic research organizations in government, and private industry.

Major Requirements

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year.

2. Calculus for Business and Social Science I [MATH 241, 242] or Calculus I, II, III (MATH 251, 252, 253). Should be completed by the end of the sophomore year.

3. Introduction to Methods of Probability and Statistics (MATH 243) or Econometrics (EC 423) for students who have completed MATH 253. Should be completed by the end of the sophomore year.

4. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) or Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413). Should be completed by the end of the junior year.

5. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424); EC 425 is recommended. Should be completed by the end of the junior year.

6. Additional 28 credits in economics courses numbered 300 or above, with at least 20 credits in courses numbered 400 or above. At least 12 of the 28 credits must be taken at the UO.

7. Grades of C- or better in all courses taken to satisfy the major requirements.

A student who has already received credit for a 400-level course cannot apply the credit earned in a corresponding 300-level course to the economics major. For example, if a student has earned credit for one of the 400-level courses in international economics (EC 480, 481), the student cannot use international economic issues (EC 360) to satisfy part of the major course requirements.

Professional Concentrations

Given the breadth of a degree in economics, students are encouraged to choose one or more professional concentrations that are consistent with their career path. Seven professional...
concentrations are described below. Sample programs for each concentration, concentration advisers, descriptions of career possibilities, and recommendations for additional preparation are available in the undergraduate resource center and the department office.

**Business Economics—Banking and Finance**

1. Complete major requirements including:
   a. Money and Banking (EC 370) or Monetary Policy (EC 470)
   b. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 463)
   c. International Finance (EC 480) and International Trade (EC 481)

2. Complete a minor or approved equivalent in business administration

**Business Economics—Management, Marketing, and Accounting**

1. Complete major requirements including:
   a. Labor Market Issues (EC 350) or Labor Economics (EC 450) or Topics in Labor Economics (EC 451)
   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 440)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)

2. Complete a minor or approved equivalent in business administration

**Economics and Public Policy and Administration**

1. Complete major requirements including:
   a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
   b. Urban and Regional Economics (EC 430) or Issues in Urban and Regional Economics (EC 431) or Economy of the Pacific Northwest (EC 432)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
   d. Labor Market Issues (EC 350) or Labor Economics (EC 450) or Topics in Labor Economics (EC 451)

2. Complete a minor or equivalent in political science or planning, public policy and management

**Environmental Economics**

1. Complete major requirements including:
   a. Resource and Environmental Economic Issues (EC 333) or Environmental Economics (EC 433)
   b. Issues in Public Economics (EC 340) or Public Finance (EC 440)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)

2. Complete the environmental studies minor or an approved equivalent

**Graduate Preparation in Economics and Mathematical Economics**

1. Complete major requirements including:
   a. Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413)
   b. Calculus I,II (MATH 251, 252)
   c. Econometrics (EC 423, 424)
   d. Topics in Mathematical Economics (EC 429)

2. Complete a minor in mathematics

**International and Development Economics**

1. Complete major requirements including:
   a. International Finance (EC 480) and International Trade (EC 481)
   b. Problems and Issues in the Developing Economies (EC 390) or Economic Growth and Development (EC 490) or Issues in Economic Growth and Development (EC 491)
   c. Issues in Industrial Organization (EC 360) or Theories in Industrial Organization (EC 460)
   d. Money and Banking (EC 370) or Monetary Policy (EC 470)

2. Complete a minor or the equivalent in business administration, political science, history, international studies, or an area studies program

**Law and Economics and Political Economy**

1. Complete major requirements including:
   a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
   b. Labor Market Issues (EC 350) or Labor Economics (EC 450)
   c. Issues in Industrial Organization (EC 360) or Industrial Organization and Public Policy (EC 461)
   d. International Economics (EC 380) or International Trade (EC 481)

2. Complete a minor or equivalent in political science

**Departmental Honors**

Qualified students may apply to graduate with honors in economics. Two requirements must be met:

1. Completion of upper-division economics courses with at least a 3.5 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 director of undergraduate studies early in the term in which they intend to graduate.

**Minor Requirements**

A minor in economics requires 24 credits distributed as follows:

- **Introduction to Economic Analysis: Microeconomics** (EC 201) 4 credits
- **Intermediate Microeconomic Theory** (EC 311) 4 credits
- **Intermediate Macroeconomic Theory** (EC 313) 4 credits
- Two additional upper-division 4-credit courses in economics 8 credits

The two upper-division 4-credit courses must be taken at the UO. All courses applied to the economics minor must be completed with grades of C- or better.

A student who has received credit for a 400-level course cannot receive credit toward the economics minor for a corresponding 300-level course.

**Middle and Secondary School Teaching**

The College of Education offers a five-year program for middle-secondary teaching licensure in social studies. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

**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.). Graduate fields include economic theory, which is required of all graduate students; advanced macroeconomics; applied econometrics; applied game theory; economic growth and development; industrial organization; international economics; labor economics; public finance; and urban-regional economics.

A detailed description of degree requirements may be obtained from the department office.

General information about graduate work at the University of Oregon is available in the Graduate School section of this catalog.

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

At minimum, applicants should have a knowledge of mathematics equivalent to Calculus I,II,III (MATH 251, 252, 253). Knowledge equivalent to Several-Variable Calculus I (MATH 281, 282) and Linear Algebra (MATH 341, 342) is recommended.

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 pursing advanced study in economics prior to additional graduate studies.

The master's degree program consists of the following departmental requirements in addition...
to university and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. Each master's degree candidate chooses either the course work or the research option.

Credit Requirements. The course work option requires a minimum of 48 graduate credits. The research option requires a minimum of 45 graduate credits if the candidate writes a research paper or a minimum of 51 graduate credits if the candidate writes a thesis.

Course Requirements
1. Three terms of Econometrics (EC 523, 524, 525) or equivalent to be completed by the end of the first full academic year
2. Two terms of economic theory (EC 511, 513) to be completed by the end of the first full academic year
3. Elective economics courses excluding EC 503, 601, 605, 609, and Ph.D.-level micro- and macroeconomics core courses (EC 607). Ph.D. students transfer to the master's program and who have completed the micro- and macroeconomics core courses (EC 607) may apply those courses to master's degree requirements
   a. Course Work Option. Seven elective field courses, at least four of which must be at the 600 level and must include Seminar: Econometrics I (EC 607) or Seminar: Econometrics II (EC 607). The 600-level courses must be approved by the candidate's advisor before the course work option is begun
   b. Research Option. Five elective field courses, at least two of which must be at the 600 level. No more than 5 credits in EC 601 may be applied to the 48-credit minimum for the research paper and no more than 9 credits in EC 603 may be applied to the 51-credit minimum for the thesis. The thesis or research paper, on a topic from the area of economics in which a 600-level field course was taken, must be approved by two department faculty members. The candidate's committee must have approved a prospectus for the thesis or research paper before the term in which the thesis or research paper is approved
4. All courses taken to satisfy the master's degree requirements (except EC 503, 601, and 605) must be taken for letter grades with at least a 3.00 cumulative grade point average

Time Limits. Students who choose the course work option must complete all master's degree requirements within three years. Students who choose the research option must complete all master's degree requirements within five years.

The master's degree typically requires five to six terms of full-time work. A few well-qualified students have satisfied requirements for the degree in four terms, including a term spent completing the research paper or thesis.

Environmental Studies
An interdisciplinary master's degree is offered by the Environmental Studies Program. Graduate courses in geography, planning, public policy and management, biology, economics, and other disciplines make up the program.

Address inquiries to the Director, Environmental Studies Program, 10 Pacific Hall, 5223 University of Oregon, Eugene OR 97403-5223.

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. Except for EC 601, 603, 605, and 609, all economics courses must be taken for letter grades.
1. Core requirements must be completed in the first year and must include three terms of microeconomic theory, macroeconomic theory, and econometrics. Students who complete these nine courses with a GPA of 2.90 or higher may take the qualifying examination in microeconomic and macroeconomic theory when it is offered in early July. Records of students whose GPA is lower than 2.90 are examined to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be permitted to retake it the following September
2. Students who pass the qualifying examination but have a GPA below 3.00 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade lower than mid-B and pass it with a grade of mid-B or better
3. Students must file an approved program of study by December 15 following the qualifying examination
4. 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
5. Five elective EC 607 courses in economics must be taken outside the two fields

Advancement to candidacy may be requested after the student has completed the above requirements and orally 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

A Ph.D. dissertation of significant contribution to the field must be completed in conjunction with at least 18 credits in Research (EC 601). A formal, 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.

Courses 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 Ph.D. degree in economics at the University of Oregon is designed as a four-year program for full-time students. Students in the Ph.D. program may apply to be awarded a master's degree upon advancement to candidacy.

More detailed information is given in the department's pamphlet, Graduate Studies in Economics.

Support Services
Social Science Data Services Laboratory
Cathleen S. Leue, Director
(541) 346-1335
72 Prince Lucien Campbell Hall

The Social Science Data Services Laboratory specializes in data acquisition, access to on-line data, and the archiving of local data. The laboratory's membership in the Inter-University Consortium for Political and Social Research entitles the university community to order data from the largest data archive in the world. Data available to consortium members include panel study of income dynamics, international financial statistics, census data, national crime statistics, and current population surveys. The laboratory also participates in the National Center for Health Statistics Public Use Data Tape Program. The laboratory stores data from the panel study of income dynamics, international financial statistics, Citibase, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

Laboratory services include locating and ordering data and creating subsets of data sets; training users to use the basic system and the SAS statistics package, and moving data to the university's VMS cluster. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory
Cathleen S. Leue, Director
(541) 346-2547
72 Prince Lucien Campbell Hall

The Social Science Instructional Laboratory is a state-of-the-art microcomputer laboratory. Staff members instruct in computer applications and help students publish on the World Wide Web and design multimedia presentations. Staff members teach students computer applications, offer consulting services, help students find and retrieve real-world data, and provide research assistance to social science graduate students. Any UO student may use the laboratory when it is not in use by a class.

The laboratory's hardware includes twenty-nine networked computers, three X-terminals, a Sun workstation, three laser printers, two color printers, and two digitizers. The laboratory offers a variety of software including statistical, spreadsheet, graphical, word-processing, and course-specific applications. The Internet and the World
Economics Courses (EC)

101 Contemporary Economic Issues (4) Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.

199 Special Studies: [Topic] (1-5R)

201 Introduction to Economic Analysis: Microeconomics (4) First term of introductory sequence in principles of economics. MATH 111 recommended.


HC 204 (H) Honors College Introduction to Microeconomics (4) See Honors College.

HC 205 (H) Honors College Introduction to Macroeconomics (4) See Honors College.

311 Intermediate Microeconomic Theory (4) Consumer and firm behavior, market structures, General equilibrium theory, welfare economics, collective choice rules for evaluating economic policy. Prereq: 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. Prereq: EC 201, 202. Whitehall.


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 regulation. Prereq: EC 201, 202. Singell, Stone, Ziliak.

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. Prereq: EC 201, 202. Blomgren, Wilson.


390 Problems and Issues in the Developing Economies (4) Topics may include the role of central planning; capital formation; population growth; agricultural growth and education, interaction between economic and cultural change, and the "North-South debate." Prereq: EC 201, 202. Silva.

393 Historical Foundation of Economics (4) Major schools of economic thought and their role in understanding contemporary economic issues. Topics may include free trade, minimum wage, central government, tax reform, and income distribution. Prereq: EC 202.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Yearly offerings very depending on interests and needs of students and an availability of faculty members.

408/508 Workshop: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-5R)


413/513 Advanced Macroeconomic Theory (4) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511. Thoma.


423/523, 424/524, 425/525 Econometrics (4, 4, 4, 4) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: MATH 251, 252, 253 and elementary statistics. Haynes, Singell, Wilson, Ziliak.

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 equation analysis of consumer demand. Prereq: EC 311, 313 and elementary calculus. Kolpin, van den Nouweland.

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. Whitehall.

431/531 Issues in Urban and Regional Economics (4) Race and poverty; education systems, de facto segregation; housing, residential segregation, slums and urban renewal; transportation, financing local government; crime; environmental quality; urban planning. Prereq: EC 311. Whitehall.

432/532 Economy of the Pacific Northwest (4) Ecological factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environmental, and planning. Prereq: EC 311. Whitelaw.


441/541 Public Finance (4) Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 311, 313. Kolpin.

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. Singell, Stone, Ziliak.


460/560 Theories of Industrial Organization (4) Theories, quantitative measures, and institutional descriptions of the product and market conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 311. Blomgren, van den Nouweland, 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. Blomgren, van den Nouweland, Wilson.


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 high value on the ability to read intelligently and to 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.

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 second 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. All majors must complete the university foreign language requirement for the B.A. degree.

Two lower-division elective courses (excluding ENG 103, 104, 105, 106 and courses with the WR subject code) ........................................... minimum of 6
3 credits in upper-division courses distributed as follows:
One English literature course, pre-1900 ............................................. minimum of 3
Two literature courses, 1900 to 1789 .................................................. minimum of 6
Two literature courses, 1789 to the present ........................................ minimum of 6
One literary theory or criticism course (not limited to ENG 300) .......... minimum of 3
One folk or ethnic literature, or women’s literature course ............. minimum of 3
Additional upper-division course work in literature or writing or a combination of both to total 36 credits. No more than 8 credits of ENG 401, 403, 405 or WR 408 or CRWR 405, 408 can be used to fulfill this requirement.

Honors Program in English

This program is designed to provide qualified undergraduate majors with special educational opportunities. During the sophomore and junior years, honors students participate in honors seminars on topics announced at the beginning of each academic year. During the senior year, honors students take on an extended writing project of their own choosing, under the supervision of one or two faculty members. The honors program is fully compatible with courses and requirements in the department.

Honors Program Admission. Students are recommended by a faculty member for admission to the honors program during their sophomore year. However, admission is possible as late as the junior year. Entry into the program is determined by the honors program director after a review of the student’s achievement in literature courses and other evidence of superior academic ability.

Honors Degree Requirements. Two or three honors seminars should be taken during the sophomore and junior years.

By the end of the junior year, a prospectus for the senior honors project should be submitted to the program director. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The junior-year 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 will be awarded the degree of bachelor of arts with honors in English.

Minor in English

The English minor consists of 24 credits of approved course work listed in University of Oregon English Major Requirements and courses bearing the ENG and/or WR prefixes in the Annual Advising Supplement excluding Introduction to Literature (ENG 103, 104, 105, 106); ENG 401, 403, 405; and any creative-writing course taught outside the Department of English. The publications listed above are available in the department office.

Minor Requirements. A total of 24 credits, a maximum of 8 credits may be in lower-division courses. All upper-division course work for the minor must be taken in residence at the University of Oregon.
University of Oregon. Courses taken for the minor must be passed with grades of mid-C or better. Courses applied to any other major or minor may not be used for the minor in English. An application form, which is available in the English department office, must be signed before course evaluations for the minor can be processed.

Middle and Secondary School Teaching

The College of Education offers a five-year program for middle-secondary teaching licensure in language arts. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

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 for at least the last 60 units.
2. A minimum score of 550 on the verbal section of the Graduate Record Examinations (GRE) General Test.
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test.

Admission Procedures

1. Obtain a Graduate Admission Application from the department's graduate secretary.
2. Send the first copy to the UO Office of Admissions with a $50 admission fee and the remaining copy to the graduate secretary.
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the UO Office of Admissions, the other to the graduate secretary.
4. Submit or have sent to the graduate secretary:
   a. An official record of GRE scores
   b. Letters of recommendation from three people familiar with the applicant's academic background and intellectual abilities
   c. A brief statement of background and objectives in pursuing the course of study
   d. A copy of a course paper that demonstrates the applicant's ability in literary studies

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

Degree Requirements

Completion of the degree requires reading competence in one foreign language. Reading competence may be demonstrated by a B+ average in the yearlong Old English sequence, a grade of mid-B or better in the last term of a second-language sequence or an approved 300-, 400-, or 600-level literature course with readings in the target language; scoring at the 25th percentile or better on the Graduate Student Foreign Language Test (GSFLT); or passing the Tokyo Medieval Latin examination at the master's level.

Students must take twelve formal 600-level seminars for the M.A. degree. A master's thesis may be substituted for one of these seminars, with the prior approval of the director of graduate studies in consultation with the faculty thesis adviser. The M.A. thesis is a substantial scholarly essay.

A minimum cumulative GPA of 3.30 in all graduate course work at the UO is required for completion of the M.A. degree. At least nine courses must be taken in residence at the University of Oregon.

Interdisciplinary M.A. For information see the description of the Interdisciplinary Studies: Individualized Program (ISP) in the Graduate School section of this catalog.

Doctor of Philosophy Degree

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 catalog.)

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 test in English.
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test.

Doctoral candidates who enter with a M.A. degree must take the Ph.D. qualifying examination at the beginning of the second year of study. This examination, which covers the whole of English and American literature, is based on a reading list compiled by members of the faculty. This reading list may be subject to periodic change. A committee of faculty members administers the examination once a year in the fall term. Students who fail the qualifying examination may retake it once, the following spring term.

Qualifying Examination

Doctoral candidates who enter with a M.A. degree must take the Ph.D. qualifying examination at the beginning of the second year of study. This examination, which covers the whole of English and American literature, is based on a reading list compiled by members of the faculty. This reading list may be subject to periodic change. A committee of faculty members administers the examination once a year in the fall term. Students who fail the qualifying examination may retake it once, the following spring term.

Qualifying Examination

Qualifying Examination
cumulative GPA of 3.30 or better may apply for the M.A. degree with a specialty in English or 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 satisfactorily completed eighteen graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of at least 3.30, they may apply for the M.A. degree.

Ph.D. Oral Examination

After students in the Ph.D. program have completed their coursework, they must take a two- and-a-half-hour oral examination. Typically taken fall term following completion of all coursework, the Ph.D. oral examination provides each student with the opportunity to present and defend a short paper on a topic that might be developed in a dissertation. The examination also allows the student to demonstrate expertise in his or her field of specialization. It is divided into two parts:

1. A prepared presentation by the student on a topic or problem of the student's choice, followed by a discussion of that topic
2. A discussion of a relatively broad field that provides a context for the topic or problem examined in part 1

The topic and areas covered by the oral examination are defined, in the form of a project description and reading list, by the student in consultation with an advisor or advisors and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one- to two-hour written examination on part 2. The Ph.D. oral examination may be retaken only once.

Ph.D. Dissertation

After completing all other degree requirements, the candidate should consult with a faculty adviser willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy.

A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy. The department requires a considerably faster rate of progress toward completion of the degree for students holding graduate teaching fellowships. See the English Department graduate appointments and dissertation regulations, available in the office.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

**Expository Writing**

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. 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. Students should complete the writing requirement—with course work, by exemption, or by waiver examination—early in their studies.

Exemptions. A score of 710 and above on the College Board (CB) centered Scholastic Assessment Test (SAT I) waives the first-term writing course. No credit is given for this waiver. A test score of 650 on the SAT I-Veral examination taken before recentering (April 1998) also waives WR 121. A student with a CB score of 5 on the Advanced Placement (AP) English Literature and Composition examination, or a 4 or 5 on the AP English Language and Composition examination, receives credit for both WR 121 and 122. A student with a score of 4 on the AP English Literature and Composition examination, or a 3 on the AP English Language and Composition examination, receives credit for WR 121 only. For students who take the American College Test (ACT), a score of 32 waives WR 121. No credit is given for this waiver.

Waiver Examinations. Waiver examinations for WR 121 and 122 are offered during the first week of classes, all through spring terms, at the UO Testing Office, 238 University Health and Counseling Center Building; telephone (541) 346-3200. Call or visit the Testing Office to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by the committee and students may not retake examinations. The exams are multiple-choice and students may register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either WR 121 or 122 placed on their transcripts. Waiver exams are not returned to students, nor are they used as a teaching device. Additional help and special tutoring is available for students through the Testing Office and The Counseling Center.

**Placement**

Students for whom English is the native language are placed in their first writing course based on 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 at the University Counseling Center Testing Office before registration. Depending on TSWE scores or placement test results, students may be required to satisfy additional prerequisites for placement in WR 121. These may include WR 49 or AEIS 110, 111, 112 (taught in the Department of Linguistics). Nonnative Speakers. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates.

**Transfer Students.** Transfer students in doubt about the equivalency of courses taken elsewhere should bring their catalog descriptions to the composition office, Department of English, for evaluation.

**English Courses (ENG)**

Not every course listed here can be offered every year; students should consult the current UO Schedule of Classes.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>104, 105, 106</td>
<td>Introduction to Literature</td>
<td>Works representing the principal literary genres.</td>
</tr>
<tr>
<td>104</td>
<td>Fiction</td>
<td>Poetry, fiction, drama, and elegy.</td>
</tr>
<tr>
<td>107, 108, 109</td>
<td>World Literature</td>
<td>Reading and analysis of selected works from ancient to modern.</td>
</tr>
<tr>
<td>210, 211</td>
<td>Survey of American Literature</td>
<td>American literature from its beginnings to the present.</td>
</tr>
<tr>
<td>199 Special Studies</td>
<td>Topic (1-5R)</td>
<td>For special study under the direction of a faculty member.</td>
</tr>
<tr>
<td>207, 208</td>
<td>Shakespeare</td>
<td>The major plays in chronological order with emphasis on the first term on the early and middle plays through Hamlet.</td>
</tr>
<tr>
<td>210, 211</td>
<td>Survey of English Literature</td>
<td>The principal works of English literature selected to represent major writers, literary forms, and themes.</td>
</tr>
<tr>
<td>215, 216</td>
<td>Survey of American Literature</td>
<td>American literature from its beginnings to the present.</td>
</tr>
<tr>
<td>220, 221, 222</td>
<td>Introduction to the English Major</td>
<td>Chronological study of literary works in English considered in the context of cultural histories.</td>
</tr>
</tbody>
</table>


469/569 Literature and the Environment (4) Relationship between literature and the natural world; "reading" nature from a literary perspective and literature from an ecological perspective. Crosswhite, Rossi.


479/579 Major Authors: [Topic] (4R) In-depth study of one to three major authors from medieval through modern periods. R when topic changes.


484/584 American Folklore (4) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors (e.g., Hawthorne, Melville). Sherman, Wojcik. Not offered 1999–2000.


Instructor's consent is required for 600-level courses.

503 Thesis (1–16R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–16R) P/N only

603 Dissertation (1–21R) P/N only. Prereq: instructor's consent.

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

607 Seminar: [Topic] (1–5R) Selected seminars offered each year.

608 Workshop: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

611 Composition Graduate Teaching Fellow Seminar I (1–3) Graded only. Issues in pedagogy related to the university's writing requirement. Laskaya.

612 Composition Graduate Teaching Fellow Seminar II (1–3) Graded only. Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Laskaya.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) P/N only. Supervised practical experience in all aspects of teaching. WR 121, 122. Prereq: ENG 611 or equivalent or instructor's consent. Laskaya.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one to three major theorists or a significant theoretical problem. Clark, Crosswhite, George, Westling, Wood. R when topic changes.


620 Renaissance Literature: [Topic] (5R) Recent offerings include Hamlet, Jacobean Potboilers, Renaissance Irrationalities. Freinkel, Greene, Grudin, Rockett, Rowe. R when topic changes.

645 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Bohl, Pagay, Sayre, Shankman. R when topic changes.


660 American Literature: [Topic] (5R) Recent offerings include H. James, Modernist Politics, Kintz, Peppis, Westling, Wickes. R when topic changes.

670 Modern Literature: [Topic] (5R) Recent offerings include H. James, Modernist Politics, Kintz, Peppis, Westling, Wickes. R when topic changes.

680 Folklore: [Topic] (5R) Intensive study of selected topics in folklore. Recent offerings include Topics in Folk Art, Film and Folklore Fieldwork. Sherman, Wojcik. R when topic changes.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Ford.


695 Film Studies: [Topic] (5R) Graded only. Intensive study of selected topics related to film studies and literature. Recent topics include Introduction to Film Theory, Feminism, Comedy, and the Carnivalesque: Melodrama. Karlyn, Lesage. R when topic changes.


Expository Writing Courses (WR)

WR 49 is a self-support course offered through the Continuation Center, 533 Oregon Hall. A separate fee that is assessed for students enrolled in these courses must be paid in addition to regular tuition. This course carries credit for enrollment (eligibility) but not toward graduation; it satisfies no university or college requirement.

49 Developmental Composition (3) Concentrates on components of clear, focused essay writing, emphasis on revision, identifying and correcting grammar and punctuation errors, and peer reviewing. 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. Mariner.

Aris 110 Beginning Writing for International Students (3) See Linguistics

Aris 111 Intermediate Writing for International Students (3) See Linguistics
AEIS 112 Advanced Writing for International Students (3) See Linguistics

121 College Composition I (4) Written reasoning as discovery and inquiry. Frequent essays explore relationship 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 (4) Written reasoning as a process of argument. Developing and supporting thesis in response to complex questions. Attention to critical thinking in academic setting. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

123 College Composition III (4) 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 123 or equivalent.

198 Independent Writing Project: [Topic] (1-3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent. (1-3R)

199 Special Studies: [Topics] (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.


399 Special Studies: [Topics] (1-5R) R when topic changes. Prereq: sophomore standing or above.

408 Independent Writing Projects (1-4R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

410 Experimental Course: [Topics] (1-5R) R when topic changes. Prereq: junior standing or above.

423 Advanced Composition (4) Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines. Prereq: WR 122 or equivalent, upper-division standing, Crosswhite, Gage, Toch.

Environmental Studies

Daniel Udovic, Program Director
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10 Pacific Hall
5223 University of Oregon
Eugene OR 97403-5223
ecostudy@oregon.uoregon.edu
http://darkwing.uoregon.edu/~ecostudy

Faculty


Chester A. Bowers, courtesy professor (cultural educational, and technical issues related to the environment). B.S., 1958, Portland State; Ph.D., 1962, California, Berkeley. (1967)

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

Program Committee

Gregory D. Battin, physics
Mathew Dennis, history
Alan Dickman, biology
Patricia F. McDowell, geography
Ronald B. Mitchell, political science
Mark H. Reed, geological sciences
Robert G. Ribe, landscape architecture
William Rissi, English
Nancy Tausan, philosophy
Daniel Udovic, biology
Peter A. Walker, geography

Participating Faculty

William S. Ayres, anthropology
Michael D. Axtine, law
John H. Baldwin, planning, public policy and management
Patrick J. Barthlein, geography
Carol Ann Bassett, journalism and communication
Ann Bettman, landscape architecture
Aleta Bersack, anthropology
James Blanchard, physical activity and recreation services
Shawn Boles, special education and community resources
John E. Bonine, law
G. Z. Brown, architecture

Aileen R. Buckley, geography
George C. Carroll, biology
Lawrence R. Carter, sociology
Carolyn L. Cartier, geography
Richard W. Castenholz, biology
Suzanne Clark, English
Shaul E. Cohen, geography
Robin Moore Collin, law
John S. Conery, computer and information science
James R. Crosswhite, English
Robert G. Darst, political science
Jane I. Dawson, political science
Philip J. DeVries, biology
Irene Diamond, political science
Jerome Dierkmann, landscape architecture
Rebecca J. Dorsay, geological science
Bryan T. Downes, planning, public policy and management
Richard B. Emlet, biology
Paul C. Engelking, chemistry
Arthur M. Farley, computer and information science
John B. Foster, sociology
John T. Gage, English
Masade: K. Gale, planning, public policy and management
Richard P. Gale, sociology
Daniel Goldrich, political science
Jane Gray, biology
William T. Harbaugh, economics
Kenneth E. Hefford, landscape architecture
Michael Hilbrand, planning, public policy and management
Richard G. Hildreth, law
Janet Hodder, Oregon Institute of Marine Biology
Carl J. Hosticka, planning, public policy and management
David Hubbe, landscape architecture
En L. Jacobson, law
Bar Johnson, landscape architecture
Lauren J. Kessler, journalism and communication
Russell S. Lande, biology
Michael R. Lynch, biology
John T. Lysaker, philosophy
Michael Manga, geological sciences
Emilia P. Martins, biology
Gregory McLennan, sociology
Jerry F. Medier, political science
Robert Z. Melnick, landscape architecture
Geraldine Moreno, anthropology
Madonna L. Moss, anthropology
Alexander B. Murphy, geography
Jeffrey Orser, history
Stephen E. Ponder, journalism and communication
Daniel A. Pope, history
David C. Power, planning, public policy and management
Robert C. Proudfoot, international studies
Gregory J. Retallack, geological sciences
John S. Reynolds, architecture
Elizabeth M. Rocha, planning, public policy and management
Charles W. Rusch, architecture
Michael V. Russo, management
Gordon M. Sayre, English
Alan Shanks, biology
Lynda F. Shapiro, biology
Paul Slowik, psychology
Michael Strong, physical activity and recreation services
Lawrence S. Sugiyama, anthropology
Richard P. Stutmeyer, political science
Environmental Studies

About the Program

Environmental studies crosses the boundaries of traditional disciplines such as the sciences, social sciences, humanities, management, policy, design, and law. It challenges faculty members and students to look at the relationship between humans and their environment from a new perspective. The Environmental Studies Program is dedicated to gaining greater understanding of the natural world from an ecological perspective, devising policies and behaviors that address contemporary environmental problems, and promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society.

Faculty. The program committee and participating faculty members listed above have demonstrated professional interests in environmental studies by researching environmental issues, teaching courses that meet program requirements, and participating in a variety of program activities. They are available to advise students who are interested in environmental studies. More information about the faculty is available on the World Wide Web.

Resources. The program's resource center has a small collection of books, journals, newsletters, and documents related to environmental topics. University of Oregon students and faculty and staff members may borrow items for up to two weeks.

Undergraduate Studies

The program offers undergraduate training leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree.

The environmental studies major provides a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Its goals are to develop awareness of environmental issues and to develop an understanding of (1) the nature and scope of the forces underlying environmental problems, (2) the various approaches used to bring environmental problems to the public's attention, and (3) the methods and approaches used to solve these problems. Environmental studies majors learn the skills necessary to contribute to an understanding of the relationship between humans and nature and of the complexity of environmental challenges, and to help meet these challenges. They gain an appreciation of the interdisciplinary nature of environmental studies, and they master content and skills associated with a number of different disciplines.

Students who major or minor in environmental studies have considerable latitude in designing a course of study that combines theory and practice, that involves active participation, and that fits specific interests, needs, and aptitudes. The major provides a well-rounded basic education that prepares students for entry-level positions in business, government, nongovernmental organizations, and for a variety of graduate and professional degree programs. Students are encouraged to take advantage of career planning services offered by the Career Center. Students choose between two emphases in the environmental studies major. The environmental studies emphasis focuses on social sciences, policy studies, and the humanities. It is designed for students who are interested in such areas as environmental policy, planning, ethics, or philosophy, ecocriticism, ecofeminism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

The environmental science emphasis is designed for majors who want to focus on scientific careers in conservation biology, climate, pollution prevention and abatement, or ecosystem protection, restoration, and management.

Students should plan their programs early in their undergraduate careers with the aid of an environmental studies academic adviser. Environmental studies majors are urged to consider completing a second major or a minor in a related field. A tip sheet listing courses that meet environmental studies major and minor requirements is published each term.

Up-to-date information and the tip sheet are available in the program office or on the web page.

Proposed Major in Environmental Science. A proposal for a major in environmental science is pending. If approved, the requirements for this major will be the same as for the environmental science emphasis.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences, and humanities on which to build these foundations in advanced coursework. It covers a variety of disciplines and across disciplines, to develop the skills needed to study human-environment interactions, and to encourage participation in experiential learning activities to help students prepare for active participation in the work force and in local and global communities. In addition, students should have a strong foundation in written and verbal skills and a thorough understanding of environmental policy and social behaviors.

Courses applied to the major, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C- or better. At least 24 credits must be taken at the University of Oregon.

Curriculum Revisions. Significant revisions in the environmental studies major are expected by fall 1999. The requirements listed below represent the requirements at the time this catalog was published. Students considering a major in environmental studies or environmental science should visit the Environmental Studies Program office or the program's web page for updates.

Environmental Studies Emphasis

This emphasis requires a minimum of 64 credits including 32 lower-division credits and a minimum of 32 upper-division credits. Upper-division credits may be earned through course work or through a combination of course work and a student-initiated project or honors thesis.

1. 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 may be taken in any order. Consult an adviser for possible substitutions.

2. Basic Requirements in Mathematics and Natural Science (20 credits)

a. Majors must take at least one university-level mathematics course numbered 100 or higher: MATH 111 is recommended.

b. Choose a three-course combination from one of the following four groups:

- Chemistry. General chemistry (CH 211-213) or (CH 221-223) or transfer equivalent.
- Earth Sciences. Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101-103) or General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201-203) or The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102) and General Geology: Evolution of the Earth (GEOL 203).
- Life Sciences. Introduction to Chemical Principles (CH 111) and General Biology I, II: Cells, Populations (BI 211, 213) or General Biology III: Cells, Populations (BI 211-213) or equivalent or Foundations II, III, IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261-264).
- Physical Sciences. Introduction to Chemical Principles (CH 111), Physics of Energy and Light (PHYS 161), Solar and Other Renewable Energies (PHYS 162) or General Physics (PHYS 201-203) or transfer equivalent.

Choose one course from a different group or from the following list of additional approved lower-division courses:

- Introduction to Human Evolution (ANTH 170).
- Evolution of Human Adaptation (ANTH 171).
- Introduction to Ecology (BI 130), not in conjunction with BI 213; Introduction to Evolution (BI 131), not in conjunction with BI 213; Science and Society (CH 101 or 102), not in conjunction with any other chemistry course.

3. Upper-Division Electives. Choose seven courses from the approved upper-division electives listed below, including at least three natural-sciences courses and three social-sciences or humanities courses. No more than three upper-division electives from the same department may be applied to the major. With prior approval from the undergraduate adviser, 4 credits in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406).
4. Capstone Course (4 credits). Environmental Issues (ENVS 411)

Environmental Science Emphasis

The environmental science emphasis requires a minimum of 104 credits, including 60 lower-division credits and 44 upper-division credits. Upper-division credits may be earned through course work or through a combination of course work and a student-initiated project or honors thesis. A sample course plan is available on the Environmental Studies Program’s web page.

The requirements are divided into the following four areas:

1. 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 may be taken in any order. Consult an adviser for possible substitutions.

2. Basic Requirements in Mathematics and Natural Science (48-54 credits)
   a. Mathematics (12 credits). Calculus III (MATH 251, 252) and a 300-level statistics or data analysis course (e.g., GEOL 314, MATH 425)
   b. Lower-Division Natural Sciences (36-42 credits). At least three introductory science sequences from the following list: Chemistry. General Chemistry (CH 211–213) or CH 221–223 or transfer equivalent. General Chemistry Laboratory (CH 227–229) is strongly recommended
   Earth Sciences. General Geology; Earth’s Interior Heat and Dynamics, Earth’s Surface Processes and Morphology, Evolution of the Earth (GEOL 201–203) or The Natural Environment (GEOL 101), Global Environmental Change (GEOL 102), General Geology: Evolution of the Earth (GEOL 203)
   Life Sciences. General Biology I,II,III: Cells, Organisms and Populations (BI 211–213) or transfer equivalent or Introduction to Chemical Principles (CH 111), General Biology I: Cells, Populations (BI 211, 213)

3. Upper-Division Electives (16 credits). Choose four courses from the approved electives listed below. Two courses must be from the natural sciences and two from the social sciences or humanities. Courses taken to satisfy the upper-division core requirements cannot be used to satisfy the electives requirement. No more than three upper-division courses from one department (except the Environmental Studies Program) may be applied to the requirements of the environmental science emphasis.

4. Capstone Experiences (a minimum of 4 credits)
   a. Environmental Issues (ENVS 411)
   b. Experiential Learning Requirement. The experiential learning requirement can be satisfied in any of the following ways:
      • One term of study at a field station such as OIMB or Malheur Field Station
      • Two terms of research experience with a UO faculty member in environmental sciences
      • An internship with a substantial component in environmental science, which requires approval by the program’s internship coordinator
      • A science-oriented student-initiated project, which requires approval by the program’s student-initiated project coordinator
      • Other science-oriented experiential learning opportunities approved by the program’s director or head adviser


Atmosphere. Climatology (GEOG 321)

Biosphere. Forest Biology (BI 307), Biogeography (GEOG 320), Marine Biology (BI 357), Ecology (BI 370), Biological Diversity (BI 375), Special Studies: Conservation Biology (BI 399), Principles of Applied Ecology (LA 441), Marine Ecology (BI 457), Marine Biology (BI 474)

Geosphere. Mineralogy II: Systematic Mineralogy (GEOG 312), General Petrology (GEOG 313), Geomorphology (GEOG 322), Sedimentology and Stratigraphy (GEOG 334), Structural Geology (GEOG 350), Soil Genesis and Geography (GEOG 424)

Hydrosphere. Freshwater Biology (BI 308), Hydrology and Water Resources (GEOG 425), Hydrogeology (GEOG 451), Marine Biology (BI 457), Biological Oceanography (BI 458), Aquatic Geochemistry (BI 472)

Human Dimensions. Population and Environment (GEOG 341), Geologic Hazards (GEOG 353), Human Ecology (ANTH 360), Climatological Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461)

3. Upper-Division Electives (16 credits). Choose four courses from the approved electives listed below. Two courses must be from the natural sciences and two from the social sciences or humanities. Courses taken to satisfy the upper-division core requirements cannot be used to satisfy the electives requirement. No more than three upper-division courses from one department (except the Environmental Studies Program) may be applied to the requirements of the environmental science emphasis.

4. Capstone Experiences (a minimum of 4 credits)
   a. Environmental Issues (ENVS 411)
   b. Experiential Learning Requirement. The experiential learning requirement can be satisfied in any of the following ways:
      • One term of study at a field station such as OIMB or Malheur Field Station
      • Two terms of research experience with a UO faculty member in environmental sciences
      • An internship with a substantial component in environmental science, which requires approval by the program’s internship coordinator
      • A science-oriented student-initiated project, which requires approval by the program’s student-initiated project coordinator
      • Other science-oriented experiential learning opportunities approved by the program’s director or head adviser

Approved Upper-Division Electives

Consult the program’s term-by-term tip sheet about courses numbered 399, 407, or 410 that fulfill upper-division elective requirements.

Natural Sciences

Anthropology. Human Ecology (ANTH 360), Human Evolution (ANTH 361), Food and Culture (ANTH 365), Human Adaptation (ANTH 367)

Biology. Forest Biology (BI 307), Freshwater Biology (BI 308), Microbiology (BI 330), Microbiology Laboratory (BI 331), Plant Diversity and Physiology (BI 340), Invertebrate Biology (BI 351), Marine Biology (BI 357), Ecology (BI 370), Biological Diversity (BI 375), Evolution (BI 380), Animal Behavior (BI 390), Marine Field Studies (BI 412), Algae and Photosynthetic Bacteria (BI 431), Mycology (BI 432), Systematic Botany (BI 442), Field Botany (BI 448), Invertebrate Zoology (BI 451), Insect Biology (BI 452), Marine Birds and Mammals (BI 455), Marine Biology (BI 457), Biological Oceanography (BI 458), Field Ornithology (BI 459), Population Ecology (BI 471), Community Ecology (BI 472), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Microbial Ecology (BI 477), Advanced Evolutionary Genetics (BI 482), Conservation Biology (BI 483), Paleobiology and Paleoecology (BI 485)

Chemistry. Organic Chemistry I (CHEM 331)

Computer and Information Science. Modeling and Simulation (CIS 445), Computational Science (CIS 455)

Geography. Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Soil Genesis and Geography (GEOG 424), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Vegetation History and Ecosystem Dynamics (GEOG 431), Climatological Aspects of Global Change (GEOG 432)

Environmental Science Emphasis Only. Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Environmental Alteration (GEOG 461)

Geological Sciences. Mineralogy II: Systematic Mineralogy (GEOG 312), General Petrology (GEOG 313), Sedimentology and Stratigraphy (GEOG 334), Structural Geology (GEOG 350), Geologic Hazards (GEOG 353), Sedimentary Petrology (GEOG 416), Geology of Ore Deposits (GEOG 425), Paleontology I: Paleozoic Marine Fossils (GEOG 431), Paleontology II: Mesozoic and Cenozoic Marine Fossils (GEOG 432), Paleontology III: Nonmarine Fossils (GEOG 433), Paleopedology (GEOG 438), Groundwater Hydrology (GEOG 451), Neotectonics and Quaternary Geology (GEOG 452), Tectonics (GEOG 453), Geological and Environmental Fluid Mechanics (GEOG 454), Exploration Geophysics (GEOG 464), Aquatic Geochemistry (GEOG 472)

Environmental Studies Emphasis Only. The Fossil Record (GEOG 304), Volcanoes and the Earth (GEOG 306), Oceanography (GEOG 307)

Workshop (ENVS 408), or Practicum (ENVS 409) may be included.
Geology of Oregon and the Pacific Northwest (GEOL 308), Earth Resources and the Environment (GEOL 310)

Landscape Architecture. Landscape Ecology (LA 412), Principles of Applied Ecology (LA 441)

Mathematics—Environmental Science Emphasis Only. Elementary Linear Algebra (MATH 341)

Social Sciences and Humanities

Architecture. Environmental Control Systems I, II (ARCH 491, 492), Solar Heating (ARCH 493), Passive Cooling (ARCH 494), Daylighting (ARCH 495)

Art History. Native American Architecture (ARH 463)

Economics. Resource and Environmental Economics Issues (EC 333), Urban and Regional Economics (EC 430), Issues in Urban and Regional Economics (EC 431), Economy of the Pacific Northwest (EC 432), Resource and Environmental Economics (EC 433), Economic Growth and Development (EC 490)

English. Literature of the Northwest (ENG 325), Literature and the Environment (ENG 469)

Geography. Population and Environment (GEOG 341), Political Geography (GEOG 441), Urban Geography (GEOG 442), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

History. The American West (HIST 466, 467), The Pacific Northwest (HIST 468), American Indian History (HIST 469), American Environmental History (HIST 470), Latin America’s Indian Peoples (HIST 482)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431)

Landscape Architecture. Site Analysis (LA 361), Landscape Architectural Design (LA 389), Urban Farm (LA 390), Landscape Planning (LA 411), Introduction to Landscape Planning Analysis (LA 440), Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscape (LA 485), Site Planning and Design (LA 489)

Philosophy. Introduction to Philosophy of Science (PHIL 339), Environmental Philosophy (PHIL 340)

Planning, Public Policy and Management. Introduction to Public Service Management (PPPM 322), Public Service Policies and Programs (PPPM 323), Introduction to Public Law (PPPM 418), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443), Communities and Regional Development (PPPM 445)

Political Science. Feminism and Ecology (PS 434), Government and Politics of Latin America (PS 463, 464), Politics and Ecology (PS 474), International Environmental Politics (PS 477), Feminist Theory (PS 483), Environmental Politics (PS 497)

Sociology. World Populations and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), Issues in Sociology of the Environment (SOC 416)

Women’s Studies. Science, Technology, and Gender (WST 331)

Options for Majors

Student-Initiated Project

Admission to this enrollment-limited option 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—and an evaluation of the student’s academic record.

A minimum of 12 credits are required. Credits are earned in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406), Workshop (ENVS 408), or Pracicum (ENVS 409) for work that focuses on an environmental theme or issue and leads to a written product.

Environmental Studies Emphasis. Students must complete five courses from the list of upper-division electives (instead of seven), 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.

Environmental Science Emphasis. Students must complete two courses from the list of upper-division electives (instead of four)—one natural science course and one social science or humanities course.

Honors

Students who want to graduate with honors in environmental studies must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates must also complete a research-based thesis or creative project under the direction of a faculty advisor. Students preparing to graduate with honors should notify the honors coordinator no later than the first term of their senior year.

Honors students who do not complete a student-initiated project must earn 8 credits of Research (401) and/or Thesis (403) in environmental studies or another appropriate department. These credits, which must be distributed over at least two terms, may not be applied to the upper-division elective requirement. Honors students who complete a student-initiated project must have the project reviewed by the student’s project supervisor and the honors coordinator to determine whether the project meets the thesis or creative-project standards expected for graduation with honors.

Environmental Studies Emphasis. Students must complete six courses from the list of upper-division electives (instead of seven), 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.

Environmental Science Emphasis. Students must complete three courses from the list of upper-division electives (instead of four)—including at least one natural science course and at least one social science or humanities course.

Skills Packages

For students completing the environmental studies emphasis, a 12-credit skills package (typically three 4-credit courses that are used to satisfy requirements for another major or minor) can be substituted for one upper-division elective course. No other upper-division course that is used to satisfy requirements for another major or minor can be applied to the environmental studies major or minor. The skills package option is not available for students who choose the environmental science emphasis.

Business. Choose two: Introduction to Business (BA 101), Business Economics (FIN 201), Introduction to Accounting I (ACCT 211), Global, Legal, Social Environment of Business (BE 325).

Choose one: Economic Foundations of Competitive Analysis (FIN 311), Marketing Management (MKTG 311), Financial Management (FIN 316), Management and Organizational Behavior (MGMT 321)

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.

Second Language. Completion of the third year of a second language.

Geographic Techniques. Choose three: 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 416), Advanced Geographic Information Systems (GEOG 472)

Journalism and Communication. Choose two: Grammar for Journalists (J 101), Information Gathering (J 202), Writing for the Media (J 203).

Choose one: Reporting (J 361), Communication Theory and Criticism (J 388), Journalism and Public Opinion (J 394), Communication and Democracy (J 418)

Mathematics. Three MATH courses numbered 231 or higher, or two MATH courses numbered 231 or higher and one upper-division statistics course from any department.

Outdoor Pursuits. Choose three: Adventure Education (PEOL 451), Environmental Education (PEOL 453), Principles of Outdoor Leadership (PEOL 455)

Minor Requirements

The interdisciplinary minor in environmental studies includes two required courses and four upper-division elective courses for a minimum of 36 credits. Courses applied to the minor, except environmental studies courses, may be applied toward the major.

Environmental Science Emphasis. Students must complete three courses from the list of upper-division electives (instead of four)—including at least one natural science course and at least one social science or humanities course.
submit a petition to the minor adviser to substitute other courses.

**Required Courses: 20 credits**

Choose two courses 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 may be taken in any order.

Choose two courses from one of the three-course combinations listed under Basic Requirements in Mathematics and Natural Science of the Environmental Studies Emphasis section.

Choose an additional course from a different science group or from the list of additional natural-science courses.

**Electives: 16 credits**

Choose two natural-science electives and two social-science or humanities electives from the list of upper-division electives. No more than two courses may be taken in any one department.

**Graduate Studies**

The Environmental Studies Program offers graduate study leading to a master of arts (M.A.) or master of science (M.S.) in environmental studies and an interdisciplinary doctor of philosophy (Ph.D.) degree in environmental sciences, studies, and policy.

Students may choose from courses offered in appropriate disciplines to design their own course plans based upon their individual goals and backgrounds.

Limited financial support for graduate students in the Environmental Studies Program may be available through graduate teaching fellowships. Support generally consists of a small stipend and a tuition waiver. There is no separate application for consideration as a GTF.

A brochure containing admission requirements and details of the master's and doctoral programs may be obtained from the program office. The admission packet contains a program brochure, admission forms, an order form for the UO catalog, answers to frequently asked questions, and a list of faculty members and their research interests. Students applying for graduate admission must submit all necessary materials by January 15. New students are accepted for fall term only.

**Master's Degree**

Students admitted to the two-year master's degree program must complete 63 credits distributed as follows:

**Breadth-Area Courses (16 credits)**

These courses may overlap the concentration areas. One course each in areas of natural systems: resource and climate, public law, policy, and planning; environment and society; and perspectives on the environment.

**Seminars (5 credits)**

Three terms of weekly, 1-credit environmental studies graduate seminars.

**Internship (3 credits)**

Ninety hours or more of environmental internship.

**Concentration Areas (minimum of 45 credits)**

Four graduate-level courses related to an environmental theme in each of three concentration areas.

**Thesis or Terminal Project (9 credits)**

**Concurrent Master’s Degree Programs**

Environmental studies students may obtain concurrent degrees in other disciplines. For more information, contact the program office.

**Doctor of Philosophy Degree**

The interdisciplinary Ph.D. degree is offered by the Environmental Studies Program under the umbrella of the Joint-Campus Graduate Program in Environmental Sciences, Studies, and Policy, established by Oregon State University, Portland State University, and the University of Oregon.

The environmental sciences, studies, and policy program requires three to four years of pre-master's degree study. Faculty members from the three participating institutions contribute to program seminars and workshops.

**Admissions Procedure**

Admission to the Ph.D. program must be granted by both the Environmental Studies Program and by an academic unit that offers a Ph.D. degree—the focal department. Applications are reviewed independently by the admissions committees in the Environmental Studies Program and in the focal department, and both committees must approve the application before the applicant can be accepted into the program.

**Requirements**

Ph.D. students satisfy breadth and concentration requirements established by the Environmental Studies Program and the requirements of the focal department. After admission to the program, each student meets with a preliminary advisory committee to discuss a proposed course plan for completion of the degree.

Students should consult the Graduate School section of this catalog for information about university admission, residency requirements, and degree requirements. Departmental requirements are outlined in a handbook for new students that is available in the program office.

**Focal Department Course Work**

Varies by department.

**Environmental Studies Breadth Course Work**

(16 credits)

**Concentration Area Course Work**

(16 credits in each of two areas outside of the focal department)

**Seminars (5 credits)**

Five terms of weekly, 1-credit environmental studies graduate seminars.

**Assessments of Competency**

After passing assessment of competency in the focal department and in the Environmental Studies Program, students are advanced to candidacy and begin work on the doctoral dissertation.

**Doctoral Dissertation (18 credits)**

Every degree candidate must submit a dissertation that is the result of original research and shows evidence of ability in independent investigation. The dissertation must be a substantial contribution to the field of study, and be written in a creditable prose style. A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School.

**Graduate Courses**

Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry; Economics; English; Geography; Geological Sciences; History; Landscape Architecture; Philosophy; Physics; Planning, Public Policy and Management; Political Science; and Sociology and from the International Studies Program and the School of Law. Consult the individual department listings in this catalog for course descriptions.

**Environmental Studies Courses (ENVS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>198</td>
<td>Laboratory Projects: [Topic]</td>
<td>1-2R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>199</td>
<td>Special Studies: [Topic]</td>
<td>1-5R</td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>Introduction to Environmental Studies: Socio-Economics (4)</td>
<td>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 processes.</td>
<td></td>
</tr>
<tr>
<td>399</td>
<td>Seminar: [Topic]</td>
<td>1-5R</td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>Research: [Topic]</td>
<td>1-3R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>403</td>
<td>Thesis (1-6R)</td>
<td>P/N only</td>
<td></td>
</tr>
<tr>
<td>404</td>
<td>Internship: [Topic]</td>
<td>1-18R</td>
<td>P/N only</td>
</tr>
<tr>
<td>405</td>
<td>Reading and Conference: [Topic]</td>
<td>1-18R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>406</td>
<td>Field Studies: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>506/507</td>
<td>Seminar: [Topic]</td>
<td>1-5R</td>
<td></td>
</tr>
<tr>
<td>508/509</td>
<td>Workshop: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>509</td>
<td>Practicum: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>510</td>
<td>Experimental Course: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>511</td>
<td>Environmental Issues: [Topic]</td>
<td>4R</td>
<td>In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, and appropriate political, policy, and economic processes.</td>
</tr>
<tr>
<td>506/507</td>
<td>Seminar: [Topic]</td>
<td>1-5R</td>
<td></td>
</tr>
<tr>
<td>508/509</td>
<td>Workshop: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>509</td>
<td>Practicum: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>533</td>
<td>Thesis (1-5R)</td>
<td>P/N only</td>
<td></td>
</tr>
<tr>
<td>601</td>
<td>Research: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>602</td>
<td>Supervised College Teaching (1-5R)</td>
<td>P/N only</td>
<td>R with instructor's consent.</td>
</tr>
<tr>
<td>603</td>
<td>Dissertation (1-16R)</td>
<td>P/N only</td>
<td></td>
</tr>
<tr>
<td>604</td>
<td>Internship: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R for maximum of 10 credits</td>
</tr>
<tr>
<td>605</td>
<td>Reading and Conference: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent and faculty approval.</td>
</tr>
<tr>
<td>606</td>
<td>Field Studies: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R for maximum of 10 credits</td>
</tr>
<tr>
<td>607</td>
<td>Seminar: [Topic]</td>
<td>1-5R</td>
<td></td>
</tr>
<tr>
<td>608</td>
<td>Workshop: [Topic]</td>
<td>1-5R</td>
<td>P/N only, R with instructor's consent.</td>
</tr>
<tr>
<td>609</td>
<td>Terminal Project (1-9R)</td>
<td>P/N only</td>
<td></td>
</tr>
<tr>
<td>610</td>
<td>Experimental Course: [Topic]</td>
<td>1-5R</td>
<td></td>
</tr>
</tbody>
</table>
Ethnic Studies

Patricia J. Penn Hilden, Program Director

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5268 University of Oregon,
Eugene OR 97403-5268

Faculty


Program Committee

Steven W. Bender, law
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Mix Tzart, sociology

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Keith Aoki, law
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Dennis Greene, law
Linda Kinta, English
Selden Larson, English
David Leiwie Li, English
Ajuan Maria Mance, English
Barbara D. May, Romance languages
Sandra L. Morgen, sociology
Theresa D. O'Neill, anthropology
Jeffrey Ostler, history
Peggy Pascoe, history
Barbara Corrado Pope, women's studies
Robert C. Proudfoot, international studies
Judith Raiskin, women's studies
Gordon M. Sayre, English
Jiannbin Lee Shiao, sociology
Lynn Stephen, anthropology

About the Program

The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino, and Native American descent. As an element of American identity that cuts across disciplinary categories, ethnicity requires a mode of study that draws on the humanities and the social sciences as well as interdisciplinary sources such as cultural studies. Ethnicity also must be addressed historically and comparatively, paying attention to the five centuries of North American minority experience and the perspectives of other New World societies—such as Mexico, Brazil, and Peru—where cognate experiences have had their own cultural and political expressions. In that spirit, the participating faculty of the program is an open roster of scholars committed to giving students a wide array of approaches to this challenging topic. Many courses, including the introductory sequence, are interdisciplinary. Above all, the program seeks to convey knowledge and understanding of ethnicity in the United States and to help students learn about the opportunities and responsibilities they have as citizens in an increasingly multicultural nation.

Undergraduate Studies

Students may earn a major, certificate, or minor in ethnic studies. 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 academic programs.

See Group Requirements and Multicultural Requirement in the Registration and Academic Policies section of this catalog for ethnic studies courses that satisfy university general-education requirements.

Courses applied to a major, certificate, or minor in ethnic studies may not be used to satisfy major, certificate, or minor requirements for other programs.

Major Requirements

The Ethnic Studies Program offers an undergraduate major in ethnic studies leading to a bachelor of arts or a bachelor of science degree. A total of 52 credits are required, distributed as follows:

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 101, 102 Introduction to Ethnic Studies</td>
<td>8</td>
</tr>
<tr>
<td>One two-course sequence selected from African American History (HIST 250, 251), Introduction to the Asian American Experience (ES 252, 253), Introduction to the Chicano and Latino Experience (ES 254, 255), Introduction to the Native American Experience (ES 256, 257)</td>
<td>8</td>
</tr>
<tr>
<td>One 200-level course or an approved 100- or 200-level course from another department (e.g., anthropology, English, geography, history, international studies, linguistics, sociology)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five approved courses in ethnic studies and other departments (e.g., anthropology, comparative literature, economics, English, geography, history, humanities, international studies, political science, sociology, Spanish, theater arts)</td>
<td>20</td>
</tr>
<tr>
<td>Two approved courses, selected from Special Studies (ES 399), Research (ES 401), Reading and Conference (ES 405), Field Studies (ES 406), Seminar (ES 407), Practicum (ES 409), Experimental Course (ES 410)</td>
<td>8</td>
</tr>
<tr>
<td>Ethnic Studies Proseminar (ES 499)</td>
<td>4</td>
</tr>
</tbody>
</table>

Two approved courses must be taught in Oregon, with at least four courses taught in Oregon, and at least two courses taught in Oregon.

Students must complete required courses with grades of mid-C or better and a grade-point average of 2.50 or higher. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon.

Minor Requirements

The interdisciplinary minor in ethnic studies requires a minimum of 27 credits, with at least 15 upper-division credits, distributed as follows:

**Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 101, 102 Introduction to Ethnic Studies</td>
<td>8</td>
</tr>
<tr>
<td>Special studies course (ES 199)</td>
<td>4</td>
</tr>
<tr>
<td>Related upper-division courses from areas such as anthropology (ANTH), comparative literature (COLT), East Asian languages and literatures (EALL), English (ENG), folklore (FLR), geography (GEOG), history (HIST), international studies (INTL), law (LAW), religious studies (RREL), sociology (SOC), Spanish (SPAN), theater arts (TA), and women's studies (WST)</td>
<td>15</td>
</tr>
</tbody>
</table>

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.

Certificate Requirements

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 101, 102 Introduction to Ethnic Studies</td>
<td>8</td>
</tr>
<tr>
<td>Special studies course (ES 199)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Approved Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either related lower-division courses or Practicum: Field Experience (ES 409) or field-based courses</td>
<td>6</td>
</tr>
<tr>
<td>Related upper-division courses</td>
<td>21</td>
</tr>
</tbody>
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Students seeking to qualify for an ethnic studies certificate must consult the ethnic studies director two terms before graduation 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.

**Ethnic Studies Courses (ES)**

101, 102 Introduction to Ethnic Studies (4,4)
Multidisciplinary study focuses on Americans of African, Asian, Latino and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression. Sequence.

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. Prereq: ES 101.

HIST 250, 251 African American History (4,4)
See History

252, 253 Introduction to the Asian American Experience (4,4)


254, 255 Introduction to the Chicano and Latino Experience (4,4)
Examines the historical experiences of people of Mexican and Latin

HIST 255 African Americans in the West (4) See History


399 Special Studies: [Topic] (1—5R)

401 Research: [Topic] (1—21R)

405 Reading and Conference: [Topic] (1—21R)

406 Field Studies: [Topic] (1—21R)

407/507 Seminar: [Topic] (1—5R)

409 Practicum: [Topic] (1—21R)

410/510 Experimental Course: [Topic] (1—5R)

HIST 449 Race and Ethnicity in the American West (4) See History


499 Ethnic Studies Proseminar (4) Graded only. Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Prereq: completion of required courses for ethnic studies major or instructor's consent.

Additional Courses

Other upper-division courses with related subject matter may be included in an ethnic studies major, certificate, or minor program by arrangement with a course's instructor and the director of ethnic studies.

European Studies

George J. Sheridan Jr., Program Director

(541) 346-5851
(541) 346-2023 fax
221 Johnson Hall
1271 University of Oregon
Eugene OR 97403-1271

European Studies Committee

Warren B. Brown, management
Kenneth S. Calhoun, Germanic languages and literatures
Robert G. Darst, political science
Evelyn Gould, Romance languages
Massimo Lollini, Romance languages
Grant F. McKernie, theater arts
Alexander B. Murphy, geography
George J. Sheridan Jr., history
Marlian Elizabeth Smith, music
Malcolm Wilson, classics
Ronald Wixman, geography
Virgil Zuck, Germanic languages and literatures

About the Program

European studies offers an interdisciplinary certificate for undergraduates in any major or professional school discipline. The program is designed for students who seek to enhance work in the major with a broad and comparative knowledge of Europe. The program of study provides a focus on Europe emphasizing both coherence and diversity.

“Europe” is here understood in the broadest conceptual and regional sense, including the variety of territories, cultures, and political units of the region Europe, as well as the several topical themes, constructs, and experiences of Europe considered both historically and in contemporary settings. The program seeks to elicit new interests and perspectives on Europe in a manner consistent with the individual student's needs, career goals, and intellectual and personal pursuits. Individual advising by a European studies adviser is therefore essential early in the student's program planning.

Requirements for the European Studies Certificate

The College of Arts and Sciences administers an undergraduate certificate program in European studies, overseen by the European Studies Committee.

To earn a certificate, a student must take the two core courses, in any order, and four elective courses approved by the European studies adviser, and must also complete the foreign language and the independent-project requirements as specified below.

Core and elective courses applied to the certificate must be taken for letter grades and passed with grades of C– or better.

Students seeking to qualify for a European studies certificate should consult the program director as early as possible to be assigned a European studies adviser, with whom a program of study is planned. Students must obtain the adviser's approval for the four elective courses and for the topic of the independent project and may not determine on their own the manner in which they fulfill these requirements.

No later than two terms before graduation, the student must notify the program director of intent to graduate for verification of European studies course work and transcript evaluation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Core (8 credits)

Geography of Europe (GEOG 202) and The Idea of Europe (HIST 420)

Electives (12–16 credits)

Four 3- or 4-credit courses— at least two at the 300 or 400 level—that provide a combination of diversity (linguistic, national, subregional, disciplinary, or methodological) and coherence. The courses must be offered by a department other than the student's major department and must be approved by the student's European studies adviser.

Possible courses might be in anthropology, classics, comparative literature, economics, English, Finnish, French, geography, German, Greek, history, honors college, humanities, international studies, Italian, Latin, linguistics, Norwegian, philosophy, political science, Romance languages, Russian, Russian and East European studies, Scandinavian, Spanish, Swedish, theater arts, and women's studies. Selected courses in art history, marketing, music, and the natural sciences are other possibilities.

Foreign Language

For bachelor of arts degree candidates, one European second language through the third-year college level. For other bachelor of arts candidates, one European second language through the second-year college level.

Independent Project

A research paper or project that requires performance or creative work and is appropriate to the student's interests and major is the final requirement for the certificate. The project should integrate different perspectives on Europe or on any of its constituent cultures, nations, or subregions. The student undertakes this project, under the supervision of an adviser in the appropriate discipline, for 3 graded credits (e.g., 403 Thesis). The project may, but need not, be developed from an existing course. Whatever the origin or context of the project, the topic must be approved in advance by the European studies adviser. The project adviser evaluates the project.

European Studies Courses (EURO)

399 Special Studies: [Topic] (1—5R)

403 Thesis (1—9R) P/N only

405 Reading and Conference: [Topic] (1—6R)

407 Seminar: [Topic] (1—6R)

410 Experimental Course: [Topic] (1—6R)
Exercise and Movement Science

Marjorie Woollacott, Department Head

Faculty


V. Patterson Lombardi, senior instructor with title of research assistant professor. See Biology

Louis R. Ordener, professor (sports medicine); director, graduate studies. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1971)


Courtesv


Stephanie A. Harris, courtesy assistant professor. B.A., 1972, California, San Diego; M.D., 1979, Oregon Medical School. (1997)


Stanley L. James, courtesy professor (sports medicine). B.S., 1953, M.D., 1962, Iowa. (1979)

Donald C. Jones, courtesy associate professor (sports medicine). B.S., 1969, Centenary (Hackettstown); M.D., 1975, Louisiana State. (1983)


Emeritus


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

About the Discipline

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, and physics. Human performance is influenced by the quality of physiological regulation, sensorimotor control, and tolerance to mechanical and psychological stresses.

Undergraduate Studies

The Department of Exercise and Movement Science offers a program leading to either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The undergraduate curriculum emphasizes depth and breadth in the biological and physical sciences that are relevant to the study of exercise and movement science.

Careers. The exercise and movement science program provides the scientific foundation necessary for postgraduate study in medicine, nursing, physical therapy, occupational therapy, and podiatry as well as sports medicine, 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.

Major Requirements

Prerequisite and major-requirement courses must be taken for letter grades. Students must maintain a 2.00 grade point average overall in courses required for the major.

The introductory chemistry sequence should be taken in the first year.

Prerequisites

<table>
<thead>
<tr>
<th>General Biology I, II, III</th>
<th>Cells, Organisms, Populations (BI 211, 212, 213) or Foundations I.I.I.</th>
<th>6</th>
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<tr>
<td>Genetics and Evolution, Molecular Biology, Biochemical Basis of Life (BI 261, 262, 263)</td>
<td>12-15</td>
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<tr>
<td>Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223)</td>
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<tr>
<td>Calculus for Business and Social Science I (MATH 241) or Calculus I (MATH 251)</td>
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<tr>
<td>General Physics (PHYS 201, 202, 203)</td>
<td>12</td>
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<tr>
<td>General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206)</td>
<td>6</td>
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<tr>
<td>Mind and Brain (PSY 201), Mind and Society (PSY 202), and either Thinking (PSY 330) or Development (PSY 378) or Abnormal Psychology (PSY 427)</td>
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Major Requirements

| 44 credits |
|--------------------------|------------------------------------------------------------------------|---|
| Human Anatomy II (BI 311, 312) | 8 |
| Human Physiology II (BI 313, 314) | 8 |
| Motor Development (EMS 331) | 4 |
| Motor Control (EMS 332) | 4 |
| Sports Medicine (EMS 334) | 4 |
| Physiology of Exercise (EMS 371) | 4 |
| Biomechanics (EMS 381) | 4 |
| Minimum of two 400-level courses excluding courses numbered 402, 403, 404, and 409 | 8 |

Honors

To apply to graduate with departmental honors, a student must have an overall GPA of 3.50. Candidates must complete an honors thesis under the supervision of a thesis committee, which consists of two exercise and movement studies faculty members.

University bachelor's degree requirements are described in the Registration and Academic Policies section of this catalog.

Graduate Studies

The Department of Exercise and Movement Science offers the master of science (M.S.) and the doctor of philosophy (Ph.D.) degrees. Each student's program of study is planned in consultation with the student's adviser and program committee. An integral part of the graduate program is the exchange of information and inquiry with other disciplines throughout the university.

Departmental Focus

The central focus of the department is the role of movement and exercise in human biological development and adaptation across the life span. This focus is studied from mechanical and physiological perspectives.

Graduate Teaching and Research Fellowships

The Department of Exercise and Movement Science, in cooperation with Physical Activity and Recreation Services, offers graduate teaching and research fellowships (GTFs) to qualified students. GTFs take undergraduate laboratories or assist in research projects, 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 0.25 full-time equivalent (FTE) receives a monetary stipend based on the level of the appointment and pays tuition on the first 16 credits of course work. Applications are available from the department's director of graduate studies.

General Requirements

Master's Degree

The master's degree program requires a minimum of 45 credits of graduate work, 30 of which must be taken in the Department of Exercise and Movement Science.

The degree requires a thesis, a published research paper, a research project, or a comprehensive examination. Department faculty members, in consultation with the student, decide which option the student should complete.
Doctoral Degree
The doctoral degree program consists of a minimum of 125 credits beyond the bachelor's degree; at least 60 of these credits must be completed in exercise and movement science courses. Written and oral doctoral comprehensive examinations are taken after completing a substantial part of the program of study. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation coursework. The dissertation is an integral part of the program of study.

Admission Requirements
Applications for admission to either the master's or the doctoral degree program are available from the director of graduate studies. Admission into the department's graduate programs is based on the applicant's academic record and the following:
1. Minimum Graduate Record Examinations (GRE) scores
   a. Master's degree program: 470 verbal, 500 quantitative or combined GRE verbal and quantitative scores of 1000 with neither below 450
   b. Doctoral degree program: 520 verbal, 560 quantitative or combined GRE verbal and quantitative scores of 1100 with neither below 500
2. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English
3. Candidate's statement of up to 500 words that indicates
   a. goals and objectives for pursuing the graduate degree
   b. the applicant's background and interests as they relate to the department's central focus and specific faculty interests as they are described in the department's graduate brochure
4. At least two letters of recommendation from individuals who can attest to the applicant's potential for master's or doctoral study
5. Acceptance by a department faculty member who agrees to serve as the student's adviser

Eugene Evonuk Memorial Graduate Fellowship
This award was established to aid promising advanced doctoral students whose research focus is applied physiology, particularly environmental or stress physiology. The amount of the award varies from year to year; $5,000 is the amount for 1989-1990. The application deadline is March 1; direct inquiries to the department's director of graduate studies.

International Institute for Sport and Human Performance
The institute promotes research and synthesizes findings in research related to human movement that benefits the inter- and cross-disciplinary areas in sport, exercise, and human movement sciences. The institute works in collaboration with the Department of Exercise and Movement Science to inform lay people, athletes, coaches, athletic trainers, teachers, and allied health and medical professionals about issues in health and exercise sciences. Communication occurs by means of publications, workshops, symposiums, conferences, continuing-education courses, and alliances with health-care providers. For more information see the Research Institutes and Centers section of this catalog.

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 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)
331 Motor Development (4) The development of motor skill: understanding the integration of neurophysiological, morphological, and cognitive functions 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)
403 Thesis (1-4) P/N only. For honors students during the terms in which they conduct research or write a thesis.
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 such areas as health sciences, motor control, biomechanics, and physiology.
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)
432/532 Typical and Atypical Motor Development (4) Normal and abnormal development of sensory, motor, and higher cognitive functions related to the acquisition of postural, locomotor, and eye-hand coordination skills. Prereq: EMS 331.
437/537 Clinical Gait Analysis (4) Study of typical and atypical patterns of human locomotion including changes associated with aging and pathology. Introduction to assessment techniques. Prereq: EMS 332 or 381 or 682. PHYS 201.
472/572 Exercise and Special Populations (4) Investigates the use of exercise as a potential treatment for such diseases as diabetes, hypertension, atherosclerosis, and obesity. Prereq: BI 312, EMS 371.
481/581 Lower Extremity Biomechanics (4) Investigates functional aspects of the lower extremities in various situations including activities of daily living, sport and exercise, and clinical and rehabilitative interventions. Prereq: EMS 381 or instructor's consent.
482/582 Impact Biomechanics (4) Multifaceted investigation of impact in relation to various human movement applications. Topics include mechanical principles, human tolerance levels, and biomechanical ramifications. Prereq: EMS 381 or instructor's consent.
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-15R)
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 Neural Control of Posture and Locomotion and Neural Control of Reaching. Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.
634 Neurological Mechanisms underlying Human Movement (4) Neurophysiology underlying the control of human movement. Prereq: BI 311, 312, 313, 314 or instructor's consent.
635 Theory of Motor Control and Learning (4)

636 Motor Skill Learning (4) Theoretical bases of motor skill acquisition. Topics include cognitive represenational systems, conditions of practice, and knowledge of results. Prereq: EMS 332 or equivalent or instructor's consent. Not offered 1999-2000.


671, 672, 673 Gross Anatomy (3,3,3) Regional approach to human anatomy: extremities, trunk and abdomen, head and neck. Application to body movement, sports medicine, and performance. Prereq: BI 311, 312 or equivalents.

674 Clinical and Functional Anatomy (4) Explores general principles of major joint structure and function as related to clinical areas of sports medicine. Prereq: BI 311, 312.

675 Biochemical Principles of Exercise (4) The physiological and chemical mechanisms underlying the major functions of the body during exercise.

678, 679 Systems of Physiology LLI (4,4) Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 683 Biomechanics (4,4,4) 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 (4) Statistical techniques applied to research including the normal probability curve, correlation and regression, and hypothesis testing techniques (t-test, one- and two-way analysis of variance). Prereq: PSY 302 or equivalent. Not offered 1999-2000.


Folklore
Sharon R. Sherman, Program Director
(541) 346-3911
118 Prince Lucien Campbell Hall

Participating Faculty
Doug Blandy, arts and administration
Edwin L. Coleman II, English
Matthew Dennis, history
Janet W. Descutner, dance
Dianne M. Dugaw, English
Kenneth M. George, anthropology
Shan M. Huhndorf, English
Mark Levy, music
Anne Oto McLuccas, music
Jeffrey Ostdier, history
Donald L. Petting, architecture
James L. Rice, comparative literature
Leland M. Roth, art history
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Ronsid Wixom, geography
Daniell N. Wolicki, 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, folksong, dance, art, and architecture; delve 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 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. Tutorial training is available in equipment use, fieldwork methodologies, and editing. 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 Randall V. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses rare 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 data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

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—to name only a few—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
Introduction to Native American Literature (ENG 240) ........................................................................ 4
Introduction to Folklore (ENG 250) ......................... 4
Either Introduction to Cultural Anthropology (ANTH 110) or Native North Americans (ANTH 320) .................................................. 4

Approved Electives
Field Studies (FLR 406) or Practicum (FLR 409) or field-based courses (e.g., American Folklore (ENG 484) ........................................................................ 8
Related upper-division courses ......................... 12

At least two terms before graduation, students who want to apply for a folklore certificate must consult a folklore advisor to obtain authorization and course-work approval.

Graduate Study in Folklore
To earn a master of arts (M.A.) or master of science (M.S.) degree in Interdisciplinary Studies: Individualized Program: Folklore, students create a plan of study that combines folklore and two additional areas of interest. Students typically select English or anthropology as the second area, and the third area from such disciplines as history, music, art, journalism, or geography. A thesis or terminal project is required for completion of the degree. Students working toward an M.A. degree must demonstrate competence in a second language.

Folklore may also be selected as an area of concentration in a master's or doctoral degree program in the English or anthropology departments.

Folklore Courses (FLR)
198 Workshop: [Topic] (1–3R)
199 Special Studies: [Topic] (1–5R)
398 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–6R)
403 Thesis (1–6R) F/N only
404 Internship: [Topic] (1–6R)
405 Reading and Conference: [Topic] (1–6R)
406 Field Studies: [Topic] (1–6R)
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–5R)
409 Practicum: [Topic] (1–6R)
410/510 Experimental Course: [Topic] (1–5R)
411/513 Folklore and Religion (4) Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states. Wojcik.

412/512 Folklore of Subcultures (4) Examines recent research on subcultures, especially the Survey of the research on subcultures. Wheeler.

Recent research on subcultures, especially the Survey of the research on subcultures. Wheeler.

413/513 Folk Art and Material Culture (4) Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life. Sherman, Wojcik.

415/513 Folklore and Mythology of the British Isles (4) Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Dugaw, Sherman.

485/585 Film and Folklore (4) The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Sherman.

488/588 African American Folklore (4) Analysis of African American customs, language, beliefs, sayings, and tales expressed through oral tradition. Coleman.

503 Thesis (1-6R) P/N only

601 Research: [Topic] (1-6R) P/N only

604 Internship: [Topic] (1-6R)

605 Reading and Conference: [Topic] (1-6R)

606 Field Studies: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

608 Workshop: [Topic] (1-6R)

609 Terminal Project (1-6R)

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

**Additional Courses**

Other undergraduate and graduate courses with related subject matter—including approved Reading and Conference (405, 605), Seminar (407/507, 607), and Experimental Course (410/510, 610)—may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For descriptions of the following courses, see departmental sections of this catalog.

- Anthropology, Native North Americans (ANTH 320), Cultural Dynamics (ANTH 415), Anthropology and Folklore (ANTH 419/519), Topics in Pacific Ethnology (ANTH 429/525), Peoples of South Africa (ANTH 426/526), Peoples of Central and East Africa (ANTH 427/527), Peoples of West Asia and the Sahara (ANTH 428/528), Jewish Folklore and Ethnology (ANTH 429/529), Peoples of East Asia (ANTH 431/531), Native Central Americans (ANTH 433/533), Native South Americans (ANTH 434/534), Cultures of Island Southeast Asia (ANTH 436/536), Race, Culture, and Social Biology (ANTH 468/568)
- Architecture, Vernacular Building (ARCH 434/534)
- Art History, Museology (ARH 411/511)
- Arts and Administration, Art in Society (AAD 450/550)
- Dance, Dance and Folk Culture (DAN 301), Dance in Asia (DAN 302), Tribal Dance Cultures (DAN 452/552)
- English, Introduction to African American Literature (ENG 151), 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 481/581), African American Popular Literature and Culture (ENG 487/587), Race and Representation in Film (ENG 488/588), Native American Literature (ENG 489/589), Topics in Folklore (ENG 490)
- Geography, Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)
- History, African American History (HIST 250), Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), The American West (HIST 466/566, 467/567), 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 358), Music of the Americas (MUS 359), History of Gospel Music (MUS 450/550), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 452/552), Folk Music of the Balkans (MUS 453/553), Music of India (MUS 454/554)
- Religious Studies, Great Religions of the World (REL 201, 202), Chinese Religions (REL 302), 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 (RUSS 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**

John V. Leahy, Program Director
(541) 346-3288
149 Willamette Hall
http://darkwing.uoregon.edu/~gensci/

**Program Committee Faculty**

- Ralph J. Barnard, chemistry
- Gordon G. Gogus, geological sciences
- Gary A. Klug, exercise and movement science
- Richard M. Koch, mathematics
- John V. Leahy, mathematics
- John E. Lulacs, anthropology
- James M. Schomburg, physics
- Karen L. 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 variety and flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science adviser and taking advantage of the expertise of faculty members who serve on the program committee. Course sequences that meet requirements for 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 and information science, mathematics
- Environmental sciences: biology, chemistry, geography, geological sciences, physics
- Neurosciences: biology, chemistry, psychology
General science majors are encouraged to consult with their advisers during the junior year to ensure that their remaining course work is structured to meet all the requirements for 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 two years of algebra and trigonometry. They should also take science courses in their areas of interest. Students planning to transfer into the General Science Program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general university graduation requirements for a bachelor's degree. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with general science advisers or committee members.

Upon admission, transfer students should consult a general science adviser in the General Science Program office.

Careers. The General Science Program allows prehealth 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, when combined with a minor or a second major, can work well for students planning careers in science-related business, public relations, and human services.

Graduate Studies. Students interested in graduate studies in science should select courses that will satisfy 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 better. Courses graded N (no pass) or F may be repeated for credit.

1. Calculus IIL (MATH 251, 252)
2. One course in computer and information science selected from Concepts of Computing: Computers and Computation (CIS 121), 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-course 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 261), Human Biological Variation (ANTH 342), Human Osteology Laboratory (ANTH 366)
   - Biology. General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213) or three from Foundations I,II,III: Genetics and Evolution (BI 261), Molecular Genetics (BI 262), Biochemical Basis of Life (BI 253), Biological Interactions (BI 264)
   - Chemistry. Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229) or General Chemistry (CH 211, 212, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)
   - Computer and Information Science. Computer Science I,II,III (CIS 110, 211, 212)
   - Geography. The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), and one from Climatology (GEOG 222), Geomorphology (GEOG 322), or Biogeography (GEOG 323)
   - Physics. General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with Introductory Physics Laboratory (PHYS 204, 205, 206)

**Upper Division**

The upper-division requirements listed below are for students who declared the general science major fall 1996 or later. Students who declared the major before fall 1996 follow the requirements that were in effect when they declared the major.

1. Complete a minimum of 32 credits in approved science courses numbered 300 and above. At least 24 of these credits must be approved science courses numbered 300 or 400.
2. Two areas of emphasis are required. At least 12 upper-division credits must be completed in each of these two areas. Courses applied to the emphasis requirement must be taken for letter grades.
3. Tutors may not be included. Courses numbered 400-410, 507, 508, or 510 may not be included unless approved in advance by the general science coordinator.
4. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in general science.
5. At least 24 upper-division science credits must be completed at the University of Oregon to meet the general science residency requirement.

Upper-division courses may be selected from:

- Anthropology. Courses in human and primate anatomy and evolution (ANTH 461-463, 467, 469)
- Biology. BI 307, 308 and BI 311 or a higher-numbered course
- Chemistry. CH 331-339 and CH 411-470
- Computer and Information Science. CIS 313-315 and CIS 413-471
- Exercise and Movement Science. EMS 331-381, 432, 437, 462, 471, 472, 481, 482
- Geography. Physical geography courses (GEOG 421-432)
- Geological Sciences. GEOL 311-350 and GEOL 114-147
- Mathematics. MATH 315-352 and MATH 411-466
- Physics. PHYS 351-390 and PHYS 411-490
- Psychology. Courses in the experimental and physiological areas (PSY 302-304, 430-450, 494)

**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 center on a thesis, which is the culmination of research conducted under the direction of a faculty adviser. The adviser does not need to 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 3.50 in the sciences. In addition, they must complete 9 credits of Research (401) or Thesis (493) 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 and the program director, honors in general sciences will be awarded.

For guidelines and calendar, see a general science advisor.

**Program Planning**

Information about program planning and detailed sample programs are available in the General Science Program office. Prehealth science students planning to major in general science should design their programs to meet the admission requirements of the professional school of their choice. See also the Preparatory Programs section of this catalog.

**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. The College of Education offers a five-year program for middle-secondary teaching licensure in science. See the Educational Leadership, Technology, and Administration section of this catalog.
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), none have prerequisites or require particular high school background. For students transferring to the university in their third year, preparation in introductory college geography courses is desirable.

An undergraduate major in geography follows a broadly based general degree program. Both bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department.

Geography majors must take one of the following four sequences to satisfy the bachelor of science degree’s mathematics requirement:

1. MATH 105, 106, 107—emphasizes problem solving and the interpretation of quantitative information

2. MATH 111, 425, 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 122—introduces computer programming

Geography majors must demonstrate proficiency in a second language either by passing the third term of a second-year university language course or an examination indicating an equivalent level of proficiency.

The B.A. degree is recommended for students who plan to emphasize cultural or regional geography. The B.S. degree is recommended for students planning to emphasize physical geography.

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 students planning graduate study in geography, the B.A. degree is recommended, and the B.S. degree is required.

Lower-division courses are open to any student, with the exception of one regional geography course. At least four courses applied toward the university in their third year, preparation in introductory college geography courses is desirable.

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Group Requirements. All undergraduates must satisfy group requirements. For students planning graduate study in geography, the B.A. degree is recommended, and the B.S. degree is required.

Lower-division courses are open to any student, with the exception of one regional geography course. At least four courses applied toward the university in their third year, preparation in introductory college geography courses is desirable.
Graduate Studies

Graduate work leading to the master of arts (M.A.), master of science (M.S.), and the doctor of philosophy (Ph.D.) degrees is offered. A special option in the master’s program emphasizing geography and education is available for students with public school teaching licensure.

The department's graduate programs emphasize human geography, physical geography with an emphasis on environmental change and 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 geography. Most students follow an individualized program that also includes courses and seminars in related disciplines.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their training to geographic problems.

Admission

To apply for admission, send to the university Office of Admissions the original copy of the Graduate Admission Application form and the application fee and transcripts as explained in the Graduate School section of this catalog. 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. The two carbon copies of the admission application
2. Official transcripts of all undergraduate and graduate college work
3. Three letters of reference from people familiar with the applicant’s academic background or relevant professional experience
4. A score from the Graduate Record Examination (GRE) general test
5. A statement about interests to be pursued at the university. Applicants to the Ph.D. program must include in the statement specific research directions or possible dissertation topics
6. If appropriate, the application for a graduate assistantship or fellowship award
7. For international applicants, a Test of English as a Foreign Language (TOEFL) score of at least 550

General Requirements

In both the master’s and Ph.D. programs, students are expected to develop a broad background in the discipline of geography in-depth knowledge in an area of emphasis and the ability to conduct and report independent research, including the use of appropriate geographic techniques. The area of emphasis may combine more than one traditional subfield of geography. The Ph.D. requires development of more in-depth knowledge in the area of emphasis, and a substantial independent research project resulting in a dissertation. Areas of emphasis in human geography include urban environments, landscape, political geography, ethnicity, religion, language, nationality, and the diffusion of cultural traits.

Geography and Education. The geography and education option relates geographic research methods and perspectives to the teaching of social studies. Course and seminar requirements parallel those for the general master’s program, but teacher licensure is deemed to be a substitute for foreign-language competence. Students must take at least one workshop (GEOG 608) 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.

Students 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 competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. While this program is designed to suit each individual's background and interests, prospective candidates should pay particular attention to the systematic specialization and regional interests of the department's faculty members before applying for admission.

The candidate may use the flexibility of Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

Ph.D. Requirements

In addition to completing Graduate School requirements and a master's degree in geography or equivalent study that includes courses required for a master's degree in geography at the University of Oregon, the Ph.D. program requires at least two graduate seminars in geography (GEOG 607 or 607), one in human geography and one in physical geography, 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 second language at the level required for the master’s degree or computer-programming skills
2. Advanced second-language training to the level required to pass a third-year college-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing three courses in cartography or advanced geographic information systems or three approved advanced-level courses from outside the department

After completing appropriate coursework, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in the following areas: a world region, a systematic field of geography, a topic that integrates several fields of geography, and geographic thought and methodology.
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 dissertation proposal for approval by the student's 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 a tuition waiver but must pay a small fee each term. GTFs usually register for 15 credits of course work each term and are assigned duties for 88 hours per 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 financial aid) provides an alternative means of financial assistance. To apply for loans or grants or for work-study certification, 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, vegetation patterns, weather, and climate: emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Whitlock.


103 Cultural Geography (4) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of major cultural elements. Cohen, Murphy, Searl.

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. Cartier.

196 Field Studies: [Topic] (1–21R)

199 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 distinct. Cartier.

202 Geography of Europe (4) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Murphy.

204 Geography of Post-Soviet States (4) Natural regions, major population groups, and the economic development of the former Union of Soviet Socialist Republics.

205 Geography of Pacific Asia (4) Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia. Cartier.

206 Geography of Oregon (4) Development of Oregon's natural and cultural landscapes, its natural and human resources, and its economic development and environmental problems. Searl.

207 Geography of the United States (4) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration.

209 Geography of the Middle East and North Africa (4) Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa. Cohen.

311 Cartographic Methods (4) Theory and laboratory production of thematic maps; study of the nature of map data, symbols, design, layout, and the history of cartography. Special fee. Buckley.

313 Geographic Field Studies (4) Research techniques in geography applied to local areas and problems. Field trip fee. Majors only.

314 Geographic Data Analysis (4) Nature of geographic data sets; description and summarization of patterns, distributions, and relationships among geographical data. Special fee. Bartlein. Majors only.


322 Geomorphology (4) Landforming processes with emphasis on mass movements, rivers, soils, glacial, and coastal processes. Special fee. Prereq: GEOG 102 or GEOG 103. McDowell.

323 Biogeography (4) Relation of plants and animals to their environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 102. Whitlock.

341 Population and Environment (4) Patterns of population growth over history and place, current policies and programs, and impacts and trends in United States and international contexts. Includes method and theory. Prereq: GEOG 103 or instructor's consent. Cohen.

342 Geography of the World Economy (4) Geographical evolution of the world economy. Patterns and processes of trade, manufacturing, multinational, and culture society in the creation of economic landscapes. Prereq: GEOG 103 or instructor's consent. Cartier, Murphy.

343 Society, Culture, and Place (4) Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Prereq: GEOG 103 or instructor's consent. Murphy, Wixman.

401 Research: [Topic] (1–21R) P/N only

403 Thesis (1–21R) P/N only

405 Reading and Conference: [Topic] (1–21R) P/N only

406 Field Studies: [Topic] (1–21R)


408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–21R) P/N only


416/516 Introductory Geographic Information Systems (4) Introduces fundamentals of geographic information systems. Covers data sources, input, manipulation analysis, data output, and product generation. Special fee. Prereq: GEOG 311 or other course in geographic techniques or instructor's consent. Buckley.


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 palynological analysis. Special fee. Prereq: GEOG 322. McDowell. Required field trips.


427/527 Fluvial Geomorphology (4) Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Prereq: GEOG 322; MATH 111, 112. McDowell. Required field trips. Offered alternate years; not offered 1999–2000.

430/530 Long-Term Environmental Change (4) Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Special fee. Prereq: GEOG 321, 322, 323 or instructor's consent. Whitlock. R required field trips.

431/531 Vegetation History and Ecosystem Dynamics (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.
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. Prereq: GEOG 201 or another course on the region of study or instructor's consent. R when region changes.

472/572 Advanced Geographic Information Systems (4) Use of advanced geographic information system (GIS) software packages for analytical and cartographic purposes. Special fee. Prereq: GEOG 411/511 or an equivalent; instructor's consent. Buckley, Meacham.

475/575 Advanced Geography of Non-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 non-European and American world. Prereq: GEOG 201, another course on the region of study, or instructor's consent. Carter, Walker. R when region changes.

480/580 Progress in Physical Geography (1R) P/N only, Recent developments in climatology, geomorphology, and biogeography. Lectures, reading, presentation of faculty and student works-in-progress.

481/581 Progress in Human Geography (1R) P/N only, Recent developments in cultural, economic, environmental, and political geography. Lectures, reading, presentation of faculty and student works-in-progress. R five times with instructor's consent for maximum of 6 credits. Carter, Cohen, Murphy, Walker, Wixman.

503 Thesis (1-16R) P/N only
501 Research: [Topic] (1-16R) P/N only
502 Supervised College Teaching (1-5R) P/N only
503 Dissertation (1-16R) P/N only
505 Reading and Conference: [Topic] (1-16R) P/N only
506 Field Studies: [Topic] (1-16R) P/N only
507 Seminar: [Topic] (1-5R) P/N only
509 Practicum: [Topic] (1-16R) P/N only
610 Experimental Course: [Topic] (1-5R) P/N only
620 Theory and Practice of Geography (4) P/N only, Overview of the nature of geography, its development as an academic discipline, contemporary issues, and problems in major subfields. Emphasizes meta-theory. Prereq: graduate standing in geography. Murphy.

Undergraduate Studies

The Department of Geological Sciences under graduate program is designed to provide an understanding of the materials that constitute the earth and the processes that have shaped the earth from deep in its interior to the surface environment. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to understanding earth processes in the 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, or earth science).

Students who transfer to the UO Department of Geological Scionces following two years of college work elsewhere should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Career opportunities for geologists are best for students holding advanced degrees. A variety of professional positions are open to students with master of science degrees, 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 as well as research positions in federal agencies and private industry. Students are therefore advised to obtain a graduate degree for most professional positions. Graduates with bachelor’s degrees can qualify for 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 a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree with options in geology or geophysics.

Grade Options and Standards. Geological science undergraduates must take for letter grades (the pass/no pass option is not acceptable) all geological science courses required in their degree program. Required courses taken outside the Department of Geological Sciences (e.g., mathematics, chemistry, physics, biology) must also be taken for letter grades. Required courses must be completed with grades of C- or better. Exceptions for honors students are noted under Honors in Geological Sciences.

Geology Option

Core Requirement

Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOI 101, 102, 103) or Introduction to Geochemistry Laboratory (GEOI 104, 105, 106) or General Geology: Earth’s Interior Heat and Dynamics, Earth’s Surface Processes and Morphology. Evolution of the Earth (GEOI 201, 202, 203) 12-15

General Biology I,II,III: Cells, Organisms, Populations (BLI 211, 212, 213) or General Physics (PHYS 201, 202, 203) or General Chemistry (CH 211, 212, 213) 12

Introductory General Chemistry (CH 211, 212, 213) or General Physics (PHYS 211, 212, 213) 12

Calculus I,II,III (MATI 251, 252, 253) or Calculus I,II,III (PHYS 251, 252, 253) 12

General Chemistry (CH 311) 10

Field Geology (GEOI 430) 10

Set I Requirement

20 credits

The 20 credits of geological sciences courses must have course numbers higher than GEOI 313. Generic courses may not be used to satisfy this requirement. No more than 12 credits may be taken in any one of the following subdivisions of the field.

Structural Geology-Geophysics, GEOI 350, 351, 352, 422, 423, 432, 433, 435, 454, 455, 474, 492, 494, 496, 497, 498, 499

Mineralogy-Petrology-Geochemistry, GEOI 353, 414, 415, 422, 425, 451, 470, 471, 472, 473

Stratigraphy-Sedimentology-Paleontology, GEOI 334, 353, 416, 431, 432, 433, 435, 451, 454, 455, 469

Students who want to earn more than 12 credits in a particular area may apply the additional credits to the Set II requirement.

Set II Requirement

15 credits

Students must take 15 credits of additional course work in geological sciences or related sciences (biology, chemistry, geography, mathematics, physics). The geological science courses cannot be generic. Courses must be selected from the following list:

Biology. Biology courses numbered 261 and above

Chemistry. Advanced General Chemistry Laboratory (CH 238, 239), Organic Chemistry I,II,III (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Numerical Computation with FORTRAN (CIS 153), Computer Science II,III (CIS 210, 211, 212), Algorithms (CIS 315)

Geography. Geomorphology (GEOG 322), Advanced Geomorphology (GEOG 422), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427)

Geological Sciences. The Fossil Record (GEOG 304), any Set I course not taken to satisfy the Set I requirement, and any 400-level course offered by the Department of Geological Sciences

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus, II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of Complex Variables, II (MATH 411, 412), Differential Equations, II (MATH 420, 421), Statistical Methods (MATH 425, 426)

Physics. Foundations of Physics I (PHYSI 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYSI 411, 412, 413), X-ray Crystallography (PHYS 472)

Geophysics Option

Core Requirement

74-77 credits

Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOI 101, 102, 103) or Introductory Geology Laboratory (GEOI 104, 105, 106) or General Geology: Earth’s Interior Heat and Dynamics, Earth’s Surface Processes and Morphology. Evolution of the Earth (GEOI 201, 202, 203) 12-15

General Biology I,II,III: Cells, Organisms, Populations (BLI 211, 212, 213) or General Physics (PHYS 201, 202, 203) or General Chemistry (CH 211, 212, 213) 12

Introductory General Chemistry (CH 211, 212, 213) or General Physics (PHYS 211, 212, 213) 12

Calculus I,II,III (MATH 251, 252, 253) 12

Calculus I,II,III (MATH 251, 252, 253) 12

General Physics with Calculus (PHYS 251, 252, 253) 12

General Physics with Calculus (PHYS 251, 252, 253) or Foundations of Physics I (PHYS 251, 252, 253) 12

Calculus I,II,III (MATH 251, 252, 253) 12

Introduction to Differential Equations (MATH 256) 12

Several-Variable Calculus, II (MATH 281, 282) 8

Introduction to Numerical Computation with FORTRAN (CIS 153) or a higher-numbered CIS course 12

Mineralogy I: Physics and Chemistry of Minerals (GEOG 331) 4

Structural Geology (GEOG 350, 351, 352) 5

Set I Requirement

20 credits

The 20 credits of geological sciences courses must be in courses numbered higher than GEOI 311. Generic courses may not be used to satisfy this requirement. No more than 12 credits may be taken in any one of the following subdivisions of the field.

Structural Geology-Geophysics, GEOI 350, 351, 352, 422, 423, 432, 433, 435, 454, 455, 474, 492, 494, 496, 497, 498, 499

Mineralogy-Petrology-Geochemistry, GEOI 353, 414, 415, 422, 425, 451, 470, 471, 472, 473

Stratigraphy-Sedimentology-Paleontology, GEOI 334, 353, 416, 431, 432, 433, 435, 451, 454, 455, 469

Students who want to earn more than 12 credits in a particular area may apply the additional credits to the Set II requirement.

Set II Requirement

15 credits

Same as for the geology option, with the understanding that physics, computer science, and mathematics courses required for the core cannot be used to satisfy this requirement.
Honors in Geological Sciences

Honors students may apply a maximum of 6 credits of Thesis (GEOL 403) to the Set II requirements. Application for graduation with honors in geological sciences must be made no later than spring term of the student's junior year. To be eligible for graduation with honors, a student must:

1. Maintain either a 3.50 grade point average (GPA) or better in geological sciences courses or a 3.00 GPA or better in all science courses.
2. Submit and orally present an acceptable honors thesis written under the supervision of a department faculty member serving on a committee with two other faculty members. The 6-credit thesis should be presented no later than three weeks before final examinations during the term the student plans to graduate.

Minor Requirements

Students with majors in other departments who want a minor in geological sciences must begin with either Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106) or General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203). In addition, a minimum of 15 credits must be earned in other geological science courses numbered 300-499. Any four 300-400-level geological science courses listed in the UO Catalog may be used to meet this requirement, except that no more than 8 credits in GEOL 303, 304, 306, 307, 308, or 310 may be applied to the minor. 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: The Fossil Record (GEOL 304), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 310), Earth Resources and the Environment (GEOL 310). Three additional geological science courses must also be chosen. Students with strong science backgrounds may choose from Geology of the Interior (GEOL 311, 312), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Paleontology I or II (GEOL 431, 432, 433), Palaeoecology (GEOL 435).

Group Requirements

Eleven geological sciences courses satisfy university science group requirements. See the Group Requirements section of this catalog under Registration and Academic Policies.

Middle and Secondary School Teaching

The College of Education offers a five-year program for middle-secondary teaching license in science. See the Educational Leadership, Technology, and Administration section of this catalog.

Graduate Studies

The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in geochemistry, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

Basic university requirements for graduate degrees are described in the Graduate School section of this catalog. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should write to the Department of Geologic Sciences for details.

Programs

Graduate study in geological sciences may be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, stratigraphy-sedimentary petrology-paleontology, structural geology-geophysics, and economic geology (mineral deposits). Students are encouraged to sample coursework from all of these areas. Independent thesis research may be pursued in any area with the consent of a faculty thesis advisor.

Mineralogy-Petrology-Geochemistry

The department has excellent analytical and other research facilities for petrologic and geochemical studies. The volcanic and metamorphic terranes of the Northwest offer an unsurpassed natural laboratory for research and graduate instruction in the broad field of igneous and metamorphic processes.

Active research programs are diverse. They include field and analytical study of igneous and metamorphic rocks in the Cascade Mountains and various parts of the Cordillera in western North America; experimental and theoretical study of igneous silicate systems (e.g., phase equilibria, trace-element partitioning, and rheological properties); studies of igneous petrogenesis; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and geochemistry, tectonics, and fluid mechanics of the lithosphere and the asthenosphere.

Stratigraphy-Sedimentary Petrology-Paleontology

The research interests of faculty members in this group encompass a broad range of geologic problems related to sedimentary rocks. Current research programs include study of coastal and oceanic sediments; provenance and depositional environments of Tertiary sedimentary rocks of Oregon; provenance and diagenesis of deep-sea sands from the Japan Sea; regional stratigraphy of the Pacific Northwest; Paleozoic brachiopod and conodont biostratigraphy of Australia, western North America, and northwest Europe; biochemistry of fossil brachiopods and conodonts; evolution of major kinds of soils and terrestrial ecosystems through geological time; Cretaceous and Cenozoic foraminifera, and Cenozoic diatoms and silicoflagellates. Opportunities for research in palynology are also available through cooperation with the Departments of Biology and Geography.

Structural Geology-Geophysics

Graduate work in the structural geology-geophysics area involves the study of the earth's dynamic processes on all scales. 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 study of mantlewide convection, particularly the largescale role of subduction, is a rapidly developing field. Geophysical observations including long wavelength gravity, seismic studies of large-scale mantle heterogeneity, and plate tectonic reconstructions are being combined with theoretical fluid mechanics to map roughly the global pattern of convection and plate motions.
Structural geology focuses on applying modern field and analytical techniques to solving problems in Cenozoic tectonics and active faulting. Detailed field mapping, trench logging, and geometric analysis are combined with seismic array data, land- and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon’s Basin and Range province and coastal deformation, active tectonics of the San Andreas Fault system, and seismic risk along the Pacific margin of the United States and southeast and central Asia.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes. Seismic tomography, gravimetric, and magnetic methods are being used to explore the three-dimensional structure of the axial magma chamber beneath the fast-spreading East Pacific Rise as well as upper-mantle structure. Expeditions to the slow-spreading Mid-Atlantic Ridge study seismicity associated with lithospheric rifting.

Laboratory and theoretical studies address both the microscopic and the macroscopic nature of partial melting in the upper mantle.

Mineral Deposits. Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., red bed–brine reaction, boiling epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities

The Condon 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 broadband (0.05–50Hz) seismic array, an electron microprobe, a scanning electron microscope with image analysis, X-ray diffraction, atomic absorption and emission, and wet-chemical analysis.

An experimental petrology laboratory covers a wide range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C are available for studying crystalline, partially molten, and molten silicates under mantlelike conditions. Other equipment measures transport properties and viscosity in melts and rocks at high temperatures.

Computers are used for much of the research in the department including acquisition of analytical and magnetotelluric 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 workstations, which supports the seismic array, as well as a Novell network for PCs and Macintosh computers. A new computation and visualization laboratory housing ten Indigo 2 Silicon Graphics workstations and a link to a parallel-processing machine in the Department of Computer and Information Science is available for research in fluid mechanics and seismology.

The Internet can be accessed through the UO/Net fiber-optic link. A student computer facility equipped with IBM and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and palynological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an X-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a consultant-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 whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral Industries, United States Geological Survey, and private mining companies.

Approximately three-fourths of the department’s graduate students are fully or partially supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

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. Waif.

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; orogenesis; stratigraphy and evolution of North America; evolution of plants and animals. Retallack.

104, 105, 106 Introductory Geology. Laboratory (1, 1, 1) Properties of minerals and rocks; reading topographic and geologic maps; use of aerial photographs; model simulations of geologic processes; fossils.

198 Laboratory Projects: [Topic] (1–5R)


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 laboratory. For science majors, Clark Honors College students, and students with science backgrounds. Toomey.

202 General Geology: Earth’s Surface Processes and Morphology (4) Chemical and physical processes that shape the earth. Topics include classification of crustal materials; rocks and minerals; evolution of the crust through metamorphism and plutonism; weathering. Includes a weekly two-hour laboratory. For science majors, Clark Honors College students, and students with science backgrounds. Manda.

205 General Geology: Evolution of the Earth (4) Origins, early history, and physical evolution of the earth; origin and evolution of plant and animal life on earth; geologic time scales, development of the global stratigraphic section. For science majors, Clark Honors College students, and students with science backgrounds. Savage.

303 Geology of National Parks (4) Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states. Miller.
469/569 Geological Fluid Dynamics. [Topic] (4)
Advanced topics in gravity currents, ocean sediment transport, volcanology, geodynamics. Requires a group or personal project and a research paper with oral presentation. Prereq: GEOL 454/554 or instructor’s consent. R twice when topic changes for maximum of 12 credits. Manga. 470/570 Introduction to Geochemistry (4)
Analytical techniques of geochemistry, distribution of elements in terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 312 or CH 411/511, 412/512, 413/513 or instructor’s consent. Goles.
471/571 Thermodynamic Geochemistry (4)
472/572 Aqueous Geochemistry (4)
Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 213 or 223; MATH 252. Reed.
473/573 Isotope Geochemistry (3)
Introduction to nuclear physics and isotopic systematics; techniques of isotopic analysis; applications of stable (nonradioactive and radioactive) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent. Goles.
BI 485/585 Paleobiology and Paleocology (3)
See Biology
BI 495/595 Methods of Pollen Analysis (3)
See Biology
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
603 Dissertation (1-16R) P/N only
606 Reading and Conference: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Laboratory Projects: [Topic] (1-3R)
609 Practicum: [Topic] (1-3R)
610 Experimental Course: [Topic] (1-5R)
620 Advanced Igneous Petrology (3)
621 Advanced Metamorphic Petrology (3)
628 Advanced Paleontology III: Micropaleontology (3) Biology, taxonomy, ecology, and biostatigraphy of important microfossil groups. Prereq: GEOL 103 or 203; or GEOL 431/531, 432/532, or 433/533, or instructor’s consent. Orr. Not offered 1999-2000.
631 Advanced Seismology (3)
632 Hydrothermal Geochemistry (3)
712 Volcanology (3)
Undergraduate Studies

The Department of Germanic Languages and Literatures offers a bachelor of arts (B.A.) degree with a major in German. Students can focus their studies by emphasizing either German language, literature, and culture or German and Scandinavian.

The department does not accept a grade of C– or lower in any course used to fulfill requirements for a major 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 study of a third language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history.

Careers. A bachelor’s degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in entering graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in Germanic languages. Recent graduates of the department have been successful applicants to schools of law and business.

Major Requirements

The following courses cannot be applied to the major: German for Reading Knowledge (GER 103, 205, 206), Introductory Seminar (GER 204), Intermediate Seminar (GER 205), Modern German History (HIST 401), Postwar Germany (PS 336), Politics of Western Europe (PS 424)—with German emphasis; other upper-division topical courses if approved by adviser.

Students who want to study in Germany should plan their course work carefully.

German and Scandinavian Focus

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 FINN or DANE or NORW or SWED 203

2. Completion of GER 203 or equivalent with a grade of mid-C or better

3. Eleven upper-division Scandinavian courses (44 credits) including:
   a. Three language courses in one Scandinavian language
   b. Eight Scandinavian literature or culture courses, of which one must be a culture course
   c. One upper-division German literature or culture course may be substituted for a Scandinavian course
   d. One credit in the German advising conference workshop taken pass/no pass (PIN)

   One course may be taken pass/no pass.

Honors

To earn a bachelor of arts degree with departmental honors, a student must maintain at least a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 4 credits in Thesis (GER 405). 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.

German Minor. The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international studies, international business, European history, medieval studies, sociological science, political science, linguistics, art history, music history, other languages, theater, and related fields.

The German minor requires courses in German (28 credits) at the upper-division level. These may include courses in language, literature, and culture and civilization. Only one literature-in-translation course (GER 350, 351, 352, 354) may be applied to the minor. No courses from other departments may count toward the minor in German. Grades of at least B (pass) or C (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass.

Scandinavian Minor. The Scandinavian minor correlates well with studies that have international or European 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 FINN or DANE or NORW or SWED 203

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

   One course may be taken pass/no pass.

Specific questions about the Scandinavian minor should be directed to departmental undergraduate advisers.

German Area Studies Minor. The German area studies minor requires—in addition to second-year language proficiency—28 credits distributed as follows:

28 credits

Three courses selected from Intermediate Language Training (GER 311, 312, 313), Introduction to German Culture and Society (GER 340, 341), Introduction to German Literature (GER 360, 361, 362), Themes in German Literature (GER 366, 376, 368), Special Studies (GER 399), Seminar (GER 407), Experimental Course (GER 410), Advanced Language Training (GER 413, 412, 413), Play Performance (GER 425), German Culture and Society (GER 440), German Literature to the End of Enlightenment (GER 450), Special Topics in German Literature (GER 460) .................................. 12

Four courses selected from the following, at least two at the 400 level and no more than two from the same department: Modern German Art (ARH 454), German (HIST 340, 341, 342), Early Modern German History (HIST 442), Modern German History (HIST 443), The Music of Bach and Handel (MUS 351), The Classic Symphony and Sonata (MUS 352), 17th- and 18th-Century Philosophers (PHIL 433), 19th-Century Philosophers (PHIL 453)—both on German philosophers only; Political Systems of Postwar Germany (PS 336), Politics of Western Europe (PS 424)—with German emphasis; other upper-division topical courses if approved by adviser ......................................................... 16

Three courses must be taken on the UO campus, at least one of them in the Department of Germanic Languages and Literatures. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. Only one course may be taken pass/no pass.

To count toward the German area studies minor, general courses numbered 399, 407, 410 and permanently numbered courses with changing topics are subject to adviser’s approval to ensure that the course has a substantive emphasis on German studies.

Scandinavian Minor. The Scandinavian minor correlates well with studies that have international or European 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 FINN or DANE or NORW or SWED 203

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

   One course may be taken pass/no pass.

Specific questions about the Scandinavian minor should be directed to departmental undergraduate advisers in Scandinavian.
Study Abroad

The department encourages students of German to study in Germany on one of the University of Oregon-sponsored exchange programs—the year-long Baden-Württemberg program or the spring intensive German-language program in Tübingen. Students may also study for one or two terms in Vienna through the Northwest Council on Study Abroad. Another opportunity is to study during the summer at the Deutsche Sommerakademie at Fazilik in Turkistan.

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 Academic Affairs section of this catalog.

For more information students should consult departmental representatives and the Office of International Education and Exchange. 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. Study in Germany (GER 317) is also recommended in preparation for the German university language qualifying examination and for general orientation.

German majors must complete six courses on the UO 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 catalog.)

Students may submit petitions to the Germanic languages and literatures department requesting exceptions to the above.

Danmark, Finland, Norway, and Sweden: Students in Scandinavia are strongly encouraged to spend a year studying in an exchange program at Denmark’s International Study Program in Copenhagen, at Aalborg University in Denmark, at the University of Tampere in Finland, at the University of Bergen in Norway, or at the University of Uppsala in Sweden. For more information consult departmental advisers in Scandinavia.

Secondary School Teaching

The College of Education offers a five-year program for teaching licensure in foreign language. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

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 romanticism, idealism, historicism, psychoanalysis, expressionism, and Marxism, that helped shape the European intellectual tradition.

The graduate curriculum acquaints students with the history of German letters, places this history in the European context, and provides 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, 690 Students take one course each term. These courses are grouped according to common themes to give the program a topical and critical coherence. Core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year the core courses are genre oriented (narrative, drama, and lyric). While their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year the core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose (GER 624) acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations (GER 625) presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film).
3. Various topics in research methods, literary theory, history of German literature, and advanced methodology.

Students should consult an appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree for teaching German.

German Courses (GER)

Because every course listed here cannot be offered every year, students should consult the most recent UO Schedule of Classes.

101, 102, 103 First-Year German (5,5,5) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Sequence.
104, 105 Intensive First-Year German (6,6) Cover the same work as GER 101, 102, 103. Sequence. Offered only during summer session.
196 Field Studies: [Topic] (1–2R) 198 Workshop: [Topic] (1–2R)
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 or GER 105 or equivalent.
204, 205 Intensive Second-Year German (6,6) Covers the same work as GER 201, 202, 203. Sequence. Prereq: one year of college German or equivalent or instructor's consent. Offered only during summer session.
221 Postwar Germany: Nation Divided (3) Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany.
222 Voices of Dissent in Germany (3) Compares controversial East and West German literary movements that examined private life to criticize the public and political spheres.
223 Germany: A Multicultural Society (3) Examines complexities of the increasingly multicultural German society through the writings of African, Turkish, and Jewish Germans.

311, 312, 313 Intermediate Language Training (4,4,4) Extensive practice in speaking and writing German; complex grammatical structures in writing. Prereq: GER 203 or equivalent.
317 Study in Germany (4) Intensive German grammar review in preparation for Prüfung zum Nachweis der deutschen Sprache, a required test for students in German exchange programs. Pre- or coreq: GER 203 or equivalent.
327, 328, 329 German for Reading Knowledge (4,4,4) Intensive practice in grammar; reading texts in the student's own field. Sequence. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.
340, 341 Introduction to German Culture and Society (4,4) By Winston, various themes such as Kant, Marx, Freud, and Weber. 340: the emergence of Germany as a cultural and political entity explored through literature, film, and art. 341: the German crisis of modernization. Prereq: two years of college German or instructor's consent. Readings, discussion, and written assignments in German. Not offered 1999–2000.
350 Genres in German 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 tolerance in German-speaking cultures. Topics vary.
352 Authors in German Literature (4) Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Dostoevsky, Kafka, Flanner, Brecht, and Nietzsche. No knowledge of German required; readings and discussions in English.
353 German Cinema: History, Theory, Practice (4) In-depth analysis of various facets of German cinema. Topics include film and the Third Reich, cinema and technology, German filmmakers in America, etc. German New Wave. Conducted in English.
360, 361, 362 Introduction to German Literature (4,4,4) Introduction to textual analysis — poetry, plays, and prose from 1600 to the present — in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Prereq: two years of college German or instructor's consent. Recommended for majors.
366, 367, 368 Themes in German Literature (4,4,4) Significant literary texts organized by theme — crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past. Prereq: two years of college German or instructor's consent. Not offered 1999–2000.
399 Special Studies: [Topic] (1–5R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on various aspects of German language, literature, or culture and civilization. R when topic changes.
503 Thesis (1-16R)
505 Reading and Conference: [Topic] (1-16R)
506 Special Problems: [Topic] (1-16R)
407/507 Seminar: [Topic] (1-5R) Recent topics include German Literature since 1945 and Turn-of-the-Century German Literature.
408/508 Workshop: [Topic] (1-16R)
409 Practicum: [Topic] (1-3R)
410/510 Experimental Course: [Topic] (1-5R) Recent topics include Doppelgänger, Post-colonial Travel, Travelogs.
411, 412, 413 Advanced Language Training (4,4,4) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. 413: grammar, 412: writing, 413: speaking. Prereq: GER 311, 312, 313 or instructor's consent.
420/520 German Philology: [Topic] (4R) Introduction to German language and writings of the Middle Ages. Topics include Middle High German, Old High German and Old Saxon, Gothic, and history of German. Prereq: fluency in modern German or instructor's consent. R when topic changes. Not offered 1999-2000.
425 Play Performance: [Topic] (4R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Prereq: two years of college German or instructor's consent.
440/540 German Culture and Society: [Topic] (4R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, the politics of unification, women and German film, peace movements. Prereq: two years of college German or instructor's consent.
440/540 German Culture and Society: [Topic] (4R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, the politics of unification, women and German film, peace movements. Prereq: two years of college German or instructor's consent.
450/550 German Literature to the End of Enlightenment (4R) German literature from the medieval period, the Reformation, the baroque, and the Enlightenment. Literary history of these periods. Prereq: GER 360, 361, 362 or instructor's consent. Not offered 1999-2000.
460/560 Special Topics in German Literature: [Topic] (4R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society; history and literature, the political imagination). Prereq: GER 360, 361, 362 or instructor's consent. R when topic changes.
468/568 Applied German Phonetics (4) The articulatory basis of German pronunciation; analytic comparison of the sounds of German and English; diagnosis and remedy of common errors in American pronunciation of German. Prereq: three years of college German or instructor's consent.
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-6R) 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) Topics include Philosophical Traditions.
608 Colloquium: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) P/N only
610 Experimental Course: [Topic] (1-5R)
621 Narrative (4R) Analysis and theory of narrative texts. R when topic changes.
622 Drama (4R) Analysis and theory of dramatic texts. R when topic changes.
623 Lyric (4R) Analysis and theory of lyric texts. R when topic changes.
624 Critical and Philosophical Prose (4R) Examines important aspects of German philosophy. R when topic changes.
625 Translations-Transformations (4R) Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film), R when topic changes. Not offered 1999-2000.
660 Theory and Methods of Second-Language Teaching (4) Comparative introduction to theories and methodologies of second-language teaching. Application of various pedagogical approaches in the classroom.
666 Authors of German Literature: [Topic] (4R) Generally focuses on one single period in the history of German literature. Typical topics include medieval literature, baroque literature, romanticism, and contemporary German literature. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999-2000.
666 Authors of German Literature: [Topic] (4R) Generally focuses on one single period in the history of German literature. Typical topics include medieval literature, baroque literature, romanticism, and contemporary German literature. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999-2000.
700 Literary Studies: [Topic] (4R) Research methods, literary history, history of German literature, and advanced methodology. Typical topics include contemporary, major German critics, literature and nonliterary forms. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999-2000.
700 Literary Studies: [Topic] (4R) Research methods, literary history, history of German literature, and advanced methodology. Typical topics include contemporary, major German critics, literature and nonliterary forms. Prereq: graduate standing or instructor's consent. R when topic changes. Not offered 1999-2000.

Scandinavian Courses (SCAN)
196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
250 Scandinavian Fantasies (3) Explores portrayals of the fantastic and fantasy characters in Scandinavian texts. Sample topics are crime fiction, folklore and mythology, gothic towers and tales. Conducted in English.
315 Cinematic Traditions in Scandinavia (4) Examines the early history and development of the Scandinavian cinematic culture including the works of Ingmar Bergman. Conducted in English; films subtitled.
325 Constructions versus Constrictons of Identity (4) Explores the notion of regional, ethnic, gender, and class identity in Scandinavian texts and culture. Topics include immigrant-experience, lore of the Arctic, Finland-Swedish writing. Conducted in English.
340 Emergence of Nordic Cultures and Society (4) Explores the early history of the Nordic area from pre-Viking days to the mid-1800s. Includes Scandinavian and Finn folklore, Shamanic traditions of polar peoples, folk art and music. Conducted in English.
341 Revisions of the Scandinavian Dream (4) Examines development of Scandinavian countries from impoverished kingdoms on the European periphery to modern, multicultural welfare societies. Analyzes patterns in the arts, social and political structures, ecological issues. Conducted in English.
351 Periods in Scandinavian Literature (4) Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Readings and discussions in English.
352 Topics in Scandinavian Literature (4) Topics include war and peace, folk literature, film as narrative. Student discussion, oral presentations, and written papers. Readings and discussions in English.
353 Scandinavian Women Writers (4) Interaction between literature and society; focus on written by contemporary authors. Readings and discussions in English.
354 Genres in Scandinavian Literature (4) Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Readings and discussions in English.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
403 Thesis (1-21R)
405 Reading and Conference: [Topic] (1-21R)
406 Special Problems: [Topic] (1-21R)
408 Workshop: [Topic] (1-21R)
409 Practicum: [Topic] (1-3R)
410 Experimental Course: [Topic] (1-5R)
405 Reading and Conference: [Topic] (1-21R)
406 Special Problems: [Topic] (1-21R)
408 Workshop: [Topic] (1-21R)
409 Practicum: [Topic] (1-3R)
410 Experimental Course: [Topic] (1-5R)
605 Reading and Conference: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) P/N only

Danish Courses (DANE)
101, 102, 103 First-Year Danish (4,4,4) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language. Sequence.
109 Special Studies: [Topic] (1-5R)
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-16R)
403 Thesis (1-16R)
405 Reading and Conference: [Topic] (1-16R)
409 Practicum: [Topic] (1-16R)
Finnish Courses (FINN)

199 Special Studies: [Topic] (1–5R)
201, 202, 203 Second-Year Finnish (4,4,4)
Review of grammar, composition, conversation. Readings from various texts in Finnish. Sequence or instructor's consent.

Norwegian Courses (NORW)

199 Special Studies: [Topic] (1–5R)
201, 202, 203 Second-Year Norwegian (4,4,4)
301, 302, 303 Third-Year Norwegian (4,4,4)

Swedish Courses (SWED)

199 Special Studies: [Topic] (1–5R)
201, 202, 203 Second-Year Swedish (4,4,4)
Introduction to the history of the language, readings from various texts in Swedish. Sequence.
301, 302, 303 Third-Year Swedish (4,4,4)
Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. Sequence. Prerequisite for 301: SWED 203 or instructor's consent. Conducted in Swedish.

Undergraduate Studies

The study of history offers both a framework for a liberal education and the background that is essential for understanding the contemporary world. Through analyzing interpretive studies and 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.

Emeriti

Edwin R. Bingham, professor emeritus. B.A., 1941, M.A., 1942, Occidental; Ph.D., 1941, California, Los Angeles. (1949)
William S. Hanna, professor emeritus. A.B., 1942, Ph.D., 1959, California, Berkeley. (1965)
Earl Pomeroy, Beckman Professor Emeritus of Northwest and Pacific History. B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley. (1949)
Barbara Corrado Pope, women's studies
Preparation. Students who plan to major in history should include in their high school studies four years of social studies, four years of English, and as much preparation as possible in a second language. It is recommended that students transferring to the university at the end of their sophomore year should have completed a year of Western civilization, a year of United States history, and at least one year of a second language.

Careers. History provides a broad foundation for a variety of careers in teaching, law, journalism, international endeavors, foreign service, business, government, the ministry, librarianship, museum and archival work, and historic preservation. Work beyond the bachelor's degree is required in many of these fields.

Advising and Entering the Major. The Department of History requires students to have formal advising at the time that they enter the major. The advising coordinator assigns each student a faculty adviser who reviews departmental requirements and helps the student develop a plan that directs the course of study and ensures timely completion of the requirements. The faculty adviser is available for periodic review of the program and of progress in the major.

A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisers are trained in university and history major requirements, and they serve as a resource on graduate program in history, careers in history, and history-related activities in the university and the community. Students may obtain a checklist outlining the major in the history office and in the history peer advising office.

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 either 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 second-language requirement for the university's bachelor of arts degree. They must demonstrate proficiency in a second language either by completing, with a C-or better, at least the third term, second year of a second language. Proficiency may also be demonstrated by an examination, administered by the 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 three courses numbered 410-499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. 45 graded credits in history courses, 29 of which 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 in 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 secured approval from the director of undergraduate studies for this option enroll in Reading and Conference (HIST 405) for 2 graded credits. The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in 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 is permitted only when there are strong pedagogical reasons for pursuing it.
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 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 25 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 credit. 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 400-level courses. Twenty-one upper-division history credits, including two courses numbered 410-499 and a seminar (HIST 405), must be taken at the University of Oregon. Students must have a grade point average (GPA) of 2.50 or higher earned 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.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

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 the graduate program 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 Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores for international students
6. A statement of personal and 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 Europe, Europe 1400-1815, Europe since 1789, Britain and its empire, Russia, United States, East Asia, Southeast Asia, and Latin America. 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 Writings (HIST 612, 613, 614). They must take at least 5 additional seminar credits (HIST 507 or 607). Before receiving the degree, they must demonstrate competence in a second language. Candidates must also take at least 9 graded credits in their secondary field. Students must write a master's thesis in the primary field and defend the thesis in an oral examination. They demonstrate mastery of the primary field by preparing and defending a course syllabus in that field.

Doctor of Philosophy

Applicants are expected to have completed a master's degree in history or a closely allied field. All first-year doctoral students without equivalent training must take Historical Methods and Writings (HIST 612, 613, 614). Doctoral students must take two seminars or colloquia (HIST 507 or 607, HIST 508 or 608). They must pass a
253 African Americans in the West (4) Covers the African American population of the West from the American Revolution to the Second World War. Includes the Women in the West, Civil Rights Movement, and the Iberian Peninsula.

258 The Crisis of the 17th Century (4) Covers the European and American crises of the 17th century, including the Thirty Years' War, the French Revolution, and the American Revolution.

260 Russia, America, and the World (4) Covers the relationship between Russia and America, including the Russian Revolution, the Cold War, and the collapse of the Soviet Union.

265 Religious Life in the United States (4) Covers the religious history of America, including the Puritans, the Founding Fathers, and the Civil Rights Movement.

270 The South (4) Covers the history of the American South, including the Civil War, Reconstruction, and the Civil Rights Movement.

275 The American City: [Topic] (4R) Covers the history of the American city, including the growth of cities, urban planning, and the impact of technology.

280 Western Europe in the Middle Ages: [Topic] (4R) Covers the history of Western Europe in the Middle Ages, including the Crusades, the Black Death, and the Renaissance.

285 Russia, America, and the World (4) Covers the relationship between Russia and America, including the Russian Revolution, the Cold War, and the collapse of the Soviet Union.

290 Foundations of East Asian Civilization (4) Introduces to traditional Chinese and Japanese culture, focusing on Confucianism, Buddhism, Daoism, and their influence on contemporary culture.

295 Civilization and the West (4) Introduces to the history of Western civilization, including the growth of cities, the Renaissance, and the Scientific Revolution.

300 American History: [Topic] (4R) Covers the history of America, including the founding of the United States, the Civil War, and the Civil Rights Movement.

305 The Study of History (4) Introduces to the methods of historical research, including sources, primary and secondary sources, and quantitative methods.

310 Europeans and the World: [Topic] (4R) Covers the history of Europe's impact on the world, including the Crusades, the Age of Exploration, and the Industrial Revolution.

315 The Crisis of the 17th Century (4) Covers the European and American crises of the 17th century, including the Thirty Years' War, the French Revolution, and the American Revolution.

320 Modern Europe (4,4,4) Covers the history of Europe from the 18th century to the present, including the Industrial Revolution, the French Revolution, and the Enlightenment.

325 The West in the 17th Century (4) Covers the history of Western civilization in the 17th century, including the growth of cities, the Scientific Revolution, and the Enlightenment.


335 The Middle Ages (4,4,4) Covers the history of the Middle Ages, including the Crusades, the Black Death, and the Renaissance.

340 Germany in the 19th Century (4,4,4) Covers the history of Germany in the 19th century, including the unification of Germany, the German Empire, and World War I.

345 Germany in the 20th Century (4,4,4) Covers the history of Germany in the 20th century, including World War II, the Cold War, and the reunification of Germany.

350 Latin America (4,4,4) Covers the history of Latin America, including the Spanish and Portuguese empires, the Latin American Wars of Independence, and the 20th century.

355 Latin America (4,4,4) Covers the history of Latin America, including the Spanish and Portuguese empires, the Latin American Wars of Independence, and the 20th century.

360 Latin America (4,4,4) Covers the history of Latin America, including the Spanish and Portuguese empires, the Latin American Wars of Independence, and the 20th century.
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 internal 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 mercantilism to political independence and national definition, 1750–1910. 382: reform and revolution in modern Latin American history, 1910 to the present. Sophomore standing recommended.

385, 386 India: (4,4,3) 385: history of India from the Mughal 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. McGowen.

387 Early China: (4) Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy. Brokaw.


399 Special Studies: (1-5R) 401 Research: (Topic) (1-9R) P/N only

402 Thesis: (1-5R) P/N only

405 Reading and Conference: (Topic) (1-6R)

407/507 Seminar: (Topic) (5R) Current topics include African Americans in the West, Ancient Slavery, Japan, Machiavelli, Medicine and Society in America, and Stalinism.

408/508 Colloquium: (Topic) (1-6R) Current topics include Ancient and Modern Empires.

409 Supervised Tutoring Practicum: (Topic) (1-3R)

410/510 Experimental Course: (Topic) (1-6R) A recent topic is Age of Reform.

411/511 Social History: (Topic) (4R) Variable topics include popular culture, peasants, family history, elites, popular uprisings, and popular movements. R when topic changes.


413/513 Ancient Rome: (Topic) (4R) Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. I: Roman Republic, II: Roman Empire, III: Roman Society. Nicols. R twice when topic changes for maximum of 12 credits.

417/517 Society and Culture in Modern Africa: (Topic) (4R) Explorations in various topics with attention to class, age, and power. I: Urban Popular Culture, II: Urbanization, III: African Islam. Prereq: HIST 325 or 326, depending on topic, or instructor's consent. Fair. R twice when topic changes for maximum of 12 credits.

418/518 Social and Economic History of Medieval England, 1050–1530: (4) Detailed studies of selected topics such as towns, women and family, demography, and impact of war on society. Prereq: instructor's consent. Mate.

420/520 The Idea of Europe: (4) The concept and experience of "Europe" explored creatively throughout history from multiple disciplinary perspectives. Sheridan.


426/526 Society and Culture in 18th-Century Europe: (Topic) Urbanization, secularization, the growth of literacy, and the emergence of the worker as cultural icon. HIST 102 or 301 recommended. Birn.


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 1914–18 through the present. I: European Fascism. II: Jews in Modern Europe. III: Eastern Europe since World War I. IV: Europe since 1945. Hessler, McColo. R when chronological or thematic topic changes.


434/534 Modern British History: (Topic) (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. McGowen. R twice when topic changes for maximum of 12 credits.


439/539 Renaissance Europe: (Topic) (4R) Cultural and intellectual history from 1210 to 1600. New religious movements, social and political change in cultural context, theology and philosophy, humanism, the rise of vernacular literature. I: Individuo and Society, 1215–1527, II: State and Culture, 1494–1600. Rondeau. R once when topic changes for maximum of 8 credits.

440/540 The Book in History: (4) The book as a primary vehicle for the spread of ideas. Topics include the history of authorship, reading, censorship, property rights, and marketing practices. Birn, McTigue.

441/541 16th-Century European Reformations: (4) History of religious, personal, and institutional reformations; includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. Rondeau.

442/542 Early Modern German History: (Topic) (4R) Variable topics include peasant society, the foundations of absolutism, the German Enlightenment, industrialization. R twice when topic changes for maximum of 12 credits.

443/543 Modern Germany: (Topic) (4R) Variable topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. R twice when topic changes for maximum of 12 credits.

445/545 Tsarist and Imperial Russia: (Topic) (4R) Creation of a great Eurasian civilization; geopolitical expansion, Siberia, imperialism, origins of autocracy, serfdom, church and state, political opposition, rise of civil society, industrialization. Kimball. R twice when topic changes for maximum of 12 credits.

446/546 Rise and Fall of the Soviet Union: (Topic) (4R) Revolutionary tradition, 1917 revolutions, civil war, Stalin's revolution, planned economy, daily life, women, environment. Gorbachev's perestroika, the rise of a new Russia. E: Gorbachev and Yeltsin. II: The Cold War. Hessler, Kimball. R once when topic changes for maximum of 8 credits.

449/549 Race and Ethnicity in the American West: (4) Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups.

450/550 American History: (Topic) (4R) Reviews current scholarly literature on American history. Selected problems may include Oregon, California, or New York history and culture, crime and violence. R twice when topic changes for maximum of 16 credits.


455/555 Colonial American History: (4) Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, politics. Dennis.

456/556 Revolutionary America: (4) Origins, consequences, meanings of American Revolution, changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution, institutional, and mythic legacy. Dennis.


460/560 American Intellectual History: (Topic) (4R) Leading thinkers and prevalent modes of thought in American life from European


463/563: European settlement to 1877—colonial America as preindustrial society; transport and commercial revolutions; economics of slavery. Civil War. Reconstruction. 464/564: 1877 to present—causes, costs, conflicts of industrialization; regulation, cycles, and crises of postwar boom; race, gender, and economic change; current problems in perspective. Pope.

466/566, 467/567 The American West (4,4) Social, political, and cultural history. 466/566: peoples of the American West and the expansion of the United States in the 19th century. 467/567: 20th-century immigration, urban growth, economic development; social and political institutions, politics of race, ethnicity, and gender in a multicultural region. Ostler, Pascoe.

468/568 The Pacific Northwest (4) Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Brown, Ostler.

469/569 American Indian History: [Topic] (4R) Variable chronological, thematic, and regional topics, including Indian history to 1860: 1860 to the present; Indians and colonialism, Indians and environments; Indians and gender; regional histories. Dennis. R twice when topic changes for maximum of 12 credits.


478/578 Revolutions in Modern Latin America (4) Analyzes social revolutions in Mexico, Cuba, Nicaragua, and other 20th-century revolutionary movements. Discusses politics, hemispheric relations, and construction of revolutionary cultures and traditions.


481/581 481/581 Latin American Regional History: [Topic] (4R) Explores the social, political, economic, and cultural dynamism of historical change that have affected the peoples and countries of Latin America. Sophomore standing and HIST 380, 381, 382 recommended. Haskett. R once when topic changes for maximum of 8 credits.

482/582 Latin America’s Indian Peoples (4) Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Latin America: [Topic] (4R) Variable topics include the experience of blacks and Indians, the struggle for land, reform, and revolution. Haskett. R twice when topic changes for maximum of 16 credits.

484/584 Philippines (4) Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years. May.

485/585 Southeast Asian History: [Topic] (4R) Historical survey beginning with the 15th century. Emphasizes social, economic, and political transformations. I: 1450-1580. II: 1580 to present. R once when topic changes for maximum of 8 credits.

486/586 Peasant Uprisings in Southeast Asia: [Topic] (4R) Examines lower-class rebellions in the 19th and 20th centuries. Refers to key theoretical texts; focuses on specific uprisings. Topics include the Indonesian revolution and the first Indochina war. Prereq: instructor’s consent.


488/588 Knowledge and Power in China: [Topic] (4R) Intellectual history in Late Imperial China; influence of Confucianism on society and institutions; impact of printing on communication and dissemination of ideas. I: Confucianism, State, and Society. II: Communication and Print Culture. Brokaw. R once when topic changes for maximum of 8 credits.


492/592 Postwar Japan: [Topic] (4R) Postwar political, social, economic, and cultural developments in historical perspective. Topics include industrialization, the new middle class, mass culture, economic superpowerdom, internationalization. I: The American Occupation. II: The Postwar Experience. III: The Information Age. Hanes. R twice when topic changes for maximum of 12 credits.


495/595 Issues in Southeast Asian History: [Topic] (4R) Topics include historiography, gender, warfare, and premodern Southeast Asia. Prereq: instructor’s consent.


503 Thesis (1-12R) P/N only

601 Research: [Topic] (1-9R) P/N only

602 Supervised College Teaching (1-6R) P/N only

603 Dissertation (1-12R) P/N only

605 Reading and Conference: [Topic] (1-9R) P/N only

607 Seminar: [Topic] (5R) P/N only

608 Colloquium: [Topic] (1-6R) P/N only

609 Supervised Tutoring Practicum: [Topic] (1-3R) P/N only

610 Experimental Course: [Topic] (1-4R) P/N only

612, 613, 614 Historical Methods and Writings (5,5,5) Introduction to the historical profession; includes historical questions, methods, and theories, and historiographic debates. Sequence. History graduate students only.


690 Asian Research Materials (4) Graded only. Introduction to basic bibliographical resources—in Western as well as relevant Asian languages—that are essential for research in Chinese, Japanese, or Southeast Asian history. Prereq: instructor’s consent.
Honors College
See Honors at Oregon

Humanities
John Nicols, Program Director
(541) 346-4089
307 Prince Lucien Campbell Hall

Program Committee
James W. Earl, English
Roland Greene, comparative literature
Charles H. Lachman, art history
Lauren J. Keeler, journalism and communication
John Nicols, history
Scott Pratt, philosophy
F. Regina Pink, Romance languages
Steven Shankman, English
George J. Sheridan Jr., history
Marian Elizabeth Smith, music
John C. Watson, theater arts

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 multicultural in its vision and interdisciplinary in its approach. The program is designed to provide essential skills and understanding for intelligent action. As an added benefit, humanities courses provide preparation for a wide range of careers.

Major Requirements
The humanities major is an interdisciplinary bachelor of arts (B.A.) degree program. Proficiency in at least one second 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. The major in humanities requires 48 or 52 credits. Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

Introduction to the Major (4 or 8 credits)
Two courses from Introduction to the Humanities I,II,III (HUM 101, 102, 103) or Themes in the Humanities (HUM 300), recommended for students who declare the major in the junior or senior year.

Breadth Requirement (16 credits)
One course taken in each of the four areas listed below. At least two of these must be upper-division courses.
1. Arts (music history, theater history, art history)
2. Philosophy
3. Classics
4. History

Concentration (28 upper-division credits)
Students must submit a brief essay defending the coherence of the concentration and outlining the seven courses they plan to take. No more than three other upper-division courses may be taken in any one department. Students should choose at least one Seminar (407) as part of their concentration.

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 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

Medieval Studies Option
Some humanities majors specialize in medieval studies. See the Medieval Studies section of this catalog.

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.

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 of Ancient Greece (HIST 412), Ancient Rome (HIST 414), Society and Culture in 18th-Century Europe (HIST 426), Intellectual History of Modern Europe (HIST 427), The Book in History (HIST 440), Landscape Architecture, Landscape Perception (LA 484), Contemporary American Landscape (LA 485), Philosophy, Philosophy in Literature (PHIL 311), Introduction to Philosophy of Science (PHIL 339), Theater Arts, Studies in Theater and Culture (TA 471)

Middle and Secondary School Teaching
The College of Education offers a five-year program for middle-secondary teaching license in language arts and social studies. This program is described in the Educational Leadership, Technology, and Administration section of this catalog. Students who want to teach language arts need additional preparation in grammar, literature, and writing. Students who want to teach social studies need additional preparation in history, economics, American government, culture, and society.

Humanities Courses (HUM)
Introduction to the Humanities I,II,III (HUM 101, 102, 103) is offered every year; other humanities courses may be offered periodically. For current offerings, refer to the UC Schedule of Classes

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.

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 Studies: [Topic] (1-5R)
210 Special Topics in the Humanities: [Topic] (4R) Content varies from term to term; focus may be on different aspects of a particular culture. A recent topic is Introduction to Middle Ages.

250 Crossdisciplinary Studies in the Humanities: [Topic] (4R) Topics vary and may include problems or ideas that cross traditional disciplinary boundaries in the humanities. R twice when topic changes for maximum of 12 credits.

300 Themes in the Humanities (4) Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

315 Introduction to African Studies (4) Surveys the cultural, social, political, and economic diversity of historical and contemporary Africa. Emphasizes Sub-Saharan Africa.


351 Studies in Medieval Culture: [Topic] (4R) Interdisciplinary survey of medieval culture with focus on literature, art and architecture, philosophy, music, and daily life. Geographic areas or motifs vary. Typical offerings are Medieval History, Women’s Voices in Medieval Culture, R twice when topic changes for maximum of 12 credits.

352 Studies in Renaissance Culture: [Topic] (4R) Interdisciplinary survey of the Renaissance with focus on literature, art and architecture, music, philosophy, and daily life. Geographic areas or motifs vary. Typical offerings are Renaissance History as Drama, Women’s Voices in Renaissance Culture, R twice when topic changes for maximum of 12 credits.

354 Studies in Modern Culture: [Topic] (4R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs vary. Typical offerings are Contemporary Germany, Culture against Capitalism, Sho-gun and Modern Japan, R twice when topic changes for maximum of 12 credits.

399 Special Studies: [Topic] (1-5R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities.

403 Thesis (1-6R)
405 Reading and Conference: [Topic] (1-6R)
407 Seminar: [Topic] (1-5R) A recent topic is Medievalism.

410 Experimental Course: [Topic] (1-5R)
413 Contemporary Issues in the Humanities: [Topic] (4R) Topics vary and may include the
International Studies

Gerald W. Fry, Program Director
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Faculty

Lynn Stifler, visiting professor (gender and ethnicity, social movements, Latin America). See Anthropology.

Applications for the Independent Study Program are available in the Humanities Program office.
and area studies, and professional concentration area. 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, three years of a second 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 408 or 409, 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 language requirement. This is to permit an appropriate degree of specialization as well as to encourage double majors.

Block A: International Core Foundation. Four courses are required: Perspectives on International Development (INTL 240), Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251), and International Leadership (INTL 350).

Block B: Regional Cultures and Area Studies. This block pertains to groups of nations that share common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirement, students concentrate on one cultural area. To satisfy the language requirement for the major, students should choose one that is relevant to their specialization.

Areas of focus include East Asia, Europe, Latin America, Pacific islands, Russia and Eastern Europe, and Southeast Asia. (See the Asian Studies, European Studies, Latin American Studies, Pacific Island Studies, Russian and East European Studies, and Southeast Asian Studies sections of this catalog.) In developing a program of study, a student may want to consult committee members affiliated with these programs.

For South Asian, Middle Eastern, or African studies, the student may develop a program of courses by consulting an academic adviser with experience in the area of interest.

Examples of appropriate Block B courses are listed later in this section.

Block C: Professional Concentration Area. Students select one of fourteen professional concentration areas. The student's faculty adviser should have a specialization in this area.

Students may design their own professional concentration area if one of the predefined areas doesn't fit the student's professional goals. Students who choose this option must designate one of the resident faculty members of the International Studies Program as an adviser and work with that individual in designing the concentration.

Block C professional concentration areas are listed later in this section.

International Studies Honors Thesis. Students who have a grade point average (GPA) of 3.50 or higher and want to graduate with program honors are required to write a thirty- to fifty-page thesis. An adviser must be selected and a proposal approved by the program director two terms prior to graduation. Students may apply up to 6 Thesis (405) 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 adviser (P for pass for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the director of the program. This includes addressing an international or cross-cultural topic and using second-language sources for all projects, including the honors college thesis.

Language Requirement. To satisfy this requirement, students must achieve proficiency in a second language at a level associated with three years of study. Proficiency in the language may be demonstrated by passing three terms of a 300-level language sequence with grades of mid-C or better or by an advanced placement examination.

Overseas Experience. At least one term of study or work in another country is required of students majoring in international studies. The international studies internship adviser 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 catalog and index entries under "Overseas study." Advice is available from the Office of International Education and Exchange, 330 Oregon Hall.

Internship Option. Students may receive passing (P) credit for work done as interns. Interested students should inquire at the international studies internship office.

Block B: Regional Cultures and Area Studies

Sample Courses. The following list of courses is not comprehensive. With prior approval from an adviser, other courses—including Special Studies (199, 399), Seminar (407), and Experimental Course (410)—may be selected from these and other departments.

African Studies
See the African Studies section of this catalog

Asian Studies
See the Asian Studies section of this catalog

Australian Studies
See the Australian Studies section of this catalog

Canadian Studies
See the Canadian Studies section of this catalog

European Studies
See the European Studies section of this catalog

Latin American Studies
See the Latin American Studies section of this catalog

Pacific Island Studies
See the Pacific Island Studies section of this catalog

Russian and East European Studies
See the Russian and East European Studies Center section of this catalog

South Asian Studies
Anthropology. Peoples of India (ANTH 321)
Art History. History of Indian Art (ARH 207)
History. India (HIST 385, 386)
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)
Music. Music of the Americas (MUS 359), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453)

Religious Studies. Buddhism and Asian Culture (REL 330)

Southeast Asian Studies
See the Southeast Asian Studies section of this catalog

Block C: Professional Concentration Areas

Comparative International Development

Required Courses (8 credits)
International Community Development (INTL 420) and Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)
Economics. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490), Issues in Economic Growth and Development (EC 491)

International Studies. Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), The Pacific Challenge (INTL 440), South Asia: Development and Social Change (INTL 442)

Journalism and Communication. International Communication (J 396), Third World Development Communication (J 455)

Planning, Public Policy and Management. Environmental Planning (PPPM 426), Socioeconomic Development Planning (PPPM 446), Managing Nonprofit Organizations (PPPM 480)

Sociology. World Population and Social Structure (SOC 303), Political Economy (SOC 420), Sociology of Developing Areas (SOC 450)

Cross-Cultural Communication, Indigenous Cultural Studies, and Ethnic Identity

Required Course (4 credits)
Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

Geography. Political Geography (GEOG 441); Geography of Languages (GEOG 444); Culture, Ethnicity, and Nationalism (GEOG 445); Geography of Religion (GEOG 446); Advanced Geography of European-American Regions: Ethnic Geography of United States and Canada (GEOG 470)

Humanities. Multicultural Studies in the Humanities (HUM 350)
International Studies. Seminar: Indigenous Cultural Survival (INTL 407), Gender and International Development (INTL 421)

Linguistics. Languages of the World (LING 311)

Sociology. Systems of War and Peace (SOC 446)
Elective Courses (minimum of 12 credits)

- Anthropology, Anthropology and Folklore (ANTH 419), Cultural Resource Management (ANTH 449)
- The Anthropology Museum (ANTH 450)
- Art History, Critical Approaches to Art Historical Study (ART 300), Museology (ART 411)
- Arts and Administration, Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), Arts Administration (AAD 460)
- Dance, Dance and Folk Culture (DAN 301), Folklore, Folk Art and Material Culture (FLR 413), Film and Frisik lept (FLR 485)
- Historic Preservation, Introduction to Historic Preservation (AAP 411)
- International Studies, Cross-Cultural Communication (INTL 431)
- Music, Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452)
- Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 480)
- Theater Arts, Multicultural Theater (TA 472)

Diplomacy: Law and International Relations

Required Courses (8 credits)

- Aid to Developing Countries (INTL 422) and either Introduction to International Relations (PS 205) or International Political Economy (PS 340)
- Elective Courses (minimum of 8 credits)
  - Geography, Political Geography (GEOG 441)
  - History, American Foreign Relations (HIST 451)
  - International Studies, Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)
  - Political Science, United States Foreign Policy I (PS 326), International Organization (PS 420), United States Foreign Policy II (PS 426), Theories of International Politics (PS 436), Chinese Foreign Policy (PS 459), International Environmental Politics (PS 477)
  - Sociology, Political Economy (SOC 420), Systems of War and Peace (SOC 464)

International Business

Required Courses (8 credits)

- International Management (MGMT 420) and International Marketing (MKTG 470)
- Elective Courses (minimum of 8 credits)
  - Business Environment, Global, Legal, Social Environment of Business (BE 325)
  - Economics, Money and Banking (EC 370)
  - Finance, Financial Institutions and Markets (FIN 462), International Finance (FIN 465)
  - International Studies, Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)
  - Management, Strategic Global Competition (MGMT 453)

International Economics

Required courses (8 credits)

- Choose two courses from International Finance (EC 480), International Trade (EC 481), Economic Growth and Development (EC 490)

Elective Courses (minimum of 8 credits)

- Economics, Issues in Industrial Organization (EC 360), Money and Banking (EC 370), International Economic Issues (EC 380), Introduction to Econometrics (EC 420), Public Economics (EC 440), Issues in Economic Growth and Development (EC 491)
- Geography, Geography of the World Economy (GEOG 342)
- International Studies, Aid to Developing Countries (INTL 422)

International Education

Required Course (4 credits)

- Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

- International Studies, Seminars: Cross-Cultural Education, Indigenous Cultural Survival (INTL 407), International Community Development (INTL 420), Gender and International Development (INTL 421)
- Journalism and Communication, International Communication (J 396), Third World Development Communication (J 455)
- Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 480)
- Political Science, International Organization (PS 420)

International Environment

Required Course (4 credits)

- International Community Development (INTL 420) or Community and Regional Development (PPPM 445)

Elective Courses (minimum of 12 credits)

- Geography, Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463), Environmental Law and Policy (GEOG 465)
- International Studies, Seminar, Indigenous Cultural Survival (INTL 407), Aid to Developing Countries (INTL 422)
- Planning, Public Policy and Management, Natural Resource Policy (PPPM 443), Managing Nonprofit Organizations (PPPM 480)
- Political Science, Introduction to Environmental Politics (PS 297), Environmental Politics in Industrialized Societies (PS 461), International Environmental Politics (PS 477), Environmental Politics (PS 497)

International Gender Issues

Required Courses (8 credits)

- Women and Culture I: Politics, Production, and Power (ANTH 314) and Gender and International Development (INTL 421)

Elective Courses (minimum of 8 credits)

- Anthropology, Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421), Feminism and Ethnography (ANTH 439)
- International Studies, Seminar, Women's Movements Around the World (INTL 407)
- Journalism and Communication, Third World Development Communication (J 455)

Sociology, Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456)

Women's Studies, Introduction to Women's Studies (WST 101), History and Development of Feminist Theory (WST 301, 302), Global Feminisms (WST 431)

International Tourism

Required Course (4 credits)

- Inquire at the program office about the approved course

Elective Courses (minimum of 12 credits)

- Geography, Political Geography (GEOG 441)
- International Studies, Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)
- Landscape Architecture, Understanding Landscapes (L A 260)
- Marketing, Marketing Management (MKTG 311), International Marketing (MKTG 470)
- Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 480)
- Political Science, Introduction to Environmental Politics (PS 297)
- Sociology, Political Economy (SOC 420)
- Tourism, Inquire at the program office about approved courses

Media: Journalism and Communication

Required Courses (8 credits)

- International Communication (J 396) and Cross-Cultural Communication (INTL 431)
- Elective Courses (minimum of 8 credits)
- International Studies, South Asia Development and Social Change (INTL 442)
- Journalism and Communication, The Mass Media and Society (J 201), Introduction to Media Systems (J 312), Public Relations Writing (J 351), Telecommunication Policy (J 415), Third World Development Communication (J 455), International Journalism (J 492)
- Marketing, Marketing Communications (MKTG 420), International Marketing (MKTG 470)
- Sociology, Sociology of the Mass Media (SOC 337)

Peace Studies: Human Rights and Conflict Resolution

Required Course (4 credits)

- Cross-Cultural Communication (INTL 431)
- Elective Courses (minimum of 12 credits)
  - Geography, Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445)
  - History, War and the Modern World (HIST 240), The Study of History (HIST 307)
  - International Studies, Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422)
  - Political Science, Crisis in Central America (PS 233), Introduction to Environmental Politics (PS 297)
  - Sociology, Systems of War and Peace (SOC 464)

Teaching English as a Second Language

Required Courses (16 credits)

- Linguistic Principles and Second-Language Learning (LING 440), Second-Language Teaching (LING 445), Second-Language
Teaching Practice (LING 446), English Grammar (ENG 495)

Urbanization: Migration and Refugees

Required Courses (8 credits)
- Urban Geography (GEOG 442) and Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)
- Economics: Urban and Regional Economics (EC 430), Issues in Urban and Regional Economics (EC 431)
- Geography, Culture, Ethnicity, and Nationalism (GEOG 445)
- International Studies: Seminar in Indigenous Cultural Survival (INTL 407), International Community Development (INTL 420), Cross-Cultural Communication (INTL 431)
- Political Science: Introduction to Urban Politics (PS 230)
- Sociology: World Population and Social Structure (SOC 303), Issues in Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442)

Minor

The minor in international studies is inactive.

Graduate Studies

An interdisciplinary master of arts (M.A.) degree program in international studies is offered for students who contemplate careers in international affairs, international development, diplomacy, international organizations, or domestic organizations with an international focus. 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. In close consultation with a faculty adviser, the student develops a program of study that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include comparative development, cross-cultural training, cultural arts, gender and development, health education and nutrition, international business, international community development, international education, international tourism, journalism, management of non-governmental organizations and private voluntary organizations, and public policy and planning. Concentrations in other professional areas can be arranged.

Graduates of the International Studies Program serve as international technical advisers, career diplomats, community development professionals, international business and trade experts, analysts in developing countries, international educators, 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 3.0 or better in all academic work. The application deadline is February 1 for the following academic year. A Graduate Record Examinations (GRE) score is optional. Students whose native language is not English must verify a score of 575 (paper-based test) or 233 (computer-based test) 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 forms and additional information about the graduate program may be obtained from the International Studies Program.

International Students. International as well as United States students are encouraged to apply. Study programs are individually designed to meet their professional needs and those of the student's home country. Approximately half of the program's graduate students are international students.

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 allow an appropriate degree of specialization.

Interdisciplinary Core. Students take 16 credits of interdisciplinary courses that form the common core of the curriculum. The core is composed of three major concentration areas: cross-cultural communication and understanding, international relations, development theories and approaches, and cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. Students must take a minimum of 24 credits in their area of professional concentration. In consultation with an adviser, students choose courses from relevant departments or professional schools.

Concentration areas are tailored to individual student interests. Students interested in agricultural extension and forestry may take courses at Oregon State University. (For information on concurrent enrollment, see the Registration and Academic Policies section of this catalog.) With both the United States and the state of Oregon turning greater attention to export expansion, a professional concentration in international economics and trade in the Asia-Pacific region represents an area of increasing opportunities.

Students interested in a general international studies program (for example, in preparation for the United States or another nation's foreign service) may satisfy this requirement by taking 24 credits emphasizing international political, historical, economic, and cultural factors.

Proseminar Series. The International Studies Program conducts three required 1-credit proseminars in which students and faculty members explore the field of international studies: Proseminar (INTL 655), Research and Writing in International Studies (INTL 656), and Ethical Issues in International Research (INTL 657). Students take these courses in their first year of graduate study.

Geographic Focus. Students must take a minimum of 12 credits in their area of geographic focus (e.g., Africa, Asia, Europe, Latin America, South Asia, or Southeast Asia). An area specialty is also possible as a professional concentration.

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. Students are encouraged to choose a geographic focus outside their native region.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a second language relevant to their professional or geographic focus before completing the program. Students who want to improve their language skills as part of their M.A. program may take courses in Chinese, Japanese, Indonesian, Russian, Thai, Vietnamese, or other non-European languages; or they may take third- and fourth-year Romance- or Germanic-language courses. These language courses may be taken in lieu of up to 4 credits in the geographic focus, 8 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 second-language study may be applied toward fulfillment of program requirements. International students whose high school or university instruction was not in English demonstrate proficiency in English as a second language through completion of the master's degree requirements. It is recommended that international students study a language from their region of concentration.

Supervised Field Internship. A 12-credit internship is required. The program assists students in locating internships and funding, both domestic and overseas, with various organizations. The internship experience should be related to the student's career plans to enhance future job opportunities. International students may do their internship in the United States. Students must pay all or most of the costs of many internships. Many graduate students in the program have completed successfully for funding to support internship experiences. 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.

Exit Project. Each student must 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 credits for a policy paper or a published article.

International Studies Courses (INTL)

196 Field Studies: [Topic] (1–2R)
198 Colloquium: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
240 Perspectives on International Development (4) Introduction to major issues in international development, introduction to major historical and theoretical approaches to the study of international development assistance. Weiss.
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. Probstfoll.

350 International Leadership (4) Interdisciplinary introduction to international and cross-cultural perspectives on leadership. Focuses on leadership in a wide array of multicultural and international contexts. Fry.

399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-12R) Prereq: instructor's consent.
403 Thesis (1-12R) Prereq: instructor's consent. Majors only.
405 Reading and Conference: [Topic] (1-12R) Prereq: instructor's consent.
406 Field Studies: [Topic] (1-12R) Prereq: instructor's consent. Majors only.
408/508 Workshop: [Topic] (1-12R)
409 Practicum: [Topic] (1-12R) Prereq: instructor's consent. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.
410/510 Experimental Course: [Topic] (1-5R) R when topic changes.
420/520 International Community Development (4) Introduction to village communities and their development. Examines the critical skills necessary for effective community development work. Emphasis on values and alternative development strategies.
421/521 Gender and International Development (4) Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development. Weiss.
422/522 Aid to Developing Countries (4) Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues. Weiss.
423/523 Development and the Muslim World (4) Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss.
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. Proudfoot.
432/532 Indigenous Cultural Survival (4) Graded only. Explores case studies of global indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process. Proudfoot.
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. Fry.
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. Fry.
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.
504 Research: [Topic] (1-12R) P/N only. Prereq: instructor's consent.
505 Supervised College Teaching (1-5R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.
506 Reading and Conference: [Topic] (1-12R) Prereq: instructor's consent.
507 Field Studies: [Topic] (1-12R) P/N only. Prereq: graduate standing and exit project committee's consent.
508 Seminar: [Topic] (1-5R) A current topic is Cultural Conflict, Mediation, and Peace.
509 Special Topics: [Topic] (1-12R) Prereq: instructor's consent.
510 Practicum: [Topic] (1-12R) P/N only. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.
511 Experimental Course: [Topic] (1-5R)
512 Gender Analysis in Development Planning (4) Explores specific ways in which gender analysis is considered in development planning. Focuses on economic empowerment, political participation, and shaping international agendas. Prereq: INTL 521 or instructor's consent.
513 International Research Methods (4) 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.
514 Proseminar (1) Introduction to the field of international studies and the international studies graduate program.
515 Research and Writing in International Studies (1) P/N only. Focuses on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.
516 Ethical Issues in International Research (1) P/N only. Focuses on ethical issues and dilemmas that may arise in conducting field research in cultural settings outside the United States.

Judaic Studies
Matthew Dennis and Richard L. Stein,
Program Directors

Executive Committee
Shaul E. Cohen, geography
Matthew Dennis, history
Daniel K. Falk, religious studies
Kenneth L. Helphand, landscape architecture
Ezra Jacobson, art history
Don S. Levi, philosophy
Judith Raiskin, women's studies
Karla L. Schultz, Germanic languages and literatures
Richard L. Stein, English

Participating Faculty
Aye Agiz, English
Barbara K. Altman, Romance languages
Diane B. Baxter, anthropology
Aletta Bierack, anthropology
Kenneth S. Calhoon, Germanic languages and literatures
Suzanne Clark, English
Irene Diamond, political science
Mary-Loyn Dolezal, art history
Maram Epstein, East Asian languages and literatures
David A. Frank, honors college
Lisa Freinkel, English
Marion Sherman Goldstein, sociology
Evelyn Gould, Romance languages
Roland Greene, comparative literature
Julie M. Hessler, history
Arnold Ismael, journalism and communication
Mark J. Jaeger, classics
Mark Johnson, philosophy
Linda Kintz, English
Mark Levy, music
Massimo Lollini, Romance languages
Ronald J. Levinger, landscape architecture
David M. Luebke, history
John T. Lysaker, philosophy
Jack P. Maddux, history
Aljuan Maria Mance, English
John McCole, history
James C. Mohr, history
Geraldine Moreno, anthropology
Sandra L. Morgan, sociology
Doris L. Payne, linguistics
Matha A. Ravili, women's studies
Elizabeth Reis, history
Cheney C. Ryan, philosophy
J. T. Sanders, religious studies
Stanton R. Sherman, English
Carol T. Silverman, anthropology
Aison B. Snyder, architecture
Jonathan S. Stolnik, Germanic languages and literatures
Artene Stein, sociology
Mónica Szurmuk, Romance languages
William Toll, history
Nancy Tuana, philosophy
Julian Weiss, Romance languages
Ronald Wixson, geography
Mary E. Wood, English

About the Program
The interdisciplinary Harold Schnitzer Family Program in Judaic Studies is organized around...
inquiry in Jewish society, thought, and creative traditions, considered in the context of the history of Western culture. The program offers a major leading to a bachelor of arts (B.A.) degree and a minor, and sponsors courses, lectures, and other events of interest to the general student population and the wider community.

Undergraduate Studies

The Judaic studies program consists of a core of courses taught under the JDST subject code and a broad range of related courses taught in the disciplines of participating faculty members, including anthropology, art history, comparative literature, English, geography, Germanic languages and literatures, landscape architecture, music, philosophy, political science, religious studies, Romance languages, sociology, and women’s studies.

The program’s focus on central issues in the humanities and in the history of Western culture provides a broad liberal-arts background suitable to careers in a wide range of professional fields and to graduate work in Judaic studies or related fields.

The major combines flexibility and focus. Majors must satisfy the university’s foreign language requirement for the bachelor of arts with Hebrew. Introductory to Study of the Bible (REL 111), first-year language study, and contextual courses occupy the first year. Lower-division contextual courses place Judaic studies in the broad context in Western history and culture.

In the second year, majors take the yearlong sequence of foundations of Judaic studies courses (JDST 201, 202, 203) and continue studying Hebrew.

The third and fourth year are devoted to fulfilling upper-division requirements. Majors take three topics courses, which focus on significant issues in Judaic studies as defined from the perspective of the instructor’s academic discipline. These courses must be taken in at least two departments. Recently offered topics courses include Early Judaism (REL 315), Jewish Writings (ENG 340), and Jewish Folklore and Ethnology (ANTH 429) as well as Experimental Courses: Geography of the Middle East (GEOG 410) and Judaism and Ecology (FS 410). The program director has information about courses that satisfy this requirement.

Discipline-based courses discuss topics related to Judaic studies, but Judaic topics are not the main focus of the course. The two discipline-based courses allow students to develop their knowledge of Judaic studies in relation to broader disciplinary considerations. To receive major credit for these courses, students must develop, with the approval and direction of the course instructor, independent projects centered on the topics related to Judaic studies. Recently offered courses include: The Bible and Literature (ENG 421), Gender and Religion (GEOG 446), and Sociology of Religion (SOC 461) as well as Experimental Courses: Religion, Gender and the Body (ANTH 410) and Freud (COLT 410). Permanently numbered discipline-based courses in other departments include: Philosophy of Religion (PHIL 320), Religious Life in the United States (HIST 359), Remembering Germany’s Nazi Past (GER 361), Europe in the 20th Century (HIST 428), and New World Poetics (COLT 473). Consult the program director about how to obtain approval for courses and project designs.

In the senior year, majors take the capstone course, designed to integrate the four-year program, and complete a substantial senior project.

Majors are strongly encouraged to take advantage of the university’s study-abroad program by attending the Rothberg School of the Hebrew University of Jerusalem.

Major Requirements

The major requires a minimum of 82 credits, including at least 28 upper-division credits and two years of modern Hebrew.

Course Requirements

Lower Division 54 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Hebrew (HBRW 101, 102, 103)</td>
<td>12</td>
</tr>
<tr>
<td>Introduction to the Study of the Bible (REL 111)</td>
<td>4</td>
</tr>
<tr>
<td>Second-Year Hebrew (HBRW 201, 202, 203)</td>
<td>12</td>
</tr>
<tr>
<td>Select two courses from Western Civilization (HIST 101, 102, 103)</td>
<td>8</td>
</tr>
<tr>
<td>Foundations of Judaic Thought (JDST 201)</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Judaic History (JDST 202)</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Judaic Culture (JDST 203)</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division 28 credits

Three approved “topics in Judaic studies” courses offered by at least two other departments | 12 |
Two approved discipline-based courses | 8 |
Senior Project (JDST 415) | 4 |

Minor Requirements

The minor in Judaic studies requires 32 credits, including 20 upper-division credits.

Students are encouraged to establish a broad context for the Judaic studies minor by taking courses in some area of Western history and culture—e.g., Western Civilization (HIST 101, 102, 103) or courses in religious studies, art history, philosophy or a combination thereof.

Course Requirements

Lower Division 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Judaic Thought (JDST 201)</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Judaic History (JDST 202)</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Judaic Culture (JDST 203)</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division 20 credits

Three approved “topics in Judaic studies” courses offered by at least two other departments | 12 |
Two approved discipline-based courses | 8 |

Hebrew Courses (HBRW)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102, 103 First-Year Modern Hebrew (5,5,5)</td>
<td>15</td>
</tr>
<tr>
<td>201, 202, 203 Second-Year Modern Hebrew (4,4,4)</td>
<td>12</td>
</tr>
</tbody>
</table>

Judaic Studies Courses (JDST)

199 Special Studies [Topic] (1-12R)
201 Foundations of Judaic Thought (4) Fundamental ideas and texts of Judaic intellectual tradition: monotheism, covenant, law, prophetic vision, mysticism, ethics.
203 Foundations of Judaic Culture (4) Survey of Judaic cultural traditions in literature, art, architecture, and music.
399 Special Studies [Topic] (1-12R)
401 Research [Topic] (1-12R)
402 Supervised College Teaching (1-12R)
403 Thesis (1-12R)
404 Internship [Topic] (1-12R)
405 Reading and Conference [Topic] (1-12R)
406 Special Problems [Topic] (1-12R)
407 Seminar [Topic] (1-16R)
408 Colloquium [Topic] (1-16R)
409 Practicum [Topic] (1-12R)
410 Experimental Course [Topic] (1-16R)
414 Judaic Studies Capstone (4) Emphasizes issues and research methodologies that integrate studies in the major; establishes contexts for developing the senior project. Not offered 1999-2000.
Latin American Studies
Leonardo García-Pabón, Program Director
(541) 346-4039
220 Friendly Hall

Participating Faculty
Carlos Aguirre, history
Jacqueline Cruz, Romance languages
Juan A. Epple, Romance languages
Linda O. Fuller, sociology
Leonardo García-Pabón, Romance languages
Annaia Giadhart, Romance languages
Daniel Goldrich, political science
Robert S. Haskett, history
Kenneth M. Kempner, educational leadership, technology, and administration
Linda Kintz, English
Julia Lesage, English
Barbara D. May, Romance languages
Lynn Stephen, anthropology
Mónica Szurmuk, Romance languages
Stephanie Wood, history
Philip D. Young, anthropology

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 for bachelor of arts (B.A.) and for master of arts (M.A.) degrees with majors in anthropology, history, international studies, and Spanish. See the Anthropology, History, International Studies, and Romance Languages sections of this catalog.

Study Abroad
See index entries in this catalog under “Overseas study.” Overseas study in Spain may be arranged through the Department of Romance Languages. 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 Academic Affairs section of this catalog.

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 and other international organizations, private foundations, international businesses, and international nongovernmental organizations (including church, human-rights, and environmental organizations).

Program Requirements
The undergraduate program in Latin American studies requires the following course work:
1. Latin America (HIST 380, 381, 382)
2. The equivalent of at least two years of college-level Spanish or Portuguese or both
3. A major in anthropology, history, international studies, 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 catalog. They must also complete a minimum of 12 credits of courses with Latin American content, chosen from among the following:
- Research (ANTH 401), Reading and Conference (ANTH 405), Seminar (ANTH 407), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Middle American Prehistory (ANTH 444).

The adviser for Latin American anthropology are Lynn Stephen and Philip D. Young.

History. Students choosing a major in history must complete all requirements for the major as outlined in the History section of this catalog. They must also complete Latin America (HIST 380, 381, 382) and a minimum of 6 additional credits in courses with Latin American content, chosen from among the following:
- Research (HIST 401), Reading and Conference (HIST 405), Seminar (HIST 407), Mexico (HIST 480), Latin American Regional History (HIST 481), Latin America’s Indian Peoples (HIST 482), Latin America (HIST 483).

The adviser for Latin American history is Robert S. Haskett.

International Studies. Students choosing a major in international studies must take a minimum of 10 credits related to Latin America.

Proficiency equivalent to at least the third year of college Spanish or Portuguese is also required, and students must either study or have an internship in Latin America for at least one term. Students write a senior paper or honors' thesis on a Latin American topic.

The Latin America adviser for international studies is Lynn Stephen.

Spanish. Students choosing a major in Spanish must complete all requirements for the major as outlined in the Romance Languages section of this catalog. Offerings include Survey of Spanish-American Literature (SPAN 318, 319), Spanish-American Short Story (SPAN 435), and Colonial Latin American Literature (SPAN 450).

The Latin American advisers for Spanish are Juan A. Eppele and Leonardo García-Pabón.

Latin American Area Courses. In addition to courses in a student’s primary concentration, a minimum of 12 credits in courses with Latin American content are required. Some of the courses that fulfill this requirement include International Community Development (INTL 420), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Middle American Prehistory (ANTH 444), Advanced Geography of European-American Regions (GEOG 470), Mexico (HIST 480), Latin American Regional History (HIST 481), Crisis in Central America (PS 235), Government and Politics of Latin America I, II (PS 463, 464).

Graduate Studies
Specialization in Latin American studies at the graduate level is possible in a number of departments in the College of Arts and Sciences: Anthropology, economics, history, international studies, political science, sociology, and Spanish (in the Romance languages department) have faculty members who are competent and interested in the area. It is possible to arrange graduate degree programs in these departments with a concentration in Latin American studies.
Linguistics

Doris L. Payne, Department Head
(541) 346-3906
233 Straub Hall
Eugene OR 97402-1290
http://logos.uoregon.edu

Faculty


Doris L. Payne, associate professor (morphology; syntactic typology and universals, semantics, discourse and cognition, language processing, language and culture; Amerindian and Nilotic languages), B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California, Los Angeles. (1987)


Russell S. Tomlin, professor (language and cognition, discourse analysis, language processing and psycholinguistics; second-language acquisition, research methods, syntax, semantics, language typology and universals; ancient, arts and sciences), B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)


The date in parentheses at the end of each entry is the year on the University of Oregon faculty.

Participating

Dare A. Baldwin, psychology
James L. Boren, English
Robert L. Davis, Romance languages
Sarah A. Douglas, computer and information science
Carl Falsgraf, Center for Applied Japanese Language Studies
Noriko Fujii, East Asian languages and literatures
Mark Johnson, philosophy
Ruth Kanagy, East Asian languages and literatures
Sarah Klinghammer, American English Institute
Helen Neville, psychology
Michael J. Porter, psychology
Patricia L. Round, American English Institute
Theodore Stern, anthropology
Philip D. Young, anthropology

About the Department

The Department of Linguistics offers instruction in linguistics leading to a bachelor of arts (B.A.), a master of arts (M.A.) in two options—general linguistics and applied linguistics, and a doctor of philosophy (Ph.D.) degree in linguistics with interdisciplinary emphasis.

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Undergraduate linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it verges on logic and philosophy. As a computational system it relates to computer science and data processing. As a repository of one of cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation it is important for education. As an expressive medium it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, linguistics, literature and languages, philosophy, psychology, or sociology. It is also a strong entry point into 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 second language and one year of another
2. The following courses

31 credits

Introduction to Linguistics (LING 290) .................. 4
Analytical Methods in Morphology and Syntax (LING 351) .................. 4
Phonetics (LING 411) .................. 4
Introduction to Phonology (LING 450) .................. 4
Syntax and Semantics I (LING 451, 452) .................. 8
Historical and Comparative Linguistics (LING 460) .................. 4
Sociolinguistics (LING 490) .................. 3

3. At least 12 additional credits selected either from linguistics courses or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Seminar (LING 407).

4. 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.

Honors in Linguistics

By fulfilling the following requirements, any linguistics major may graduate with honors.

Grade Point Average. On entry to the honors program at the end of the junior year, have a grade point average (GPA) of 3.75 or higher in linguistics courses and 3.50 overall. At the end of the senior year, have a GPA of 3.75 or higher in linguistics courses.

Senior Thesis. Write an original honors thesis under the guidance of thesis adviser from the linguistics faculty, chosen in consultation with the undergraduate adviser. The thesis must be a substantial piece of work; it may be a revised and expanded version of a term paper. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 credits in Honors Thesis (LING 403), taken pass/no pass (P/N).

Upon fulfilling these requirements, the candidate is approved to receive a B.A. degree with honors in linguistics.

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 minimum of 28 credits in linguistics courses. Under special circumstances, substitutions to the courses listed below are possible. Students should obtain permission from the undergraduate adviser to pursue an alternative program of study.

Minor Requirements 28 credits

Introduction to Linguistics (LING 290) .................. 4
Two courses chosen from Language, Culture, and Society (LING 295), Languages of the World (LING 311), Language and Cognition (LING 396) ................................................. 8
Phonetics (LING 411) .................. 4
Introduction to Phonology (LING 450) .................. 4
Syntax and Semantics I (LING 451, 452) .................. 8

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate is designed to complement any other major. Availability of the certificate program is contingent on final approval by the Oregon State Board of Education.

To earn a certificate, the student must complete an approved set of courses in consultation with the certificate adviser, including 12 approved credits in second-language acquisition theory.
and methodology, 8 to 15 approved credits in linguistic description of a target language, 3 to 4 credits in practice, internship, or supervised tutoring, and college-level second-language study (two years of a second language if the certificate target language is English; 3 years if the target language is Japanese, French, Spanish, or Russian).

**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 indispensable to any specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a variety of linguistic topics, 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 students are assigned a faculty member to advise them in the areas of their academic interest. The faculty reviews the performance of each graduate student at the end of each academic term. In case a student fails 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—two in general 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 in 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Phonology (LING 550)</td>
<td>4</td>
</tr>
<tr>
<td>Syntax and Semantics I (LING 551, 552)</td>
<td>8</td>
</tr>
<tr>
<td>Linguistic Theory: Phonology (LING 614)</td>
<td>4</td>
</tr>
<tr>
<td>Linguistic Theory: Syntax (LING 615)</td>
<td>4</td>
</tr>
<tr>
<td>Linguistic Theory: Semantics (LING 616)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Applied Linguistics Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One approved Seminar (LING 507 or 607) in applied linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Second-Language Acquisition (LING 644)</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Second-Language Teaching (LING 645)</td>
<td>4</td>
</tr>
<tr>
<td>One linguistic-theory course chosen from LING 614, 615, 616</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**
Students working toward an M.A. degree must take an additional 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.

**Second-Language Requirement**
Candidates for the M.A. must have completed two years of a second language during the previous seven years.

**M.A. Examination**

- The M.A. examination consists of an oral exam or written exam, depending on the student's major.
- The exam is administered twice a year, at the end of the fall and spring terms.
- No course with a grade lower than B- can be used to satisfy degree requirements.

**M.A. Thesis**

- Students in good standing in the department head appoint a doctoral adviser for the dissertation prospectus in writing, and it must be either chaired or cochaired by the student's doctoral committee before the student begins writing the dissertation.
- Documentation: The Ph.D. program in linguistics is individually tailored to meet the needs and professional goals of the student, covering strong specialization in areas of related fields on the university campus. These may include—but are not limited to—animal communication, anthropological linguistics, applied linguistics, cognitive science, communication and media, neurolinguistics, psycholinguistics, and sociolinguistics.

**Admission Requirements**
Candidates 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 receive unconditional doctoral status. Each applicant is required to submit, along with the graduate application, a sample graduate research paper or (M.A. thesis) at least thirty pages in length.

**Residency Requirement**
The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

**Second-Language Requirement**
Students in the Ph.D. program are required to maintain proficiency in two second languages, either by examination or through coursework. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish, although the student may submit a petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

**Required Courses**

- At least two course work, one of which must be in syntax, semantics, or pragmatics
- Field Methods (LING 617, 618, 619)
- 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 preceeding 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 all preceeding 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 may 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 provides English as a second language (ESL) instruction to non-native speakers of English. It offers teaching, training, and employment opportunities for graduate 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 catalog.

Neuroscience
See the Neuroscience section of this catalog for information about the study of neuroscience at the university.

Southeast Asian Languages
The Department of Linguistics offers three years of Thai and Indonesian languages and two years of Vietnamese. Arrangements can be made with linguistics faculty members for more advanced study of Vietnamese. The Southeast Asian languages program builds proficiency in the 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 specialist in Southeast Asian languages discusses grammatical and stylistic points. Courses are offered sequentially beginning fall term. See also the Southeast Asian Studies section of this catalog.

American English for International Students Courses (AEIS)
81 English Pronunciation for International Students (2) Practice in the pronunciation of English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.
105 Producing Oral Academic Discourse (4) Covers conventions of oral academic discourse including negotiating meaning, information gathering, reporting, and small-group interaction. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.
107 Comprehending Written Academic Text (4) Provides interactive reading model for effective processing of academic texts. Emphasizes development of critical reading skills, use of consent schema, and the role of context in resolving ambiguity. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.
110 Written Discourse I (4) Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.
111 Written Discourse II (4) Intermediate writing for nonnative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Prereq: TOEFL score of 500–574, AEIS 110 or English-proficiency examination administered by UO Testing Office.
112 Written Discourse III (4) Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting, research, critical analysis, and argumentation. Prereq: TOEFL score of 500–574, AEIS 111 or English-proficiency examination administered by UO Testing Office.

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 context of those texts. Sequence. Prereq: INDO 203, Southeast Asian Studies Summer Institute second-year Indonesian, or instructor's consent.

Linguistics Courses (LING)
101 Introduction to Language (4) Nontechnical introduction to language issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.
144 Introduction to Foreign-Language Learning (3) Basic concepts in language and language learning. Designed to help students of foreign languages improve their learning in classrooms and independently.
196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R) Survey of various topics in linguistics.
225 Writing Systems (4) Survey of the types, origins, development, and spread of writing systems of the world, both extinct and modern. Problems of decipherment; issues of literacy.
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.
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.
351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prereq: LING 290.
396 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization, linguistic units and speech behavior; language use and memory.
399 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 bibliographic work supervised by a faculty member. Prereq: instructor's consent.
406 Field Studies: [Topic] (1–21R)
407/507 Seminar: [Topic] (1–5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, 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 (4) The articulatory and acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Prereq: or coreq LING 290.
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 instructor's consent.
423/523 Fieldwork Methods and Ethics (3) Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field. Prereq: instructor's consent.
426/526 Analysis of Language Structure: [Topic] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary, with selection most likely from Arabic, Austroasiatic, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450/550, 451/551, 452/552 or instructor's consent. R when topic changes.
432/532 Pathological Language (3) Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective. Prereq: LING 290 or equivalent, or instructor's consent.
440/540 Linguistic Principles and Second-Language Learning (4) Introduction to how languages are learned in school contexts; underlying human-language principles. Special attention to learning issues that classroom teachers need to address. Prereq: instructor’s consent. Students cannot receive credit for both LING 440/540 and 444/544.

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Prereq: LING 290. One extra hour a week of field research; research paper. Students cannot receive credit for both LING 440/540 and 444/544.

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 writing. Prereq: LING 444/544 or instructor’s consent. One extra hour a week of field research; research paper.

446/546 Second-Language Teaching Practice (4) Intensive workshop and practice in teaching instruction. Practical methods for developing skills in listening, speaking, reading, writing, and testing second languages. Prereq: LING 445/545.

447/547 Content-Based English as a Second Language (4) Concepts and instructional methods related to teaching English as a second language for teachers of ESL students in content courses. Emphasizes kindergarten through grade twelve.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonetic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words; sound production, and sound perception. Prereq: LING 411/511 or equivalent.

451/551 Syntax and Semantics I (4) Syntax within grammar; its interaction with lexical meaning; propositional semantics; and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 290, 351.

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; quantification and determiners. Data from various languages. Prereq: LING 451/551.


490/590 Sociolinguistics (3) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects; language contact, bilingualism, and multilingualism; pidgins and creoles; or conversational analysis. Prereq: LING 450/550.

503 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 pragmatics, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture. Prereq: LING 450/550, 452/552 or instructor’s consent.

608 Workshop: [Topic] (1-16R)

609 Teaching English as a Second Language Practicum: [Topic] (3) Practicum in teaching English as a second language to adults or to children. Prereq: LING 444/544, 445/545.

610 Experimental Courses: [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 450/550.


617, 618, 619 Field Methods LIII (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.

621 Empirical Methods in Linguistics (4) Empirical quantitative methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552 or instructor’s consent.


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, sociolinguistic, psycholinguistic. 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, communicative language learning, learner-centered approaches to teaching. Prereq: LING 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, LING 460/560 or equivalent.

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.

Vietnamese Courses (VIET)

101, 102, 103 First-Year Vietnamese (5,5,5) Introductory Vietnamese language. Stress on speaking, listening comprehension, reading, and writing. Sequence.

201, 202, 203 Second-Year Vietnamese (5,5,5) Intermediate Vietnamese language. Strengthens speaking, listening comprehension, reading, and writing skills. Sequence. Prereq: VIET 103 or equivalent.
### Mathematics

#### Gary M. Seitz, Department Head

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218 Fenton Hall
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Eugene OR 97403-1222

#### Faculty

- **Frank W. Anderson**, professor (algebra), B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa (1957);
- **Bruce A. Barnes**, professor (Banach algebras, operator theory), B.A., 1960, Dartmouth; Ph.D., 1964, Cornell (1966);
- **Boris Bufetov**, associate professor (algebraic topology), M.S., 1978, Novosibirsk State; Ph.D., 1984, USSR Academy of Sciences, Novosibirsk (1993);
- **Michael N. Dyer**, professor (algebraic geometry), B.A., 1960, Rice; Ph.D., 1965, California, Los Angeles (1967);
- **Peter B. Gilkey**, professor (global analysis, differential geometry), B.S., M.A., 1967, Yale; Ph.D., 1972, Harvard (1981);
- **Elizabeth A. Housworth**, assistant professor (probability theory), B.A., 1986, Emory; Ph.D., 1992, Virginia (1994);
- **James A. Hsung**, professor (mathematical physics, differential geometry, nonlinear partial differential equations), A.B., 1973, Princeton; Ph.D., 1979, Maryland (1982);
- **Alexander S. Kleshchev**, professor (Lie theory, representation theory), B.S., M.S., 1988, Moscow State University; Ph.D., 1992, Institute of Mathematics, Academy of Sciences of Belarus, Minsk (1995);
- **John V. Leahy**, professor (algebraic and differential geometry), Ph.D., 1965, Pennsylvania (1966);
- **Hisatoshi Lin**, associate professor (functional analysis), B.A., 1980, East China Normal University, Shanghai; M.S., 1984, Ph.D., 1986, Purdue (1989);
- **Hai Saenko**, assistant professor (algebraic topology, homotopy theory), B.S., 1983, Rochester; Ph.D., 1990, Massachusetts Institute of Technology (1995);
- **Gary M. Seitz**, professor (algebraic groups, finite groups, representation theory), A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., 1968, Oregon (1970);
- **Qi-Man Shao**, assistant professor (statistics and probability), B.S., 1983, M.S., 1986, Hangzhou University; Ph.D., 1989, University of Science and Technology (China) (1996);
- **Brad S. Shelly**, associate professor (Lie groups, harmonic analysis, representation), B.A., 1976, Arizona; M.S., Ph.D., 1981, Washington (Seattle) (1985);
- **Allan J. Sieradski**, professor (algebraic topology, homotopy theory), B.S., 1962, Dayton; M.S., 1964, Ph.D., 1967, Michigan (1967);
- **Stuart Thomas**, senior instructor, A.B., 1965, California State, Long Beach; B.A., 1967, California, Berkeley (1990);
- **Dame X. Xu**, associate professor (algebraic topology), B.A., 1965, University of Science and Technology (China); Ph.D., 1988, Chicago (1988);
- **Yuan Xu**, associate professor (mathematical analysis), B.S., 1982, Northwestern University (Xi'an China); M.S., 1986, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1988, Temple. On leave 1999-2000. (1992);

#### Emeriti

- **Fred C. Andrews**, professor emeritus, B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley (1957);
- **Glenn T. Befieman**, senior instructor emeritus, B.S., 1938, South Dakota State; A.M., 1942, George Washington (1964);
- **Paul Civin**, professor emeritus, B.A., 1939, Buffalo; M.A., 1941, Ph.D., 1942, Duke (1946);
- **Charles W. Curtis**, professor emeritus, B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale (1963);
- **Robert S. Freeman**, associate professor emeritus, B.A.E., 1947, New York; Ph.D., 1958, California, Berkeley (1967);
- **Kenneth S. Gehr**, professor emeritus, B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago (1995);
- **David K. Harrison**, professor emeritus, B.A., 1953, Williams; Ph.D., 1956, Princeton (1960);
- **Henry L. Loeis**, professor emeritus, B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles (1966);
- **Paul Olum**, professor emeritus, university president emeritus, A.B., 1940, Harvard; M.A., 1942, Princeton; Ph.D., 1947, Harvard (1976);
- **Kenneth A. Ross**, professor emeritus, B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle) (1964);
- **Robert E. Tate**, professor emeritus, B.A., 1946, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley (1965);
- **Donald R. Truax**, professor emeritus, B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford (1959);
- **Lewis E. Wood Jr.**, professor emeritus, A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane (1959);
- **Charles B. Wright**, professor emeritus, A.B., 1956, M.A., 1957, Nebraska; Ph.D., 1959, Wisconsin, Madison (1961);

#### Undergraduate Studies

Courses offered by the University of Oregon Department of Mathematics are designed to satisfy the needs of majors and nonmajors interested in mathematics primarily as part of a broad liberal education. They provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

**Preparation.** Students planning to major in mathematics at the university should take four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to satisfy the major requirements in mathematics at the University of Oregon in two years.

**Science Group Requirement.** The department offers a variety of courses that satisfy the science group requirement. These courses are MATH 105, 106, 107; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 251, 252, 253; MATH 271, 272. The 100-level courses present important mathematical ideas in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

#### Enrollment in Courses

Beginning and transfer students must take a placement examination before enrolling in their area is located in the Meehans Building Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in the Dooly Hall.
first UC mathematics course; the examination is given during each registration period. Students who transfer credit for calculus to the university are excused from the examination.

To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of P or 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 Calculus I (MATH 241) cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions contact a mathematics adviser.

**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,II (MATH 243, 244) 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 adviser 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 mathematics 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, 341, 342. Usually students interested in a physical science take the first sequence, while students in pure mathematics or in 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. Enriching MATH 256, 281, 282 or MATH 315, 341, 342 and completing the four required upper-division courses.

**Major Requirements**

The department offers undergraduate preparation for positions in government, business, and industry and 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 cannot be used to satisfy requirements for a mathematics major: Statistical Methods II (MATH 425, 426), 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.** 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 231), 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 I (MATH 391), Introduction to Analysis I (MATH 413), Introduction to Topology (MATH 431), Linear Algebra (MATH 441), Introduction to Abstract Algebra I (MATH 444).

**Option One: Applied Mathematics.** Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Elementary Numerical Analysis I (MATH 351, 352), Functions of a Complex Variable I (MATH 411, 412), Differential Equations I (MATH 420, 421), Fourier Series and Orthogonal Functions (MATH 422), Fourier and Laplace Integrals (MATH 423), Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453), Mathematical Modeling (MATH 455), Numerical Methods and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Methods of Statistics I,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 I (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometry from an Advanced Viewpoint I (MATH 394, 395), Introduction to Analysis I,II,III (MATH 413, 414, 415), Introduction to Topology (MATH 431, 432), Introduction to Differential Geometry (MATH 433), Linear Algebra (MATH 441), Introduction to Abstract Algebra I,II,III (MATH 444, 445, 446), Mathematical Statistics I,II,III (MATH 446, 456, 466).

**Option Three: Secondary Teaching.** Elementary Analysis (MATH 315), Number Theory (MATH 346), Elementary Linear Algebra (MATH 341), Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometry from an Advanced Viewpoint I (MATH 394, 395), Introduction to Mathematical Methods of Statistics I (MATH 461), and Problem Solving in Pascal (CIS 134) or an alternative programming course approved by an adviser.

**Option Four: Design-Your-Own.** Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses chosen in consultation with an adviser from the lists of courses for the applied or pure mathematics options above.

It is important to get approval in advance: the four courses cannot be chosen arbitrarily. In some cases, upper-division courses can be substituted for the lower-division courses listed in the first sentence of this option.

Students are encouraged to explore the design-your-own option with an adviser. For example, physics majors typically fulfill the applied option. But physics students interested in the modern theory of elementary particles should construct an individualized program that includes abstract algebra and group theory. Another example: economics majors typically take statistics and other courses in the applied option. But students who plan to do graduate study in economics should consider the analysis sequence (MATH 413, 414, 415) and construct an individualized program that contains it.

**Mathematics and Computer Science**

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the Mathematics and Computer Science section of this catalog.

**Mathematics Courses Recommended for Other Areas**

Students with an undergraduate mathematics degree often change fields when enrolling in graduate school. Common choices for a graduate career include computer science, economics, engineering, law, medicine, and physics. It is not unusual for a mathematics major to complete a second major as well. The following mathematics courses are recommended for students interested in other areas:

**Actuarial Science.** Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453), Introduction to Mathematical Methods of Statistics I (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) or Mathematical Statistics I,II,III (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.

**Biological Sciences.** Mathematical Modeling (MATH 455); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

**Computer and Information Science.** Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) or Mathematical Structures I,II (MATH 271, 272); Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462); Networks and Combinatorics (MATH 456).

**Economics, Business, and Social Science.** Mathematical Modeling (MATH 455); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

**Physical Sciences and Engineering.** Functions of a Complex Variable I (MATH 411, 412); Differential Equations I,II (MATH 420, 421), Fourier
Series and Orthogonal Functions (MATH 422), Fourier and Laplace Integrals (MATH 423)

**Honors Program**

Students preparing to graduate with honors in mathematics should notify the department’s honors adviser not later than the first term of their senior year. They must complete two of the following four sets of courses with at least a mid-B average (3.00 grade point average): MATH 413, 414; MATH 421, 423; MATH 441, 445 or MATH 445, 446; MATH 461, 462 or MATH 464, 465. They must also write a thesis covering advanced topics assigned by their adviser. The degree with departmental honors 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 and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor useful. To earn a minor in mathematics, a student must complete at least 30 credits in mathematics at the 200 level or higher, with at least 15 upper-division mathematics credits; MATH 425, 426, 427 cannot be used. A minimum of 15 credits must be taken at the University of Oregon. Only one D grade (D+ or D or D−) may be counted toward fulfilling the upper-division requirement. The upper-division courses must be taken for letter grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics adviser, to tailor the program to his or her needs.

**Middle and Secondary School Teaching**

The College of Education offers a five-year program for middle-secondary teaching licensure in mathematics. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

**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 academic record—both overall academic quality and adequate mathematical background for the applicant’s proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should note the general university requirements for graduate admission that appear in the Graduate School section of this catalog. Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics Graduate Student Handbook, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master’s degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental Graduate Student Handbook.

**Master’s Degree Programs**

**Pre-Ph.D. Master’s Degree Program.** Of the required 45 credits, at least 18 must be in 600-level mathematics courses, at most, 15 may be in graduate-level courses other than mathematics. Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, one must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master’s degree subcommittee of the graduate affairs committee.

**Master’s Degree Program.** Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics. Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 551, 552, 553; MATH 564, 565, 566. Students should also have a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, 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 a 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. Based on this consultation, conditional admission to the master’s degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master’s degree.

**Pre-Ph.D. Program.** To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor’s degree program described above. Other students are placed in the master’s degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. The examination consists of examinations on: two basic 600-level graduate courses, one each from two of 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 second languages selected from French, German, and Russian. Other languages are acceptable in certain 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 course work 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 operations, arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not toward graduation; satisfies no university or college requirement. Additional fee.

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, statistical inference, and discrete mathematics. 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) Nontechncal 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) Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

112 Elementary Functions (4) Exponential, logarithmic, and inverse trigonometric functions; mathematical induction. Intended as preparation for MATH 211. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

185 Mathematical Tools (2) Interactive introduction to mathematical computer software, using Mathematica. Applications to graphing, algebraic calculations, and mathematical problems from other fields. Prereq: MATH 112 or instructor's consent.

199 Special Studies: [Topic] (1-5R)

211, 212, 213 Fundamentals of Elementary Mathematics I, II, III (3,3,3) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K-8. Sequence. Prereq: MATH 111 or satisfactory placement test score. Prereq for 212: grade of C- or better in MATH 211. Prereq for 213: grade of C- or better in MATH 212.

231, 232, 233 Elements of Discrete Mathematics I, II, III (4,4,4) 231: sets, mathematical logic, induction, sequences, and functions; 232: relations, theory of graphs and trees with applications, permutations and combinations; 233: discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Sequence. Prereq: MATH 112 or satisfactory placement test score. Students cannot receive credit for both MATH 231 and 231. MATH 232 and 272.

241, 242 Calculus for Business and Social Science I, II (4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Sequence. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. For students in the social and managerial sciences whose programs do not require additional courses in calculus. Students cannot receive credit for both MATH 241 and 251. MATH 242 and 252.

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; a programmable calculator capable of displaying function graphs. Students cannot receive credit for both MATH 243 and 425.


256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253 or instructor's consent.


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's theorems. Linear algebra introduced as needed. Sequence. Prereq: 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 Elementary Linear Algebra (4,4) Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations: rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence. Prereq: MATH 253 or instructor's consent.

364 Number Theory (3) Topics include congruences. Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253 or instructor's consent.


359, 392, 393 Fundamentals of Abstract Algebra I, II, III (3,3,3) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: upper division standing or instructor's consent.

394 Geometries from an Advanced Viewpoint I (4) Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. Prereq: one year of high school geometry, one year of calculus. Sequence. Prereq: upper division standing or instructor's consent. Alternates with MATH 395.

395 Geometries from an Advanced Viewpoint II (4) Analysis of problems in Euclidean geometry using coordinates, vectors, and the synthetic approach. Transformations in the plane and space and their groups. Introduction to non-Euclidean geometries. Prereq: grade of C- or better in MATH 394. For prospective secondary school teachers. Alternates with MATH 394.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-21R)

403 Thesis (1-4R)

405 Reading and Conference: [Topic] (1-4R)

407/507 Seminar: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-4R)

411/511, 412/512 Functions of a Complex Variable I, II (4,4) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence. Prereq: MATH 256 or instructor's consent.

413/513, 414/514, 415/515 Introduction to Analysis I, II, III (4,4) Differentiation and integration on the real line and in n-dimensional Euclidean space; vector fields and metric spaces; vector field theory and differential forms. Sequence. Prereq: MATH 282, 315 or instructor's consent.


423/523 Fourier and Laplace Integrals (4) Convergence and summability of Fourier transforms. Laplace transforms, applications of initial and boundary value problems and fundamental solutions. Prereq: MATH 422/522 or instructor's consent.

425/525, 426/526 Statistical Methods I, II (4,4) Statistical methods for upper-division and graduate students. Only nonmajors may receive upper-division or graduate credit. Students cannot receive credit for both MATH 243 and 425.

427/527 Multivariate Statistical Methods (4) Multiple 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 cannot receive credit for both MATH 243 and 425.

431/531, 432/532 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.

433/533 Introduction to Differential Geometry (4) Plane and space curves, Frenet-Serret formula surfaces, Local differential geometry,
616, 617, 618 Real Analysis (4-5,4-5,4-5) Measure and integration theorem, differentiation, and functional analysis with point-set topology as needed. Sequence.
619 Complex Analysis (4-5) The theory of Cauchy, power series, contour integration, entire functions, and related topics.
634, 635, 636 Algebraic Topology (4-5,4-5,4-5) Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.
637, 638, 639 Differential Geometry (4-5,4-5) Topics include curvature and torsion. Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.
647, 648, 649 Abstract Algebra (4-5,4-5,4-5) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.
656, 657, 658 Numerical Analysis (4-5,4-5,4-5) Analysis of numerical methods for solving a variety of mathematical problems including the solution of linear and nonlinear equations, the computation of eigenvalues and eigenvectors, interpolation, integration, and the solution of differential equations. Rates of convergence and numerical stability. Sequence. Prereq: MATH 413/513, 421/521, 441/541.
667, 668, 669 Theory of Estimation and Testing Hypotheses (4-5,4-5,4-5) Point estimation of parameters including exact (small-sample) theory and asymptotic (large-sample) theory. Uniformly most powerful tests, unbiased tests, theory of invariance as applied to testing hypotheses, univariate and multivariate linear hypothesistests. Sequence.
671, 672, 673 Theory of Probability (4-5,4-5,4-5) Measure and integration, probability spaces, laws of large numbers, central-limit theorem, conditioning, martingales, random walks. Sequence.
681, 682, 683 Advanced Topics in Algebra: [Topic] (4-5,4-5,4-5) Topics selected from theory of finite groups, representations of finite groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.
684, 685, 686 Advanced Topics in Analysis: [Topic] (4-5,4-5,4-5) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.
687, 688, 689 Advanced Topics in Differential Equations and Mathematical Physics: [Topic] (4-5,4-5,4-5) 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] (4-5,4-5,4-5) 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] (4-5,4-5,4-5) 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.
Mathematics and Computer Science

Richard M. Koch and Eugene M. Luk, Advisers

General Information
The College of Arts and Sciences offers an undergraduate major in mathematics and computer science, leading to a bachelor of arts or bachelor of science degree. The joint major combines elements of the mathematics and computer and information science curricula into a four-year program that offers an alternative to the undergraduate degree programs in either field. It is intended to serve students who want to become knowledgeable in both fields but who do not initially want to specialize in either. The courses selected for the program provide a solid foundation for professional work or for advanced study without overspecialization in either subject.

The program is designed to develop team players for information-based occupations, its graduates have the tools to analyze complex problems and to compute the answers to them. Consistent with its emphasis on teamwork and communication, the program requires college-level exposure to an additional scientific field and an upper-division writing course.

Students with strong mathematics backgrounds in high school are frequently advised to major in computer science at the university, even without a clear idea of what the field of study is actually like. The joint major program offers such students the chance to experiment with computer science while retaining the anchor to mathematics. It also allows students the possibility of changing easily to the regular major program in either mathematics or CIS with no loss of credit and, at least through the junior year, without jeopardizing degree completion in four years.

Careers
Graduates with this major can enter industrial positions that require computer science skills and mathematical problem-solving ability. They are particularly well suited for positions in the high-performance computing industry, developing the software tools for large-scale scientific computation. The combination of mathematics and computer science forms an excellent professional background for secondary-school mathematics teachers, and the major program also provides a solid foundation for actuarial, financial, and related professions. Graduates are also prepared to enter advanced programs of study in either mathematics or computer science, or in applied areas such as biological computational science.

Preparation
A high school student planning to major in mathematics and computer science should pursue a strong academic program, with four years of mathematics, including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Experience preparing substantial written reports is also highly desirable.

Transfer: Students. College transfer students who have completed a year of calculus should be able to fit the remaining mathematics courses for the degree into just two years, provided that they have already completed the bulk of their general education requirements before they transfer.

Transfer students should call or write to the Department of Computer and Information Science to determine whether computer courses they have taken can be counted toward the joint major requirements. Sequential subjects such as mathematics and computer science typically require several years to progress from introductory to senior-level courses. The joint program lets students move forward in both fields at once with limited prerequisites, making it relatively accessible to both transfer students and to students who want to change from other major programs. Students who want to pursue the material in greater depth, however, need to consider prerequisite paths carefully.

Faculties and Facilities
The faculties and facilities in both the mathematics and the computer and information science departments are available to students in the combined major program. For detailed descriptions see those sections of this catalog. Information is also available on the World Wide Web.

Major Requirements
The specific requirements for the joint major fall into four categories: mathematics, computer science, writing, and science.

Courses in Mathematics

- Calculus II, III (MATH 251, 252, 253)
- Elements of Discrete Mathematics I, II (MATH 231, 232) or Mathematical Structures (MATH 271, 272)
- Elementary Analysis (MATH 315)
- Elementary Linear Algebra (MATH 341, 342)
- Multivariable Calculus (MATH 351, 352)
- Introduction to Mathematical Methods of Statistics II (MATH 461, 462)
- One other upper-division mathematics course (except Statistical Methods (MATH 425, 426), Multivariable Statistical Methods (MATH 427), and Matrix Algebra (MATH 440))
- Mathematics courses used to satisfy major requirements must be taken for letter grades and, at least 12 of the upper-division credits applied to the degree must be taken in residence at the university.

Courses in Computer and Information Science

- Computer Science I, II, III (CIS 210, 211, 212)
- Introduction to Data Structures (CIS 313)
- Computer Organization (CIS 314), Introduction to Algorithms (CIS 315)
- Choose one from Software Methodology (CIS 422), Introduction to Computer Graphics (CIS 441), and Modeling and Simulation (CIS 448)
- Principles of Programming Languages (CIS 425)
- Two other upper-division CIS courses
- With the exception of the two upper-division electives, all computer and information science courses used to satisfy degree requirements must be passed with letter grades of C- or better. Other CIS courses required for the degree may be taken either for letter grades or pass/no pass (PN). Grades of P or C- or better must be earned in such courses.

Writing Requirement
In addition to the two terms of writing required of all undergraduate majors, this joint major requires a third course: either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

Science Requirement
In addition to the course work in mathematics and computer and information science, this joint major requires 12 credits in science 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. Introduction to General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223)
3. General Biology I, II, III; Cells, Organisms, Populations (BI 211, 212, 213)
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 340-450)

Advising and Program Planning
Each student seeking a degree in this major is assigned two advisors, one in the Department of Mathematics and one in the Department of Computer and Information Science. One of the two is designated as the advisor of record for the student; both cooperate in planning the student's program. Because of the interrelationship between mathematics and computer science courses, it is especially important that a student planning for the combined major consult closely with both advisors. The sample program shown below broadly indicates a possible plan for meeting degree requirements in four years. Individual...
student interests may suggest changes in the order in which courses are taken. Since both mathematics and computer science are sequential subjects, the suitability of rearrangements should be discussed with the student’s adviser.

Programming Experience. Students who take CIS 210, 211, 212 are expected to have programming experience, which may have been acquired in a high school course, through employment, or in a course such as CIS 212. Students who are unsure about their level of preparation should meet with a CIS adviser.

The schedule shown below allows considerable flexibility during the senior year. Instead of (or in addition to) the CIS and MATH electives shown, qualified students may sign up for special topics courses or for up to 12 credits of senior thesis.

Sample Program

**Freshman Year** 44–50 credits
- Calculus L.I,III (MATH 251, 252, 253) ... 12
- Major science requirement ... 12
- College Composition I and either II or III (WR 121, 122 or 123) ... 8
- Social science group-satisfying courses ... 8–12
- Multicultural requirement or electives ... 4–6
- Elements of Discrete Mathematics LI (MATH 231, 232) and Computer Science I,II,III (CIS 210–212) go well together, as do calculus and physics.
- Students with advanced placement credit in calculus and programming experience may want to consider taking MATH 231 and 232 and CIS 210–212 in the freshman year, saving the calculus and programming requirement for the sophomore year.

**Sophomore Year** 40–45 credits
- Computer Science L.I,III (CIS 210, 211, 212) ... 12
- Elements of Discrete Mathematics LI (MATH 231, 232) or Mathematical Structures (MATH 271, 272) ... 8
- Major writing requirement (WR 320 or 321) ... 4
- Arts and letters group-satisfying courses ... 8
- Electives ... 8–12

**Junior Year** 40–45 credits
- CIS upper-division requirements (CIS 313, 314, 315, 422) ... 16
- Mathematics upper-division requirements (MATH 341, 342) ... 8
- Arts and letters group-satisfying electives ... 8–12
- Social science group-satisfying electives ... 8–12

**Senior Year**
- CIS upper-division requirements (CIS 425 and CIS 422, 441 or 445) ... 8
- Mathematics upper-division requirements (MATH 315 and MATH 351, 352 or MATH 461, 462) ... 12
- CIS upper-division electives ... 8
- Mathematics upper-division electives ... 4
- Other electives ... 8–12

**Honors Program**
- Both of the cooperating departments offer departmental honors programs to their undergraduate majors. After obtaining advance approval from both of their advisers, students in the joint degree program are eligible to attain honors in mathematics and computer science by meeting the honors requirements of either department, including the writing of a thesis.

**Minor**
- Minors are offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

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**Medieval Studies**

**F. Regina Psaki, Program Director**

(541) 346-4069
307 Prince Lucien Campbell Hall
http://darkwing.uoregon.edu/~medstd

**Participating Faculty**

Alfred Acres, art history
Barbara K. Altmann, Romance languages
Martha J. Bayless, English
Louise M. Bishop, English
Cynthia J. Bolog, art history
James L. Boren, English
Zoe Bovornsky, Germanic languages and literatures
Susan Boynton, music
Mary-Lyon Dolezel, art history
James W. Earl, English
Andrew E. Goble, history
Charles H. Lachman, art history
C. Anne Laskaya, English
Clare A. Lees, comparative literature, English
Mary Howe Mate, history
F. Regina Psaki, Romance languages
Jennifer F. Rondreau, history
Christine L. Sundt, library
Richard A. Sundt, art history
Kyoko Teikuro, religious studies
Cynthia M. Vakarelyiska, linguistics
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. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. Undergraduates interested in medieval studies should declare a humanities major with the medieval studies option. It can be an area of specialization for students majoring in any of the related departments. Study abroad is strongly encouraged.

Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, language, literature, music, philosophy, and religion. 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 world-view in Europe and beyond, and the origins of the modern world.

**Humanities Major, Medieval Studies Option**

Courses offered for a major in humanities with a medieval studies option must be passed with grades of C- or better. Variations in these requirements can be approved by the program director and the Medieval Studies Committee.

**Minor**

Minors are offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science (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 seminar in medieval studies (HUM 407) and six medieval courses in at least two departments. Two years of Latin are recommended.

**Suggested Courses**

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 the Medieval Studies Program director.

Art History. History of Western Art I (ARH 205), Japanese Art II (ARH 296), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Romanesque Sculpture (ARH 432), Gothic Sculpture (ARH 433), Medieval Painting (ARH 434), Text and Image: Medieval Manuscripts (ARH 435), Romanesque Architecture (ARH 437), Gothic Architecture II (ARH 438, 439). Islamic Art and Architecture (ARH 490)

Chinese. Issues in Medieval Chinese Literature (CHN 424)

Comparative Literature. Medieval Culture (COLT 412), Medieval Lyric to Petrarch (COLT 432), The Body in History (COLT 472)

English. The Bible and Literature (ENG 421), The Age of Beowulf (ENG 425), Medieval Romance (ENG 427), Chaucer (ENG 427), Old English Literature (ENG 421, 429, 430), Medieval and Tudor Drama (ENG 437)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Medieval Women in Western Europe in the Middle Ages (HIST 318), The Age of Discovery (HIST 327), Social and Economic History of Medieval England, 1050–1500 (HIST 418)

Japanese. Premodern Japanese Literature (JPN 424)

Latin. Readings in Medieval Latin (LAT 414)

Music. Survey of Music History (MUS 267)

Philosophy. History of Philosophy: Ancient and Medieval (PHIL 310)

Religious Studies. History of Christianity (REL 321, 322, 323), 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), French Survey: Medieval and Renaissance (FR 317), Italian Survey: Medieval and Renaissance (ITAL 317), Boccaccio and His Influence (ITAL 441), Dante and His Influence (ITAL 444, 445)

Russian. Russian Folklore (RUS 420)
Neuroscience

William Roberts, Institute Director
(541) 346-4566
222 Huestis Hall
Institute of Neuroscience, 1224 University of Oregon, Eugene OR 97403-1245
http://www.neuro.uoregon.edu

Participating Faculty
Christopher Q. Doe, biology
Judith E. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Daniel P. Kambe, psychology
Charles B. Kimmel, biology
Gary A. Klug, exercise and movement science
Shawn R. Lockery, biology
Richard Marnack, psychology
Helen Neville, psychology
Peter M. O’Day, biology
Michael F. Porier, psychology
John H. Postlethwait, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Tachashii, biology
Nathan J. Tulliez, biology
Paul van Donkelaar, exercise and movement science
Jens C. Weeks, biology
Morte Westerfield, biology
James A. Weston, biology
Marjorie Woolacott, exercise and movement science

Graduate Study in Neuroscience

Neuroscience is an interdisciplinary study concerned with neural function, development, and behavior. At the University of Oregon the graduate training program in neuroscience is centered in the Institute of Neuroscience, housed in modern quarters in the science complex. Participating faculty members come from 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 development. 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. Students and faculty members 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 participate in laboratory research from 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 by 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. See also the Research Institutes and Centers section of this catalog.

Neuroscience Courses

Biology - Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Developmental Neurobiology (BI 463/563), Chemical Neuroscience (BI 465/565), Hormones and the Nervous System (BI 467/567), Neurobiology (BI 469/569)

Chemistry - Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry (CH 466/566), Physical Biochemistry (CH 664, 665)

Computer and Information Science - Artificial Intelligence (CIS 671), Visual Information Processing (CIS 674)

Exercise and Movement Science - Motor Development (EMS 321), Motor Control (EMS 322), Neurological Mechanisms Underlying Human Movement (EMS 323), Theory of Motor Control and Learning (EMS 635), Motor Skill Learning (EMS 636)

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 451/551), Human Neuropsychology (PSY 459/559), Hormones and Behavior (PSY 460/560)

Pacific Island Studies

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Program Committee

William S. Ayres, anthropology
Aillette Biersack, anthropology
Shelley Ann Coyle, Western Regional Resource Center
Molly Elder, Center for Asian and Pacific Studies
Gerald W. Fry, international studies
Mafbed K. Gale, planning, public policy and management
Gordon G. Goble, geological sciences
Richard G. Hildreth, law
Stephen M. Johnson, sociology
Larry L. Neal, academic affairs
Kathy Poole, international education and exchange
Robin Paynter, library
Nancy Peryon, planning, public policy and management
Deanna M. Robinson, journalism and communication
Richard A. Sundt, art history
Hilai Yee Young, academic advising and student services
Richard W. Zeller, Western Regional Resource Center

About the Program

The Pacific Island Studies Program, part of the Center for Asian and Pacific Studies, offers individualized programs of study and research related to Pacific Island cultures. The University of Oregon has a long-standing educational and scholarly interest in the Pacific Islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instructional, research, and exchange programs at the university that are related to the Pacific Islands. The program emphasizes interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific.

Courses about the Pacific 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 Island studies toward an interdisciplinary Individualized Program (ISP) master’s degree (M.A. or M.S.). Information is available in the Graduate School section of this catalog.

The Pacific Island studies faculty participates in the Asian studies B.A. and M.A. degree programs by teaching 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. A field school is offered through the Department of Anthropology.

Training in selected Pacific island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language modules for Palauan and Kosraen. Tutoring in Samoan and other island languages is possible.

**Courses**

**Anthropology.** 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 425/525), Cultures of Island Southeast Asia (ANTH 436/536), Topics in Old World Prehistory (ANTH 440/540)

**Art History.** Art of the Pacific Islands II (ARTH 391, 392)

**Geological Sciences.** Oceanography (GEOG 307)

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

**Sociology.** Sociology of Developing Areas (SOCI 450/550)

Approved Seminars (407/507) and Experimental Courses (410/510) are additional possibilities in these and other departments.

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### Peace Studies

**David A. Frank and Cheyney C. Ryan, Committee Co-chairs**

(541) 346-4198

308 Chapman Hall

**Steering Committee**

Irene Diamond, political science  
David A. Frank, honors college  
Gregory McLaughlin, sociology  
Cheyney C. Ryan, philosophy

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**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 problem of peace from a variety of viewpoints. The focus of the program is threefold: it addresses the conditions that give rise to violence and how to prevent them; the conditions that constitute alternatives to violence and how to promote them; and the strategies for achieving peace in its various forms.

The peace studies minor is available to all university undergraduates. There are no requirements for admission to the program. Graduate students who want to concentrate on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

**Minor Requirements**

The interdisciplinary minor in peace studies requires a minimum of 32 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.

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### 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 464)

### 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 353, 354)
- Political Science, International Security (PS 496)
- Psychology, Attitudes and Social Behavior (PSY 456)
- Sociology, Race, Class, and Ethnic Groups (SOCI 345), Sociology of Race Relations (SOCI 445), Systems of War and Peace (SOCI 464)

### 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 (PPFM 322), Communities and Regional Development (PPFM 445)
- Political Science, Political Ideologies (PS 225), Feminist Theory (PS 483), Environmental Politics (PS 497)

- Sociology, Sociology of Developing Areas (SOCI 450)
- Women’s Studies, History and Development of Feminist Theory (WST 301, 302)

### Group III: Strategies for Achieving Peace

Choose one or two courses for a total of 4–8 credits:

- Anthropology, Women and Culture I: Polities, Production, and Power (ANTH 314)
- History, American Radicalism (HIST 350, 351)
- Political Science, International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)
- Planning, Public Policy and Management, Socioeconomic Development Planning (PPFM 446)
- Political Science, International Organization (PS 421)

- Sociology, Social Issues and Movements (SOCI 313)

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 advisor’s consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group satisfying course for the minor.

For more information about peace studies, call a co-director.
Philosophy

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Faculty


Emeriti


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

Undergraduate Studies

Philosophy asks fundamental questions about every aspect of the human experience, from the nature of knowledge, the self, and mind to concerns about human meaning and moral values. Through the study of primary texts, drawn from various historical periods and cultures, and of contemporary issues, philosophy provides a means for reflecting on one's beliefs and values while developing critical thinking, reading, and writing skills. Philosophy also refines the ability to reason and cultivates creative imagination and aesthetic sensitivity. A philosophical education thus offers excellent preparation for a broad range of careers that require critical intelligence as well as oral and written communication skills.

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 catalog, in the schedule of classes, and in The Green Book, which is available from the Office of Academic Advising and Student Services.

Students whose first or only major is philosophy must satisfy the university's bachelor of arts (B.A.) degree requirements—including competence in a foreign language—to graduate with a bachelor's degree in philosophy. Students who complete a different first major and the bachelor of science (B.S.) degree requirements may fulfill philosophy requirements as a second major without completing the requirements for a B.A. degree.

Major Requirements

The minimum major requirement is 52 credits of course work in philosophy with grades of P (pass) or C- or better, including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 52 credits must include three terms of History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312); one term of informal or formal logic (PHIL 102 or 461); and 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 453, or 463).

Honors in Philosophy

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 3.50 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 philosophy majors, a candidate for departmental honors must take 16 of the 52 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis must be approved by a thesis committee consisting of two faculty members from the philosophy department. Approval of the thesis depends in part on a public defense attended by the committee.

Upon fulfilling these requirements, the candidate is approved to receive a bachelor's degree with honors in philosophy.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of P (pass) or C- or better, including 16 upper-division credits. No more than 8 credits of the required 24 may be taken pass/no pass. The 16 credits must include three terms of History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312) 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, which is pluralistic in orientation, requires students to develop a broad knowledge of the history of philosophy, major fields, and various approaches and methods. Students are urged to concentrate in a specific area at the advanced level. In addition to the major periods in the history of philosophy, concentrations are supported in American philosophy, continental philosophy, social and political philosophy, feminist philosophy, ethics, philosophy of language, philosophy of science, and aesthetics.

Each student designs a program in consultation with the graduate adviser. Two or more years are typically required to complete the master's degree and four or more years for the doctorate. A complete and detailed list of the university and department requirements for graduate degrees is available from the department office.

Master of Arts

The M.A. program is designed to provide a broad knowledge of the history of philosophy and of recent developments in the basic fields of philosophy. It requires 48 credits of graduate course work, satisfaction of the second-language requirement, and either passing three of four comprehensive examinations or acceptance of a master's thesis by a thesis adviser. The comprehensive examinations cover four broad areas: (1) history of philosophy, (2) epistemology, (3) metaphysics, and (4) value theory (ethics, social-political, aesthetics). They can be passed by written examinations or by grades of A- or better in three specific courses in each of three fields.

Doctor of Philosophy

The Ph.D. degree requires a minimum of 81 credits of graduate-level course work, of which 18 must be in Dissertation (PHIL 602). Students must demonstrate proficiency in a second language, pass an advanced logic course, and pass comprehensive examinations in four broad fields of philosophy. The comprehensive requirement can be satisfied by written examinations or by receiving a grade of A- or better in three specified courses in each of the four fields.

A dissertation prospectus must be accepted by the candidate's dissertation committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final oral examination.

Admission

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is the most appropriate philosophy department for the applicant's goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record 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 catalog), the Department of Philosophy also requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant's academic background.
Applicants should write to the department, explaining their interest in graduate studies at the university and requesting a Graduate Admission Application. The first copy and one complete set of transcripts, together with the $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. Confidential report forms should be sent directly to the department by the faculty members recommending the applicant.

Graduate teaching fellowships are the only form of financial aid available in the philosophy department; the application deadline is February 15 for the following academic year. An application form is provided upon request.

**Philosophy Courses (PHIL)**

101 **Philosophical Problems (4)** Introduction to philosophy based on classical and modern texts from Plato through the 20th century. Sample topics include free will, the mind-body problem, the existence of God, and the afterlife. Prereq: none.

102 **Ethics (4)** Philosophical study of morality (e.g., ethical relativism, justification of moral judgments: concepts of duty, right, and wrong).

103 **Critical Reasoning (4)** Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments.

170 **Love and Sex (4)** Attitudes toward love and sexuality in the Western world that have led, in the United States, to a hostility toward sex and an elevation of purified images of love.

199 **Special Studies: (Topical) (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.

213 **Eastern Philosophy (4)** Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian philosophical traditions.

215 **Philosophy and Feminism (4)** Explores feminism's contribution to philosophy in complete accounts of knowledge and morality by considering the adequacy of theories that ignore gender and feminist development.

216 **Philosophy and Cultural Diversity (4)** Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

221 **Formal Logic (4)** Propositional and lower predicate calculus. Translation into symbolic notation, derivations, and truth-table tests. Quantifiers, consistency, and completeness.

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.

310 **History of Philosophy: Ancient and Medieval (4)** Focuses primarily on Plato and Aristotle. Examines their roots in pre-Socratic philosophy and their influence on medieval philosophers such as St. Augustine and St. Thomas Aquinas.

311 **History of Philosophy: Modern (4)** Survey of European philosophy through Hume, including the work of Descartes, Locke, and Berkeley.

312 **History of Philosophy: 19th Century (4)** Traces Kant's influence on such philosophers as Hegel, Nietzsche, and Marx.

320 **Philosophy of Religion (4)** Philosophical investigation of the nature of "religion" (e.g., the nature of the sacred, spirituality, and transcendence). Prereq: one philosophy course.

321 **Theory of Knowledge (4)** Considers conceptions of reality and truth as well as the role of reason, sense, and emotion in the pursuit of knowledge. Prereq: one philosophy course.

322 **Philosophy of the Arts (4)** Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts. 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 Life (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)** Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society. Prereq: one philosophy course.

340 **Environmental Philosophy (4)** Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

344 **Introduction to Philosophy of Law (4)** Introduces central problems in the law; examines the nature of legal reasoning.

350 **Metaphysics (4)** Traditional issues in metaphysics selected from among such topics as substance, essence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course or instructor's consent.

399 **Special Studies: (Topical) (1–5R)**

401 **Research: (Topical) (1–21R)**

403 **Thesis (1–21R)**

405 **Reading and Conference: (Topical) (1–21R)**

407 **Seminar: (Topical) (1–5R)** Recent topics include Art and Politics, Critical Theory, Eastern Philosophy, Feminist Theory, Philosophy of Film. Prereq: three philosophy courses.

410/510 **Experimental Course: (Topical) (1–5R)**

415/515 **Continental Philosophy (4)** The theory and writings of Heidegger, Husserl, Derrida, Foucault, and others. Prereq: junior, senior, or graduate standing.

417/517 **Topics in Critical Theory (4R)** Introduction to the Frankfurt School. Themes vary, but central concerns include rationality, political dimensions of art, and the philosophy of history. Prereq: PHIL 312 or instructor's consent. R once with instructor's consent for maximum of 8 credits.

420/520 **American Philosophy (4)** Historical survey of American philosophy from the colonial period including the work of Franklin, Emerson, Douglass, Peirce, and William James. Prereq: junior, senior, or graduate standing.

421/521 **Ancient Philosophers: (Topical) (4R)** Concentrates on the work of a single philosopher, typically Plato or Aristotle. Prereq for 421: PHIL 310 or instructor's consent. R when philosopher changes.

425/525 **Philosophy of Language (4)** Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: junior, senior, or graduate standing.

433/533 **17th- and 18th-Century Philosophers: (Topical) (4R)** Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq for 433: PHIL 310, 311, 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, proofs for the existence of God, the nature of divine attributes, the problem of evil, and religious ethics. Prereq: junior, senior, or graduate standing.

441/541 **Topics in the Philosophy of the Arts (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.

443/543 **Topics in Feminist Philosophy: (Topical) (4R)** Examines contemporary feminist contributions to philosophy. Prereq with instructor's consent for maximum of 8 credits.

446/546 **Law and Society (4)** Major philosophical and political issues raised by the institution of law. Topics include the justification of the legal order, the nature of legal reasoning, and the legitimacy of punishment. Prereq: junior, senior, or graduate standing.


451/551 **Native American Philosophy (4)** Survey of Native American philosophy focusing on methodology, philosophical perspectives in historical traditions, and contemporary Native American philosophy.

453/553 **19th-Century Philosophers: (Topical) (4R)** Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq for 453: PHIL 312 or instructor's consent. R when philosopher changes.

455/555 **Philosophy of Logic (4)** Written in the philosophy of logic (e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson). Prereq: junior, senior, or graduate standing.

459/559 **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 decidability of the predicate calculus, the essential incompleteness of elementary number theory, and set and recursive function theory). Prereq: PHIL 221 or equivalent.

463/563 **20th-Century Philosophers: (Topical) (4R)** Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, or Foucault). Prereq: junior or senior standing or instructor's consent. R when philosopher changes.

468/568 **Problems in Philosophy of Science (4)** Investigates issues in the natural sciences including debates concerning realism, scientific methods, naturalizing value neutrality, objectivity, the nature and role of evidence, and truth.
Physics

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Faculty

cal University of Munich. (1987)
James E. Braun, professor (experimental elementary particle physics). B.S., 1969, United States Air Force
Nilendra G. Deshpande, professor (elementary particle theory); associate dean, arts and sciences.
Russell J. Donnelly, professor (physics of fluids, superconductivity, astrophysics). B.Sc., 1951, M.Sc.,
1952, McMaster University; M.S., 1953, Ph.D., 1956, Yale. (1966)
Raymond E. Frey, associate professor (experimental elementary particle physics). B.A., 1978, California,
Stephen Gregory, associate professor (solid state physics). B.S., 1969, University of Manchester;
M.Sc., 1970, University of Essex; Ph.D., 1975, University of Waterloo. (1992)
Stephen D. Hsu, assistant professor (elementary particle theory). B.S., 1986, California Institute of
James N. Inamura, associate professor (astrophysics). B.A., 1974, California, Irvine; M.A., 1978,
Stephen D. Kavan, professor (solid state physics). B.A., 1976, Wesleyan; Ph.D., 1980, California,
Berkeley. (1985)
Dean W. Livezey, instructor (physics education). B.S., 1977, Massachusetts Institute of Technol
Brian W. Matthews, professor (protein crystallography). B.S., 1959, B.Sc. (Honors, 1st class), 1960,
Ph.D., 1964, University of Adelaide. (1969)
John T. Moseley, professor (molecular physics); provost and vice president for academic affairs.
Columbia. (1987)
Kwangil Park, professor (physics of fluids, solid state physics). B.A., 1958, Harvard; Ph.D., 1963,
California, Berkeley. (1966)
Michael G. Raymer, professor (quantum optics and chemical physics). B.A., 1974, California, Santa
Cruz; Ph.D., 1979, Colorado. (1988)

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.

Preparation. Entering freshmen should have taken as much high school mathematics as possible in preparation for starting calculus in their freshman year. High school study of physics and chemistry is desirable, as is study of one of

College of Arts and Sciences
the scientific languages—French, German, or Russian.

Transfer Students. Because of the sequential nature of the physics curriculum, students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transferred after two years should prepare themselves for upper-division course work in physics by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of either PHYS 201, 202, 203 or PHYS 211, 212, 213 and PHYS 204, 205, 206), one year of general chemistry with laboratory (the equivalent of CH 211, 212, 213 or CH 221, 222, 223 and CH 227, 228, 229), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalent of MATH 256 and MATH 281, 282). Students who transfer after attending a four-year college or another university for more than two years should have completed a second year of physics. Transfer students should also have completed as many as possible of the university requirements for the bachelor’s degree (see Bachelor’s Degree Requirements under Registration and Academic Policies).

Careers. Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with bachelor’s degrees in physics may find employment in the technology industry or as secondary school teachers. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements

Because of the sequential nature of physics courses, it is imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies. Requirements for the bachelor’s degree are outlined below.

Complete requirements are listed under Bachelor’s Degree Requirements in the Registration and Academic Policies section of this catalog. In addition, for the B.A. degree, the foreign-language requirement must be completed. One of the scientific languages—French, German, or Russian—is recommended for students planning graduate study in physics.

Complete the following required lower-division courses or their equivalents:

- Foundations of Physics I (PHYS 231, 252, 253)
- Calculus LIII (MATH 251, 252, 253)
- General chemistry with laboratories (CH 211, 212, 213 or CH 221, 222, 223 and CH 227, 228, 229)
- Introduction to Differential Equations (MATH 256)
- Several-Variable Calculus LII (MATH 281, 282)

Complete the following required upper-division courses or their equivalents:

- Foundations of Physics II (PHYS 351, 352, 353)
- Intermediate Physics Laboratory (PHYS 390)
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)
- Quantum Physics (PHYS 414, 415, 416)
- Any combination of Modern Optics Laboratory (PHYS 426), Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), Physics Instrumentation (PHYS 443), Advanced Physics Laboratory (PHYS 490) to total 6 credits

Required courses must be taken for letter grades, and a grade point average of 2.00 (C) or better must be earned in these courses. Courses beyond the minimum requirement may be taken pass/no pass (P/NP). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Program

The following sample program is designed for students preparing for graduate study in physics and prepared to take calculus in their freshman year. Students should consult the physics advising coordinator for assistance in planning programs adapted to their individual needs. In addition to general graduation requirements, students should plan to take the following courses:

**Freshman Year**

**42 credits**
- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) ............... 18
- Foundations of Physics I (PHYS 211, 212, 213) ... 12
- Calculus LIII (MATH 251, 252, 253) ............. 12

**Sophomore Year**

**26 credits**
- Foundations of Physics II (PHYS 351, 352, 353) ... 12
- Intermediate Physics Laboratory (PHYS 390), two terms ........................................... 2
- Introduction to Differential Equations (MATH 256) ..................................................... 4
- Several-Variable Calculus LII (MATH 281, 282) ... 8

**Junior Year**

**26-28 credits**
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) ............... 12
- Advanced Physics Laboratory (PHYS 490) or other laboratory ........................................ 2-4
- Mathematics or physics electives or both ........... 12

**Senior Year**

**30-32 credits**
- Quantum Physics (PHYS 414, 415, 416) ....... 12
- Advanced Physics Laboratory (PHYS 490) or other laboratory ......................................... 2-4
- Mathematics or physics electives or both ........... 16

**Sample Program for Transfer Students**

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general physics with laboratories, one year of general chemistry with laboratories, and as many as possible of the university requirements for the bachelor’s degree. In addition to graduation requirements for the bachelor’s degree, transfer students should plan to take the following courses:

**Junior Year**

**26 credits**
- Foundations of Physics II (PHYS 351, 352, 353) ... 12
- Intermediate Physics Laboratory (PHYS 390), two terms ........................................... 2
- Introduction to Differential Equations (MATH 256) ..................................................... 4
- Several-Variable Calculus LII (MATH 281, 282) ... 8

**Senior Year**

**42 credits**
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) ....................................... 12
- Quantum Physics (PHYS 414, 415, 416) ............... 12
- Advanced Physics Laboratory (PHYS 490) and other laboratory courses .......................... 6
- Physics or mathematics electives or both ........... 12

**Honors**

To be recommended by the faculty for graduation with honors in physics, a student must complete at least 46 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 Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). Three credits in Intermediate Physics Laboratory (PHYS 390) or a 4-credit 400-level physics course completes the upper-division requirements. All course work must be completed with grades of P or C- or better. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Prospective minors must take either General Physics with Calculus (PHYS 211, 212, 213) or Foundations of Physics I (PHYS 251, 252, 253). General Physics (PHYS 201, 202, 203) may be substituted with the physics undergraduate advisor’s approval.

**Engineering**

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor’s degree in physics from the UO and one in engineering from OSU. For more information, see the Engineering Preparatory section of this catalog.

**Middle and Secondary School Teaching**

The College of Education offers a fifth-year program for middle-secondary teaching licensure in physics and integrated sciences. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

**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 astronomy and astrophysics, atomic and molecular physics, biophysics, chemical physics, condensed matter theory, elementary particle physics, quantum optics, solid state physics, statistical mechanics, superfluid mechanics, and areas of applied physics.

The Interdisciplinary Institute of Theoretical Science houses theoretical research in some of
the above areas as well as in areas of overlap between chemistry and physics.

The Materials Science Institute and the Oregon Center for Optics 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 understanding physical systems.

Cooperative programs of study are possible in biophysics through the Institute of Molecular Biology.

Pine Mountain Observatory

The Department of Physics operates Pine Mountain Observatory for research and advanced instruction in astronomy. It is located thirty miles south of Bend, Oregon, off Highway 20 near Millerton, 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 computers. 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 must demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics a copy of a completed Graduate Admission Application, one copy of official transcripts of all academic work, and three letters of reference from individuals well-acquainted with the applicant's ability and recent work in physics.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to Ph.D. students. GTFs require approximately eighteen hours of work a week and provide a stipend and tuition waiver. New students are typically eligible only for teaching fellowships. The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

To ensure equal consideration for fall 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 advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the Graduate School section of this catalog for general university admission and degree requirements. Departmental requirements are outlined in a handbook for incoming students, available in the department office, and are summarized below.

Master of Science or Arts

Course requirements for a master of science (M.S.) in physics typically include, in addition to the equivalent of one graduate physics course, at least one three-term physics sequence taken at the 600 level and three 500- or 600-level mathematics courses taken at the 400 level and approved by the director of graduate studies. A total of 45 graduate credits must be completed, including 32 in graded physics courses. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credits earned at another accredited graduate school may be applied, and a minimum GPA of 3.00 (B) must be maintained.

Candidates must either pass a master's final examination, or submit a written thesis, or take a program of specified courses. The master's examination, given each spring, covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, thermodynamics). The thesis option requires a minimum of 9 credits in Thesis (PHYS 503) or 6 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503). The specified-course option requires 45 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department.

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 several 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. All candidates must pass the written master's examination. This requirement may be waived by the director of graduate studies if the candidate already has a master's degree in physics. The remainder of the qualifying exam is a written examination given each fall. It covers the study of the requirements covered in the qualifying examination: mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, problems of mathematical physics. After rectifying any deficiencies in undergraduate physics, students typically prepare for the qualifying examination by taking 600-level courses in the core areas. Students are encouraged to take the examination as soon as possible. The examination may be taken several times but must be passed by the beginning of the fourth year of graduate study.

Within one year of passing the master's and qualifying examinations, students should secure a dissertation research advisor. Before taking the comprehensive examination, students must complete their personal knowledge of physics and pursue advanced studies in at least three specialized fields. 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.

Lecture Requirement. Before the final approval of the dissertation, candidates must present a lecture in one of the research seminars or a research group meeting.

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 investigations. The dissertation must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of knowledge in the subject and be written in credible prose style. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

Astronomy Courses (ASTR)

123 Galaxies and the Expanding Universe (4) Galaxies and the universe. Primarily for science majors.

Physics Courses (PHYS)

101, 102, 103 Essentials of Physics (4, 4, 4) Fundamental physical principles. 101: mechanics. 102: heat, waves, and sound; electricity and magnetism. 103: modern physics. Primarily for science majors.
151 Waves, Sound, and Light (3) Nature of vibrations and waves. Descriptions of various waves in our surroundings; mechanical, water,
sound, and electromagnetic waves. Primarily for 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. Prereq: PHYS 151. Primarily for nonscience majors.

153 Physics of Light and Color (3) Light and color, their nature, how they are produced, and how they are perceived and interpreted. Prereq: PHYS 151. Primarily for nonscience majors.


161 Physics of Energy and Environment (4) Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation. Primarily for nonscience majors.

162 Solar and Other Renewable Energies (4) Topics include photovoltaic cells, solar thermal power, passive solar heating, geothermal energy, and wind energy. Primarily for nonscience majors.

196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Sequence. Prereq: 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. Coreq: MATH 111, 112 or equivalent. For science majors and preengineering and prehealth science students.
251, 252, 253 Foundations of Physics I (4,4,4) 251: kinematics, Newtonian mechanics, relativistic treatments. force: energy: momentum. 252: relativistic energy and momentum; collisions; photoelectric effect; Compton scattering; rotational motion; Bohr atom. 253: electricity and magnetism. Coreq: MATH 251, 252, 253 or equivalent. Recommended for majors.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-16R) PIN only
403 Thesis (1-2R)
405 Reading and Conference: [Topic] (1-16R) PIN only
406 Field Studies: [Topic] (1-2R)
407/507 Seminar: [Topic] (1-4R)
408/508 Workshop: [Topic] (1-2R)
409 Supervised Tutoring (1-3R) PIN only
410/510 Experimental Course: [Topic] (1-4R) Current topics are listed in the UO Schedule of Classes.
414/514, 415/515, 416/516 Quantum Physics (4,4,4) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schrödinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecule, and solid, quantum mechanics, elementary particles. Sequence. Prereq: PHYS 411, 412/512, 413/513. Only nonmajors may earn graduate credit.
417/517 Topics in Quantum Physics (4) Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Prereq: PHYS 415/515. Only nonmajors may earn graduate credit.
422/522 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena. Prereq: PHYS 415/515.
423/523 Introduction to Statistical Physics (4) Development of statistical techniques to describe physical systems with applications to classical and quantum ideal gases, nonideal gases, phase transitions, photon gas, and transport. Prereq: PHYS 353.
425/525 Modern Optics (4) Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing. Prereq: PHYS 424/524 or equivalent.
426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.
427/527 X-ray Crystallography (4) X-ray diffraction, Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier synthesis, the phase problem, small and macroscopic crystal structures. Prereq: instructor's consent. Includes laboratory work.
431/531 Analog Electronics (4) Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers. Prereq: general physics or equivalent; knowledge of complex numbers; MATH 256.
432/532 Digital Electronics (4) Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing. Prereq: general physics or equivalent; MATH 253.
433/533 Physics Instrumentation (4) Basic components of a personal computer and interface implementations. Applications to scientific instrumentation. Prereq: PHYS 432/532.
450/590 Advanced Physics Laboratory: (Topic) (1-16R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Prereq: instructor's consent.
492/592 Stellar Structure and Evolution (4) Introduction to the physics of stars. Topics include equations that govern stellar structure and evolution, thermodynamics, radiation transport, interstellar medium, nebulae and supernovae. Prereq: MATH 282, PHYS 353.
493/593 Observational Cosmology (4) Introduction to observational cosmology. Topics include cosmological models, physics of the early universe, large-scale structures, and the extragalactic distance scale. Prereq: PHYS 413/513.
503 Thesis (1-16R) PIN only
601 Research: [Topic] (1-16R) PIN only
603 Dissertation (1-16R) PIN only
605 Reading and Conference: [Topic] (1-16R) PIN only
606 Field Studies: [Topic] (1-16R)
607 Seminar: [Topic] (1-4R) PIN only. Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.
608 Workshop: [Topic] (1-16R)
609 Supervised Tutoring (1-3R) PIN only
610 Experimental Course: [Topic] (1-4R) Current topics are listed in the UO Schedule of Classes.
611, 612 Theoretical Mechanics (4,2) Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies.
621, 622, 623 Electromagnetic Theory (4,4,4) Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation given sources, coupled motion of sources and fields, the electromagnetic field in dense media.
634 Advanced Quantum Mechanics (4) Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization, Fock space.
Political Science
Priscilla Southwell, Department Head


About the Department
The Department of Political Science at the University of Oregon offers courses in a variety of subjects, including U.S. politics, international relations, public policy, comparative politics, political theory, and methods of social scientific research. Areas in which the department specializes include American, environmental, and East European politics.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Many 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 graduation.

Undergraduate Studies
The undergraduate program in political science is designed (1) to provide a systematic understanding of the political process; (2) to provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered
Courses at the 100 and 200 levels are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concepts of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, certain 300- and 400-level courses may have prerequisites.
Students should have at least 8 credits in political science before taking 400-level courses.

**Major Requirements**

Credits. 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; no more than 16 credits may be lower division. All 48 credits must be passed with grades of C- or better. Of the 48 credits, it must be taken in each of three subfields chosen from the following six subfields: classical and contemporary political theory, comparative politics, international relations, public policy, research methodology, and 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 seminars (PS 407) or Experimental Courses (PS 410) may be included in the 48-credit requirement and counted toward the subfield of concentration.

No more than a total of 16 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), and Workshop (PS 408) may be applied toward the 48-credit requirement. Work in seminars (PS 407) does not count toward the major.

No more than 10 credits of Field Studies (PS 406) 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.

**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 courses offered at those institutions. At least 20 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 a program that is most useful to his or her career goals. A career goal may well involve incorporating relevant courses from other university departments into a program in political science. Because the courses students choose affect their career opportunities, it is extremely important that decisions about a curricular program be carefully considered.

Before beginning their studies, all students should, with the help of faculty advisors, plan course programs. The following sample two-year program is a guide for students undertaking a general program in political science. It is essential that each student consult a faculty 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, a foreign language for the B.A. degree.

#### Freshman Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>United States Politics (PS 201) or equivalent</td>
</tr>
<tr>
<td></td>
<td>Arts and letters elective</td>
</tr>
<tr>
<td></td>
<td>College Composition I (WR 121)</td>
</tr>
<tr>
<td></td>
<td>Mathematics or foreign language</td>
</tr>
<tr>
<td>Winter</td>
<td>Introduction to International Relations (PS 205)</td>
</tr>
<tr>
<td></td>
<td>Introduction to Sociology (SOC 204)</td>
</tr>
<tr>
<td></td>
<td>Scientific elective</td>
</tr>
<tr>
<td></td>
<td>Mathematics or foreign language</td>
</tr>
<tr>
<td>Spring</td>
<td>Introduction to Comparative Politics (PS 204)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Mathematical or foreign language</td>
</tr>
</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Political science 200- or 300-level elective</td>
</tr>
<tr>
<td></td>
<td>Arts and letters elective</td>
</tr>
<tr>
<td></td>
<td>College Composition II or III (WR 122 or 123)</td>
</tr>
<tr>
<td></td>
<td>Introduction to Economic Analysis: Microeconomics (EC 201)</td>
</tr>
<tr>
<td>Winter</td>
<td>Political science 300-level elective or equivalent lower-division course</td>
</tr>
<tr>
<td></td>
<td>Appropriate 200-level course</td>
</tr>
<tr>
<td></td>
<td>Scientific elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>Spring</td>
<td>Political science 300-level elective or comparable lower-division course</td>
</tr>
<tr>
<td></td>
<td>Arts and letters elective</td>
</tr>
<tr>
<td></td>
<td>Scientific elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>
| Second Bachelor's Degree. Students who want to obtain a second bachelor's degree in political science must complete 48 credits in political science, as outlined above under Credits.

#### Honors in Political Science

In order to graduate with honors in political science, a student who has earned a 3.50 grade point average by the end of the junior year must sign up for 3 credits of Thesis (PS 403) under supervision of a faculty member. The thesis must be completed at least one term before the term of graduation. An honors committee reviews the student's performance on the thesis and on courses taken during the senior year before making a final decision about granting the honors distinction.

#### Minor Requirements

The minor in political science requires 24 credits including 16 upper-division graded credits. All 24 credits must be taken for letter grades and passed with grades of C- or better. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), or Workshop (PS 408). Field Studies (PS 406) and Practicum (PS 409) do not count toward the minor. Up to 8 credits may be transferred from another institution. Students must submit a minor declaration form to the department office.

### Middle and Secondary School Teaching

The College of Education offers a five-year program for middle-secondary teaching licensure in social studies. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

### Graduate Studies

The Department of Political Science offers a graduate program of study leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and to enable them to understand and participate in public affairs.

Regular members of the department and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as environmental politics, international political economy, laboratory studies of rational choice, north-south and north-north issues in economic and political development, political parties, political change in East Asia, and voting behavior.

### Admission

Admission requirements for the master's and doctoral degree programs include the following:

1. Official transcript showing a grade point average (GPA) of 3.00 or higher for all undergraduate and graduate academic work.
2. Recommendations from at least three teachers from whom courses have been taken.
3. Scores on the Graduate Record Examinations (GRE); combined verbal and quantitative scores of 1100 are required. Students with degrees from overseas institutions where English is not spoken must also attain a score of at least 213 on the Test of English as a Foreign Language (TOEFL).
4. A statement of career plans prepared by the student.
5. Other evidence that may be helpful in reaching a decision. Although an undergraduate major in political science is not a prerequisite for admission, the committee takes into consideration previous academic work in political science.

Application forms, recommendation forms, and additional information about the graduate program and graduate teaching fellowships may be obtained by visiting or writing the Department of Political Science. The deadline for graduate teaching fellowship applications and fall-term admission is February 15. The deadline for spring-term admission is January 20.

### Master's Degree Program

The master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research.
Two years is the typical period for completing the program. The master's degree program has the following requirements:
1. Completion of 48 credits of graduate course work
2. Completion of required courses as specified by the department
3. Demonstrated competence in social science methodology
4. Completion of a master's degree thesis
See the Graduate School section of this catalog for the distinction between M.S. and M.A. degree requirements.

**Doctoral Program**

This program is designed to allow the well-prepared student to complete course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations during 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. PS 601, 605, 606, 608, 609, and 610 may be taken pass/no pass, but no more than 6 credits may be counted toward the 81. All other courses must be taken for letter grades.
2. Completion of State of the Discipline (PS 620), to be taken the first time it is offered.
3. Completion of three seminars, selected from PS 621-626, in the three areas fields in which the student takes the comprehensive examination. Students should take these seminars as early as possible.
4. Demonstrated proficiency in quantitative and research methods.
5. After completion of course work, passing a comprehensive examination in one primary field and two secondary fields selected from the list below. Each field comprises several themes from which the student must choose a subset.
   a. Classical and contemporary political theory
   b. Comparative politics
   c. International relations
   d. Public policy
   e. Formal theory and methodology
   f. United States politics
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 subfield as one of the two subfields. The content of this subfield is decided by consensus of the student and at least three faculty members.
8. Completion of the 18 credits of Dissertation (PS 605), as required by the Graduate School. These credits must be taken while completing the Ph.D. dissertation, which is written after passing the comprehensive examination.

A complete description of graduate requirements, including an explanation of themes and field requirements, is available from the department office.

**Political Science Courses (PS)**

*Because not every course listed here can be offered every year, students should consult the most recent UO Schedule of Classes or inquire at the department office.*

1. **Modern World Governments** (4) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations in Africa and Latin America. Suhrke.
2. **Problems in United States Politics** (4) Current policy issues in American politics (e.g., unemployment, education, crime). Medler.
4. **Special Studies: [Topic] (1-5R)**
5. **United States Politics** (4) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Medler.
6. **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.
7. **Introduction to Comparative Politics** (4) Major concepts and approaches in the study of comparative government and politics. Dawson, Kraus, Suhrke.
8. **Introduction to International Relations** (4) Introduction to theoretical and methodological tools for the analysis of world politics. Baugh, Darst, Kraus, Skalm.
9. **Introduction to Contemporary Political Theory** (4) Theories of collective action, power, conflict of interest in the context of political institutions. Orbell, Southwell.
10. **Introduction to the Tradition of Political Theory** (4) Selected issues in political theory such as political obligation, rationality, diversity, and realism. Covers contemporary and classical theories. Ash, Baugold.
11. **Political Ideologies** (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communisn, feminism, environmentalism, and nationalism.
12. **Introduction to Urban Politics** (4) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban; politics; black politics. Diamond.
13. **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.
14. **Mexican Politics** (4) Introduction to contemporary Mexican politics: historical overview; government and politics; political economy, global economic integration, impacts; popular struggles, human rights policies, militarization, United States role; border politics. Goldrich.

Covers basic theoretical concepts including justice, freedom, responsibility, and race and gender as political (and politicized) categories. Not offered 1999-2000.

17. **Introduction to Political Psychology** (4) Contemporary cognitive theories applied to political behavior, individual and collective processes. Orbell.
18. **Introduction to Environmental Politics** (4) Growth-driven modern economy and environmental limits in Western, East European, and Third World countries. Includes environmental policy, alternative environmental political futures. Diamond, Goldrich.
23. **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 relationship of the U.S. to its international environment. Kraus, Mitchell, Southwell.
26. **International Political Economy** (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macroeconomics recommended.
29. **Political Power, Influence, and Control** (4) Survey of the use of the concept of power in the social sciences, stressing diverse theoretical
perspectives and empirical studies of political institutions. Medler.
348 Women and Politics (4) Examines the treat-
ment of women in the classic works of political philosophy. Links this body of thought to con-
temporary views on women. Diamond, Novkov, Southwell.
349 Mass Media and American Politics (4) The role of the mass media in contemporary Ameri-
can politics; the effect of the media on such institu-
tions as political parties, elections, and the 
presidency. Medler.
353 Campaigning (4) Strategic issues for politi-
cans and others interested in winning votes. 
Theoretical materials from political science and 
related disciplines cast light on these practical 
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 explanations for phenomena as 
process models; drawing conclusions to test the 
models; revising and refining models. Applica-
tions from many sociopolitical processes. Prereq: 
MATH 111 or equivalent or instructor’s consent. 
Baugh.
386 United States Social Movements and 
Political Change (4) Causes and consequences of 
American social movements. Considers theo-
retical perspectives. Topics may include agrarian 
populism, labor movement, civil rights move-
ment, the women’s movement, and identity 
politics. Berk, Novkov.
399 Special Studies: [Topic] (1–5R)
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 maxi-
num of 10 credits.
407/507 Seminar: [Topic] (1–4R) Offerings vary 
year to year, depending on student needs 
and faculty interests.
408/508 Workshop: [Topic] (1–21 R)
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.
414/514 Political Parties and Elections (4) 
The primary function of parties in the United States 
as compared with other systems: socialization 
and recruitment, political identification, voting 
behavior, and party organization. Southwell.
420/520 International Organization (4) 
The organization of interaction among nations in 
institutional arrangements. Darst, Mitchell, 
Skalnes.
421/521 Science, Technology, and Interna-
tional Relations (4) Examines weapons develop-
ment, economic competitiveness, and environ-
mental issues to learn how advances in science 
and technology have influenced international 
relations. Suttmeier.
423/523 Europe after the Cold War (4) Interna-
tional politics in contemporary Europe. Topics 
include nationalism and ethnic conflict; the 
European Union, the North Atlantic Treaty 
Organization, and other international organiza-
tions; Russian foreign policy. Darst.
424/524 Politics of Western Europe (4) Govern-
mental 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. Southwell. Not offered 
425/525 Politics of the European Union (4) 
Theory and practice of European integration: 
institutions, policies, and prospects of the 
2000.
426/526 United States Foreign Policy II (4) 
Processes by which United States foreign policy 
is made and executed; problems leading to sub-
optimal results; predicting future policy problems 
and outcomes. Prereq: PS 326 or instructor’s 
consent. Baugh.
429/529 Public Opinion and Foreign Policy (4) 
Nature, determinants, impact, and interaction of 
elite and mass public opinion regarding foreign 
policy, particularly of the United States. Structure 
and measurement of beliefs. PS 326 or 
2000.
430/530 Political Theory: Ancient and Medieval 
(4) Greek, Roman, and medieval political thought 
covering Socrates, Plato, Aristotle, Cicero, 
Augustine, and Aquinas. Ash, Baumgold.
431/531 Political Theory: Renaissance, Reformation, 
and Early Modern (4) Development of 
political theory. Primary figures are Machiavelli, 
432/532 Political Theory: Modern and Contem-
porary (4) Political theory during the 19th 
and 20th centuries including utilitarianism and 
radical, revolutionary, and liberal democratic 
thrads. Ash, Baumgold.
433/533 Marxist Political Theories (4) Variations 
in Marxist theorizing. Survey of different schools. 
How Marxist theoretical expression and adapta-
tion in one environment might compare to that 
in another.
434/534 Feminism and Ecology (4) Ecolo-
 feminism as a mode of thought and social movement. 
Explores political and cross-cultural origins, 
conceptions of the social and natural, critiques of 
development, and approaches to population 
issues. One course in ENVS, INTL, or WST 
recommended. Diamond.
435/535 Feminist Theories of Politics (4) Fem-
inist understandings of traditional political 
concepts of freedom, democracy, and obligation. 
438/538 Urban Politics (4) Theoretical perspec-
tives, the dispute about power structures, the 
political context, community conflict, political 
participation, urban protest movements, new 
political forms, community control, black politics 
439/539 Evolution, Cooperation, Ethics (4) 
Examines the relevance of modern evolutionary 
psychology for roots of human political and 
social behavior, in particular cooperative and 
ethically bound behaviors. Orbell.
442/542 Politics of China II (4) Recent trends in 
the study of the modern Chinese state. PS 342 or 
a course in modern Chinese history or society 
444/544 How to Construct Social Theory (4) 
Introduction to the art of theory and model 
construction in social science. Orbell. Not offered 
445/545 Methods for Politics and Policy 
Analysis I (4) Introduction to quantitative analy-
sis, concepts and methods of empirical research, 
and measurement of belief systems. Applied statistical analysis in political 
science. Methods include descriptive statistics, 
bivariate correlation, and regression techniques. 
Baugh, Medler, Myagkov, Southwell.
446/546 Methods for Politics and Policy 
Analysis II (4) Survey of multivariate model 
building for political analysis. Multiple regres-
sion, discrete-variable techniques, recursive 
systems, and cross-level analysis. Application of 
these techniques to concrete political problems. 
Baugh, Medler, Myagkov, Southwell.
454/554 Japanese Politics (4) Analyzes issues 
surrounding Japanese democracy and political 
economy with reference to Japan’s modern 
history, political institutions, public policy, and 
foreign relations. Suttmeier.
455/555 Theories of International Politics (4) 
Competing theories of international relations 
and strategies for testing the theories. Baugh, 
Mitchell, Skalnes.
456/556 Democratic Processes (4) Application 
of formal rational models to democratic institu-
tions and processes with particular reference to 
voters, voting, interest groups, and elections. 
Elementary economics recommended. Not 
459/559 United States–China Relations (4) 
Examines the sources and consequences of 
China’s foreign policies since 1949. Kraus. Not 
461/561 Environmental Politics in Industrial-
ized Societies (4) Compares the characteristics 
and political impact of environmental move-
ments in the advanced capitalist democracies 
and the communist-postcommunist world. Dawson.
462/562 Politics of Russia and the Newly 
Independent States (4) Examines the commu-
nist experience in the USSR from 1917 to 1991, 
Studies the impact of the communist legacy on 
contemporary democratization processes in the 
post-Soviet states. Dawson.
463/563 Government and Politics of Latin 
America I (4) Historical impact of international 
economic integration on democracy, equity, and 
sustainability; Cuban revolution; national security 
states; new social movements; case studies: Chile, 
Brazil, Mexico. Goldrich.
464/564 Government and Politics of Latin 
America II (4) Intensive inquiry into special topics 
in Latin American politics. PS 463/563 or 
497/597 recommended. Goldrich. Not offered 
465/565 Government and the Economy (4) 
The relationship between government and market 
economy. The politics of fiscal and monetary 
policy, government budgeting, international 
policy, and the regulation of economic activity. 
467/567 The United States Presidency (4) An 
ambivalent view of the presidency as the key 
institution in the United States political system: 
source of great good but also of great harm.
468/568 Congress (4) The study of Congress 
as an institution: congressional elections, 
the committee system and the internal distribution 
of influence, relations with the President and the

Political Science

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480/580, 481/581 Introduction to Rational Choice LIT (4, 4) Introduces the paradigm of rational choice and game theory that is of special significance to politics. Sequence. Myagkov.


484/584 United States Supreme Court (4) The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court’s decisions.

485/585 Civil Rights and Civil Liberties (4) Overview of the role of rights in the United States legal system. Particular emphasis on the role of freedom and equality in a federal system. Prereq: PS 275 or instructor’s consent. Novkov.


492/592 Decision-Making (4) Introduces problems of collective decision-making and modern theories of individual decision-making under risk and uncertainty. Orcebell.


496/596 International Security (4) Security as a fundamental national and international political concern, including economic, environmental, military, political, and societal aspects. Emphasis on decision-making and policy consequences. Baugh.

497/597 Environmental Politics (4) Global corporate-led international economic integration’s impact on world environment and equity (e.g., the United States and poor countries. U.S.- Mexico agricultural integration; transnational citizen’s organizing (or alternatives). Goldrich. Not offered 1999–2000.

508 Thesis (1–15R) P/N only

601 Research: [Topic] (1–15R) P/N only

602 Supervised College Teaching (1–5R)

603 Dissertation (1–15R) P/N only

605 Reading and Conference: [Topic] (1–15R)

606 Field Studies: [Topic] (1–15R)

607 Seminar: [Topic] (1–4R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–3R)

620 State of the Discipline (4) Introduction to trends in the political science profession and to the faculty at the University of Oregon.


623 Comparative Politics (4) Survey of major works in the field of comparative politics.


625 Public Policy (4) Survey of major works in the field of public policy.

626 Research Methodology (4) Survey of major works in the field of research methodology.

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Psychology

Robert Mauro, Department Head

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Faculty


Michael J. Pouzet, professor (cognition, neuropsychology of attention). B.S., 1957, M.S., 1959,
Emeriti

Caro Un Keutzec, associate professor emerita. BA '1962, Reed; Ph.D., 1967, Stanford. (1969)


Ray Hyman, professor emeritus, A.B. 1950, Boston University. (1960)


Emeriti


Robert F. Fogel, professor emeritus. B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1968)


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

Undergraduate Studies

Undergraduate courses in psychology at the university provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a 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). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers: 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, market, advertising, 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).

Career information is also available from the American Psychological Association, 1200 17th Street Northwest, Washington DC 20036, or from http://www.apa.org.

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 no more than two lower-division courses 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. Transfer equivalents for lower-division courses are evaluated case by case. Check with the departmental head adviser to determine equivalency of completed introductory work.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies.
2. Other 300-level courses and courses numbered 400 to 499 are of broad interest to many different majors throughout the university as well as to psychology majors.
3. Area courses, numbered 430 to 478, are designed for psychology majors but are open to other students who fulfill the prerequisites.

Curricular planning aids are fully explained in the Psychology Undergraduate Handbook available in the psychology department office.

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 catalog.

Premajor Requirements

Before being formally admitted as psychology majors, students must fulfill the premajor requirements. Students intending to major in psychology are considered psychology premajors until those requirements are satisfied. After establishing a file in the psychology main office, each premajor is assigned an adviser.

Premajor requirements or their equivalents must be 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. College Algebra (MATH 111), Mind and Brain (PSY 201), Mind and Society (PSY 202)

Set II. Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303)

MATH 111 in Set I may not be counted as part of the required minimum of 40 psychology credits. If MATH 243, 425, 426, 461, or 462 is substituted for PSY 302 in Set II, 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.

Major Requirements

Premajor and major required courses must total a minimum of 40 credits in psychology—at least 32 upper-division credits in psychology and at least 12 taken at the University of Oregon. A maximum of 4 credits in Field Studies (PSY 406) and Practicum (PSY 409) may be applied to the 32 upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty adviser. Required courses must be passed with grades of C- or better. Elective psychology courses may be taken pass/no pass.

1. 16 credits distributed as follows:
   a. At least 8 credits selected from EMS 332, PSY 430-450, PSY 494
   b. At least 8 credits selected from EMS 331, PSY 420, PSY 451-478

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 advisers, 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.

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>16 credits</th>
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<tbody>
<tr>
<td>Arts and letters elective</td>
<td>4</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
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<tr>
<td>Science elective</td>
<td>4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Winter Term</th>
<th>20 credits</th>
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</thead>
<tbody>
<tr>
<td>Arts and letters elective</td>
<td>4</td>
</tr>
<tr>
<td>College Composition II or III (WR 122 or 123)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science elective</td>
<td>4</td>
</tr>
<tr>
<td>Social science elective</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters elective</td>
<td>4</td>
</tr>
<tr>
<td>Mind and Brain (PSY 201) or Mind and Society (PSY 202)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science elective</td>
<td>4</td>
</tr>
<tr>
<td>Social science elective</td>
<td>4</td>
</tr>
</tbody>
</table>
The departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviser.

Peer Advising. The psychology department's peer advisers attempt to make academic advising more effective,teresting, and efficient. At the beginning of the Week of Welcome, each freshman and transfer psychology major must make an appointment to see one of the peer advisers for informal yet informative advising session. Questions about any aspect of the university system—how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule, and similar matters—and specific inquiries about the department's norms, opportunities, facilities, and faculty members are welcome at these sessions. After meeting with a peer advisor, a student may visit and consult with a faculty member for a more serious discussion of the curriculum. Peer advising sessions are open eight hours a day during the Week of Welcome for drop-in consultations and scheduled appointments.

During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. All psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer advisor.

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. Other courses would, of course, be appropriate in programs that stress the relation between psychology and the natural sciences.

Professional Curriculum

The professional curriculum is designed for students who are 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 provides 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 more attractive to job candidates or give him an advantage once employment is begun.

Of special importance are opportunities to work on applied psychology projects or papers. These opportunities may be gained through courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends on 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 undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better. Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 40; 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. Reading knowledge of at least one second 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 is open to any student who maintains a grade point average of 3.00 or better. Students are introduced to research. Each student's program is planned in relation to his or her interests and goals. Research experience and a dissertation are required of Ph.D. candidates; teaching experience is recommended, and opportunities to teach are available.

For general regulations governing graduate work at the university, see the Graduate School section of this catalog.

Clinical Program

Clinical psychology at the University of Oregon is defined as a psychological science directed toward the understanding, assessment, amelioration, and prevention of interpersonal and intrapsychic problems. Committed to integrating science and practice, the program is designed to train students as clinical scientists through a
for both PSY 427/527 and 469/569. 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. 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.

435/535 Cognition (4) Issues of memory; coding
for storage; control processes for storage;
Attention and cognitive control; analysis of
more complex cognitive tasks; approaches to
problem solving. Prereq: PSY 302, 303.

436/536 Human Performance (4) Motor and
Intelligent capacities; analysis of the flow of
information within the nervous system;
applications of performance principles to human
machine systems. Prereq: PSY 302, 303.

438/538 Perception (4) Topics covered are color,
size, shape, depth, distance, and movement.
Examines the relationships between stimuli and
perception, stimuli and the neural response, and
the neural response and perception. Prereq:
PSY 302, 303.

440/540 Psycholinguistics (4) Processes and
structures underlying language use. Methods of
studying language processing. Relationships
between psycholinguistic data and observations
from linguistics and neuropsychology.
Prereq: PSY 302, 303.

445/545 Brain Mechanisms of Behavior (4)
Organization of the mammalian brain. Structure
and function of the neuronal systems underlying
vision, perception, motivation, coordinated
movement, and memory; sleep, wakefulness,
and affective disorders. Prereq for majors:
PSY 302, 303, 304.

449/549 Human Neuropsychology (4)
Integrative neural mechanisms of normal and
abnormal processes in systems (e.g., selective
attention, language, memory, object recognition,
and emotion). Prereq for majors: PSY 302, 303.

450/550 Hormones and Behavior (4) Relationships
among the brain, endocrine systems, and
behavior. Developmental effects of hormones on
the brain, puberty, sexuality, aggression, stress.
Prereq for majors: PSY 302, 303.

456/556 Attitudes and Social Behavior (4)
Processes underlying social perception and social
interaction. Topics include aggression, the self-
concept, stereotyping and prejudice, conformity,
persuasion, attraction, and helping. (Prereq:
PSY 302, 303.

457/557 Group Processes (4) Topics in small-
group dynamics, including decision-making,
conflict, and changes over time in group structure
and behavior. Prereq: PSY 302, 303.

458/558 Decision-Making (4) Psychological
processes involved in judgment and decision-
making. Normative theories of ideal behavior
contrasted with descriptive analysis of actual
behavior. Prereq: PSY 302, 303.

459/559 Cultural Psychology (4) Not offered
Religious Studies

Department Head

(541) 346-4971
223 Chapman Hall

Faculty


Emeriti


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

Participating

James W. Earl, English
Andrew E. Goble, history
Marion Sherman Goldman, sociology
Benton Johnston, sociology
Kenneth B. Lifshman, sociology
Jack P. Maddex, history
Elizabeth Reis, history
Jennifer P. Rondeau, history
Sharon R. Sherman, English
Anita M. Weiss, international studies
Ronald Wixom, geography
Daniel N. Wojdek, English

About the Department

The Department of Religious Studies offers courses about 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, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors a distinguished visiting lecturers program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and literature.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Social service organizations such as the YMCA, YWCA, Red Cross, community services, and international relief agencies also provide 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 after the religious studies courses.) Of the 44 credits, 8 must be in Great Religions of the World (REL 201, 202) and 28 must be upper division.

All courses satisfying major requirements must be taken for letter grades. A grade 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 religious studies. However, students may work through the School of Letters toward a minor in religious studies. All courses must be taken for letter grades. Grades in or related to ancient Greece and Rome. Jeffrey M. Hurwit (art history), Steven Lowenstam, John Nicolas (history), C. Bennett Pascal, J. T. Sanders (religious studies), Steven Shankman (English)

Folklore, M.A. Sharon R. Sherman (English), Carol T. Silverman (anthropology), Daniel N. Wojcik (English)

History, M.A., Ph.D. History of Christianity. Jack P. Maddex, Mavis Howe Mate, Elizabeth Reis, Jennifer Rondeau, J. T. Sanders (religious studies)

Sociology, M.A., Ph.D. Sociology of religion. Marion Sherman Goldman, Benton Johnson, Kenneth B. Liberman

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. Primarily for freshmen and sophomores, seniors may be required to meet a higher grade standard than other students, Falk

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 beliefs, practices, and institutions in history and culture. Tokuno

302 Chinese Religions (4) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism. Neo-Confucianism, religion in China today.


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. Falk

316 Beginnings of Christianity (4) History of Christianity from the time of Jesus until 200 C.E.

321, 322, 323 History of Christianity (4, 4, 4) The course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. 321: the ancient period, from the Apostolic Fathers to Charlemagne's empire (90-850). 322: the medieval period, from the Investiture Conflict to the Western Schism (850-1450). 323: the modern period, from the Reformation to contemporary Christianity (1450 to the present)

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. Prereq: REL 321 or equivalent

330, 331 Buddhism and Asian Culture (4, 4) History, doctrine, and practices of Buddhism. 330: introduction to Buddhism. Basic teachings of Buddha and their subsequent development and systematization in India. 331: Buddhism in East Asia. Continuity and change in Buddhist traditions of China, Korea, and Japan. Interaction between indigenous religions and Buddhism.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-4R)

403 Thesis (1-4R)

405 Reading and Conference: [Topic] (1-4R)

407/507 Seminar: [Topic] (1-4R)

408/508 Colloquium: [Topic] (1-4R)

409 Supervised Tutoring (1-4R)

410/510 Experimental Course: [Topic] (1-4R)


422/522 Medieval Christian Mysticism (4) Readings in translation from 12th- to 16th-century Christian mystics including Bernard of Clairvaux, Hildegard of Bingen, Gregory of Palamas, Meister Eckhart, Julian of Norwich.

440/540 Readings in Buddhist Scriptures (4) Readings in representative scriptures in English translation. Selection based on their import in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism.

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

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

609 Supervised Tutoring (1-16R)

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this catalog.

Anthropology. Anthropology and Folklore (ANTH 499/599), Topics in Pacific Ethnology: Religions in Oceania (ANTH 425/525). Approaches to the Symbolic (ANTH 425/535)

English. Studies in Mythology (ENG 482/582)

Folklore. Folklore and Religion (TLR 411/511)

Geography. Geography of Religion (GEOG 444/544)

History. Religious Life in the United States (HIST 359), 16th Century European Reformation (HIST 411/441)


Philosophy. Philosophy of Religion (PHIL 320), Topics in the Philosophy of Religion (PHIL 430/539)

Sociology. Sociology of Religion (SOC 461/561)
Romance Languages
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1223 University of Oregon
Eugene OR 97403-1233
http://babel.uoregon.edu/romance.html

Faculty


Emeriti


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 Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of France, Italian, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a solid background for students interested in graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for study leading to a major in any of the Romance languages:

1. As much work as possible in the student's major language. Knowledge of a second language and of the cultures where these languages are spoken is helpful but not required.

2. Knowledge of the history and geography of the European or Latin American areas where the student's major language is spoken.

3. Communication skills, speech, and essay or theme writing help the student convey ideas logically. In 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 variety of occupations. Language teaching is an obvious possibility. Proficiency in a second 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, especially those who have a second major in another discipline (e.g. art history, economics, finance, history, international studies, journalism, management, marketing, music, or political science) find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

Interdisciplinary Faculty

Faculty members in the Department of Romance Languages actively participate in other UO interdisciplinary programs and departments (e.g. comparative literature, Latin American studies, linguistics, medieval studies, and women's studies). For descriptions see those sections of this catalog.

Scholarships

The department administers scholarships for undergraduate and graduate students of second languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance language student. The Charles Stickels Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance language major or minor who is studying in Italy with the university's overseas study program. The Helen F. Jones Spanish Student Fellowship supports study abroad. The Leon E. Kail Scholarship is awarded every other year to an outstanding student with financial need. The James T. Wetzel Memorial Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages. More information may be obtained in early January in the department office.

Undergraduate Studies

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance languages (two languages). Majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. The Yamada Language Center, in 121 Pacific Hall, provides a valuable complement to classroom exercises.

Students who intend to do graduate work in Romance languages are advised to begin a second Romance language early in their studies. Courses in English and other literatures are also recommended. One of the goals of the department is to give students a thorough view of the cultures of the countries where Romance languages are spoken. The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.
Major Requirements
Majors in French, Italian, or Spanish must complete a minimum of 12 credits in literature courses beyond the survey level (courses numbered 319 or higher) on the Eugene campus—at least 8 credits in courses numbered 407 or higher. Students majoring in Romance languages must complete a minimum of 12 credits in literature courses on the Eugene campus—at least 8 credits in courses numbered 407 or higher. Specific requirements for each major are listed below. Students are urged to consult their advisers to create balanced programs.

Romance Languages. Forty-eight credits in two Romance languages—passed with grades of C— or better—are required beyond the second-year language sequence, distributed as follows:

First Romance Language 32 credits
Language courses ........................................ 12
Literature survey sequence (FR 317, 318, 319 or ITAL 317, 318, 319 or three from SPAN 316, 317, 318, 319) ......................... 12
Additional literature courses .............................. 8

Second Romance 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:

48 credits
Reading French (FR 301) .................................. 4
Writing French (FR 303) .................................. 4
French Survey (FR 317, 318, 319) or equivalent .................................................. 12
French literature courses numbered FR 330 or above ........................................... 12
French electives (e.g., literature, history of French language, phonetics) .................. 12
Advanced Writing in French (FR 416) .................................................. 4

Italian. Forty-eight credits in Italian—passed with grades of C— or better—are required beyond second-year Italian, distributed as follows:

48 credits
Reading Italian (ITAL 301) ............................... 4
Writing Italian (ITAL 303) ............................... 4
Oral Skills (ITAL 307), two terms ......................... 4
Italian Survey (ITAL 317, 318, 319) ..................... 12
Italian literature courses numbered ITAL 341 or above ........................................ 12
Italian electives (e.g., literature, film, culture) ........ 12

Spanish. Forty-eight credits in courses—passed with grades of C— or better—are required beyond second-year Spanish, distributed as follows:

48 credits
Cultura y lengua: identidades hispánicas ........................ (SPAN 301) .................. 4
Cultura y lengua: expresiones artísticas .... (SPAN 303) .................. 4
Three courses chosen from Survey of
Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319) .................................. 12
Spanish literature courses numbered SPAN 326 or above .......................................... 12
Spanish electives (e.g., literature, phonetics, history of Spanish literature) .................. 12
Advanced Writing in Spanish (SPAN 416) .................. 4

Honors
Application for graduation with honors in the major must be made through the student's departmental adviser no later than the end of the term preceding 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 3.80 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 languages faculty thesis adviser. The thesis adviser 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)

Transfer credits and oversea work used to fulfill major graduation requirements are typically included in determining the major GPA.

Minor Requirements
Students may earn a minor in French, Italian, 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 studies and 12 in literature. A minimum of three literature courses (12 credits) must be taken on the Eugene campus. Readings in courses taken for the minor must be in the original language.

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 in that program.

Courses taken in which the readings or lectures or both are in English typically 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 Academic Affairs section of this catalog.

France. The Oregon University System provides opportunities for a year’s study in France at the Universities of Poitiers and Lyon. Although the programs are intended for undergraduates, some graduate credit may be obtained if 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 Universities 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.

Students with beginning to advanced proficiency in French can also study in Angers at the International Center for French Studies, part of the Catholic University of the West. Programs are offered during summer sessions, a fall term, or a spring semester.

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, which is open to undergraduate and graduate students. No knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by faculty members of the host university. Participants must take at least 12 credits. Applications received before February 15 are given priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the full-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in 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-semester 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
The College of Education offers a fifth-year program for teaching licensure in foreign languages. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

Graduate Studies
The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

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.

Both graduate programs offer students solid training as teacher-scholars. The department is proud of its high-quality teaching methods courses, and it offers funding to graduate students who present papers at national academic conferences.

The UO Library System's resources 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 have completed an undergraduate major in a Romance language and literature or its equivalent (e.g., licencia, 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 have completed a master of arts degree in a Romance language and literature or its equivalent. 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 department's graduate secretary.
2. Send the first copy to the university Office of Admissions with a $30 fee and the remaining copies to the department's graduate secretary.
3. Submit or have sent to the department's graduate secretary:
   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. Submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic) if applying to the Ph.D. program.

Priority is given to applicants whose files are complete by February 1. 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 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 1 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

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 graduate teaching fellows must take Workshop: Teaching Methods (RL 608) in the fall term of the first year of graduate studies. Students who do not hold GTF appointments are also encouraged to take the workshop.

Master of Arts Program
Students entering the master of arts 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 course work. 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 to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 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 linguistics. 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 fall one or both examinations have one chance to take all or part of them 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, and an intellectual issue. One of the questions must be answered in the primary language, the other one 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 honed 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, concurrently with studies at the University of Lyon. Another is a fellowship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows.

Doctor of Philosophy
The Ph.D. program in Romance languages is designed to provide (1) a 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 literatures as well as in the context of trends inside and outside Western European culture, (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 adviser's consent
3. Only 4 credits of Reading and Conference (FRITAL, SPAN 605) 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 M.A. requirements.

Graduate students with an M.A. in French, Italian, Spanish, 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 coursework 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 University of Oregon—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 admit the student into the master's program. In this 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 with 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 consists of an oral and two written examinations, 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 languages 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 dissertation's subject matter 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 reasoned 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 has 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 University of Oregon 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. GTFs 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 catalog.

**Romance Languages Courses (RL)**

315 Phonetics for Romance Languages (4) Introduction to comparative articulatory phonetics of Romance languages (French, Italian, Portuguese, Spanish). Knowledge of two Romance languages recommended. Taught in English. Students may not receive credit for RL 315 as well as FR 315 and SPAN 315.

407/507 Seminar: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (1-5R)

420/520 Romance Linguistics: [Topic] (2-4R)

Variable topics in historical linguistics, sociolinguistics, dialectology. SPAN 315, RL 315, any LING course recommended. R twice when topic changes for maximum of 12 credits.

503 Thesis (1-16R) R

603 Dissertation (1-16R) R

607 Seminar: [Topic] (1-6R) R when topic changes.

608 Workshop: [Topic] (2-4R) Teaching Methods offered fall term only. Other workshops may be offered. R when topic changes.

620 Graduate Study in Romance Languages (2-4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. Psaki, Weiss.

627 Literature and Ideology (4R) Introduction to literary theories that induct texts into the contexts of cultural power structures. Readings selected from Marx, Lukács, Adorno, Foucault, Barthes, Habermas, and others. Schlich, Weiss. R when topic changes.

641 Medieval Lyric Poetry (4) Introduction to Old French through the reading of easy prose texts and selected lyrics. Emphasis on the diversity of French poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prerequisite: reading knowledge of French, Italian, or Spanish. Altmann, Psaki, Weiss.

**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 First-Year French (5, 5, 5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.

111, 112 Intensive Beginning French (6, 6) Intensive study for experienced language learners; introduction to French culture. Prerequisite: evidence of placement or departmental approval. Sequence. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French.

150 Cultural Legacies of France (6) French civilization in France and beyond. Possible topics are Francophone Africa; the Caribbean; Vietnam; North America; modern France; French film, architecture, and painting. Albert-Galtier, Altmann, Bros, Calin. Conducted in English. Offered alternate years; not offered 1999-2000.

159 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year French (4, 4, 4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considered attention paid to oral use of the language. Sequence.

211, 212 Intensive Intermediate French (5, 5) Intensive intermediate-level study for proven capable language learners. Prerequisite: FR 103 or 112, placement or departmental approval. Sequence. Cannot be combined with FR 201, 202, 203 for more than 12 credits of second-year 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. Prerequisite: FR 203 or equivalent. Albert-Galtier, Altmann, Calin, Gould, McPherson.

302 Writing French (4) Language skills with emphasis on styles in different genres, grammar review. Prerequisite: FR 203 or equivalent. McPherson.

307 Oral Skills (2R) Practice in improving listening comprehension, and oral skills in French. Communicative activities in class in addition to language laboratory work. Prerequisite: FR 203 or equivalent. R once for maximum of 4 credits.
309 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 the French language. Designed for students with limited exposure to French literature. Designed for students with limited exposure to French language and culture. Designed for students with limited exposure to French literature. Designed for students with limited exposure to French language and culture.

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.


318 French Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. Albert-Galtier, Altmann, Brox, Calin, Gould, Sohlich.

319 French Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Albert-Galtier, Altmann, Brox, Calin, Gould, Sohlich.

320 French Poetry (4) Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches. Prereq: two years of college French or equivalent. Albert-Galtier, Altmann, Calin, Gould, Sohlich.


361 Francophone Literature and Culture (4) Examines French culture outside of France—Sub-Saharan Africa, the Caribbean—through literature and film. Brox, McPherson. Lectures and discussions in English. Texts can be read in either English or French.

362 French Film (4) Focuses on the differences between American culture and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry. Albert-Galtier, Altmann.

399 Special Studies: [Topic] (1-5R) R when topic changes.

403 Thesis (1-6R) Departmental honors students only.

405 Reading and Conference: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R)

408/508 Workshop: [Topic] (1-12R)

409 Practicum: [Topic] (1-4R) P/N only

410/510 Experimental Course: [Topic] (1-4R)

415/515 French Culture and Civilization (4) Political and social backgrounds of French literature; introduction to French music and art. Prereq: FR 301, 303 or FR 317, 318, 319 or equivalents. Marlow, Sohlich.

416/516 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.

417/517 Advanced Oral Skills (2R) Advanced-level practice in improving, comprehension, and oral skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 301, 303, FR 307 recommended. R once for a maximum of 4 credits.

420/520 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 a maximum of 8 credits.

435/535 Autobiographical Writings by Women (4) Autobiographical works by authors such as George Sand, Colette, Simone de Beauvoir, Margueritte Duras, and Nathalie Sarraute. Specific works and writers vary. Brox.


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

601 Research: [Topic] (1-6R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

609 Practicum: [Topic] (1-4R) P/N only

633 Topics in Modern French Drama (4) Topics may include dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, meta-theater, or political theater. Sohlich.


639 Modern Women Writers (4) Analysis of works by a variety of French women writers of the 20th century; emphasis on the interrelationship between theory and text. Prereq: reading knowledge of French. Brox.

640 Introduction to Medieval French Literature (4) Initiation to reading texts in Old French.

Study of works representing a range of genres including lyric poetry, chansons de geste, romance, and theater. Altmann.

641 Medieval French Narrative (4) Emphasis on medieval narrative genres. Critical analysis of several major works including examples of romance, epic, allegory, and the di. Prereq: FR 640 or instructor's consent. Altmann.

650 Montaigne (4) 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 interpretation.

660 16th- and 17th-Century Narrative (4) Study of French narrative fiction from Marguerite de Navarre to Mme. de Lafayette.


683 Mallarmé (4) Study of Mallarmé's poetry, prose, and critical essays; his position on the threshold of modernism; and his influence on modernist critical theorists including Sartre, Barthes, and Derrida. Gould.


693 Surrealism (4) Development of the surrealistic movement in art and literature. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Breton, Aragon, Eluard, Grosz, 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 conjunction with ITAL 101, 102, 103. Total more than 15 credits for first-year Italian.

150 Cultural Legacies of Italy (4) Italy's contributions to world culture; modern Italian life, Italians in America, Italian cinema and its influence, Italian Renaissance at home and abroad. LoCic, Paski. Conducted in English.

199 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,
prereq: two years of college Italian or instructor's consent.

308 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. Cecconi. 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 202. Designed for students with limited exposure to literature.

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. Guisepina, Psaki. Conducted in English. Offered 1999-2000 and alternate years.

317 Italian Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in Italian literature from the medieval and Renaissance periods through the reading of representative texts. Prereq: two years of college Italian or equivalent. Lollini, Psaki. Conducted in Italian.

318 Italian Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Lollini, Psaki. Conducted in Italian.

319 Italian Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Lollini, Psaki. Conducted in Italian.


342 Italian Literature in Translation (4) Examines Italian literature from the sublime to the merely cute. Endeavors to illustrate the massive influence of this literature. Lollini, Psaki. Conducted in English.

362 Classic Italian Film (4) History of classic Italian cinema and its influence abroad, especially in the United States. Directors studied include Fellini, Pascali, Bertolucci, Antonioni, and Wertmuller. Lollini.

363 Contemporary Italian Film (4) History of contemporary Italian cinema and its influence abroad, especially in the United States. Directors studied include Sciascia, Taviani, Tornatore, Moretti, and Nichelelli. Lollini.

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) Guided reading.

407/507 Seminar: [Topic] (1–6R) Recent topics include Italian Folktales, Italian Theater, Marinetti and Futurism, Women Renaissance Poets.

408 Workshop: [Topic] (1–12R) Special group activities such as production of Italian plays. Prereq: two years of college Italian or instructor's consent.

409 Practicum: [Topic] (1–4R) P/N only.

410/510 Experimental Course: [Topic] (1–4R)

431/531 Baroque and Neo-Baroque in Italian Literature (4) Explores major cultural, historical, aesthetic, and religious problems in 17th-century Italy and the emergence of the neo-baroque in the 19th and 20th centuries. Prereq: reading knowledge of Italian. Lollini.

441/541 Boccaccio and His Influence (4) Focuses on The Decameron; also covers familiar adaptions by Marguerite de Navarte, Chaucer, Vossenakensky, Pasolini. Psaki.

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. Psaki. Conducted in English.

447/547 Petrarch and Petrarchism (4) Themes and formal features of Petrarch's Rime sparse; influence on Western European lyric; theory of lyric. Prereq: previous work in literature, instructor's consent. Psaki.

449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Petrarca, Castiglione, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essay in criticism and theory. Prereq: work in literature. Psaki.


481/581 19th-Century Literature: [Topic] (4R) Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Prereq: previous work in literature. Lollini. R when topic changes.

491/591 20th-Century Literature: [Topic] (4R) Topics about issues or figures in 20th-century Italian literature (e.g., Symbol and Allegory in Modern Literature, Modern Lyric Poetry). Prereq: previous work in literature. Lollini. R when topic changes.

493/593 Literature of Testimony in Italy (4) Examines literature written in extreme situations (e.g., the Fascist age, the war, or describing the marginal and violent life in a modern metropolis). Prereq: reading knowledge of Italian. Lollini.

498/598 Italian Women's Writing (4) Women's personal engagement with established genres of poetry and fiction from Gaspara Stampa to Dacia Maraini. Psaki.

RL 503 Thesis (1–16R) P/N only.

601 Research: [Topic] (1–6R) P/N only. Prereq: instructor's consent.

RL 603 Dissertation (1–16R) P/N only.

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R) Recent topics include Italian Women's Historical Fiction, The Italian Lyric, Verga's Narrative.

609 Practicum: [Topic] (1–4R) P/N only.

Spanish Courses (SPAN)

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Spanish (5, 5, 5) Emphasis on the development of listening, speaking, reading, and writing skills using a communicative approach. Sequence. Conducted in Spanish.

111, 112 Intensive Beginning Spanish (6, 6) Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement or departmental approval. Sequence. Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.

150 Cultural Legacies of Spain (4) The rich cultural heritage of the Spanish-speaking world. Topics include Jewish, Arab, and Christian relationships in Medieval Spain with the New World; Hispanic experience in the United States. Cruz, Garcia-Pabon, Gladhart, May, Szmurko, Verano, Weiss. Conducted in English. Offered alternate years; not offered 1999-2000.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Spanish (4, 4, 4) Oral and written exercises designed to help the student acquire correct and fluent use of Spanish. Selections from representative authors. Sequence.

211, 212 Intensive Intermediate Spanish (5, 5) Intensive intermediate-level study for proven language aptitude. Prereqs: SPAN 101 or 112, placement or departmental approval. Cannot be combined with SPAN 201, 202, 203 for more than 12 credits of second-year Spanish.

301 Cultura y lengua: identidades hispahas (4) Development of advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Taught in Spanish. Pre- or coreq: SPAN 203 or 212 or equivalent.

303 Cultura y lengua: expresiones artísticas (4) Development of advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Taught in Spanish. Pre- or coreq: SPAN 203 or 212 or equivalent. SPAN 301 recommended.

305 Cultura y lengua: cambios sociales (4) Development of advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counter-revolution. Taught in Spanish. Pre- or coreq: WR 122 or equivalent (SPAN 203 or 212 or equivalent. SPAN 301 recommended.

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. R once for maximum of 4 credits; if taken fall term, can repeat once either winter or spring.

309 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: SPAN 203 or equivalent. R once for maximum of 4 credits; if taken fall term, can repeat once either winter or spring.


316 Survey of Peninsular 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, Castells, Powell, Verano, Weiss.
318 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 from colonial times. Prereq: SPAN 301, 303, Epple, Garcia-Pabón, Powell, Szurmuk.
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 from colonial times. Prereq: SPAN 301, 303, Epple, García-Pabón, Powell, Szurmuk.


329 Hispanic Literature in the United States (4) Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected texts from (I) Jonia1 times. Prereq: SPAN 301, 303, Epple, García-Pabón, Szurmuk.


333 Introduction to Spanish Poetry (4) Explores important aspects of Spanish poetry. Reading points from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303, Castillo, Cruz, Verano.

334 Introduction to Spanish Theater (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. Gladhart

335 Introduction to Spanish Narrative (4) Explores important aspects of Spanish narrative. Reading points from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303, Castillo, Garcia-Pabon.

336, 362, 363 Hispanic Culture and Civilization (4, 4, 4) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world.

337 Hispanic Culture and Civilization (4) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. Prereq: SPAN 301, 303, Castillo, Garcia-Pabon.

338, 361, 362 Hispanic Culture and Civilization (4, 4, 4) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world.

339 Special Studies: [Topic] (1-5R) R when topic changes.

403 Thesis (3-6R)
404 Reading and Conference: [Topic] (1-6R)
407/507 Seminar: [Topic] (1-6R) Recent topics include Contemporary Poetry; Gender and Memory: Jews, Arabs, and Christians in Iberia; Literature of the Conquest: Love in the Golden Age; Medieval and Early Modern Spanish Tales; Spanish American Modernism; Spanish American Theater; Testimonial Literature.

408 Workshop: [Topic] (1-12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1-4R) P/N only

410/510 Experimental Course: [Topic] (1-4R) Recent topics include Creative Writing in Spanish; Esars of Mariano José de Larra and Lidia Falcon, Spanish-American Novel, Spanish American Theater.


420/520 Spanish Linguistics: [Topic] (4R) Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. SPAN 315 recommended. Davis. R when topic changes.

435/535 Spanish American Short Story (4) The short story in Latin American literature. Readings from major Spanish American authors such as Arrodea, Borges, Cortázar, Donoso, García Márquez, Quiroga, Rulfo. Prereq: SPAN 318, 319. Epple, García-Pabón, Gladhart.


437/537 Contemporary Latin American Verse: [Topic] (4R) Explores major aesthetic trends, genres, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity, poetry and modernism. Prereq for 437: SPAN 318, 319, Cruz, García-Pabón, Epple. R thrice when topic changes for maximum of 16 credits.


443/543 Introduction to Medieval Hispanic Literature (4) Study of texts and cultural issues in medieval Iberian literature, ca. 1000-1500. Introduction to contemporary theoretical debates. Undergraduate prereq: SPAN 301, 303, 316.


452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo. Prereq: SPAN 316, 317, Castillo, Weiss.

460 Dom Quixote: [Topic] (4R) Careful reading of Dom Quixote along with discussion of major critical topics and of its place and importance in literary history. Prereq for majors, three from SPAN 316, 317, 318, 319 or equivalent; prereq for nonmajors: equivalent background in literature. Castillo, Verano.

466/566 Introduction to Spanish Golden Age (4) Survey of major figures and cultural issues in the Spanish Golden Age, ca. 1500s-1700s.

470/570 Latino Cultures: [Topic] (4R) Examines cultural issues relating to Latino and Latina experience in the United States. Topics may include La Frontera, language and identity, artistic movements, and genres. Prereq for 470: 12 credits in 300-level language or literature, or instructor's consent. Cruz, Szurmuk. R thrice when topic changes for maximum of 16 credits.

480/580 19th-Century Spanish American Literature: [Topic] (4R) Topics may include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Prereq: SPAN 318, 319, 320. R twice when topic changes for maximum of 12 credits.


490/590 20th-Century Latin American Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics are testimonial literature, Neruda, nation and literature, post-modernity in Latin America, Borges. Prereq for 492: 12 credits in 300-level language or literature, or instructor's consent. Cruz, May. R thrice when topic changes for maximum of 12 credits.

492/592 20th-Century Spanish Literature: [Topic] (4R) Topics may include the avant-garde, post-Franco Spain, regional and national identities, representations of women. Prereq for 492: 12 credits in 300-level language or literature, or instructor's consent. Cruz, May. R thrice when topic changes for maximum of 16 credits.


503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-6R) P/N only. Prereq: instructor's consent.

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

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R) Recent topics include Clerical Verse, García Márquez, Golden Age Theater, La Celestina, Lope de Vega, Neruda, Novela y Nación, Poetry of the Generation of 1927, Sugeta y Subjetividades.

609 Practicum: [Topic] (1-4R) P/N only

644 Medieval Iberian Cultures: [Topic] (4R) Cultural and ideological readings of medieval Iberian literature. Recent topics include major works of the period. Weiss. R when topic changes.

650 Advanced Colonial Latin American Literature: [Topic] (4R) Representative works of Colonial Latin America. Recent topics include Epic of the Conquest, Indian Theater, Sor Juana Inés, Barroco de Indias. R twice when topic changes for maximum of 12 credits.

SPAN 666 Golden Age Cultural Studies (4) Recent cultural theory (e.g., cultural studies, feminist approaches, psychoanalytic perspectives) applied to the Spanish Golden Age.

680 Advanced 19th-Century Spanish American Literature: [Topic] (4R) Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits.

690 Advanced 20th-Century Latin American Literature: [Topic] (4R) Selected topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits.
About the Center

The Russian and East European Studies Center (REESC) is devoted to the study of the peoples living in the eastern third of Europe, throughout the northern steppes of Central Asia, and across Siberia to the Pacific Ocean. Settled over a territory that spans half the earth’s time zones, these peoples have created a complex mosaic of cultures, expressed in literature and art as well as in institutions and social forms. Over the centuries, these lands have come under the sway of several great world-historical civilizations and empires: the Byzantine, Mongolian, Ottoman Turkish, Holy Roman, Austro-Hungarian, Russian, and Soviet. These lands have felt the influence of Orthodox Christianity, Catholicism, Protestantism, Judaism, Islam, and Communism. At the intersection of many powerful forces, these lands experience, with a particular sharpness and historical drama, what some call “modernization” and its challenge to customary ways of life. Yet, after centuries of massive transplantation and transformation, national and ethnic heritages survive. Customary ways and native self-consciousness, more diverse than anywhere else on the globe, express themselves with new vigor in our own time.

Visiting Faculty Members. Each year Russian specialists in REESC invite a distinguished scholar to hold the Marjorie Lindholm Professorship of Russian Language, Literature, and Culture. Recent occupants include Efim Etkind, Helena Goscio, Lev Loseff, Andrei Sinyavsky, Tatyana Tolstaya, and Ruth Zernov. Catherine Chvany was the Lindholm Professor in 1999. The center sponsors extended stays by visiting Fullbright and International Research and Exchange Board (IREX) scholars from Russia and Eastern Europe. Recently, Boris Mirnov of the St. Petersburg branch of the Russian Academy of Sciences was a distinguished visiting professor in the Department of History.

Career Counseling. Students in the center prepare themselves for significant careers related to this area—teaching, research, consulting, private industry, and government service—or simply enrich their general education and their understanding of our world. The center provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States (CIS)—in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these 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 Academic Affairs section of this catalog. 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 (541) 346-3206.

Cultural Programs. The center sponsors lectures, panel discussions, symposiums, 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 center faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene Arts and Culture Commission. Students in the center organized a Russian Club.

Resources. The University of Oregon Library System contains more than 130,000 volumes in the Russian and other Slavic and East European languages, more than 60,000 on Russia and Eastern Europe in Western languages; and subscribes to more than 100 serial titles. The library also has a large collection of Russian and East European films. The bulk of the collection is in the humanities and social sciences.

Facilities at the well-known 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 catalog.

General Requirements

The undergraduate and graduate degrees and certificates and the undergraduate minor offered by the Russian and East European Studies Center all have the following requirements:

1. A defined level of proficiency in Russian or other languages of the region
2. A field of concentration selected from:
   a. Slavic languages, literatures, and cultures—courses in Slavic and East European languages, literatures, linguistics, culture, art, music, dance, and anthropology
   b. Regional studies—courses in Russian and East European history, politics, economics, geography, environment, anthropology, library sciences, religion, philosophy, journalism, and sociology

Students who want to design their own field of concentration must meet with their adviser and submit a petition to the executive committee for approval. Petitions are not accepted later than three terms before graduation. The executive committee also considers petitions that include courses from departments other than those listed in each field of concentration above or for elective credit

3. A research project. The student’s REESC adviser must approve the paper topic, and the paper must be submitted to the REESC office before graduation

4. A designated number of elective courses

In addition to these requirements, there are limits on the number of transfer credits and the number of credits of reading, research, or thesis that can be used to satisfy requirements. Each degree, certificate, or minor planning sheet lists these limits.

Only language courses taken beyond those needed to fulfill the language proficiency requirement may be used to satisfy field of concentration or elective requirements.

Advising. Students must plan and complete their programs under the guidance of REESC faculty advisors and are encouraged to declare, at the earliest possible moment, their intention to complete one of the center’s programs.

Appropriate degree, certificate, or minor planning sheets list requirements; they and other forms and procedures are available in the REESC office, as are model or sample programs for each program in both fields of concentration.
Undergraduate Studies
The center offers a bachelor of arts degree (B.A.), a minor, and an undergraduate certificate.

Major Requirements
The major requires 40 graded credits; courses must be passed with grades of C– or better. Credits used to fulfill the language requirement may not be applied to the 40-credit requirement.

1. Language. Three years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Three years of one Slavic language
   b. Two years of one Slavic language and one year of another language of the region

   Students who choose the concentration in Slavic language, literatures, and cultures must fulfill option (a). Students who plan to continue Slavic studies at the graduate level are strongly advised to complete fourth-year Russian and to study French or German, or one year of a second Slavic language

2. Field of Concentration. Seven 4-credit REESC-approved courses in a selected field of concentration. At least four of these courses must be upper division

3. Research. Students write a research paper in conjunction with one of their upper division courses or as a separate reading and conference course in their field of concentration

4. Electives. Three 4-credit REESC-approved courses outside the student’s field of concentration. At least two electives must be upper division courses

Double Majors
Courses taken to fulfill requirements for a second major may not be used to fulfill the 40-credit requirement of the REESC major. To apply for a double major, students must complete and submit a declaration form to the REESC office.

Honors in Russian
Majors who have an overall GPA of 3.50 by the end of the junior year and who are interested in honors should meet with their adviser, then submit a thesis proposal to the center’s executive committee for approval. If approved, the student registers for a minimum of 4 credits in Thesis (403) under the supervision of a REESC faculty member. The thesis, which fulfills the research requirement, must be completed at least one term before the term of graduation.

Minor Requirements
The minor requires 28 graded credits; courses must be passed with a grade of C– or better. Courses taken to fulfill minor requirements may not be used to fulfill the 28-credit requirement.

1. Language. See Language under Major Requirements above

2. Field of Concentration. Five 4-credit REESC-approved courses in a selected field of concentration

3. Research. See Research under Major Requirements above

4. Electives. Two 4-credit REESC-approved courses are required outside the student’s field of concentration

Undergraduate Certificate
The undergraduate certificate in Russian and East European studies requires 28 graded credits; courses must be passed with grades of B– or better. Requirements for the four components of the certificate are the same as for the minor. The REESC certificate may be earned in conjunction with any major. Courses taken to fulfill the undergraduate degree may also be used to fulfill certificate requirements.

Secondary School Teaching
The College of Education offers a fifth-year program for teaching licensure in foreign language. This program is described in the Educational Leadership, Technology, and Administration section of this catalog.

Graduate Studies
The Russian and East European Studies Center offers a master of arts (M.A.) in Russian and a graduate certificate in Russian and East European studies.

Master of Arts
Application. Graduate application materials are available in the REESC office. The application deadline for admission following fall term is February 1. Applications from those not seeking graduate fellowship support are considered throughout the academic year if space is available in the program.

Incoming candidates for the master’s degree must meet with an adviser and take a Russian proficiency examination on the Friday before the beginning of their first academic term.

Graduate students are expected to meet regularly with their adviser and submit an updated program plan every spring term. Students and their advisers use degree planning sheets to design individual programs.

Degree Requirements
The M.A. in Russian requires four graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to the 40-credit requirement. The M.A. typically takes six terms to complete, but can be completed in less time if the student takes courses during summer session.

1. Language. Four years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Four years of one Slavic language
   b. A total of four years in two languages of the region

2. Field of Concentration. Six 4-credit graduate-level courses, 16 credits. The field of concentration and the academic needs of the candidate determine the choice of electives

3. Research and Thesis. Candidates research and write a thesis, earning 9 credits of Thesis (409) and 9 credits of Thesis (609). The thesis is defended before the candidate’s committee. The defense may include discussion of the comprehensive exam

4. Electives. Four REESC-approved graduate-level courses, 16 credits. The field of concentration and the academic needs of the candidate determine the choice of electives

Graduate Certificate
The graduate certificate in Russian and East European studies requires 32 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to the 32-credit requirement.

1. Language. Four years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Four years of one Slavic language
   b. A total of four years in two languages of the region

2. Field of Concentration. Six 4-credit REESC-approved courses in a field of concentration

3. Research. Students write a research paper in conjunction with one of their courses or as a separate reading course in their field of concentration

4. Electives. Two 4-credit REESC-approved courses outside the field of concentration

The REESC certificate may be earned in conjunction with any M.A. or Ph.D. degree. Courses taken to fulfill the graduate degree may also be used to fulfill certificate requirements. REESC master’s candidates may earn a graduate certificate if the field of concentration in the certificate is not the same as the one in the master’s degree.

Russian Courses (RUSS)
101, 102, 103 First-Year Russian (5,5,5)
   Elementary Russian grammar, reading, conversation, and composition

104, 105 Intensive Elementary Russian (6,6) Covers in two terms the work of RUSS 101, 102, 103. Not offered 1999–2000

121 Spoken Russian: [Topic] (1–2R) R twice for maximum of 6 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Contemporary Russian film, intensive grammar review, and the second Russian Revolution are current topics. R when topic changes.

201, 202, 203 Second-Year Russian (5,5,5)

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. Readings, lectures, and discussions in English. Kripkov, Leong, Rice.

221 Spoken Russian (1–2R) R twice for maximum of 6 credits.


243 Field Studies: [Topic] (1-2R) Prereq: second-year Russian or equivalent. Conducted in Russian.


246 Third-Year Russian (5) Intensive study of literary works by representatives of the 19th- and 20th-century Russian writers; extensive practice in speaking, writing, and comprehension. Prereq: second-year Russian or equivalent. Conducted in Russian.

247 Seminar: [Topic] (1-2R) Recent topics in Russian culture, literature, and contemporary issues. Prereq: second-year Russian or equivalent. Conducted in Russian.

248 Workshop: [Topic] (2-4R) Special on-campus activities. R when topic changes. Conducted in Russian.


251 Field Studies: [Topic] (1-2R) Prereq: instructor's consent.

252 Seminar: [Topic] (1-6R) Recent topics in Russian literature, culture, and contemporary issues. Prereq: second-year Russian or equivalent. Conducted in Russian.


254 Special Studies: [Topic] (1-5R) R when topic changes.


256 Experimental Course: [Topic] (1-5R) R when topic changes.
Scandinavian Studies

Committee Chair
(541) 346-3375
312D Gilbert Hall

Steering Committee Faculty
Zoe Borowsky, Germanic languages and literatures
Robert G. Dueit, political science
James W. Earl, history
Paul S. Habli, history
Sergio Koreiska, decision sciences
Thomas Mila, international education and exchange
Kenneth D. Ramsing, decision sciences
Kathy Sarapan, Germanic languages and literatures
Richard A. Sundt, art history
Bruce Harwood Tailb, Library
Vrip 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 earn a minor in Scandinavian studies or a major in German with a German and Scandinavian option. See the Germanic Languages and Literatures section of this catalog 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 Academic Affairs section of this catalog.

The university has student exchange programs with the University of Aalborg and Denmark's Internation Study Program, the University of Tamper 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 taken at one of the Nordic universities. The courses count toward the Scandinavian minor or the German and Scandinavian option for the German major.

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.

Sociology

Lawrence R. Carter, Department Head
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Faculty


Steven Deutsch, professor. See Labor, Education, and Research Center.


Mia Tian, assistant professor (racial and ethnic identity and relations, immigrant adaptation, school/society relations). B.A., 1990, California,
Sociology

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in all fields and integrated programs for majors in sociology.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and second languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory-level sociology courses as well as courses that fulfill university group requirements.

Careers. Recent graduates with bachelor's degrees in sociology are found in liberal-arts education, technology, and administration. Judith H. Hibbard, planning, public policy and management. Anita M. Weiss, international studies.

Curriculum

Undergraduate courses in sociology are offered on three levels. Courses at the 200 level provide an introduction to the field. The basic course is the one-credit Introduction to Sociology (SOC 204). Students should take SOC 204 and Social Inequality (SOC 207) before moving on to upper-division courses.

Courses at the 300 level extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social

research methods and social theory. It is strongly recommended that SOC 310, 311, and 312 be completed before taking 400-level courses.

Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) courses are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 12 credits in sociology before taking 400-level courses.

Major Requirements

1. A minimum of 44 credits in undergraduate sociology courses.
2. At least 36 of the 44 credits must be upper division and 16 of the 36 must be numbered 407 through 449, 12 of the 16 credits in 400-level courses must be taken at the University of Oregon.
3. No more than 8 credits in courses numbered 401–406 and 408–409 may be applied to the major.
4. Courses used to satisfy major requirements must be taken for letter grade and passed with a grade of C- or better; at least a 2.00 grade point average (GPA) must be achieved in these courses. SOC 204, 207, and courses numbered 401–406 and 408–409 may be taken pass/no pass (P/N); grades must be earned to apply them to the major.
5. Completion of the following courses:
   a. Development of Sociology (SOC 310)
   b. Introduction to Social Research (SOC 311)
   c. Quantitative Methods in Sociology (SOC 312)

Planning a Program

An adviser is assigned to each student at the time the major is declared. The department also maintains an active peer advising program through which undergraduates receive advising services from their peers, who maintain regular office hours. The peer advising office is in 709 Prince Lucien Campbell Hall.

With the help of peer advisers and the faculty adviser, the student should outline a set of courses that provide an introduction to social theory and methodology provide a tool kit of analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Concentration Areas

Students can focus their upper-division course work in one or more areas of concentration listed below. Concentrations are optional, and it is each student's responsibility to plan their schedule sufficiently far in advance to complete concentration requirements. A list of courses to be offered during the academic year is available in the sociology office or peer advising office each fall.

Each concentration requires completion of at least four courses from the respective category. Students who successfully complete a concentration receive formal recognition upon graduation. In addition to courses listed below, approved internships (SOC 404) and special topics courses (SOC 407 and 410) may count toward the completion of the concentration. Information about internships is available in the sociology department office.

Concentration Areas

1. General Social Science, American Society (SOC 301), Sociology of Family (SOC 330), Sociology of Technology (SOC 416), Sociology of Education (SOC 497)
2. Environment, Population, and Society, American Society (SOC 301), World Population and Social Structure (SOC 203), American Issues (SOC 305), Sociology of Environment and Society (SOC 304), Social Demography (SOC 415), Issues in Sociology of Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)
3. Family, Gender, and Sexuality, American Society (SOC 301), Sociology of Family (SOC 330), Sociology of Women (SOC 355), Issues in Family Sociology (SOC 425), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456), Sex and Society (SOC 457)
4. International Systems, Political Economy (SOC 420), Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)
5. Politics and Social Movements, American Society (SOC 301), Social Issues and Movements (SOC 313), Sociology of Mass Media (SOC 317), Political Economy (SOC 420), Urbanization and the City (SOC 442), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)
6. Race, Ethnicity, and Social Change, American Society (SOC 301), American Peacocks (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Courses: Contemporary Asian American Issues (SOC 410), Experimental Course: Contemporary Immigration (SOC 410), Social Demography (SOC 415), Sociology of Race Relations (SOC 445), Social Stratification (SOC 445)
7. Social Interaction, Introduction to Social Psychology (SOC 328), Interaction and Social Order (SOC 339), Advanced Topics in Social Psychology (SOC 428), Ethnomethodology and Conversation Analysis (SOC 432)
Social Theory and Methods, Sociological Research Methods (SOC 411, 412, 413), Feminist Theory (SOC 456), Contemporary Sociological Perspectives (SOC 474), Marxist Sociological Theory (SOC 475)

Work, Labor, and Economy. American Society (SOC 303), Work and Occupations (SOC 346), Complex Organizations (SOC 347), Political Economy (SOC 420), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), Social Stratification (SOC 451), Marxist Sociological Theory (SOC 475)

Career Planning

When planning a program students should keep in mind the ways in which concentration areas and major requirements fit with career objectives. Careers pursued by sociology graduates are discussed below.

Social Service Professions. Social service professions include social work, work in nonprofit organizations, counseling, community relations, housing, labor relations, and human resources. Sociology majors who want to enter a helping profession 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 want to complete one of the concentrations listed above in order to focus on a specific group of social issues and problems.

Students may 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. Business or government organizations 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 business should include their programs courses in methodology, social psychology, and organizations and occupations. Programs may be supplemented 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 resources social psychology; organizations and occupations; and methodology. Related courses in the planning, public policy and management; political science; and economics departments are also useful.

Honors in Sociology

Motivated students may participate in the honors program in sociology, which provides qualified students with opportunities to work closely with faculty members and fellow honors students on a yearlong project, either applied or theoretical, of their own design and write an honors thesis. The thesis may be based on primary or secondary data collected by the student or experiences gained from an internship.

Students who successfully complete the honors program are awarded honors, high honors, or highest honors based on faculty sponsors’ evaluation of the level and quality of their work.

The honors distinction is noted on the student’s official transcript and diploma.

Applicants to the honors program must demonstrate a high level of competence and motivation for advanced studies in sociology. A GPA no lower than 3.40 in sociology courses or a nomination by two faculty members is required. Interested students should apply during the spring term of their junior year but no later than the first week of the senior year. Application forms are available in the sociology department office and the peer advising office.

During fall term of the senior year, honors students take part in the honors seminar (SOC 417), in which they work closely with a faculty adviser and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval by the seminar advisor and forms a committee consisting of two faculty members to supervise the remainder of the project. During winter and spring terms, students work independently with their committee and proceed with data collection and analysis. Students complete and turn in the thesis during spring term.

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.

Preparing for Graduate Study

Students planning graduate work in sociology should have a strong background in sociological theory and social research methods well beyond courses required for the major. Besides taking advanced courses in areas of special interest to them, students should take a substantial number of upper-division courses in other social sciences.

Applications to graduate schools should be made in fall or winter of 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, available from the department describes the graduate program, specifies the materials needed to apply for admission, lists specific course requirements, and includes a 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.

190 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 fundamental concepts, theories, and methods of research.
207 Social Inequality (4) Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, and gender to social change, social institutions, and self-identity. Prereq: SOC 204.
217 Special Topics in Sociology: [Topic] (4R) Applies the concepts and skills developed in SOC 204 to current major sociological issues and problems. Prereq: SOC 204. R when topic changes.
301 American Society (4) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 204.
303 World Population and Social Structure (4) Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries. Prereq: SOC 204.
304 Community, Environment, and Society (4) Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental
change on human communities. Prereq: SOC 204.

305 America's People (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 recurrent concepts and issues 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 noneperimental research. Prereq: MATH 95 or equivalent, SOC 204, 311.


317 Sociology of the Mass Media (4) Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalist 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 methods 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) relationships 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; women and work, politics, families, the economy; intersection of gender, race, and class; women's movements. Prereq: SOC 207.


399 Special Studies: [Topic] (1-5R) Prereq: SOC 204.

401 Research: [Topic] (1-21R)

403 Thesis for Honors Candidates (1-21R)

404 Internship: [Topic] (1-6R)

405 Reading and Conference: [Topic] (1-21R)

406 Supervised Field Study: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Children and Society, New Religious Movements, and Social Thought and the Environment. Prereq: 12 credits in sociology, anthropology, or psychology; SOC 345 or instructor's consent.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring Practicum: [Topic] (1-21R) Prereq: SOC 311.

410/510 Experimental Course: [Topic] (1-5R) Prereq: SOC 311 or equivalent.


415/515 Social Demography (4) Causes and consequences of demographic change in racial 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] (4R) 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. R twice when topic changes for maximum of 12 credits.

420/520 Political Economy (4) Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: 12 credits in sociology or instructor's consent.

425/525 Issues in Sociology of Gender: [Topic] (4R) 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 330 or equivalent.

428/528 Advanced Topics in Social Psychology: [Topic] (4R) Topics may include altruism and helping behavior, communication and language, socialization, prejudice, conformity, collective behavior, aggression, or other basic areas of social psychological research. Prereq: SOC 328 or instructor's consent. R twice when topic changes for maximum of 12 credits.

435/535 Ethnomethodology and Conversation Analysis (4) Advanced study of the common-sense sources, methods, and practices through which members of a culture construct and make sense of social activities, 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) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology; SOC 345 or instructor's consent.

446/546 Issues in Sociology of Work: [Topic] (4R) Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, political work. Prereq: SOC 345 or instructor's consent. R 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. R twice when topic changes for maximum of 12 credits.

450/550 Sociology of Developing Areas (4) Social and economic structures and processes promoting or inhibiting change in the developing nations of 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; W omen and Work. Prereq: SOC 355 or WST 101 or instructor's consent. R 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.

461/561 Sociology of Religion (4) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 12 credits in sociology or instructor's consent.

464/564 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 political determination; institutional interrelationships, intellectuals and ideologies, political trends and change, political participation and membership. Prereq: 12 credits in sociology.
547/548 Contemporary Sociological Perspectives: [Topic] (4R) 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 maximum of 12 credits.

545/546 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.

540/541 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.

542/543 Issues in Deviance, Control, and Crime: [Topic] (AB) 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 maximum of 12 credits.

541/542 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.

503 Thesis (1-16R) PIN only
501 Research: [Topic] (1-16R) PIN only
502 Supervised College Teaching (1-5R)
503 Dissertation (1-16R) PIN only
504 Internship: [Topic] (1-6R)
505 Reading and Conference: [Topic] (1-16R)
506 Supervised Field Study: [Topic] (1-16R)
507 Seminar: [Topic] (1-5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include feminist sociological theory, philosophy and epistemology of social science. Time-series analysis.
508 Workshop: [Topic] (1-16R) Topics vary.
509 Supervised Tutoring Practicum: [Topic] (1-3R)

510 Experimental Course: [Topic] (1-5R)
512 Overview of Sociological Methods (5) Examines the research process—forming research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanation power.

513 Advanced Sociological Methods: [Topic] (5R) Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Prereq: SOC 612 or equivalent. R twice when topic changes for maximum of 15 credits.

515 Advanced Sociological Theory: [Topic] (5R) Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory. R twice when topic changes for maximum of 15 credits.

516 Environment and Resource Issues: [Topic] (5R) Explores issues of environmental sociology and resource policy, including ecological crisis, environmental justice as it pertains to race, gender, class, and international inequality. R twice when topic changes for maximum of 15 credits.

517 Sociological Theory I (5) Graded only. Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories).

518 Sociological Theory II (5) Graded only. Major themes and historical foundation of contemporary sociological theory. Prereq: graduate standing in sociology, SOC 617.

528 Interaction and Social Psychology Issues: [Topic] (5R) Topics include symbolic interaction, Goffman’s micro-Durkheimian perspective, communication and language, collective behavior, aggression, prejudice, conformity, and identity formation. R twice when topic changes for maximum of 15 credits.

544 Race and Ethnicity Issues: [Topic] (5R) Examines 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.

545/546 Issues in Deviance, Control, and Crime: [Topic] (AB) 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 maximum of 12 credits.

542/543 Issues in Deviance, Control, and Crime: [Topic] (1-16R) 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 maximum of 12 credits.

544 Race and Ethnicity Issues: [Topic] (5R) Explores current research and theoretical debates such as Chicano-Chicana and Latino-Latina in the sociology of race and ethnicity. R twice when topic changes for maximum of 15 credits.

546 Work and Organization Issues: [Topic] (5R) Issues in the sociology of work and organizations (e.g., power in organizations, changing patterns of employment and work, industrial democracy, issues of class, race, and gender). Substantial reading and analysis. R twice when topic changes for maximum of 15 credits.

565 Issues in Sociology of Gender: [Topic] (5R) Explores current research and theoretical debates such as Chicano-Chicana and Latino-Latina in the sociology of race and ethnicity. R twice when topic changes for maximum of 15 credits.

566 Cultural, Educational, and Religious Issues: [Topic] (5R) Special topics in sociology of culture. Requires development of research designs and research in selected areas. Prereq: graduate standing. R twice when topic changes for maximum of 15 credits.

567 Social and Cultural Issues: [Topic] (5R) Explores current research and theoretical debates such as Chicano-Chicana and Latino-Latina in the sociology of race and ethnicity. R twice when topic changes for maximum of 15 credits.

568 Deviance, Control, and Crime Issues: [Topic] (5R) Intensive study of a contemporary topic in deviance, control, or crime that focuses on research in theory and method. Possible topics are organized crime, cross-cultural comparison, data sources, and race and gender issues. R twice when topic changes for maximum of 15 credits.

Southeast Asian Studies
Kenneth M. George, Curriculum Director
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About the Curriculum
The University of Oregon offers students an exceptional opportunity to pursue interdisciplinary studies on Southeast Asia. A faculty made up of specialists from across the university can acquaint students with recent research on a range of issues including women, health, healing, and nutrition in Thailand and Indonesia; the archaeology of Thailand and Malaysia; education and development in Vietnam, Laos, and Thailand; regional political novels and films; mass violence in Indonesia and Cambodia; regional music and dance; and art and religion in Indonesia; historic preservation and the politics of landscape and development in Malaysia; indigenous, colonial, and postcolonial architectures; regional transnationalisms; political biography in the Philippines; and indigenous minority communities and cultures throughout the region. The university has offered language courses in Thai, Indonesian, and Vietnamese and continues to do so subject to budgetary constraints. Individualized and self-instructional study of other Southeast Asian languages can be arranged through the Yamada Language Center.

Important resources include a Southeast Asian librarian in Knight Library, the Center for Asian and Pacific Studies, the Vietnam Sister University Project, and the Office of International Education and Exchange. The university also belongs to the Northwest Consortium for Southeast Asian Studies (along with the Universities of Washington, British Columbia, and Victoria), which sponsors conferences, workshops, outreach, study-abroad opportunities, internships, fellowships, student and faculty exchange, and cooperation between libraries.

Southeast Asian studies is part of the Asian Studies Program. Undergraduates may pursue Southeast Asian studies as a minor in conjunction with majors in most departments (e.g., anthropology, geography), or as a concentration in international studies, or as the basis for the B.A. in Asian studies. Graduate students may pursue an M.A. in Asian studies with Southeast Asia as an emphasis or may develop a Southeast Asian specialty as part of their advanced study in other M.A. and Ph.D. programs (e.g., history, anthropology, international studies). See the Asian Studies section of this catalog for requirements and curriculum offerings.
Statistics

Roland H. Good III, Committee Chair
(541) 346-3315
305 Gilbert Hall

Steering Committee
Lorraine G. Davis, academic affairs
Stephen E. Haynes, economics
Robert M. O'Brien, sociology
Larry E. Richards, decision sciences
Darrin Xu, mathematics

About the Curriculum
The University of Oregon does not have a formal department or faculty of statistics. However, a variety of courses are either exclusively or primarily about 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 permanently numbered courses in statistics offered at the university.

Degrees
The Department of Decision Sciences in the Lundquist College of Business offers a graduate degree with a specialty in statistics, and the Department of Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with a specialty in statistics. Interested students should inquire at the appropriate department for specific requirements.

Courses
Statistics courses are offered in seven departments and the following nine areas. Both students and advisers should be aware that, within any given area, two or more courses offered by different departments may contain such similar content that a student may not be granted credit toward graduation for more than one 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 I (EMS 691)
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 630)
Psychology. Applied Data Analysis (PSY 412/512), Data Analysis II (PSY 612)

Decision Theory
Decision Sciences. Applied Decision Analysis (DSC 425), Decision Analysis for Negotiation Problems (DSC 626)

Multivariate Statistics
Decision Sciences. Applied Multivariate Analysis (DSC 643)
Exercise and Movement Science. Applied Multivariate Statistics (EMS 694)

Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Nonparametric Statistics
Decision Sciences. Applied Nonparametric Statistics (DSC 633)

Regression
Decision Sciences. Applied Regression Analysis (DSC 435, 635)
Economics. Introduction to Econometrics (EC 420/520, 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

John C. Watson, Department Head
(541) 346-4171
305 Gilbert Hall

Faculty
Grant F. McKemie, professor (dramatic literature and criticism); graduate coordinator, B.A., 1964, Northwestern; M.A., 1965; Ph.D., 1972, Ohio State. (1979)
Janet Rose, senior instructor (technical director, lighting designer); B.F.A., 1979, Florida Atlantic; M.F.A., 1979, Ohio. (1987)

Emeriti
Horace W. Robinson, professor emeritus. B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

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 science (M.S.), 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 humanistic and liberal-arts education. Preprofessional courses 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. Some 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.

Theatrical Plant. There are three theaters in Villard Hall. Main Stage (the Robinson Theatre) has a proscenium stage and seats approximately 400 people. The Pocket Playhouse is a small proscenium stage that seats about eighty. The Arena Theatre provides a flexible open space for about 100 people.

Technical Facilities. The scene shop is well equipped with power tools for wood and metal fabrication. Lighting equipment includes computerized controls and up-to-date instruments. The costume shop has power sewing and serging machines and a laundry and crafts area. Students are encouraged to sign up for production workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse. Pocket Playhouse is the site for a weekly gathering of students and faculty members. Students may sign up for time to produce a low-cost show. This weekly event is organized and run by an elected student board with a small budget at its disposal. Workshops and speakers are also scheduled in response to student requests.

Theater Productions. During the year, several Main Stage productions are directed by faculty members and qualified students; four or five budgeted studio productions, which may be student-directed, are staged. Studio productions are usually scheduled in the Pocket Playhouse or the Arena Theatre.

Undergraduate Studies
For its undergraduate major program, the Department of Theater Arts has three principal objectives:
1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient instruction in several fields of theater to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Major Requirements
Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors. In addition to the B.A. or B.S. degree requirements of the university, the following requirements are specified for students with a major in theater arts.

1. All of the following: Introduction to Design (TA 210); Theater Production I (TA 211, 212); Acting I (TA 250); Introduction to Theater Arts (TA 271); Play Direction (TA 364); History of the Theater (TA 371) (TA 367, 368, 369); Advanced Script Analysis (TA 462); one advanced upper-division course in design or technology; two advanced upper-division courses in theory, history, or criticism; and one additional upper-division course in theater arts.

2. Three of the following: Scenery Production (TA 321), Costume Production (TA 322), Lighting Production (TA 323), Production (TA 324)

3. Letter grades of mid-C or better in all course work for the major

Grading Options. Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 180-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 consult their academic advisers three terms before graduation.

Minor Requirements
The theater arts minor requires 24 college-level credits in theater arts. Of these 24 credits, at least 16 must be taken at the university and 16 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with letter grades of mid-C or better.

Graduate Studies
The theater arts department offers graduate work in directing, design, history, literature, criticism, and theater production. Student-directed productions are usually scheduled in the Pocket Playhouse or the Arena Theatre.

Graduate Degree Requirements
Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in a second language.

The M.A. is typically a three-year program requiring a minimum of 54 credits. Areas of specialization are directing, acting, set design, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have enrolled for 36 credits in courses appropriate for the M.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 requirement. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. However, most theater arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts Ph.D. program. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is advanced to candidacy, which happens after passing the comprehensive examination.

General Requirements. The only course required of all theater-arts graduate students is Research Methods (TA 611). Ph.D. candidates are expected to complete 60 to 90 credits in history, theory, and literature of the theater after obtaining a master's degree.

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, hanging lights for productions. R thrice for maximum of 8 credits.

122 Costume Laboratory (1-2R) P/N only. Building costumes for productions. R thrice for maximum of 8 credits.

124 Production (1-2R) P/N only. Working backstage for productions. R thrice for maximum of 8 credits.

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R) Stage crew: lighting, scenic, costume.

210 Introduction to Design (4) Introduction to the principles of design as applied to the arts of theater design, scenic design, costuming, and lighting. Creative projects to develop concepts of visual imagery. Bonds: Rose, Williams. Includes laboratory.

211 Theater Production I (4) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery and props and use of lighting equipment. Rose. Includes laboratory.

212 Theater Production II (4) Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers ingenuity, beard, and fantasy. Bonds, Williams. Includes laboratory.
Acting I (4) Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

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 consent.

Acting III (4) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: TA 251, instructor's consent.

Introduction to Theater Arts (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual.

Scenery Production (1-4R) P/N only. Production or performance crew head for scenery. R thrice for maximum of 16 credits.

Costume Production (1-4R) P/N only. Production or performance crew head for costumes. R thrice for maximum of 16 credits.

Lighting Production (1-4R) P/N only. Production or performance crew head for lighting. R thrice for maximum of 16 credits.

Performance (1-4R) P/N only. Preparation, rehearsal, and performance of an acting role. R thrice for maximum of 16 credits.


Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsing of players, production organization. Prereq: TA 250 or equivalent and instructor's consent. Watson.

History of the Theater LIII (4, 4, 4) Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance. Watson.

Special Studies: (Topic) (1-5R)

Research: (Topic) (1-21R)

Reading and Conference: (Topic) (1-21R)

Field Studies: (Topic) (1-21R)

Seminar: (Topic) (1-5R)

Workshop: (Topic) (1-21R)

Practicum: (Topic) (1-21R) Rehearsal and performance is a current topic.

Experimental Course: (Topic) (1-4R)


Cosume Design (4) Beginning design concepts and various artistic media to costume design and rendering techniques. Prereq: instructor's consent. Bonds.


Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Bonds.

Theater Arts Pedagogy (4R) Practical experience as teaching assistant includes research, presentation, coaching, and written reports. Available in a variety of disciplines. Prereq: instructor's consent. R thrice when topic changes for maximum of 16 credits.

Scenery Drafting Techniques (4) Drafting techniques for the scenic artist. Plan views, isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment. Williams.

MODERN DRAMA (4) See English

Principles of Design in the Theater (4) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, lighting designers and for the director and actor. Williams.

Scene Design: Single Set (4) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the production stage only. Williams. Not offered 1999–2000.

Scene Design: Multiple Sets (4) Selected problems in the design of dramatic productions. Williams.

The Mask (4) Explores mask design in different world cultures and mask fabrication in various materials. Williams.

Advanced Projects in Theater Technology: (Topic) (4R) Specialized areas of theater technology, one topic per term. Topics include scene painting, projection, drafting, makeup, puppetry, stage management, props, and special effects. Bonds, Rose, Williams. R seven times when topic changes for maximum of 32 credits.

Advanced Acting: (Topic) (4R) Topics in the performance of a specific genre or author, or in specific elements of performance skills including voice, movement, and musical skills. Barton. R when topic changes.


Dramaturgy (4) Examines the process and practice of dramaturgy. Training in critical analysis of theater, informed by a thorough grounding in theater history and criticism.

Advanced Script Analysis: (Topic) (4R) Topics in theater literature including recent European drama, recent American drama, recent British drama, and American musical theater. McKernie, Watson. R thrice when topic changes for maximum of 16 credits.

Lighting for the Stage (4) Designing lighting for the stage; technical and aesthetic problems. Prereq: TA 111 or instructor's consent. Rose.

Studies in Theater and Culture: (Topic) (4R) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. McKernie. R thrice when topic changes for maximum of 16 credits.

Multicultural Theater: (Topic) (4R) Origins and development of contributions in theater and drama by various cultures including Latino and Latina, Chicano and Chicana, African American, Asian American, and Native American. R times when topic changes for maximum of 20 credits.

Modern Drama (4) See English


Modern Drama (4) See English

Research Methods: (Topic) (1-16R) PIN only

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

Dissertation: (Topic) (1-16R) PIN only

Reading and Conference: (Topic) (1-16R)

Field Studies: (Topic) (1-16R)

Seminar: (Topic) (1-5R)

Workshop: (Topic) (1-16R)

Practicum: (Topic) (1-16R) Rehearsal and performance is a current topic.

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

Research Methods: (Topic) (3) Research methodology: experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research.

Avant-Garde Theater (3) New forms, styles, treatments of mood and expressions of ideas and emotions as manifested in literary, dramatic, and theatrical elements and conditions of production. Prereq: Instructor's consent.


Women's Studies

Barbara Corrado Pope, Program Director
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Faculty
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
Henry M. Ailey, honors college
Laura J. Alpert, fine and applied arts
Barbara K. Alteman, Romance languages
Aleita Bierack, anthropology
Pamela Birell, psychology
Elizabeth A. Bohls, English
Laura Biersack, anthropological
Jytte Bovin, English
Mary E. Wood, English
Patricia Bryna Goodman, history
Mavis Hohe, English
Mary Jane Chidofsky, anthropology
Jeanne C. Clark, English
Frances B. Cogan, honors college
Jacqueline Cruz, Romance languages
Irene Diamond, political science
Giacinto Dugaw, English
Linda F. Ettinger, arts and administration
Laura Felt, history
Marilyn Farwell, English
Lisa Freinkel, English
Jennifer J. Frayd, psychology
Caroline Forell, law
Linda O. Fuller, sociology
Amalia Gladhart, Romance languages
Marion Sherman Goldman, sociology
Byrna Goodman, history
Patricia A. Gwartney, sociology
Leslie J. Harris, law
S. Maue Harvey, anthropology
Ellen Herman, history
Judith H. Hibbard, planning, public policy and management
Jocelyn Hollandet, sociology
Shari M. Huhndorf, history
Kathleen Kowal Karym, English
Karen L. Kolski, anthropology
Karen J. Kriss, journalism and communication
Linda Kriez, English
Lisa A. Kloppenberg, law
Wendy Larson, East Asian languages and literatures
C. Anne Laskaya, English
Clare A. Leces, comparative literature
Julia Lesage, English
A joke Maria Manc, English
Marcia Raye, history
Barbara D. May, Romance languages
Randall E. McGown, history
Debra L. Merskin, journalism and communication
Gerardine Moreno, anthropology
Sandra L. Morgan, sociology
Madonna L. Moss, anthropology
Julie Novak, political science
Peggy Pascoe, history
Amanda W. Powell, Romance languages
F. Regina Psaki, Romance languages
Forest Pyle, English
Elizabeth Reis, history
Elizabeth M. Rocha, planning, public policy and management
Mary K. Rothbart, psychology
Kari L. Schultz, Germanic languages and literatures
Nancy E. Shurtz, law
Carol T. Silverman, anthropology
Priscilla Southwell, political science
H. Leslie Steeves, journalism and communication
Arleen Stern, sociology
Lynn Stephens, anthropology
Jean Stockard, sociology
Mónica Suárez, Romance languages
Nancy Tunia, philosophy
Amita M. Weiss, international studies
Polly Welch, architecture
Louise Westling, English
Elizabeth A. Wheeler, English
Mary E. Wood, English
Stephanie Wood, history
Virpi 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 decisive role that gender has played and continues to play in 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, architecture, arts and administration, education, English, history, 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 a few courses to complement the curriculum in another major. Others choose to fulfill the requirements for a major or minor in women's studies. Many women's studies courses satisfy group and multicultural requirements. For more information, see Group Requirements and Multicultural Requirement in the Registration and Academic Policies section of this catalog. Preparation: No specific high school preparation is required. Students who transfer to the university from other colleges may apply up to 8 credits of women's studies courses to the major or 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, medicine, the ministry, journalism, counseling, and child care.

In addition, a women's studies background can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Major Requirements
The Women's Studies Program offers an undergraduate major in women's studies leading to a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. Students may major in women's studies alone or as one of two or more majors. Majors must construct their programs in consultation with women's studies advisers. For double majors, a total of 48 credits are required, distributed as follows:

Specific Courses 24 credits
Introduction to Women's Studies (WST 101) ............................................. 4
History and Development of Feminist Theory (WST 301, 302) ............................................. 8
Feminist Perspectives: Identity, Race, and Culture (WST 321) ............................................. 4
Either Feminist Research Issues (WST 407) or Feminist Praxis (WST 411) and Field Studies (WST 406) ............................................. 8
Electives 24 credits
Approved courses with the WST subject code ............................................. 8
Approved courses that deal with the history of women ............................................. 8
Approved upper-division courses with subject codes other than WST ............................................. 8
Students whose sole major is women's studies must complete the following additional requirement for a total of 72 credits:

24 credits
Courses that make up a coherent course of study, either by fulfilling the requirements of an existing minor program or by pursuing a disciplinary emphasis if there is no minor in that field of study. Courses proposed for the major must have the written approval of a women's studies adviser from the designated department or program.

All courses counting toward the major must be taken graded except for Theses (WST 403), Reading and Conference (WST 403), Field Studies (WST 406), Seminar: Pedagogy (WST 407), and Practicum (WST 409); no more than 9 credits in these generic courses may be taken pass/no pass. At least 32 credits must be in upper-division courses.

At least 24 upper-division credits must be taken at the University of Oregon. Women's studies majors must attain a grade point average of 2.50 or higher in courses applied to the major; all graded courses in the major must be completed with grades of C- or higher.

Minor Requirements
The minor in women's studies requires 24 credits including at least 12 WST credits and at least 8 credits chosen from approved upper-division courses offered by other departments. The remaining 4 credits may be in either women's studies or approved upper-division courses. Introduction to Women's Studies (WST 101) is required, and candidates for the minor are strongly urged to take at least one term of History and Development of Feminist Theory (WST 301, 302). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the minor.
more than 8 credits may be taken pass/no pass. All graded courses in the major must be completed with grades of C- or higher. Courses applied to any major may not count for the women's studies minor. At least 16 credits applied to the women's studies minor must be taken at the University of Oregon.

Students must apply for the minor in the women's studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in another academic 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. No more than 4 credits of Reading and Conference (WST 605) and Practicum (WST 609) can be applied to the certificate. At least 8 credits must be taken in approved graduate courses offered by other departments. 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 609) to facilitate discussion groups for Introduction to Women's Studies (WST 101).

A student who is unconditionally admitted to the Graduate School may earn a women's studies certificate as an unclassified graduate student, as a component to an individually designed interdisciplinary master's degree with a focus on women's studies, or as an enhancement to a graduate degree in another discipline. For more information see the Graduate School section of this catalog.

Applicants should arrange an appointment with the program director.

**Women's Studies Courses (WST)**

101 Introduction to Women's Studies (4)
   Interdisciplinary investigation of the status and contribution of women and the public issues raised by the feminist movement with the personal experiences of women.

198 Colloquium: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R)

301 History and Development of Feminist Theory (4)
   Development of feminist theory in the West from the Middle Ages to the early 20th century with attention to historical and cultural meanings of feminism. Ravits.

302 History and Development of Feminist Theory (4)
   Development of feminist theory from the mid–20th century to the present. Selected themes represent the diversity and development of feminist thought.

321 Feminist Perspectives: Identity, Race, Culture (4)
   Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: any WST lecture or seminar course, or English 150 or 152.

331 Science, Technology, and Gender (4)
   Topics include the role of gender in the practice of science and the impact of sexism and racism on the development of science and technology. Prereq: WST 101 or equivalent.

341 Women, Work, and Class (4)
   Explores the contexts and cultural attitudes shaping the women's market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control. Pope. Not offered 1999–2000.

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. Ravits.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-16R)

403 Thesis (1-12R) P/N only. R with program director's and thesis advisor's consent for maximum of 12 credits.

405 Reading and Conference: [Topic] (1-5R)

406 Field Studies: [Topic] (1-12R) P/N only. R with program director's consent for maximum of 12 credits.


408/508 Workshop: [Topic] (1-16R)

409 Practicum: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (1-4R)

421/521 Lesbian and Gay Studies: [Topic] (4R)
   Various topics in lesbian and gay studies, including the relationship between lesbian and gay studies and women's studies. Prereq: WST 101 or instructor's consent. R twice when topic changes for maximum of 12 credits.

422/522 Sexuality: [Topic] (4R) Topics include the history of sexuality, the social construction of sexuality, regulations concerning marital sex, homosexuality, commercial sex, birth control, and sexual culture. Prereq: WST 101 or other approved course. Ravis.

423/523 Sex and Society (4R)
   Surveys the relationship between gender and sexuality and between lesbian, gay, and women's studies. Prereq: WST 101 or instructor's consent. R twice when topic changes for maximum of 12 credits.

431/531 Global Feminisms (4)
   Surveys political, economic, and cultural strategies of women around the world with attention to feminist theory outside the United States. Prereq: WST 101 or instructor's consent.

432/532 Postcolonial Women Writers (4)
   Explores women's fictional and theoretical analyses of colonial history, neocolonial politics, patterns of migration, and relations between gender and national identity. Prereq: any WST lecture or seminar course. Ravis.

601 Research: [Topic] (1-16R) P/N only

605 Reading and Conference: [Topic] (1-5R)

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-5R)

610 Experimental Course: [Topic] (1-4R)

**Approved 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)

Arts and Administration. Women and Their Art (AAD 452/552)

Classics. Gender and Sexuality in Antiquity (CLAS 314)

Comparative Literature. The Body in History (COLT 472/572)

East Asian Languages and Literatures. Chinese, Women, Gender, and Chinese Literature (CHIN 350)

Educational Leadership, Technology, and Administration. Educational History of American Women (ELTA 472/572)

English. Women Writers' Cultures (ENG 315), Women Writers' Form (ENG 316), Film Directors and Genres: Women and Melodrama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Feminist Literary Theory (ENG 497/597), Studies in Women and Literature (ENG 498/598), Women and Literature (ENG 499)


Germanic Languages and Literatures. German, German Gender Studies (GER 354)

Germanic Languages and Literatures. Scandinavian, Scandinavian Women Writers (SCAN 353)

History. History of Women in the United States (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), African Women (HIST 312)

International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (JS 320)

Political Science. Women and Politics (PS 348), Feminist Theory (PS 483/583)

Romance Languages: French. Autobiographical Writings by Women (FR 435/535), Modern Women Writers (FR 639)

Romance Languages: Italian. Italian Women's Writing (ITAL 498/598)

Romance Languages: Spanish. Spanish Women Writers (SPAN 497/597, 498/598)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455/555), Feminist Theory (SOC 456/556), Sex and Society (SOC 457/557)
The University of Oregon has declared majors in Extended Programs. Programs of study in arts and administration and in historic preservation lead to nonprofessional graduate degrees. Approximately 9 percent of students at the University of Oregon have declared majors in this school.

A special aspect of the school is the extensive involvement of students in studio settings in the arts and environmental design, enhanced by the study of the history, theory, and management of the arts. These opportunities promote the direct exploration of ideas and the development of speculative thinking through visual means. The school has a long tradition of expecting independent student initiative and responsibility in seeking a significant university education.

Extended Programs
The University of Oregon has extended centers in the Portland area that are used by various departments and programs in the school. In addition, the School of Architecture and Allied Arts maintains property in Portland (The Watouk House) and in the Columbia Gorge (The Shire) that supports research and teaching. Other off-campus learning and research opportunities include field courses in historic preservation, architecture, landscape architecture, and fine arts. Local, state, regional, national, and international internships are integral to many of the school's disciplines.

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 nationally and regionally in gallery shows and exhibitions. Scholarly work in art history, arts administration, planning, and public affairs has produced significant publications and enhanced human understanding in these fields. Research and creative work bring together people in different disciplines of the school. They also provide links with scholars elsewhere at the university, in the local community, and throughout the world.

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, and the Institute for Community Arts Studies.

Landscape Journal, the principal refereed journal for the discipline of landscape architecture, is edited by faculty members in the School of Architecture and Allied Arts.

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 System, administrative and departmental offices, and most of the faculty offices and studio spaces. The north site, located north of the Millrace, is an eight-building complex containing faculty offices, advanced studios in the arts, environmental design research laboratories and workshops, and the Urban Farm. The Department of Planning, Public Policy and Management is located in Hendricks Hall.

For studio courses, the school provides desks, easels, and other major equipment not normally available to individuals. Students supply their own instruments and course materials. Student work may become the property of the school unless other arrangements are approved by the instructor.

Admission
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. Work being submitted for transfer credit must be approved by the major department. Students develop their programs of study assisted by advisers from the department to which they have been admitted.

Premajors and Nonmajors
Many courses are open to majors outside the School of Architecture and Allied Arts or to students who have not yet declared a major. Undeclared premajors who want to explore programs in the school should seek advice from the associate dean. Courses open to nonmajors are listed below under the AAA course heading.

Office of Research and Development
Karen J. Johnson, Assistant Dean
(541) 346-3697
125 Lawrence Hall

The Office of Research and Development serves as a center for external relations, alumni contact, and fundraising for school programs and activities. It assists faculty members in identifying funding sources and writing grant proposals. Focus on Funding, a bulletin of grant opportunities, is published twice a year, as is the School of Architecture and Allied Arts Review.

The school is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences and the International Council for Building Research Studies and Documentation. The school is thus able to participate regionally in research and related activities while obtaining up-to-date research and technological information from a broader community.

Regional Daylighting Center. The Daylighting Network of North America has designated the University of Oregon as 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 and an artificial sky. Research projects seek to understand the ways 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 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 artificial sky and computer simulations to recommend proposed building design changes.

Computer Graphic and Multimedia Studies. Various departments in the school offer coursework 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 architecture, fine and applied arts, and landscape architecture departments have been active in developing a schoolwide computer graphics program. Instructional and research computer laboratories are housed in Lawrence Hall, Pacific Hall, and the north-site complex.

Center for Housing Innovation
Donald B. Corner, Director
(541) 346-4084
264 Onyx Bridge

The Center for Housing Innovation is a nonprofit, 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 catalog.

Institute for a Sustainable Environment
John H. Baldwin, Director
(541) 346-0675
130 Hendricks Hall

The Institute for a Sustainable Environment explores 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
Doug Blandy, Director
(541) 346-3639
251E Lawrence Hall

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 offered 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.

Architecture and Allied Arts Courses (AAA)

Schoolwide courses (AAA) cross all the disciplines of the school but are described only in this section of the catalog. Courses listed below with other subject codes (AAD, ARCH, ARH, ART, LA, PIPM) are in specific disciplines within the school that are open to, and recommended for, nonmajors, premajors, and undeclared students. These courses have no prerequisites and do not require instructor's consent. Cross-references indicate where to find these course descriptions.

AKT 116 Basic Design (4R) P/N only, See Fine and Applied Arts
180 Introduction to Visual Inquiry I (3) 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)
ARCH 201 Introduction to Architecture (4) See Architecture
PPFM 201 Introduction to Planning, Public Policy and Management (4) See Planning, Public Policy and Management
ARH 204, 205, 206 History of Western Art I,II,III (4,4,4) See Art History
ARH 207 History of Indian Art (4) See Art History
ARH 208 History of Chinese Art (4) See Art History
ART 208 Foundation: [Topic] (3-4R) See Fine and Applied Arts

ARH 209 History of Japanese Art (4) See Art History
ARCH 222 Introduction to Architectural Computer Graphics (4) See Architecture
ART 233 Drawing (4) See Fine and Applied Arts
AAD 250 Art and Human Values (4) See Arts and Administration
AAD 251 The Arts and Visual Literacy (4) See Arts and Administration
AAD 252 Art and Gender (4) See Arts and Administration
LA 260 Understanding Landscapes (2-4) See Landscape Architecture
ARCH 307 Design Arts (3) See Architecture
ARH 314, 315 History of Western Architecture I,II (4,4,4) See Art History
LA 390 Urban Farm (2-4) See Landscape Architecture
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)
409 Supervised Tutoring (1-21R)
410/510 Experimental Course: [Topic] (1-5R)
440/540 Criticism in Art and Design (4) Presents and analyzes issues and approaches in art criticism from various disciplinary perspectives. Incorporates architecture and allied arts faculty members, lectures, and special events.
ARH 474, 475, 476 History of Interior Architecture I,II,III (3,3,3) See Art History
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
608 Workshop: [Topic] (1-16R)
The Study of Architecture

Architectural Education. The purpose of studying architecture is to learn how to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection, providing appropriate settings for human activities, and creating forms that are aesthetically pleasing 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 catalog) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This kind 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 sets high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together a variety of disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience 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 construction management, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming and administration.

Accreditation. Both the bachelor of architecture (B.Arch.) and the master of architecture (M.Arch.) 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 and (2) the master of architecture. These professional degrees are structured to educate those who aspire to registration and licensure as architects.

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. In some states, including Oregon, registration with the Intern Development Program is required while preparing for licensure.

Off-Campus Study

The historic Willamette Block is located at the corner of Yamhill and Second Streets in downtown Portland. Known as the UO Portland Center, it houses the Department of Architecture's Portland programs on the fourth floor. The department's facilities at the center include design studios, exhibit and review rooms, classrooms, library, computer laboratory, model shop, and supporting spaces.

Portland Urban Architecture Program. Students may elect to spend from one to three terms in this program. Design studios focus on urban topics, as do many of the support courses offered. At least one core course and advanced courses are offered each term.

Portland Program in Architecture. The Department of Architecture offers its Option I and Option II master of architecture programs in residence at the UO Portland Center and in Eugene.

The master's programs in Portland focus on urban architecture and have a strong urban design component. Students may complete all of their studies in Portland or take courses in Eugene and Portland. Portland students have the use of all resources and facilities on the Eugene campus, including scholarships and financial aid. Through provisions of the Oregon University System, students may also enroll in courses and use library facilities at other state-system universities.

The Portland program takes an active part in civic and regional issues through design studio projects, focused course work on urban architecture, research, internship programs, and sponsorship of professional and public events. The program maintains a strong relationship with Portland's highly respected professional community. More information is available through the Department of Architecture office in Portland or Eugene.

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 Palazzo Pio in the historic center of Rome. Students live in apartments within a fifteen-minute walk of the facility.

Exchange Program. Each year a small number of Oregon students exchange places with students in the architecture program in 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 architecture and several interior architecture students travel to Copenhagen to participate in the program. Summer, fall, and academic-year options are offered. Credits are automatically transferred, and financial aid is available.

Registering for Overseas Courses. 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 Academic Affairs section of this catalog.

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 (541) 346-3656 or by writing to the Summer Architecture Academy, Department of Architecture.

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 UO catalog and in the department's Advising Handbook, which includes sample programs, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned a faculty adviser and encouraged to consult that adviser for more specific information.

Residence Requirements

For transfer students to receive the bachelor of architecture (B.Arch.) or master of architecture (M.Arch.) degree from the university, the following minimum course work must be successfully completed in residence:

1. Design area: four terms of architectural design including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 18 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the Graduate School section of this catalog. Undergraduate students should contact the UO admissions office to learn how withdrawal from the university affects residency status.
Departmental Policy. Both undergraduate and graduate students may interrupt their courses of study for various reasons. In order for the department to plan for maximum use of resources, students must notify the department about a leave of absence and the expected date of return. Leave-of-absence status is renewable. Undergraduates may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of two years of leave; they must file a Graduate Office leave-of-absence form and a departmental agreement—both available in the department office. If the limits on accumulated leave are exceeded or the leave-of-absence terms of agreement are not met, major status may be revoked. Students who do not file a leave-of-absence agreement form with the department cannot be guaranteed access to design-studio courses the year they return.

Undergraduate Studies

The undergraduate five-year professional degree program leads to a bachelor of architecture (B. Arch.) degree. It is highly structured the first three years and more flexible the last two. This flexibility allows each student to establish a study sequence according to individual interests and needs and to take advantage of the diverse opportunities of 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 four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). Undergraduate programs include the bachelor of architecture program and a minor in architecture.

Bachelor of Architecture: 231 credits

In addition to the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal education. Besides the university general education requirements for professional-school majors, students must complete upper-division coursework outside the major as part of the general-elective requirement.

University General-Education Requirements: minimum of 44 credits. College composition (8 credits), group requirements in arts and letters, social science, and science (36 credits), the multicultural requirement (8 additional credits if the selected courses do not also satisfy group requirements). Architecture majors must take General Physics (PHYS 221, 222), which are science group-satisfying courses.

Major Program Requirements: 187 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department's minor program application and submit it with the required academic records to the Department of Architecture, 210 Lawrence Hall. Applicants are notified when their applications have been approved. The application form includes a curriculum work sheet with the requirements in effect at the date of acceptance.

2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met.

3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available.

4. Courses required for minors are open to other university students with instructor's consent.

Course Requirements 36 credits

Introduction to Architecture (ARCH 201) ....... 4

Architectural Contexts: Place and Culture (ARCH 440) or Human Context of Design (ARCH 440) or Spatial Composition (ARCH 450) .................................................. 4

Courses in architectural subject areas .......... 12

History of Western Architecture I-B (ARCH 314, 315) and one additional upper-division architectural history course from the Department of Art History ......................................... 12

Building construction course (require at department office) ........................................... 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 feeder programs are admitted as advanced transfer students. Prospective students should request application packets during the fall, well before application deadlines. The university deadline for undergraduate application to the architecture major program is December 15 (see Application Deadlines in the Admissions section of this catalog). The deadline for completion of the departmental application is January 15. 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.

Applicants are not required to have coursework 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.

Accepted applicants must be academically secure. To be considered, first-year applicants must have grades and scores that meet at least three of the following four indices, and all applicants must submit SAT scores:

1. High school grade point average (GPA) = 3.00

2. Verbal Scholastic Assessment Test (SAT I) = 530

3. Mathematical SAT I = 520

4. Total SAT I = 1100

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. Paper-based test: a minimum total score of 575 must be achieved with a minimum of 38 in each subsection. Computer-based test: a minimum total score of 233 must be achieved with a minimum score of 24 in each subsection.

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: Option I, II, and III. In all three programs, students must choose a minimum of 45 graduate credits, of which 30 must be in the major and 9 must be at the 600 level. These programs do not have a graded-credit 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 have a professional degree in architecture. Students in this program produce a thesis or a terminal research project. The program can usually be completed in four to six terms. Approximately five new students are admitted into the program each year.

The Option II and III programs lead to the M. Arch. as an accredited, first professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year preprofessional degree in architecture from an institution where the four-year degree is part of a "four plus two" NAAB-accredited degree program. Students admitted into the Option II program begin their studies in the fall term. Students with bachelor's degrees (B.S. or B.A.) other than a preprofessional degree in architecture must apply to the Option III program. The Option III program typically is completed in ten terms. Option III students begin their program in the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, interior architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional studio and course work as is required of Option II applicants may be considered for the Option II program.

Professional Degree Program Requirements

Option III students must complete the 64 credits of architectural design studio, 80 credits of professional subject-area courses described in the Professional Curriculum section below. A minimum of ten terms 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 three terms in residence.

Option II students may transfer up to 36 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 studios
- 30 credits in professional subject-area courses including 9 credits in Seminar (ARCH 507 or 607) and 6 credits in Research (ARCH 631) and completion of a terminal research project
- 11 credits in ARCH electives

Students admitted into the Option II program are expected to have completed basic subject-area courses in technology, architectural history, and other areas in their preprofessional degree program. Students with insufficient preparation in subject-area or design studio courses may be admitted with deficiencies. Satisfaction of the specific deficiencies may require course work in addition to the minimum of 81 credits required for the degree. Students intending to enroll in the Portland Architecture Program may be required to fulfill deficiencies on the Eugene campus prior to matriculation in the Portland program.

For more information, see the Curriculum for the Study of Architecture section above.

**Postprofessional Degree Program Requirements**

The Option I program provides an opportunity for advanced study and contribution to knowledge in 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 in one or more of the following areas of faculty research:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and furniture
7. Lighting and lighting design
8. Proven design and ergonomics
9. Urban design
10. Vernacular architecture
11. Structures and construction

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 catalog.

**Certificate in Technical Teaching in Architecture**

The program prepares candidates who are capable of integrating technical building and engineering information with the design education process for teaching positions in schools of architecture. This integration should improve the quality of architectural technical teaching and associated research and its relevance to architectural design studios. Technical subjects include structural design, construction materials and processes, and environmental control systems. This certificate program is designed to serve graduate students in the postprofessional (Option I) master of architecture program, but graduate students in Options II and III may also apply to the certificate program. Students who pursue this certificate typically focus their research on curriculum, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects.

Certificate candidates must demonstrate advanced proficiency in at least one technical subject area (structures, construction, environmental control) and have the background necessary to teach at the introductory level in the other two. This requirement can be fulfilled by submitting a portfolio documenting professional experience and/or prior course work to the technology faculty, or it can be obtained by completing a sequence of advanced courses while at the University of Oregon.

Two years in residence is typical, during which a minimum of 24 credits is required for the certificate. Twelve of these 24 credits may be used to fulfill master of architecture degree requirements.

**Graduate Admission**

Prospective applicants must request a description of the graduate program and an application packet by writing directly to the admissions adviser, Department of Architecture. Applicants must take Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Students whose 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 the first Monday after January 1 for applicants to be considered for admission the subsequent fall term—summer session for Option III students. Notification of results is mailed by April 1. The department typically does not accept late applications.

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 particularly well-qualified graduate students. Applicants with previous architectural education (Option I or II) may want to request GTF application forms with their packets. Option III students generally qualify for GTF awards in the second or third year of the program.

**Professional Curriculum**

The professional curriculum in architecture is composed of three elements: architectural design, architectural subjects, and general electives.

**Architectural Design: 64 credits**

The architectural design studio and its activities are the heart and focus of the professional curriculum. The design studio is a social and interactive workplace. Students are encouraged and expected to work cooperatively and to draw on the knowledge, skills, and expertise of their colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas, skills, and critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can be earned only through participation in design studio. Six credits earned in either Planning and Design (ARCH 589) or Interior Design (ARCH 484) studios may be applied to this 64-credit requirement.

**Introductory Architectural Design Studios**

Introductory Architectural Design I, II (ARCH 181, 182), two-semester studio for undergraduate majors only

Introductory Graduate Design: Option III (ARCH 680, 681, 682), three-semester studio for Option III graduate students only

Graduate Architectural Design: Option III (ARCH 683), for Option II graduate students only

Intermediate Architectural Design Studios

Intermediate Architectural Design I, II (ARCH 281, 282), two-semester studio for undergraduate students

Architectural Design (ARCH 484), repeatable studio for all professional-degree students.

Twenty-four credits required for undergraduate students. Thirty credits required for Option III graduate students. Eighteen credits required for Option II students

**Advanced Architectural Design Studios**

Advanced Architectural Design I, II (ARCH 585, 586), 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 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 professional degree students. Introductory courses present knowledge, concepts, and skills basic to further study in several subject areas. Core courses instill competence in knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history. Prerequisites for advanced studies include seven
Architectural Design Skills

Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications. Subjects and courses in the architectural design-skills area are:

- **Design Skills** (ARCH 205) (undergraduate)
- **Graduate Design Process** (ARCH 611) (graduate)


- **Structural Planning** (ARCH 412/512)
- **Design Synthesis** (ARCH 425/525)
- **Environmental Design Research** (ARCH 620) (graduate)

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) (undergraduate)
- **Analysis through Recording of Historic Buildings** (ARCH 421/521)
- **Computer Applications in Architecture** (ARCH 422/522)

- **Media for Design Development** (ARCH 233/533)
- **Advanced Design-Development Media** (ARCH 424/524)
- **Descriptive Geometry and Perspective** (ARCH 426/526)

Computer Literacy Requirement

By the end of their first year in the program, students are expected to have achieved the level of proficiency established by the department in office software as well as basic literacy in computer graphics for architecture, image processing, two-dimensional drafting, and three-dimensional modeling. Introductory architecture courses presume a knowledge of computer operations, general-use software, and Internet communications. Students are required to have a high-speed personal computer and a specified complement of software. Each spring the department reviews software and hardware recommendations, so it is best to contact the department before making new purchases.

Architectural Design Content

The discipline of architecture is predicated on an integration of knowledge in history, theory, and application in a range of content areas. Subjects and courses in this subarea introduce general knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

- **Introduction to Architecture** (ARCH 201) (undergraduate)
- **History and Theory of Architecture** (ARCH 201) (undergraduate)
- **History and Theory of Place and Culture** (ARCH 430/530)
- **Settlement Patterns** (ARCH 431/531)
- **Settlement Patterns: Japanese Vernacular II** (ARCH 432/532, 435/533)
- **Vernacular Building** (ARCH 434/534)
- **Theory of Urban Design I** (ARCH 436/536)
- **Theory of Urban Design II** (ARCH 437/537)
- **Climate Analysis for Design** (ARCH 438/538)
- **Architectural Form and Urban Quality** (ARCH 439/539)
- **Understanding Landscapes** (ARCH 260) (undergraduate)
- **Site Analysis** (ARCH 361) (undergraduate)
- **Contemporary American Landscape** (ARCH 485/585)

- **History and Theory of Human Activity Support**. Design impacts of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

- **Human Context of Design** (ARCH 440/540)
- **Social and Behavioral Factors in Design** (ARCH 443/543)
- **Housing in Society** (ARCH 445/545)
- **Light and Color in the Environment** (ARCH 447/547)
- **Architectural Programming** (ARCH 448/548)
- **Furniture and Accessories** (ARCH 449/549)
- **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 ideas and principles through which building elements are given order and meaning.

- **Spatial Composition** (ARCH 450/550)
- **Spatial Composition and Dynamics** (ARCH 456/556)
- **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.

- **Structural Behavior** (ARCH 461/561)
- **Wood and Steel Building Systems** (ARCH 462/562)
- **Reinforced Concrete Building Systems** (ARCH 463/563)
- **High-Rise and Long-Span Systems** (ARCH 466/566)
- **Seismic Study** (ARCH 569/569)

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 Construction** (ARCH 471/571)
- **Preservation and Restoration Technology** (ARCH 474/574)
- **Preservation Technology: Masonry** (ARCH 475/575)
- **Architectural Working Drawings** (ARCH 478/578)
- **Materials of Interior Design** (ARCH 471/571, 472/572)
- **Working Drawings in Interior Architecture** (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.

- **Environmental Control Systems I** (ARCH 491/591)
- **Environmental Control Systems II** (ARCH 492/592)
- **Solar Heating** (ARCH 493/593)
- **Passive Cooling** (ARCH 494/594)
- **Daylighting** (ARCH 495/595)
- **Electric Lighting** (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)
- **Context of the Architectural Profession** (ARCH 417/517)
- **Context of the Interior Architecture Profession** (ARCH 418/518)

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 with in-depth knowledge of one or more periods.

- **Three 400- or 500-level courses in architectural history taught by the Department of Art History. Undergraduate majors must take History of Western Architecture I or II (ARCH 314 or 315), an arts and letters group-satisfying course; if both 314 and 315 are completed, only two 400-level architectural history courses are required**

Special Courses

In addition to permanently numbered courses, generic courses (ARCH 196–199, 401–410, 501,
General Electives: 43 credits

The general-elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. Independent study is limited to a student's requirements. Independent study is limited to a student's requirements. General Electives: 43 credits

Architecture Courses (ARCH)

181, 182 Introductory Architectural Design I,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 course work. Sequence. Majors only.

196 Field Studies; [Topic] (1-3R)

198 Workshop; [Topic] (1-3R)

199 Special Studies; [Topic] (1-5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places 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.


307 Design Arts (3) Knowledge, concepts, and skills fundamental to plate response, human activity support, and spatial ordering substrata.

403 Research; [Topic] (1-6R) Majors only.

403 Thesis (1-5R) P/N only. Majors only.

405 Reading and Conference; [Topic] (1-6R) Majors only.

460 Special Problems; [Topic] (1-6R) Majors only.

477/577 Seminar; [Topic] (1-6R)

488/588 Workshop; [Topic] (1-6R)

490 Practicum; [Topic] (1-6R) P/N only

410/510 Experimental Course; [Topic] (1-6R) A current topic is Building Construction.

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 411/511, 612/712, 632/732.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors without comparable experience. Instructor-led discussion and review sessions. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683; instructor's consent. Cannot be taken concurrently with studio.


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.

421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analyzes of historic drawings, photography, and descriptions. Prereq: ARCH 423/523, 462/562; undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683. Open to historic preservation graduate students.

422/522 Computer Applications in Architecture (3) Introduction to computer applications in architectural design, education, and practice, especially those related to design process and presentation. Undergraduate prereq: ARCH 202.


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 423/523.


430/530 Architectural Contexts: Place and Culture (4) How the design of buildings interacts with physical and cultural contexts of urban traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples. Prereq for 430: ARCH 182, 202; prereq for 530: ARCH 680.

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 430; graduate prereq: 682 or 683.

432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (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.

196 Field Studies; [Topic] (1-3R)

198 Workshop; [Topic] (1-3R)

199 Special Studies; [Topic] (1-5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places 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.


307 Design Arts (3) Knowledge, concepts, and skills fundamental to plate response, human activity support, and spatial ordering substrata.

403 Research; [Topic] (1-6R) Majors only.

403 Thesis (1-5R) P/N only. Majors only.

405 Reading and Conference; [Topic] (1-6R) Majors only.

460 Special Problems; [Topic] (1-6R) Majors only.

477/577 Seminar; [Topic] (1-6R)

488/588 Workshop; [Topic] (1-6R)

490 Practicum; [Topic] (1-6R) P/N only

410/510 Experimental Course; [Topic] (1-6R) A current topic is Building Construction.

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 411/511, 612/712, 632/732.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors without comparable experience. Instructor-led discussion and review sessions. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683; instructor's consent. Cannot be taken concurrently with studio.


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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 202.


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 423/523.


430/530 Architectural Contexts: Place and Culture (4) How the design of buildings interacts with physical and cultural contexts of urban traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples. Prereq for 430: ARCH 182, 202; prereq for 530: ARCH 680.

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 430; graduate prereq: 682 or 683.

432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (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.


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.

Historical development of advanced analysis, design, and planning of high-rise and long-span systems. Emphasis on the 19th and early 20th centuries. Prereq: ARCH 463/563.

Seismic Study (4) Interaction of earthquake and buildings, how loads are applied and distributed through a structure, influence of new building configuration on response to earthquake loads. Prereq: ARCH 463/563.


Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution: chronological and stylistic context; deterioration and repair.


Architectural Working Drawings (4) Information required for communication of design concepts, methods, and techniques of working drawings. Undergraduate prereq: ARCH 282; ARCH 471/571, 472/572 recommended.

Supervised Design Teaching (1–3R) Supervised assistance with studio critiques and tasks related to studio teaching. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. R for maximum of 3 credits.

Architectural Design (6R) P/N only. Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

Advanced Architectural Design (6R) P/N only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence. Undergraduate prereq: 24 credits in ARCH 484; graduate prereq: 30 credits in ARCH 584.


Solar Heating (3) Continuation of solar energy topics from 491/591, 492/592 with advanced calculation procedures. Design implications and performance predictions for passive approaches to solar heating. Prereq: ARCH 491/591, 492/592, instructor's consent.

Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 491/591, 492/592, instructor's consent.

Daylighting (3) Daylighting as an element of architectural design. Emphasis on models and photography to study behavior of light. Case studies and prediction techniques. Prereq: ARCH 491/591, 492/592, instructor's consent.

Thesis (1–9R) P/N only.

Research: Topic (1–6R) P/N only.

Supervised College Teaching (1–6R) P/N only.

Reading and Conference: Topic (1–6R).

Special Problems: Topic (1–6R).

Seminar: Topic (1–6R).

Workshop: Topic (1–6R).

Practicum: Topic (1–6R).

Experimental Course: Topic (1–6R).

Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.


Terminal Project (1–9R) P/N only.

Environmental Design Research (2–4) Theory, methodologies, and techniques for research in design fields. Emphasizes principles and skills for investigating ideas, framing researchable problems, and conducting independent research.

Teaching Technical Subjects in Architecture (3R) P/N only. Covers techniques for effective teaching. Focuses on one or more standard building-technology courses in architecture and interior architecture. R thrice for maximum of 12 credits.

Teaching Architecture in Architectural Design (3R) P/N only. Covers teaching techniques that integrate technical content in design project development. Applies techniques to traditional design studios or design-build apprenticeship. R thrice for maximum of 12 credits.

Introductory Graduate Design (6,6) P/N only. Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking that are essential to advanced studios. Sequence.

Graduate Architectural Design: Option II (6R) P/N only. Design to expand perception and response to issues in architectural design. Design as exploration of fundamental theoretical ideas. Studio projects require comprehensiveness and integrative study.

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 of 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 I,II,III (ARH 204, 205, 206) and two years of a foreign language (see General Requirements table below). 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 can pursue opportunities in teaching at all levels. The department provides career advising; information on career, internship, and fellowship opportunities; and current 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 Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art and university graduate teaching fellowships. 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. Korns Endowment in Oriental Art, the Marion Dean Ross Endowment in Architectural History, and the Marian Donnelly Graduate Travel Award.

Undergraduate Studies
The major program combines the study of art history with liberal and fine 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 areas: 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 92 credits of course work including 56 credits in art history courses. Majors are strongly encouraged to structure their programs in consultation with their departmental advisers. Majors should meet with their advisers every term in order to discuss progress toward the degree; they must consult with their advisers at least once each year, preferably at the beginning of fall term.

Majors must 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 credit or pass/no pass (PIN).

Foreign-Language Guidelines. French, German, and Italian are the most commonly used languages in Western art historical research. Chinese and Japanese are essential to the study of most East Asian art history. Knowledge of these languages is required for advanced research and graduate study in art history. Majors are urged to choose one of these languages to satisfy the B.A. requirement. Substitution of another language may be appropriate to a field of interest. Students should consider plans for advanced study and consult their advisers when selecting a language to study.

General Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Studio art (e.g., drawing, painting, sculpture, or design)</td>
<td>4</td>
</tr>
<tr>
<td>Two years of a foreign language to satisfy B.A. degree requirement</td>
<td>24</td>
</tr>
<tr>
<td>Upper-division electives in related areas (e.g., history, philosophy, literature, or advanced language)</td>
<td>8</td>
</tr>
<tr>
<td>Lower-division art history surveys</td>
<td>16</td>
</tr>
<tr>
<td>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).</td>
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</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Approaches to Art-Historical Study (ARH 300)</td>
<td>4</td>
</tr>
<tr>
<td>Elective. One upper-division course chosen from the department's offerings</td>
<td>4</td>
</tr>
<tr>
<td>Concentrations. Eight courses, two in each of four of the following six areas or traditions—ancient, medieval, Renaissance-baroque, modern, East Asian, other non-Western</td>
<td>32</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Students who want to pursue graduate study in art history are encouraged to take more than two courses in areas of particular interest.</td>
<td></td>
</tr>
<tr>
<td>Detailed descriptions of art history major requirements are available from the department office.</td>
<td></td>
</tr>
</tbody>
</table>

Honors Program
In the senior year, an art history major may apply to the chair of the undergraduate committee for the department's honors program if he or she has already:

1. Completed at least 40 credits in art history courses with a 3.75 GPA
2. Completed ARH 300 with a grade of A- or better
3. Completed the last term of the second year of the second-language requirement with a grade of A- or better

The applicant must have an art history faculty member agree to supervise research on a topic related to the faculty member's interest and to serve as director of the student's honors essay.

The applicant who satisfies all of the above requirements and presents the undergraduate committee chair with a faculty member's written agreement to serve as honors adviser is admitted to the honors program, typically at the beginning of winter term.

The honors candidate typically registers for 3-6 credits of Research (ARH 401) during winter term of the senior year to undertake research in preparation for writing the honors essay, and 4 credits of thesis in spring term, when writing the essay.

Students are urged to present a first draft of the essay to the faculty adviser six weeks before the end of the term, and a final draft must be submitted two weeks before the end of the same term.

The honors essay must demonstrate the student's ability to formulate a significant research problem and to handle sources in at least one foreign language if relevant. The essay should have twenty- to twenty-five pages of text, not including notes in text, endnotes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

The candidate whose essay is approved by the faculty adviser and who maintains a 3.75 GPA in all art history courses required for the major is awarded departmental honors.

Minor Requirements
Students who want a minor in art history must file an application form with the department, consult with the faculty adviser about their minor option, and maintain an up-to-date academic record in the Department of Art History office.

The art history minor is offered in three options.

Western Art Option

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Western Art I,II,III (ARH 204, 205, 206)</td>
<td>12</td>
</tr>
<tr>
<td>Four upper-division art history courses selected from the ancient, medieval, Renaissance-baroque, or modern areas</td>
<td>16</td>
</tr>
</tbody>
</table>

Asian or Other Non-Western Art Option

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Indian Art (ARH 207)</td>
<td>4</td>
</tr>
<tr>
<td>History of Chinese Art (ARH 208)</td>
<td>4</td>
</tr>
<tr>
<td>History of Japanese Art (ARH 209)</td>
<td>4</td>
</tr>
<tr>
<td>Four upper-division art history courses selected from the Asian or other non-Western areas</td>
<td>16</td>
</tr>
</tbody>
</table>

Architectural History Option

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Western Architecture I,II (ARH 314, 315)</td>
<td>8</td>
</tr>
<tr>
<td>One course selected from the History of Western Art I,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)</td>
<td>4</td>
</tr>
<tr>
<td>Four upper-division courses in architectural history</td>
<td>14-16</td>
</tr>
</tbody>
</table>

Of the four upper-division electives in architectural history, no more than two may come from the following five courses: History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II (ARH 477, 478).

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 it is uncommon in the western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic or art-related business worlds immediately upon completion of the M.A. degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a Ph.D. degree.

Applications to the graduate program are considered once a year in late winter. For the 1999-2000
academic year, applications and supporting documents including Graduate Record Examinations scores, must be received by January 15, 2000.

Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history. Candidates for the M.A. degree must complete 57 credits. 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 by 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. Entering graduate students must complete Graduate Studies in Art History (ARH 611) for a letter grade in the first fall term of study. Graduate students emphasizing Western art must take at least 4 graduate credits in each of the main areas of study: ancient, medieval, Renaissance and baroque, and modern. At least 12 credits must be earned in graduate research seminars. Details about requirements for the M.A. degree are available from the department office.

Thesis Option. The thesis option is intended for students who want to specialize or who plan to continue in a doctoral program. They must earn 9 credits in Thesis (ARH 508) resulting in the presentation of a written thesis. Candidates complete 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. The program culminates in a comprehensive examination based on the student's individual course of study. Students may emphasize either Western or Asian art. Their programs should be based on one of the following models:

**Western Art Examination Option**
- 57 credits
- Graduate Studies in Art History (ARH 611) .... 4
- Three graduate seminars .................................. 12
- Six courses in Western art—at least one in each of the following areas: ancient, medieval, Renaissance and baroque, and modern ...... 24
- Two courses in Asian or other non-Western art . 8
- Independent reading for examination preparation .................................. 9

**Asian Art Examination Option**
- 57 credits
- Guidelines for this option are available in the department office

Foreign-Language Requirement. Each new student in Western art history must demonstrate reading competency in either French or German at the beginning of the first fall term by either (1) passing the foreign-language examination given by the department, or (2) by presenting, before the beginning of fall term, passing score on the standardized national Graduate School Foreign Language Test (GSFLT).

Proficiency in a second language is crucial for the student's academic program. In the event that a student has not met the initial foreign-language requirement, then he or she is expected to undertake course work or other appropriate study in that language and to pass either the department's foreign-language examination or the GSFLT by the end of spring term the first year. Students who have not passed one of these examinations by the end of the first year are not allowed to register for art history courses, and are not eligible for a graduate teaching fellowship (GTF) until the requirement is met.

Students in Asian art history, either Chinese or Japanese, should complete the third year of study in the appropriate language or demonstrate the ability to work at that level or above. Students are encouraged to take at least one year of a second language, classical Chinese or Japanese. Students who plan to enter a Ph.D. program in Asian art history are also urged to begin study of the second language.

Students whose areas of study require languages other than French, German, Chinese, or Japanese should consult their advisers about appropriate language training.

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 51 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 by passing either the department's fall-term examination (or, if necessary, the spring examination) or the GSFLT. The second foreign-language requirement must be passed by the end of the second year of study. In the event the student is unable to pass either requirement within the stated time, he or she is not allowed to continue art history coursework or, if the student is eligible for a GTF until the foreign-language requirement is successfully met.

Doctoral students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on the field of study, and have a beginning reading knowledge of the second Asian language. They must also pass a reading examination in an appropriate European language and continue study of a second Far Eastern language that is germane to the course of study.

Advancement to Candidacy. Students are officially advanced to candidacy in the Ph.D. program upon completion of comprehensive examinations in three areas of history: two related areas, 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
207 History of Indian Art (4) Historical survey of the visual arts of India. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced.
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.
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.
300 Critical Approaches to Art-Historical Study (4) Introduction to methodologies used to study art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: junior or senior major status.
314, 315 History of Western Architecture I, II (4, 4) Survey of architectural developments in the West from prehistory to the present. 314: prehistoric through Gothic. 315: Roman to the present. Morrogh-Roth, R. 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 Republic to the art of Constantine 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. Propagandistic art from Egypt to Rome. Hurwit.
341 Italian Renaissance Art (4) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Acres.
342 Southern Baroque Art (4) Italian and Spanish art of the late 16th and 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velazquez, other leading artists. Acres.
343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Acres.
348 Rome in Age of Bernini (4) Painting, sculpture, architecture, urbanism in 17th-century Rome with special reference to Bernini, the dominant figure. Patronage and society in the city of the popes. Morrogh.

349 History of Prints (4) Western printmaking, from the 15th century to the present, focused on major artists (Durer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers. Acros.

351 19th-Century Art (4) Introduction to artistic movements in Europe from 1870 to the 1880s 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.

358 History of Design (4) Design from the late-18th century to the present—considered in relation to social, political, and technological developments. Simmons.

359 History of Photography (4) Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.


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.

362 Art of the Silk Route (4) Art and culture of Central Asia and the Silk Route during the first millennium B.C. and A.D. Art of nomadic cultures, Buddhism, and Islam. ARH 207 or 208 recommended. Jacobson.

364, 385, 386 Chinese Art I,II,III (4,4,4) The major Chinese arts including bronzes, sculpture, painting, and architecture, from the Shang through the Ch' ing dynasties. Jacobson, Lachman.

367 Chinese Buddhist Art (4) Graded only. Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting. Lachman.

389 Art and Politics in 20th-Century China (4) Introduction to changing political situations and the effect of politics and ideology on art from 1900 to ca. 1982. Lachman.

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. R. Sundt.


397 Japanese Buddhist Art (4) Major types and periods of Buddhist art and architecture in Japan. Includes the portable, sculpture, gardens, monastic buildings and plans, ritual implements, and calligraphy. Emphasizes form and function.

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] (1-9R)

410/510 Experimental Course: [Topic] (1-5R) Departmental offerings vary from year to year and reflect the interests of faculty members.

411/511 Museology (4) Theories and techniques in the operation of art museums. Prereq: advanced course work in art history or equivalent professional experience or instructor's consent. Robertson.

422/522 Aegean Art (4) Major artistic traditions of the Aegean Bronze Age. Minoan, Thracian, and Mycenaean. Topics include the function and meaning of palatial frescoes, development of vase painting, and Bronze Age iconography. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

423/523 Archaic Greek Art (4) Development of Greek art in the geometric and archaic periods (900-480 B.C.). Focuses on such issues as the origin and tactics of mythological narrative art. Prereq: ARH 204 or 322 or instructor's consent. Hurwit.

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.

427/527 Greek Architecture (4) Origins of the Greek Orders and temple architecture ca. 900 to 400 B.C. Prereq: ARH 204 or 314 or instructor's consent. R. Sundt.

428/528 Roman Architecture (4) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314 or instructor's consent. R. Sundt.


431/531 Byzantine Art (4) Byzantine art after Iconoclasm, ca. 843-1453. Prereq: ARH 205 or instructor's consent. N. Klapisch-Zuber.

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 1400. 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.

434/534 Medieval Painting (4) Medieval painting with emphasis on book illumination, ca. 600-1200. Prereq: ARH 205 or instructor's consent. Dolezal.


437/537 Romanesque Architecture (4) Architecture in Western Europe ca. A.D. 1000 to 1200. The period of monasteries, pilgrimage, and Crusades. Prereq: ARH 205 or 314 or instructor's consent. R. Sundt.

438/538, 439/539 Gothic Architecture I,II (4,4) Architecture in Western Europe ca. 1130 to 1500. Prereq: ARH 205 or instructor's consent. R. Sundt.

441/541 Renaissance and Baroque Problems: [Topic] (4R) 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 once when topic changes for maximum of 8 credits. Acros, Morrogh.

442/542 Venetian Renaissance Art (4) Painting, sculpture, and prints in and around Venice ca. 1450-1530. Emphasis on works of Tiepolo, Bellini, Giorgione, Titian. Prereq: ARH 206 or 341 or instructor's consent. Acros.

443/543 Early Netherlandish Painting (4) Examination of significant developments in Netherlandish panel painting ca. 1400-1550. Major artists include van Eyck, van der Weyden, Bosch, Brueghel. Prereq: ARH 206 or 343 or instructor's consent. Acros.

444/544 Renaissance Architecture (4) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400-1585. Prereq: ARH 206 or 315 or instructor's consent. Morrogh.

445/545 Baroque Architecture (4) Examination of the significant developments in architecture in Italy and the rest of Europe, 1585-1750. Prereq: ARH 206 or 315 or instructor's consent. Morrogh.


454/554 Modern German Art (4) Changing topics in German modernism from the founding of the secession to national socialism. Prereq: ARH 352 or instructor's consent. Simmons.

455/555 Contemporary Art (4) Changing topics in art and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352 or instructor's consent. Simmons.

460/560 18th-Century Architecture (4) Examines the development of modern architecture including the rise of archaeology, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315 or 449. Roth.

461/561 19th-Century Architecture (4) Major developments in architecture in Europe, 1800-1900. Special emphasis on such topics as the impact of eclecticism, industrialization, and urban
467/567 American city, focusing on the invention of the skyscraper and the suburban family home, consent. Roth.

468/568 20th-Century Architecture (4) Major developments in architecture in Europe, 1890 to the present. Topics include the theory of international modernism and the rise of ethnic traditions. Prereq: ARH 206 or 315 or instructor's consent. Roth.


464/564. 465/565, 466/566 American Architecture I, II, III (4,4,4) Major developments in American architecture. 464/564: 1600-1800; includes vernacular traditions, late-baroque transplantations, and the effort to create national symbols. 465/565: 1800-1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. 466/566: 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315 or instructor's consent. Roth.

467/567 Chicago Architecture (4) Examines the development of architecture in this especially American city, focusing on the invention of the skyscraper and the suburban family home. Prereq: ARH 313 or 465 or 465 or instructor's consent. Roth.

468/568 Oregon Architecture (4) Exploration of the development of architecture in the Oregon territory from prehistoric times to the present. Includes settlements, building types, urban planning, and civil engineering. Prereq: ARH 315 or 465 or 466 or instructor's consent. Roth.


484/584 Problems in Chinese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 208, ARH 384 or 385 or 386 or instructor's consent. Lachman. R once when topic changes for maximum of 8 credits.

488/588 Japanese Prints (4) The woodblock print in Japan as part of the cultural, social, and political conditions. Prereq: ARH 209 or instructor's consent.

490/590 Islamic Art and Architecture (4) Examines the formation of Islamic art and its development from the 7th century to the mid-13th century (Mongol Conquest). Prereq: ARH 205 or instructor's consent. Duzeal.

494/594 Problems in Japanese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 209 or 394 or 395 or 396 or instructor's consent. R once when topic changes for maximum of 8 credits.

503 Thesis (1-9R) P/N only

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

603 Dissertation (1-9R) P/N only

605 Reading and Conference: [Topic] (1-5R)

606 Field Studies: [Topic] (1-5R)

607 Seminar: [Topic] (1-5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members.

608 Workshop: [Topic] (1-5R)

609 Practicum: [Topic] (1-5R)

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

611 Graduate Studies in Art History (4) Introduction to bibliographic resources, research methodology, and critical issues in art history. Prereq: graduate standing in art history. Acres, Nicholson, Simmons.
About the Program

The Arts and Administration Program—the only one of its kind in the Pacific Northwest—combines knowledge in the visual, literary, and performing arts with social, cultural, managerial, and educational concerns that pertain to administering both nonprofit and for-profit arts organizations and programs. The field of specialization is arts management, with concentrations in community arts, event management, museum studies, and performing arts. 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-policy 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 that are approved for the arts and letters group are listed under group requirements in the Registration and Academic Policies section of this catalog. 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 423), Museum Education (AAD 429), Art in Society (AAD 450), Art and Community Service (AAD 451), Women and Their Art (AAD 452), and Art and Therapeutic Strategies (AAD 470).

Minor Requirements

The Arts and Administration Program oversees the community arts minor, which requires 28 credits of course work passed with grades of C+ or better.

**Minor in Community Arts** 28 credits

- Two lower-division arts and administration courses selected from Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), and Art and Gender (AAD 252)          8
- Three upper-division arts and administration courses .................................................. 12
- Two upper-division courses in arts and administration or a related discipline .......................... 8

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, political, 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 arts agencies by incorporating a field-based internship component that enhances students’ ability 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 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 the visual or performing arts and the humanities. Although an undergraduate degree in the arts is not required, related course work or equivalent professional experience is standard. Applicants from the business, management, and social science fields are encouraged. 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 or visiting the program’s web site.

Admission is determined by the arts management master’s degree admissions committee, which consists of faculty members of the Arts and Administration Program and faculty representatives from concentration areas when appropriate. The faculty admissions committee considers every aspect of the student’s file when making its decision for admission. No standardized test is required. Financial aid in the form of a limited number of teaching, research, or administrative fellowships is available, typically to second-year students. The Graduate School has information about other fellowship options that are open to students from any program, at any point in their program. See the Graduate School section of this catalog.

Master’s Degree Requirements

The master’s degree in arts management is designed to be a two-year, full-time program, with a deliberate progression of cumulative course work; however, students may take up to seven years to complete their program. Students pursue a master of science (M.S.) or a master of arts (M.A.), completing a minimum of 66 credits. The M.A. degree requires competence in an equivalent second-year study in a second language.

Study in the master’s degree program has four parts: (1) core courses, (2) a technology component, (3) a concentration area, and (4) research and practice, which includes a summer internship between the first and second years of study.

Students learn the techniques needed to analyze and develop arts policy as well as skills in grant and research report writing and review. In addition to course work 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 importance to professionals in public and private arts organizations from diverse social and cultural settings. Projects focus on issues that were explored during the student’s internship.

Technology. A personal computer facilitates work in software applications and research for courses. Minimum recommendations for hardware and software are included in the application and on the program’s web site.

Course work for the master’s degree program is distributed among the following four components:

Core Courses

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 Art in Society (AAD 550), Art and Community Service (AAD 551), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Managing Nonprofit Organizations (PFPM 580), Seminar: Arts Program Theory (AAD 607), course in marketing arts organizations (inquire at the program office), Information Management (AAD 632), Arts Program Evaluation (AAD 664), and electives in arts and administration chosen in consultation with an adviser.

Technology Component

Select two courses from Information Design and Presentation (AAD 582), Advanced Information Design and Presentation (AAD 584), Multimedia for Arts Administration (AAD 585).

Area of Concentration

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. Four concentration areas are available:

- community arts management
- event management
- museum studies
- performing arts management

Research and Practice

Candidates for the master’s degree write either a project paper or a thesis. Required courses in research methodology and professional practice prepare students for the summer internship and for writing the project paper or thesis.

Courses required for this component include Research Methodology (AAD 630), two courses in professional practice (inquire at the program office), and either Thesis (AAD 503) or Master’s Degree Project (AAD 611).

Off-Campus Program

Applied Information Management

This program is described in the Continuation Center section of this catalog. 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.
Art Education (4) addresses fundamental aesthetic theory and practice. Questions regarding the role of visual arts in the curriculum are explored. Bandy. Offered only during summer session.


485/585 Multimedia for Art and Administrators (3) Examines multimedia tools, platforms, and trends that influence information retrieval, display, and presentation. Uses concepts from graphic design, information processing, and project management. Prereq: AAD 485/585, 484/584 or equivalent knowledge. 603 Thesis (1-16R) P/N only.

601 Research: [Topic] (1-16R) P/N only.

602 Supervised College Teaching (1-5R)

604 Internship: [Topic] (1-16R)

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

606 Special Problems: [Topic] (1-18R)

607/507 Seminar: [Topic] (1-5R)

608/508 Workshop: [Topic] (1-18R)

609 Practicum: [Topic] (1-18R)

610/510 Experimental Course: [Topic] (1-5R)

625/525 Children's Art Laboratory (4) Work with children in a supervised art laboratory. Appropriate for students preparing to teach art to children and adolescents in public schools and alternative settings. Maitland-Gholson.


450/550 Art in Society (4) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society. Degge.

451/551 Art and Community Service (4) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs. Bandy.

452/552 Women and Their Art (4) Examines the role of women in art from the Middle Ages through the 20th century. Focuses on existing social, political, and aesthetic conditions for women.

460/560 Arts Administration (4) Overview of the primary concerns in arts administration. Includes program development, financial strategies, management issues, program evaluation, marketing, and legal and tax considerations. Ethington.

462/562 Cultural Policy in Art (4) Examines impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public. Degge.

470/570 Art and Therapeutic Strategies (4) Preparation to teach art to students with disabilities. Mainstreaming, special programs, teaching strategies, and development of curricular materials. Bandy. Offered only during summer session.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design, computer, behavioral, and social sciences. Practical applications in various contexts. Schaff.


485/585 Multimedia for Art and Administrators (3) Examines multimedia tools, platforms, and trends that influence information retrieval, display, and presentation. Uses concepts from graphic design, information processing, and project management. Prereq: AAD 485/585, 484/584 or equivalent knowledge. 603 Thesis (1-16R) P/N only.

601 Research: [Topic] (1-16R) P/N only.

602 Supervised College Teaching (1-5R)

604 Internship: [Topic] (1-16R)

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)

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. Maitland-Gholson.

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.

632 Information Management (4) Shows how effective information management improves organizational quality. Translates current information from business and technology to the arts, nonprofit, and cultural organization management.

646 Aesthetic Inquiry (4) Reviews contemporary research in aesthetics from a multidisciplinary perspective. Considers quantitative and qualitative studies from psychology, anthropology, sociology, computer science, and traditional and contemporary aesthetic theory.

664 Arts Program Evaluation (4) Provides theoretical and practical foundations needed to plan for assessment in various arts-program contexts—museums, events, staff, and audience development.

689 Design and Management of Effective Training Programs (2) Examines the effective design and management of training programs. Emphasis on how to develop effective training programs. Shows how to develop training programs and manage them effectively. Offered at CAPITAL Center.

Fine and Applied Arts 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 regarding the role of visual arts in the curriculum are explored. Bandy. Offered only during summer session.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design, computer, behavioral, and social sciences. Practical applications in various contexts. Schaff.


485/585 Multimedia for Art and Administrators (3) Examines multimedia tools, platforms, and trends that influence information retrieval, display, and presentation. Uses concepts from graphic design, information processing, and project management. Prereq: AAD 485/585, 484/584 or equivalent knowledge. 603 Thesis (1-16R) P/N only.

601 Research: [Topic] (1-16R) P/N only.

602 Supervised College Teaching (1-5R)

604 Internship: [Topic] (1-16R)

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)

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

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About the Department

The Department of Fine and Applied Arts has courses in ceramics, drawing, metalsmithing, and jewelry, painting, photography, printmaking, sculpture, and visual design, which includes computer graphics. Lower-division courses serve students doing their major work in the department and nonmajors seeking studio work as part of a liberal arts 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 session).

Three bachelor's degree programs are offered by the department:
1. A four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree with a major in fine and applied arts.
2. A five-year program leads to the bachelor of fine arts (B.F.A.) degree with a major in ceramics, fine and applied arts, fibers, metalsmithing, and jewelry, painting, printmaking, sculpture, or visual design, which includes photography.

Major Requirements

General departmental requirements for the B.A. and B.S. degrees are 66 credits, which includes two courses in drawing, two courses in Basic Design (ART 116), and three courses at least one academic year in art history. Foundations: Tropics of Contemporary Media (ART 218) may be substituted for one drawing course or one course in Basic Design (ART 116). Twenty-four of the 66 credits must be upper-division studio work.

For transfer students completing an undergraduate degree, 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.

Requirements for the B.F.A. degree follow:
1. Completion of a five-year program totaling 228 credits, including satisfaction of general university requirements for the B.A. or B.S. degree.
2. Satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree, and, in the fifth year, 29 credits of studio work, three courses at least one academic year in art history, and 6 credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTB, ARTM, ARTP, ART, ARTS, or ARTV 489) for a total of 106 credits over the five years.

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.

Program Planning

The department stresses the importance of interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser during the first year of study. It is critical to the development of a worthwhile program 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 course work offered by the department.

Minor Requirements

The minor in fine and applied arts requires 42 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the Basic Design (ART 116) and Drawing (ART 233) requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core

Art History (ARTH), one academic year ................................................................. 9-12
Basic Design (ART 116) ......................................................................................... 6
Drawing (ART 233) ................................................................................................. 4
One course selected from Basic Design (ART 116), Drawing (ART 233), Introduction to Visual Inquiry (AAA 180, 181), general departmental (ART) courses ................................................. 3-4

Studio

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 programs with majors in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, sculpture, and visual design. Graduate studies in photography and computer graphics are offered through the visual design major. The M.F.A. program is intended to promote mature and independent creative work based on collegiality among members of the studio community. The faculty, with this in mind, prefers to rely more heavily on advising than on formal prescription.

The M.F.A. is the terminal degree in the studio arts. The M.F.A. program requires a minimum of 90 credits—54 of which must be graduate credits—earned during six consecutive, full-time student terms. These 90 credits must include a minimum of 18 credits in Terminal Creative Project M.F.A. in a studio discipline (ART, ARTC, ARTB, ARTM, ART, ARTS, or ARTV 699). The six consecutive terms of full-time study, not including summer sessions, is the minimum residency requirement. Under special circumstances the faculty may grant exceptions for satisfactory work. Other requirements include
1. At least two upper-division formal art history courses
2. Colloquium: Graduate Critique (ART 618)
3. Three upper-division formal courses in any or all of the following areas: art history, art theory, or seminars offered by the Department of Fine and Applied Arts that focus on theoretical or historical issues in the arts. Substitution of courses for this requirement must be prior written approval of both the advisor and department head
4. A public exhibition of the terminal creative project

Graduate students in this department may elect to take all their work pass/no pass (PN). Because the principal requirements here are those of residence, which may not be waived, graduate transfer credits are not accepted.

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.

Prospective graduate students are encouraged to have some knowledge of the department's offerings and seek entrance for particular reasons. The transition from the first year to the more independent phase of the second-year terminal project is generally more rewarding to those who visit the department before applying. Call the fine arts office to arrange a meeting with faculty members in specific curricular areas.

Formal Procedures

Conditional Admission. Applicants must make specific inquiry about discipline and commitment, submitting an application, transcripts, resume, portfolio, and letters of recommendation as requested. Applicants accepted by the Graduate School are given conditional admission to study for 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 members who designate the program usually direct graduate studies.

During this time, the student's program consists of course work and special studies in his or her discipline and in other instructional areas to ensure adequate experience with the department and the university.

The student must participate in at least two FAA departmental graduate reviews—one before advancing to graduate master's candidacy and a second after advancement but before the M.F.A. exhibition.

Conditional status of a candidate can be reviewed for reclassification to graduate master's after successful completion of at least two courses (any upper-division ARH course or ART 507, 607) and at least 30 credits of course work toward the M.F.A. degree. A committee for reviewing candidates is constituted by the adviser and consists of no fewer than three departmental faculty members. At least one member of the committee must be from another curricular area of the department. When faculty members outside the department are 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 offer advice and to recommend advancement to candidacy with a change of student classification to graduate master's.

Terminal Project and Adviser. As soon as the student has achieved graduate master's classification, the student can select a terminal project adviser from the graduate faculty in his or her discipline. This adviser, in consultation with the candidate, selects the committee, consisting of the adviser as chair and at least two other departmental faculty members. A faculty member from outside the department may serve as the fourth committee member. The entire committee meets with the student for a preliminary statement of project intention (the preliminary review), at least one progress report, 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 written description of the proposal should be delivered by the candidate to each committee member prior to the meeting. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. The committee also reviews the student's overall suitability for pursuit of the M.F.A. degree. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. If a second committee also has serious 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 committee's report. 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 one committee meeting for a progress report. The committee decides whether it is necessary to schedule additional progress-reports meetings. At each meeting, the committee determines whether sufficient progress has been made, work is of appropriate quality for continuation of the project, and the student's performance in the M.F.A. program continues to be acceptable.

At least two weeks before 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 committee chair. Departmental faculty 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 Architecture and Allied Arts Library. This 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 use. The student may also request an additional bound copy.

### Fine and Applied Arts Courses

**Unless specified otherwise, for generic courses numbered 199, 401, 404, 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 advisors.**

#### General Departmental Art Courses (ART)

111 The Artist Experience (3) P/N only. Series of presentations by resident faculty members of the Department of Fine and Applied Arts. Offered fall term only.


208 Foundation: [Topic] (3–4R) Studio foundation course focusing on basic skills and concepts.

233 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

297 Drawing and Modeling (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.


407/507 Seminar: [Topic] (1–3R) Frequent topics are Contemporary Issues in Art, Feminist Art Criticism and Theory.

408/508 Workshop: [Topic] (1–6R) Frequent topics are Bookbinding, Calligraphy, Papemaking, Small Metal Casting, Typography; others include Computers in the Arts, Hands and Feet.


410/510 Experimental Course: [Topic] (1–6R) Topics include Drawing and Writing on the Computer, Theories in Art.


415/515 The Origins of Mark and Image Making (3–4) P/N only. Shares some characteristics of a studio course but undertakes research in a nontraditional outdoor setting. Unprocessed natural and found material used for projects reviewed and discussed on site. Prereq: instructor's consent.


482/582 Anatomy for Artists (3–4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ART 233 or 297, instructor's consent.

485/585 Artist's Books (3–4R) Creating books as an expression of fine art. Each aspect of the book's structure and form is designed to express the artist's ideas and content. Prereq: foundation course.

485/583 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 thrice for maximum of 16 credits.

592/692 The Artist's Survival (2–3) P/N only. Reviews the direct application and presentation of an artist's work in the world of business and education.


602 Supervised College Teaching (1–4R) Prereq: instructor's consent.


605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)


#### Ceramics Courses (ARTC)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.


401 Research: [Topic] (1–12R) Prereq: instructor's consent.


405 Reading and Conference: [Topic] (1–6R) 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.


455/555 Advanced Ceramics (3–4R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the
development of personal meanings. Kokis, Krasnok.


601 Research: [Topic] (1-12R) P/N 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] (1-8R) 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.

235 Off-Loom Textiles (3-4R) Introduction to fibers by exploring fiber construction, e.g., basketry, crochet, netting, or fabric piecing and embellishment, e.g., patchwork, applique, stitching. Subject varies by term. R thric for maximum of 16 credits.

267 Weaving (3-4R) Introduction to weaving on four-shaft floor looms. Experimentation with a wide variety of fibers, pattern weave, and tapestry. Subject varies by term. Pickett. R thric for maximum of 16 credits.

358 Dyeing (3-4R) Dyeing fibers and fabrics using natural and synthetic dyes. Includes such techniques as wet resist, paste resist, stencil printing, batik, marbling, Focus on surface design. R thric 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.


408/508 Workshop: [Topic] (1-6R) Prereq: instructor's consent.


410/510 Experimental Course: [Topic] (1-6R) Prereq: instructor's consent.

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Topic] (1-5R) Prereq: instructor's consent.

257 Metalsmithing and Jewelry (3-5R) Introduction to basic metalworking processes. Design and construction of functional, adornment, and sculptural objects. Introduction to historical and contemporary work through slides and lectures.

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.


408/508 Workshop: [Topic] (1-6R) Prereq: instructor's consent.


410/510 Experimental Course: [Topic] (1-6R) Prereq: instructor's consent.

Multidisciplinary Arts Courses (ARTX)

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.


408/508 Workshop: [Topic] (1-6R) Prereq: instructor's consent.


410/510 Experimental Course: [Topic] (1-6R) Prereq: instructor's consent.

486/586 Large-Scale Painting (6R) Presents a realistic introduction to professional commitment to painting. Introduces need for personal
development of a studio discipline appropriate for independent graduate work. Prereq: ARTP 390, instructor's consent. Okada.
488/588 Theories of Painting (3) Examines the parallel development of modern painting to the present and concurrent theory. Includes contemporary exhibiting practices: galleries, museums, publicity, art as business. Okada.
490/590 Advanced Painting (3-4R) Use of various media to characterize observation of a variety of subjects including still lifes, landscapes, and figures. Prereq: 6 credits in ARTP 390 or equivalent. Graf, 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 ARTP 390. Graf, Okada.
601 Research: [Topic] (1-12R) F/N 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] (1-8R) Prereq: instructor's consent.
609 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
610 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
616 Special Problems: [Topic] (1-8R) Prereq: instructor's consent.
617 Seminar: [Topic] (1-8R) Prereq: instructor's consent.
625/725 Colloquium: [Topic] (1-6R) Prereq: instructor's consent.
626 Special Problems: [Topic] (1-6R) Prereq: instructor's consent.
630 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
631 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
637 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
638 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
639 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
640 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
646/746 Intermediate and Advanced Relief Printing and Intaglio (3-5R) Relief printing emphasizes color techniques, chine colle', wood engraving, monotype. Intaglio includes color methods with multiple plates and à la poupée. Focuses on personal imagery development. Prereq: ARTR 346 or 347 or instructor's consent. Prentice.
648/748 Intermediate and Advanced Screen Printing (3-4R) Emphasizes advanced and experimental techniques, personal image development, and technical control. Prereq: ARTR 348 or instructor's consent. Paul.
649/749 Intermediate and Advanced Lithography (3-4R) Method of transfer, color work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ARTR 349 or instructor's consent. Paul.
650/750 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
651 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.
652 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
653 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
654 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
657 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
658 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
659 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
660 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
661 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.
662 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
663 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
666 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
667 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
668 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
669 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
670 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
671 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.
672 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
673 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
676 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
677 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
678 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
679 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
680 Research: [Topic] (1-12R) F/N only. Prereq: instructor's consent.
681 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.
682 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
683 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.
686 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.
687 Seminar: [Topic] (1-4R) Prereq: instructor's consent.
688 Special Problems: [Topic] (1-12R) Prereq: instructor's consent.


476/576 Alternative Photographic Processes (3-4R) Exploration of nontraditional photographic concepts and techniques. Includes xerography, cyanotype, kallitype, and multicolor techniques; historic and contemporary applications. Prereq: ARTV 452/552 or 453/553; instructor’s consent. Powell, Warpinski. Studio class.

477/577 Advanced Visual Design (3-4R) Three-semester course emphasizes the concepts, technologies, and methods of contemporary design from print to multimedia. Includes portfolio development. Prereq: 8 credits in ART 116, 8 credits each in ART 233, ARTV 240, 260, 351, 382, 471/571, 460/560, and instructor’s consent. Holcomb.


493/593 Visual Continuity (4R) Problems of image sequence and continuity in graphic media including photography, video, and computer-generated graphics. Prereq: ART 116 or instructor’s consent.

495/595 Motion Graphics (3-4R) Three-semester course in the fundamentals of animation and time-based methods and technologies. Film, video, computers, cinematic concepts, animation for multimedia. Prereq: 8 credits each in ART 116, 8 credits in ART 233, ARTV 351, and instructor’s consent. Holcomb.


610 Terminal Creative Project B.F.A. (1-12R) Prereq: instructor’s consent.

611 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor’s consent.

616 University of Oregon

631 Graduate Studies

632 Advanced Course Work

633 Graduate Research

634 Related Course Work

635 Student Internship

636 Thesis/Project

637 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor’s consent.

636 Advanced Course Work

637 Graduate Research

638 Related Course Work

639 Student Internship

640 Thesis/Project


647 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor’s consent.
A master of science (M.S.) degree in historical preservation, historic building technology, and the architectural history or both. Applications to the Graduate School section of this catalog.

For fall 2000 admission the application deadline is February 15, 2000. Requests for more information and application materials should be directed to Graduate Admissions at the Historic Preservation Program mailing address.

Program Requirements

The M.S. degree in historic preservation requires 72 credits in five course areas: historic preservation core courses, architectural history 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; or resource identification and evaluation.

Historic Preservation Core (18 credits)
Core courses include Workshop: Pacific Northwest Preservation Field School (AAP 501), Introduction to Historic Preservation (AAP 511), National Register Nomination (AAP 531), Legal Issues in Historic Preservation (AAP 541), Historic Survey and Inventory Methodology (AAP 551), Landscape Research Methods (LA 520) or Environmental Design Research (ARCH 620).

Architectural History Electives (9 credits)
Students choose from an approved list of courses that cover the history of architecture, landscape architecture, and interior architecture.

Concentration Areas (15 credits)
The three concentration areas described below reflect the professional careers that are traditionally sought by program graduates. Students who want to focus their studies should take courses identified in one of these areas. Students who want a broad-based curriculum may satisfy this requirement with courses from more than one area.

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 area of concentration.

Management of Cultural Resources
Embodied in historic preservation is the management of cultural resources. This concentration area provides the legal, planning, and management skills needed to work in or develop organizations that support public or private management of cultural resources.

Resource Identification and Evaluation
This concentration area offers insights and investigative tools necessary for archival and cultural resource research to establish the history and context of buildings, landscapes, and cities 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 their adviser.

Individualized Study (21 credits)
This part of the master's degree program requires 3 credits in Research (AAP 601), 6 credits in Practicum: Internship (AAP 610), and 12 credits in Thesis (AAP 631) or Terminal Project (AAP 641). Before enrolling in AAP 631 or 641, 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 (AAP)

405 Special Problems: [Topic] (1–6R) PIN only
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–5R)
410/510 Experimental Course: [Topic] (1–5R)
Current topics include Fundamentals of Historic Preservation and Preservation Planning.

411/511 Introduction to Historic Preservation (3 credits)
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 credits)
Provides information and instruction on all aspects of the National Register program and process. Facilitates completion of registration forms.

451/551 Historic Survey and Inventory Methodology (3 credits)
Examines how historic inventories help communities plan for wise use of historic resources. Includes complete reconnaissance and survey documentation for historic properties and development of historic context statements.

503 Thesis (1–12R) P/N only
601 Research: [Topic] (1–6R) PIN only
605 Reading and Conference: [Topic] (1–16R) P/N only
606 Special Problems: [Topic] (1–16R) P/N only
607 Seminar: [Topic] (1–5R)
608 Workshop: [Topic] (1–5R)
609 Practicum: [Topic] (1–6R) P/N only
610 Experimental Course: [Topic] (1–5R)
611 Terminal Project (1–6R) P/N only
Courses in Other Departments
See descriptions under home departments.

Anthropology. Cultural Resource Management (ANTH 549)

Architecture. Experimental Course: Urban Cultural Landscapes (ARCH 519), Analysis through Recording of Historic Buildings (ARCH 521), Settlement Patterns (ARCH 521), Vernacular Buildings (ARCH 534), Housing in Society (ARCH 545), Seismic Study (ARCH 549), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575), Graduate Design Process (ARCH 611), Graduate Design Technology (ARCH 612), Graduate Design Arts (ARCH 613), Introductory Graduate Design (ARCH 680)

Art History. 18th Century Architecture (ARH 560), 19th Century Architecture (ARH 561), Native American Architecture (ARH 583), American Architecture (ARCH 564, 565, 566), Oregon Architecture (ARCH 568), History of Interior Architecture (ARCH 574, 575, 576), History of Landscape Architecture (ARCH 577, 578)

Arts and Administration. Arts Administration (AAD 560)

Interior Architecture. Historic Finishes (IARC 576)

Landscape Architecture. 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), Communities and Regional Development (PPPM 545), Resource Development for Nonprofit Organizations (PPPM 580), Managing Nonprofit Organizations (PPPM 581), Community Planning Workshop (PPPM 608), Introduction to Urban Planning (PPPM 611), Legal Issues in Planning (PPPM 612), Planning and Social Change (PPPM 635), Land Use Planning (PPPM 643), Land Use Law (PPPM 644), Tourism and Recreation Resources Planning (PPPM 658)

Courses outside A&A. Participation in related course work offered throughout the university is encouraged. Possible courses include Cultural Resource Policy and Procedures (ANTH 535, offered at Oregon State University), Urban Geography (GEOG 542), Cultural Resource Management (ANTH 549), The American West (HIST 564, 567), The Pacific Northwest (HIST 568)

Interior Architecture
Linda K. Zimmer, Program Director

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210 Lawrence Hall
1206 University of Oregon
Eugene OR 97403-1206

Participating Faculty
Arthur W. Hawn, architecture
Wayne J. Jewett, architecture
Lyman T. Johnson, architecture
Alison B. Snyder, architecture
Linda K. Zimmer, architecture

The Study of Interior Architecture

Education. In addition to providing a professional education in interior design, the Interior Architecture Program promotes inquiry into theory and design related to the interior environment and the development of design skills. Design studios offer opportunities for synthesis and testing of knowledge gained in lecture courses. The Interior Architecture Program is part of 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. Sciences such as environmental studies, algebra, and geometry. Trigonometry and college-level physics are required for anyone who is interested in studying structures
4. Humanities such as 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 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.

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 Academic Affairs section of this catalog.

See also the Rome Program and the Danish International Studies Program listed in the Architecture section of this catalog.

Summer Architecture Academy. See description in the Architecture section of this catalog.

Curriculum for the Study of Interior Architecture

Students must meet the curriculum requirements published in the UO catalog and the department's Advising Handbook the year of their admission to the program. Students needing more specific information should see an advisor.

Residence Requirements. For transfer students to receive the B.LArch., or M.LArch. degree from the university, the following minimum course work must be taken in residence:

1. Design area: 24 credits, including Interior Design Terminal Project (IARC 488/588, 489/589)
2. Subject area: a minimum of 40 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.LArch. only)

Leave of Absence. See policy statement in the Architecture section of this catalog.

Accreditation. Undergraduate and graduate professional-degree curricula in interior architecture are accredited by the Foundation for Interior Design Education 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 program in interior architecture consists of the bachelor of interior architecture (B.LArch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits

A five-year program leads to the B.LArch. degree: the first two years are highly structured. Because of the many opportunities in the profession, the program is designed to allow students and their advisors flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's
degree program includes requirements for a liberal general education. Beyond the university requirements for interior architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

University Requirements. 44 credits distributed as follows:

1. Group requirements—35 credits in arts and letters, social science, and science (12 credits in each group)
2. College composition—8 credits
3. Multicultural requirement—8 credits (may be included in the groups above)

Major Requirements. 181 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. Students must notify the Department of Architecture of their 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.
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. Substitute courses for minor requirements may be approved by the department.

Course Requirements 29 credits

Introduction to Architecture (ARCH 201) .... 4
Survey of Interior Architecture (IARC 204) ... 4
Furniture and Accessories (IARC 444) ....... 3
Color Theory and Application for the Built Environment (IARC 447) ...................... 3
History of Interior Architecture I, II, III (ARCH 474, 475, 476) .............................. 9
Minimum of 6 credits selected from History of Western Architecture II (ARCH 315), Materials of Interior Design II (IARC 472), Interior Design (IARC 484) ................................. 6

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, and 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) 530
3. Mathematical SAT 500
4. Total SAT 1130

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. Paper-based test: a minimum total score of 575 must be achieved with a minimum of 58 in each subsection. Computer-based test: a minimum total score of 233 must be achieved with a minimum score of 24 in each subsection.

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 15 (see Application Deadlines in the Admissions section of this catalog). The deadline for completion of the department application is January 15. All applicants must meet both deadlines. Students receive notices about their applications by April 1.

Prospective applicants should write to Undergraduate Admissions, Department of Architecture, 1205 University of Oregon, Eugene OR 97403-1205.

New students are admitted into the program only in the fall term, and an accelerated program is not usually possible. More information about enrollment policies and application deadlines is available in the architecture department office.

Graduate Studies

There are three programs of graduate study in interior architecture: Options I, II, and III. In these programs students must take 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level. There is no minimum requirement for graded credits. Additional requirements for each program are listed below.

Option I leads to the master of interior architecture (M.I.Arch.) as a postprofessional degree. Applicants must have a five-year professional degree in interior architecture or interior design. Students in this program produce a thesis or terminal research project. The program is typically completed in six terms.

Options II and III lead to the M.I.Arch. as a first professional degree. The Option II program, which is typically completed in six terms, is for applicants who have a four-year degree in interior design or architecture or a related design discipline. Applicants with a professional degree in architecture should apply to the Option II program. The Option III program is usually completed in ten terms, and applicants must have a B.S. or B.A. degree at entrance. Option III students begin their program in the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior course work. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

Professional Degree Program Requirements

Option III students must complete 60 credits of interior design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Foundation for Interior Design, Education, and Research. The extent of this advanced standing is determined in consultation with the student’s academic adviser before studies begin. Transferability of course work is provisional pending 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 601) may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 12 credits in Interior-Design Terminal Project (IARC 588, 589)
4. 7 credits in Thesis Preparation and Programming (IARC 545), Thesis Preparation and Research (IARC 548), and Documentation of Thesis Research, Programming, and Design (IARC 549)
5. Residence requirements in the design and subject areas as listed above

Postprofessional Degree Program: M.I.Arch.

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.I.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty expertise:

1. 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. Light and lighting design
8. Proven design and ergonomics
9. Vernacular design

The Option I thesis draws on individual research, professional and general university courses, and meetings between the student and the student’s thesis committee. Students in the Option I program are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). For more information about the thesis, see the Graduate School section of this catalog.
Graduate Admission

Admission to the graduate program is through a selective review that focuses on three attributes: creative capability, academic capability, and potential contribution to the program through diversity of background, experience, or demonstrated motivation. All applicants are required to submit GRE scores; 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 at the Interior Architecture Program mailing address. The packet describes application requirements. Applications must be postmarked by the first Monday after January 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 1. Option III 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 catalog.

Professional Curriculum

The professional curriculum in interior architecture is composed of three elements: interior design, interior-architecture subject-area course work, and general electives.

Interior Design: 66 credits for B.I.Arch.; 60 credits for M.I.Arch.

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 studies emphasize the mastery of design tools through development of design skills and content. Later studies 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 at many scales including details, electric lighting, and interior materials.

Up to 6 credits of intermediate architecture or landscape-architecture design studio may be used to satisfy this design requirement.

Introductory Design Studios
Introductory Architectural Design I (ARCH 181), II (ARCH 182), a two-term studio for undergraduate majors
Introductory Graduate Design (ARCH 160, 161), 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: 90 credits for B.I.Arch.; 87 credits for M.I.Arch.

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 a part of a minimum of 11 elective credits to be taken from any of the subject areas.

General Interior-Architecture and Architecture Courses

B.I.Arch: 18 credits in Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Survey of Interior Architecture (ARCH 204), and 12 credits from interior-design studios.

M.I.Arch. Option III: 7 credits in Graduate Design Process (ARCH 611), building construction course (inquire at program office), two design-arts courses

Media and Methods: 3 credits in Media and Methods: Current Content in Media for Design Development (ARCH 423/523)


Contextual Issues: recommended courses include Architectural Contexts: Place and Culture (ARCH 431/531), Vernacular Building (ARCH 434/534), Landscape Architecture courses


Other Courses: Housing in Society (ARCH 445/545), Architectural Programming (ARCH 449/549)

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: 7 credits in Spatial Computation (ARCH 450/550) and Types and Typology (ARCH 458/558) or approved elective

Construction and Materials: 10 credits in Materials of Interior Design I, II (ARCH 471/571, 472/572), Working Drawings in Interior Architecture (ARCH 473/573)

Other Courses: Structural Behavior (ARCH 461/561), Wood and Steel Building Systems (ARCH 462/562), Reinforced Concrete Building Systems (ARCH 463/563), Building Enclosure (ARCH 471/571), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology: Masonry (ARCH 475/575), Historic Finishes (ARCH 476/576)

Furniture: 5 credits in Furniture and Accessories (ARCH 444/544), Working Drawings for Furniture (ARCH 475/575)

Lighting: one course from Environmental Control Systems I (ARCH 491/591), Electric Lighting (ARCH 492/592), Daylighting (ARCH 498/598)

Theory Seminars: Interior-architecture and architecture special-topic seminars

History of Art and Architecture: 18 credits including History of Interior Architecture I, III (ARCH 474/574, 475/575, 476/576), three additional courses in history of art or architecture

Special Courses: generic courses numbered 401–410, 501, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or elective areas. Unless offered pass/no pass only, any graded course in the architecture department may be taken by interior-architecture majors 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: 25 credits for B.I.Arch.

Students are encouraged to select general-subject courses in addition to those taken to fulfill university general-education requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

Interior Architecture Courses (IARC)

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] (1–5R)

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)

401 Research: [Topic] (1–6R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) See recent topics under Architecture
408/508 Workshop: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R) P/N only

410/510 Experimental Course: [Topic] (1–6R)

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 contractual and specification documents, interprofessional relations, and trade resources.

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, especially related to design and presentation. Prereq: ARCH 182.

ARCH 422/522 Computer Applications in Architecture (3)

ARCH 423/523 Media for Design Development: [Topic] (3R)

424/524 Advanced Interior-Design Development Media (3) Media issues related to design inquiry, development, communication, and design character. Use of perspective as a means of testing proposals for the proximate environment. Prereq: ARCH 423/523.

ARCH 424/524 Advanced Design-Development Media: [Topic] (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: Japanese Vernacular LI, (3,3)

ARCH 434/534 Vernacular Building (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 distribution; furniture construction and techniques of shop drawing. Introduction to basic wood construction procedure. Open to nonmajors with instructor's consent.


Documentation of project issues, context, 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 phenomena, and various psychological, cultural, and historic implications. Prereq: ARCH 182 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 448/588.

ARCH 449/549 Architectural Programming (3)

ARCH 450/550 Spatial Composition (4)

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 LI, (3,3) The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Undergraduate prereq: ARCH 181, 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 working drawings for projects designed in interior architecture studio. Majors only.

ARCH 474/574 Preservation and Restoration Technology (3)

474/574 Light and Color in the Built Environment (3) Use of color in the built environment, including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Prereq: ARCH 182 or instructor's consent.

ARCH 475/575 Preservation Technology: Masonry (3)

476/576 Historic Finishes (3) Historic paint and varnish finishes and methods of replicating them for application to restoration, rehabilitation, or new-construction projects.

ARCH 480/580 Supervised Design Teaching (1–3R)

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 682.

ARCH 485/585, 486/586 Advanced Architectural Design LI, (3,3)

486/586, 487/587 Custom Cabinet and Furniture Design (6R) P/N only. Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Coreq: IARC 444/544, 18 credits in IARC 444/544 or ARCH 484/584. Open to nonmajors with instructor's consent.

488/588, 489/589 Interior-Design Terminal Project (6R) P/N only. Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Undergraduate prereq: 12 credits in IARC design studios; graduate prereq: 36 credits in IARC design studios.

ARCH 491/591, 492/592 Environmental Control Systems LI, (4,4)

492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting calculations, and available systems and sources tested through models and drawings. Prereq: 24 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 611 Graduate Design Process (3)

ARCH 612 Graduate Design Technology (4)

ARCH 613 Graduate Design Arts (3)

ARCH 661 Teaching Technical Subjects in Architecture (3R) P/N only

ARCH 680, 681, 682 Introductory Graduate Design (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.

ARCH 690 Teaching Technology in Architectural Design (3R) P/N only
Landscape Architecture

David Hulse, Department Head

(541) 346-3634
230 Lawrence Hall
http://laz.uoregon.edu/~landar/welcome.html

Faculty


Cynthia Grillo, associate professor (housing and open-space planning, landscape architecture, construction, design studios), B.E., 1975, Manitoba; B.L.A., 1979, Oregon; reg. landscape architect, Oregon (1987).


Emeriti

George E. Jette, professor emeritus, B.A., 1940, Oregon (1941)


The date in parentheses is the first 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 richly supportive places beautiful in their response to human needs and ecological context.

The Department of Landscape Architecture is built on the 19th-century legacy that landscape architecture is both a design and a social profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes ecologically based planning activities and the analysis of environmental impacts as well as the detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem solving and project-oriented study.

During the past decade, use of digital tools has increased in the landscape architecture profession. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is sometimes limited. The department requires that entering students purchase or have unlimited use of a personal computer. More information is available in the department office.

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, community planning, and other disciplines.

Curriculum Options

The curriculum represents a well-defined path toward 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 advisers. Departmental electives reflect the need to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas in 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 specific topics such as environmental science, land conservation and development, urban development, waterways and agricultural lands, private-agency professional practice, public-agency professional practice, environmental impact assessment, landscape preservation, or environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure

The undergraduate curriculum consists of the following interrelated areas:

Planning and Design. Studio courses focus on the development and communication of solutions to site and other environmental problems, especially through specific physical design proposals. This area also addresses the physical-spacial implications of planning and management policies and programs. Tutorial studio work is an integral 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 through a required-and-elective format that encourages the student to tailor an individualized educational program with the help of an adviser.

Electives. This area, which includes general university requirements, provides for 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 people and the environment.

Human Behavior. Courses in anthropology, 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. Applications should contain:

1. A letter of intent describing pertinent background information, interests, goals, and aspirations
2. A portfolio of creative work
3. Three letters of recommendation from people able to provide an assessment of the applicant's strengths and potential contributions
4. Transcripts of previous college work
Professional Curriculum
Requirements for the B.L.A. degree total 220 credits, distributed as follows:

Planning and Design, 88 credits taken in twelve studios
First Year: Three courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introduction to Architectural Computer Graphics (ARCH 222), Introductory Architectural Design I (ARCH 181, 182)
Second Year: Two studios: Landscape Architectural Design (LA 289). Transfer students typically enter the program in the second year.
Third Year: Three studios: Landscape Architectural Design (LA 369)
Fourth Year: Three studios: Site Planning and Design (LA 489), one elective studio
Fifth Year: Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Possible elective studios include Community Planning Workshop (PPPM 417) or Architectural Design (ARCH 461), Landscape Architectural Design (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408, summer only) or Practicum (LA 409)

Subject Courses, 75 credits (66 credits in required courses and 19 credits in optional courses listed below)

Landscape Architectural Technology: 12 credits
Landscape Technologies I, II, III (LA 362, 366, 459), Professional Practice of Landscape Architecture (LA 462)
Optional: Workshop: Irrigation (LA 408), Structural Behavior (ARCH 461), Structure Systems I, II (ARCH 467, 468)

Plants in the Landscape: 12 credits
Plants: Fall, Winter, Spring (LA 326, 327, 328)
Optional: Urban Farm (LA 390), Practicum: Nursery (LA 409), Experimental Course: Japanese Gardens (LA 410), Planning Design Theory (LA 431), The Garden (LA 432), Systematic Botany (BI 442)

Landscape Analysis and Planning: 12 credits
Site Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440), Principles of Applied Ecology (LA 441)
Optional: Introduction to Planning and Public Policy (PPPM 301), Geomorphology (GEOG 322), Experimental Course: Open Space Planning (LA 410), Landscape Planning (LA 411), Landscape Ecology (LA 412), Computers in Landscape Architecture (LA 415), Hydrology and Water Resources (GEOG 425), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 445), Environmental Alteration (GEOG 441)

History and Theory of Landscape Architecture: 12 credits
Understanding Landscapes (LA 260), History of Landscape Architecture I, II (ARH 477, 478)
Optional: Landscape Research Methods (LA 420), Land and Landscape (LA 443), Landscape Preservation (LA 408), National Parks (LA 452), Landscape Perception (LA 454), Contemporary American Landscapes (LA 465)

Landscape Architectural Media: 8 credits
Landscape Media (LA 350), Digital Landscape Media (LA 352)
Optional: 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

Other Courses, 57 additional credits from any department, including landscape architecture and university requirements, 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 graduate M.L.A. program with a professionally accredited bachelor's degree in landscape architecture or, if the student has another bachelor's degree, by simultaneously pursuing both a second bachelor's degree (the B.L.A.) and the M.L.A. at the University of Oregon. Students entering with a degree in an environmental design field other than landscape architecture take one or two years of supplemental course work to earn the B.L.A., depending on the subjects covered in their first bachelor's degree. Those entering with degrees in other fields can earn the B.L.A. after three years of study beyond the first bachelor's degree.

One additional year of course work is typically required for the M.L.A., which can be received at that time or as soon thereafter at 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. To be eligible to continue working toward the M.L.A., students must succeed in their B.L.A. course work well enough to show promise for original work at the master's level.

With four exceptions, requirements are the same as those for the undergraduate B.L.A.:
1. There is no elective-credit requirement outside the landscape architecture department
2. Graduate students take only 54 credits in planning design
3. In place of the listed 400-level courses, graduate students complete their 500-level counterparts (e.g., LA 511 instead of LA 411)
4. Graduate students need to take 16 credits of optional course work 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 four areas of landscape architecture: design theory, landscape ecology, landscape history, and landscape planning. These areas are broad enough to include many particular research problems for master's projects and professional practice. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective coursework outside the department. The four 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.

Design Theory. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape Ecology. Diverse mosaic of land are the medium in which people, animals, plants, water, materials, and energy are spatially distributed, move, flow, and change. This rapidly developing field of study focuses on spatial patterns at a variety of scales and on the development and application of principles helpful in creating patterns that maximize ecological integrity.

Landscape History. This emerging critical dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It involves an understanding of how landscapes have evolved as cultural and vernacular environments in many regions as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning. Analyzing large landscapes and directing their management and land use patterns to meet social and environmental ends requires an understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. 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 seeks to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the various concentration areas of the department. Some graduates are offered faculty positions throughout the world. The program takes advantage of regional and university resources through landscape projects, internships, and visiting professionals, while it provides a beneficial base of support and ideas to 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 57 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), and Research (LA 601)

Subjects, 11 credits

Seminar (LA 507 or 607), Landscape Research Methods (LA 521), at least one of the following courses: Landscape Planning (LA 511), Landscape Ecology (LA 512), Landscape Perception (LA 584), Contemporary American Landscape (LA 585), Advanced Landscape Design Theory (LA 693), or other approved landscape architecture course

Area of Concentration, 24 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 Ecology. Landscape Ecology (LA 512), Quantitative Ecology (BI 573), Conservation Biology (BI 583), three additional department-approved courses.

Landscape History. Landscape Preservation (LA 580) or National Parks (LA 582), Landscape Perception (LA 584), Contemporary American Landscape (LA 585); three additional department-approved courses at the University of Oregon

Landscape Planning. Landscape Planning (LA 511), Experimental Course: Open Space Planning (LA 513), Computers in Landscape Architecture (LA 518); three additional department-approved courses

Master’s Project. Minimum of 10 credits

Master’s Project Development (LA 695), Master’s Project (LA 699)

Before enrolling in LA 699 the student must develop and obtain department approval for a project proposal and a committee of three or more members, including at least two from the landscape architecture faculty.

Near the completion of the master’s project, the student must present the results of the project to faculty members and students and gain final approval of the project’s documentation from the faculty committee.

Graduate Admission

Applications to the graduate program should contain the following:

1. A completed application form and fee
2. Three letters of recommendation from people able to provide an assessment of the applicant’s strengths and potential contributions
3. A personal statement describing pertinent background information, interests, goals, and aspirations
4. A portfolio of creative work or other work indicative of relevant abilities
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 a Test of English as a Foreign Language (TOEFL) score of at least 575.

General university regulations governing graduate admission are in the Graduate School section of this catalog.

Landscape Architecture Courses (LA)

199 Special Studies: [Topic] (1–5R)

260 Understanding Landscapes (2–4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger. Open to nonmajors.

289 Landscape Architectural Design (6R)

Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; 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. Bettsman.


330 Landscape Technology: Special Topics (1–5)

Landscape Investigation. Landscape Investigation (2–4) Development of computer graphic tools used in landscape architecture. Includes image processing, computer drawing, modeling, and drafting. Prereq. LA 350. Majors only.

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. Prereq. LA 361. Jones.

366 Landscape Technologies II (4) Consideration of materials and processes of landscape construction; communication of design intent through documentation including sources and costs. Prereq. LA 362. Girling.

389 Landscape Architectural Design (6R)

Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

390 Urban Farm (2–4R) Experimentation with food production in the city; rebuilding of 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 Practice: [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.

410/510 Experimental Course: [Topic] (1–5R)

A current topic is Japanese Gardens.

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.

412/512 Landscape Ecology (4) Concepts and applications of landscape ecology in relation to landscape design, planning, and management. Emphasis on spatially explicit problem solving over a range of spatial and temporal scales. Prereq. LA 441/541 or instructor’s consent. Johnson.

415/515 Computers in Landscape Architecture (4R) Development, application, and evaluation of computer systems for land use and site planning (e.g., geographic information systems); encoding of data, cell storage, and analysis systems. Prereq. LA 440 or instructor’s consent. Hubel.

417/517 Computer-Aided Landscape Design (2–4) Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks. Prereq. LA 289 or 389.

420/520 Landscape Research Methods (3) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture.


441/541 Principles of Applied Ecology (2–6) Application of ecological concepts to landscape planning, management, and design. Emphasis on
Planning, Public Policy and Management

Bryan T. Downes, Department Head

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Eugene, OR 97403-1209

Faculty


Michael Hibbard, professor (community and regional development); director, community and regional planning program. B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)


Carl J. Hostenka, associate professor (policy analysis, regional planning, resource planning development); associate vice president for statewide educational services. B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)


Elizabeth M. Riche, assistant professor (empowerment, homelessness, voluntary sector); director, PPPM graduate program. B.S., 1976, California State Polytechnic, Pomona; M.C.R.P., 1996, California Polytechnic State, San Luis Obispo; Ph.D., 1994, Southern California, Los Angeles. (1994)


Courtesy


Greg Ringer, courtesy instructor (international tourism geography, sustainable community development, environment and culture), B.A., 1973, Central Florida; M.S., Ph.D., 1995, Oregon. (1994)

Epiphanie Rocha, courtesy associate professor (community and urban design), B.S., 1958, Kansas State; M.Arch., 1979, California, Berkeley. (1995)


Emeriti

Orval Eter, associate professor emeritus, B.S., 1957, J.D., 1939, Oregon. (1939)

Robert E. Keity, planning consultant emeritus, B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)


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

Participating

Alan Contreras, legislative relations

David Hulse, landscape architecture

Linda L. King, human resources

Robert G. Ribe, landscape architecture

Jean Stockard, sociology

About the Department

Mission Statement. The Department of Planning, Public Policy and Management provides undergraduate and graduate students with theoretical and experiential learning opportunities in the fields of planning, public and nonprofit management, and public policy analysis. Through continuing, field-based research, the department offers students opportunities to assist communities and organizations in their quest to improve economic, environmental, and social conditions.

Undergraduate Studies

The undergraduate program in the Department of Planning, Public Policy and Management (PPPM) emphasizes the ways governments, nonprofit organizations, and other institutions address public problems. Course work emphasizes the integrations of theory and practice. Students in this program explore the economic, social, and environmental characteristics of communities, and systems of governance are examined to determine how to effectively advance the public's collective goals.

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 second languages. Debate and related public-speaking experience are fine ways to improve communication skills.

Conceptual skills can best be developed through courses, such as mathematics, that require the student to think independently and analytically.

Community and school leadership experiences are excellent preparation for students considering enrollment 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 a variety of public service agencies and organizations.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply for the term they achieve upper-division standing, they must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who (1) have a grade point average (GPA) of 3.00 or better, (2) have some experience—paid or volunteer—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:

Social Science. United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), Community, Environment, and Society (SOC 304)

Science. The Natural Environment (GEOG 101), Concepts of Computing: Computers and Computation (CIS 121)

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 14-16 credits

College Composition I (WR 121) .......................... 4
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 201) ................................ 4
Community, Environment, and Society (SOC 304) ........ 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) ............ 4
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 16 credits

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; or field experience .......................... 8

Winter Term 16 credits

Introduction to Planning, Public Policy and Management (PPPM 201) .......................... 4
Mind and Society (PSY 202) ................................. 4
Introduction to Economic Analysis: Macroeconomics (EC 202) .................. 4
Elective, as above .......................... 4

Spring Term 16 credits

The Natural Environment (GEOG 101) .................. 4
Elective, as above .......................... 12

Admission Procedures

The department admits students full, 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 will help attain those goals. This statement should be limited to two or three typed, double-spaced pages

4. Brief résumé of education and employment history

Major Requirements

Requirements for the major in planning, public policy and management are being reviewed. The curriculum for 1998–99 is listed below. Students should inquire at the department office about changes in the curriculum.

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 (21 credits)

The core curriculum requirement is distributed as follows:

Introduction to Planning, Public Policy and Management (PPPM 201) .................. 4
Introduction to Public Service Management (PPPM 322) .......................... 4
Public Service Policies and Programs (PPPM 323) .......................... 4
Applied Social Research (PPPM 413) .......................... 5
Community Development (PPPM 448) .......................... 4
appropriate courses 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 (20 credits)
Each student develops a concentration area, chosen to advance the student's educational goals. The concentration area consists of five courses, totaling at least 20 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 those of the student.

Internship (12 credits)
During the internship, students explore their concentration areas outside the classroom. The internship complements academic work by allowing the student to apply ideas and concepts to real-world situations. Students may enroll in the required internship full time for one term (thirty-six hours a week for ten weeks) or part-time (eighteen hours a week 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). Before registering for PPPM 404, students must attend Seminar: Internship (PPPM 407), which integrates PPPM course work with the internship experience. Students earn 1 credit for this seminar.

Community Planning Workshop. Undergraduate students have the opportunity to work on applied research projects through the PPPM Community Planning Workshop, which is described later in this section of the catalog. Up to 10 credits in Community Planning Workshop (PPPM 419) may be applied to the Internship requirement.

Senior Research Paper (10 credits)
The senior research paper is a three-term experience designed to be the capstone of the student's PPPM education. The paper may be on any approved topic, and students are encouraged to choose a topic in their concentration area. The course sequence for the senior research paper is Research (PPPM 401), in which the student explores topics and develops a bibliography; Reading and Conference (PPPM 405), in which the student conducts research and writes a rough draft of the paper; and finally Seminar (PPPM 407), in which the paper is completed and the student makes a presentation that is open to the public.

Honors Program
The honors program in PPPM offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The program's bachelor's degree with honors centers around an independent project of original research developed by the student and carried out under the direction of one or two faculty members. Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the PPPM undergraduate program director after a review of the student's achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.50 in course work for the major and in all work attempted at the University.

Minor Requirements
The department minor is of special value to students with majors in the social sciences or humanities. Through the minor, students can enhance their undergraduate education by including preparation for a variety of professional occupations and graduate study. The minor provides a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Students must declare the minor with the undergraduate program director at the Planning Workshop. Students must make a presentation at the Planning Workshop. Students earn 1 credit for this seminar.

Senior Research Paper (to credit)

Appropriate majors may be substituted with the approval of the minor requirements.

PPPM majors must take core courses for letter grades and pass them with grades of C- or better.

Concentration Area (20 credits)
Each student develops a concentration area, chosen to advance the student's educational goals. The concentration area consists of five courses, totaling at least 20 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 those of the student.

Internship (12 credits)
During the internship, students explore their concentration areas outside the classroom. The internship complements academic work by allowing the student to apply ideas and concepts to real-world situations. Students may enroll in the required internship full time for one term (thirty-six hours a week for ten weeks) or part-time (eighteen hours a week 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). Before registering for PPPM 404, students must attend Seminar: Internship (PPPM 407), which integrates PPPM course work with the internship experience. Students earn 1 credit for this seminar.

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The senior research paper is a three-term experience designed to be the capstone of the student's PPPM education. The paper may be on any approved topic, and students are encouraged to choose a topic in their concentration area. The course sequence for the senior research paper is Research (PPPM 401), in which the student explores topics and develops a bibliography; Reading and Conference (PPPM 405), in which the student conducts research and writes a rough draft of the paper; and finally Seminar (PPPM 407), in which the paper is completed and the student makes a presentation that is open to the public.

Honors Program
The honors program in PPPM offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The program's bachelor's degree with honors centers around an independent project of original research developed by the student and carried out under the direction of one or two faculty members. Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the PPPM undergraduate program director after a review of the student's achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.50 in course work for the major and in all work attempted at the University.

Minor Requirements
The department minor is of special value to students with majors in the social sciences or humanities. Through the minor, students can enhance their undergraduate education by including preparation for a variety of professional occupations and graduate study. The minor provides a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office. The minor requires 28 credits, distributed as follows:

Course Requirements 28 credits
Introduction to Planning, Public Policy and Management (PPPM 201) .......................... 4
Introduction to Public Service Management (PPPM 322) .............................................. 3
Public Service Policies and Programs (PPPM 323) ......................................................... 4
Community Development (PPPM 448) ................................................................. 4
Three approved PPPM electives ................................................................. 12

For PPPM 201, 322, 323, and 448 must be taken for letter grades.

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 nationally by the Planning Accreditation Board. The master's degree in public affairs are offered through the graduate program in public policy and management, which is accredited by the National Association of Schools of Public Affairs and Administration.

The interdisciplinary and eclectic fields of planning, public policy, and public management are concerned with systematically shaping the future. Professionals in these fields frequently lead efforts to plan for change. Most often, however, they are involved in analysis, preparation of recommendations, and implementation of policies and programs that affect public facilities and services and the quality of community life. Professionals in these fields also assume responsibility for planning, policy, and management in such areas as community and regional development, natural resources, economic development, land use, transportation, and law enforcement.

Planning, public policy and management (PPPM) graduates should have a basic understanding of the economic, social, political, fiscal, physical, and environmental characteristics of a community. Graduates are expected to provide leadership and to otherwise participate effectively in efforts to enhance the capacity of communities to deal innovatively and creatively with change. Students should own or have unlimited use of a personal computer.

Financial Aid
Approximately 40 percent of the students in PPPM receive some financial assistance (e.g., graduate teaching fellowships, work-study assistance, or research stipends). Graduate teaching fellowships (GTFs) are offered to approximately thirty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also have the opportunity to work on planning and public policy projects through the PPPM Community Planning Workshop. Each year twenty to thirty students receive stipends for research on contracts developed and administered in the workshop. Research and GTF appointments typically are 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 federal agencies and privately endowed foundations, and loans from university and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid, 1278 University of Oregon, Eugene OR 97403-1278.

Applicants to PPPM programs 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 master's degree program in community and regional planning trains policy-oriented planners for leadership positions in planning and planning-related organizations. Issues of significance to the communities and regions of the Pacific Northwest and the Pacific Basin receive special emphasis. 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 problems, for formulating potential solutions to these problems, and for assisting in the implementation of alternative policies.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills at both the community and regional levels, the planner must also make subjective judgments in the consideration of problems and their solutions.

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 in and outside the department, students can obtain an integrated understanding of planning, public policy, and public management as well as...
The planning program offers students three concentration areas: community and regional development, environmental planning, and social planning. An individualized concentration area can be developed in consultation with an advisor. The planning program emphasizes opportunities for students to gain field experience.

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 policy and management. See Concurrent Master's Degrees later in this section.

Preparation. Students interested in entering the planning program are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, and history. Work experience, particularly relevant to planning, is valuable — as are writing and public speaking skills. 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 613). No credit toward the M.C.R.P. degree is allowed for the statistics course, and the requirement is waived for students with equivalent courses or work experience. Entering students are urged 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. Recipients of the M.C.R.P. degree find employment in public, private, and nonprofit sectors. In the public sector, three kinds of agencies provide career opportunities: local land use and zoning agencies; agencies dealing with housing, social services, community renewal, parks, transportation, and other community facilities; and increasingly — agencies concerned with economic development, natural resource management, and the connections between them. In the private sector, graduates are employed by consulting planners, developers, and utility companies. Community and regional planning graduates are also employed by a range of nonprofit organizations: environmental and social justice advocacy groups, political associations, and research firms.

Application Procedures
The graduate planning program at the university is individually tailored. Importance is placed on the student's preference for and ability to undertake self-directed educational activity.

Because there are more than sixty-five accredited undergraduate 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.

Each year first-year graduate students enrolled in Community Planning Workshop (PPPM 608) complete five to ten planning projects. Written reports, prepared by each student team, provide evidence of the students' expertise and ability to conduct planning research and to prepare and present high-quality professional reports. After completing two terms of PPPM 608, selected students may continue to engage in planning research projects for compensation. The popularity of the program with students — and with a growing number of government and private-sector clients — has enabled the CPW program to provide research support for ten to thirty students a year.

Federal grants from the United States Department of Education Fund for the Improvement of Post-Secondary Education and support from a variety of state agencies have helped CPW become one of the most successful community planning assistance programs in the nation. CPW projects have received numerous awards from the Oregon chapter of the American Planning Association for Outstanding Student Achievement in Planning.

Course Requirements
The requirements for the M.C.R.P. degree are being revised. More information is available in the department office.

Core 28 credits
Introduction to Planning Practice (PPPM 611) 4
Legal Issues in Planning (PPPM 612) 5
Planning Analysis (PPPM 613) 11
Planning Foundations I: History (PPPM 615) 5
Planning Foundations II: Theory and Ethics (PPPM 616) 4

Experiential Learning 10 credits
Community Planning Workshop (PPPM 608), two terms 10

Concentration 22–27 credits
Approved course in planning research (inquire at department) 4
Additional courses, selected in consultation with adviser, from lists of approved courses 18–23

Thesis or Master's Project 6–11 credits
Student Research Colloquium (PPPM 690), two terms 7
Thesis (PPPM 503) 9

Public Policy and Management
The professional public policy and management graduate program 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 and personnel officers, staff members of research or service organizations, and heads of public or private nonprofit human service programs. The public policy and management graduate program attracts students from the United States and other countries and from a variety of career and educational fields. Forty to fifty students are enrolled in the program. Participants in the graduate program often have work experience in public service and want to enhance their...
professional competence and career mobility. The diversity of the student body enriches students' experiences in the program.

Students who complete the program are prepared for policy and management careers in public and private nonprofit organizations at local, state, and national levels and in private for-profit organizations concerned with public policy and management. Graduates of the program hold leadership positions at every level of public service.

Unique Characteristics of the Program

Flexibility. With faculty assistance, students tailor programs in meet individual needs and career interests. A student may concentrate in 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 service management, might be chosen. Students are free to enroll in courses offered by other UO schools or departments to strengthen areas of individual interest.

Problem-Oriented Courses. These courses prepare students for the managerial responsibility of decision-making. The program uses alternative teaching methods to facilitate the development of the skills needed to diagnose problems, collect and analyze information, and suggest among policy alternatives, and communicate findings, and implement programs, and manage change.

Focused Approach. The curriculum, organized into a set of core courses, a field internship, and an area of concentration, provides a framework for teaching leadership, management, and public policy.

Inter- and Multidisciplinary Programming. The program integrates materials from other areas of study to give students the variety of perspectives that are essential to an education in public policy and management. Students are encouraged to earn concurrent degrees in planning, environmental studies, international studies, business, or another discipline.

Application Procedures

To be eligible for the graduate program in public policy and management, an applicant must hold a bachelor's degree.

The following documents must be submitted:

1. A Graduate Admission Application, available from the department office
2. A comprehensive employment and education resume
3. Two written statements, two to three pages each: a clear specification of professional goals and interests and an explanation of how the interdisciplinary nature of the program will contribute to the attainment of these goals
4. Current transcripts of grades in all courses taken for the bachelor's degree and 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
6. Applicants whose native language is not English must supply results of Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 231 (computer-based test). The results of the examination should be sent to Graduate School, 1219 University of Oregon, Eugene OR 97403-1219

Applications are accepted beginning September 15 for admission fall term a year later. They are reviewed beginning February 1, and applicants are notified of admission decisions early in March. Students typically begin their program fall term.

Program Overview

Students can earn a M.A, or M.S. degree in public affairs. A minimum of 72 credits are required to receive either degree, typically accomplished in two years (six terms) of full-time study. Academic background and work experience are scrutinized to determine if additional preparation is needed before the student begins the program. To earn an M.A. degree, the student must demonstrate reading and speaking knowledge of a second language.

Mid-Program Review. After completing 34 to 38 graduate credits, students are sent the mid-program review form and asked to meet with a faculty advisor to review progress toward the degree and establish goals for completing degree requirements. Once the form is completed and approved by public policy and management faculty members, the student can continue working toward the degree without delays or unnecessary program changes. The mid-program review is the time to initiate discussion about an appropriate final project. The advisor also assists with selection of committee members to guide the student in completing the final project.

Curriculum

Professional competence rests upon four basic elements: knowledge, skills, values, and behavior. To develop this competence, the program includes core courses, a concentration area, a supervised field internship, and a final project or thesis.

Core Courses (32 credits). These courses enhance the student's ability to act ethically and effectively. Core courses are organized into three areas and must be taken for letter grades except the introductory course, which may be taken-pass/no pass.

Management of Public Service Organizations (12 credits)

Public Finance Administration (PPPM 628) .................... 4
Public Budget Administration (PPPM 629) .................... 4
Human Resource Management in the Public Sector (PPPM 660) ................. 4

These courses develop competence in the management of people, organizations, and information. Additional courses in computer literacy and applications including the management of information for decision-making are encouraged.

Quantitative and Qualitative Analysis Techniques (8 credits)

Applied Methods in Planning, Policy, and Management (PPPM 620) .................... 4
Quantitative Methods in Planning and Public Policy (PPPM 656) .................... 4

These courses teach decision-making and problem-solving methods. Additional courses in techniques of analysis, including quantitative economic and statistical methods, are strongly encouraged.

Public Policy and Organizational Environment (12 credits)

Public Policy Analysis (PPPM 636) .................... 4
Leadership and Organizational Change (PPPM 639) .................... 4
Introduction to Public Policy and Management (PPPM 618) .................... 4

These courses provide an understanding of political, legal, economic, and social institutions and their processes as well as organizational management concepts. Additional course work in the legal context of public policy and management is strongly encouraged.

Concentration Area (20 credits). Each student is expected to develop a concentration area that supports career goals. Courses in a concentration area, chosen in consultation with the faculty advisor, may be selected from any of the graduate-level offerings on campus. Students must take at least 20 credits in their chosen concentration area. More than one area may be developed. Concentration areas chosen by recent graduates include public management, human resources management, applied research and program evaluation, environmental policy, city management, international development, and nonprofit management.

Supervised Field Internship (12 credits)

Working with the internship director, each student is placed in an internship that introduces the practical aspects of positions in the chosen field. During the internship, the student tests classroom theory and develops contacts that can lead to securing a position after graduation.

Internships are an integral part of the public policy and management graduate program. Students who are working in their chosen field and those with experience are encouraged to participate in an internship selected with the internship coordinator. Interns earn 3 to 12 credits in Internship (PPPM 604) each term. Internships are graded P/N (pass/no pass). A written paper is required as is a supervisor's evaluation and a contract.

A student who has not had two or more years of career experience must complete 12 credits of internship. A student who has had two or more years of relevant career experience or who is working in the desired area of public policy and management can waive the internship with the approval of the student's advisor, the program director, and the internship coordinator. If the internship requirement is waived, the student must still complete 12 credits of other course work.

Final Project (8 or 11 credits). Each student must write a thesis or a final paper to fulfill
degreet requirements. Students earn 9 credits in Thesis (PPPM 503) or 6 credits in Terminal Project (PPPM 609).

The final project should be based on original research but may vary in comprehensiveness, format, and approach. A project may be conceptually or empirically oriented; it may involve a case or comparative study, a literature search, or a piece of empirical research. A project may also involve a combination of approaches. Whether completing a thesis or final paper, each student must enroll in Student Research Colloquium (PPPM 690). This discussion course assists students in developing their proposals and conducting research. It includes presentations by advanced master’s degree candidates of designs and conclusions resulting from these and final papers. One credit is earned during each of two terms.

**Concurrent Master’s Degrees**

Students may participate in a concurrent master’s degree program. The fields of planning and public policy and management draw on knowledge and expertise in 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 within 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.

**Community Service Center**

The Community Service Center, an interdisciplinary organization, assists Oregon communities by providing planning and technical assistance to help solve social issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient. The center incorporates a number of programs including the those listed below.

**Community Planning Workshop. (See description under Planning Curriculum.)**

**Resource Assistance for Rural Environments.** This Americano project trains and places graduate students. Participants live and work for a year in rural communities where they help improve economic and environmental conditions. Qualified students receive a monthly stipend and an educational award of $4,725 when they finish their service. More information about this project is available in 109 Hendricks Hall.

**Student Originated Studies.** Grants from this program fund projects that address specific, community-based needs while they strengthen the link between higher education and Oregon communities and agencies. The program strives to establish partnerships that provide technical assistance to Oregon and promote experiential education opportunities for students and faculty members of Oregon University System institutions. More information about this program is available in 106 Hendricks Hall.

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### Planning, Public Policy and Management Courses (PPPM)

**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.**

199 Special Studies: [Topic] (1-5R)

201 Introduction to Planning, Public Policy and Management (4) Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social, and political contexts. M. Hibbard.

322 Introduction to Public Service Management (4) Topics relevant to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites. Weeks.

323 Public Service Policies and Programs (4) The various roles and processes in policy formulation, implementation, and evaluation; needs, issues, and problems relevant to social programs and policy. Assumes students have completed general PPPM prerequisites. Coreq: PPPM 448. Rocha.

399 Special Studies: (Topic) (1-5R)

401 Research: [Topic] (1-2R)

403 Thesis (1-2R) P/N only

404 Internship: (Topic) (1-18R) P/N only. Twelve-credit maximum per term. Participation in the activities of public or private community agencies and organizations under faculty supervision and with coordinated instruction. Prereq: instructor’s consent.

405 Reading and Conference: [Topic] (1-2R)

406 Special Problems: (Topic) (1-2R)

407/507 Seminar: [Topic] (1-5R) Recent topics include Contemporary Urbanism, Electronic Data Resources, Health Policy, Homelessness, New Democratic Processes.

408/508 Workshop: (Topic) (1-2R)

410/510 Experimental Course: (Topic) (1-5R) Trial courses are taught under these numbers. See the UO Schedule of Classes for current titles.


418/518 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

419 Community Planning Workshop (1-5R) P/N only. Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Parker. R once for maximum of 10 credits.

421/521 Qualitative Methods in Planning and Public Policy (4) Use of observation, open-ended interviews, historical data, and other applied social research efforts.

422/522 Grant Writing (1) P/N only. Introduction to the process of preparing grant applications and material for funded research. Powery.

424/524 Managing Public Money (4) Budgetary decision and control processes in public organizations; their relationship to allocation of public resources; problems of taxation, planning, budgeting, controlling, and evaluating government activities. Simmons.

426/526 Environmental Planning (4) Contemporary environmental problems as they relate to regional social, economic, and physical systems. The long- and short-term impacts of overpopulation, overconsumption, and harmful technologies. Baldwin.

440/540 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. Prereq: LA 361 or ENVS 201 or ENVS 203 or instructor’s consent.


445/545 Communities and Regional Development (4) Economic, sociocultural, and political forces that produce the internal structure of regions in selected countries in the Pacific basin and the implications for small towns and rural areas. M. Hibbard.

446/546 Socioeconomic Development Planning (4) Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation. M. Hibbard.

448 Community Development (4) Processes through which the citizens of urban neighborhoods and small towns design and address public issues and work to improve their local communities. Coreq: PPPM 323. M. Hibbard.


464/564 Cost-Benefit Analysis (4) Use of cost-benefit analysis at decision levels from the individual to the nation-state: advantages, disadvantages, and appropriate uses of cost-benefit analysis. Prereq: one course in social research or in quantitative methods in social science.

471/571 City Management (4) Focuses on how to manage local governments effectively, particularly small governments in both metropolitan and nonmetropolitan areas. Political processes, management, services, performance. Downes.

480/580 Managing Nonprofit Organizations (4) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Downes.


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

616 Planning Foundations II: Theory and Ethics (4) Logic of the planning process; the relationship of planning to the political process and to rational decision making in governance. Prereq: PPM 615.

617 Regional Planning (4) Theory and practice of regional planning. Substate regional analysis; development of regional policies and plans as they relate to the natural- and human-resource base of the Pacific Northwest.

618 Introduction to Public Policy and Management (4) Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management.

620 Applied Methods in Planning, Policy, and Management (4) How to communicate, execute, and evaluate research in the public sector. Each student conducts an original research project from problem formulation through data analysis. Weeks.

621 Plan Making: Environmental Analysis (4) Examines the technical and political factors that influence the practice of environmental planning. Includes how plans are made, implemented, and evaluated. Baldwin.

622 Project Management (4) Application of specific techniques that, if implemented, lead to planning-related and other projects being completed on time, within budget, and with appropriate quality.

623 Plan Making: Social Planning (4) Examines the technical and political factors that influence the practice of social planning. Includes how plans are made, implemented, and evaluated. M. Hibbard.

624 Plan Making: Community and Regional Development (4) For purposes of development, integrates social science knowledge about communities and regions. Baldwin.

625 Planning Analysis (4) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models; population projections, cost-benefit analysis. Open to non-majors with instructor's consent. Parker.

626 Experiencing Crossing Cultures (3) Focuses on cross-cultural communication in developing countries, specifically in relation to working overseas. Gale.


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 cost-based budget systems; service costing, governmental financial audits, and local government financial analysis. Simonsen.

630 Strategic Planning (4) Process of strategic planning for communities, public organizations, and nonprofit agencies.

631 Planning and Social Change (4) Introduction to the relationships between social change and planning policies. Includes equity litigation related to planning, examines how national social trends affect housing and neighborhood change. E. M. Rocha.

632 Planning, Public Policy and Management (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. Hosticka.

633 Leadership and Organizational Change (4) Change efforts designed to improve the performance and accountability of public service organizations; the critical leadership role of public managers in the change and transition process. Downes.


635 Quantitative Methods in Planning and Public Policy (4) Develops skills in quantitative analysis. Emphasizes selecting appropriate analytic procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course. Weeks.


637 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 policies and ethics of evaluation.

638 Student Research Colloquium (1–5R) P/N only. Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. J. Hibbard. 120 credits. R for maximum of 3 credits.
About the College
The Charles H. Lundquist College of Business 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, and a master of business administration degree. 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. This foundation facilitates the transition from university student to productive member of the business world. Details about master's and doctoral programs are in the Graduate School of Management section of this catalog.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 50 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 program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business.

Courses
Both undergraduate and graduate general-business courses, offered under the Business Administration (BA) subject code, are listed at the end of this section preceding the Undergraduate School of Business. Courses with accounting (ACTG), decision sciences (DSC), finance (FINL), management (MGMT), and marketing (MKTG) subject codes are listed in those departmental sections; business environment (BE) courses appear under Marketing.

Business Student Societies
The following business and professional societies have chapters at the university: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; Northwest Human Resource Management Association; and American Marketing 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 at Oregon section of this catalog.

Computing Facilities
The Lundquist College of Business Technology Laboratory provides students and faculty members with access to computers, software, and professional staff assistance. All business students have the opportunity to use computer technology for their coursework. The facility consists of four networked laboratories with full access to Internet services. Word processing, spreadsheet presentation, and other discipline-specific applications are available to students. The facility includes two classrooms. When no classes are in progress, these classrooms are open to business students. Undergraduate and graduate students have separate laboratories. Scanners and both black-and-white and color laser printers are available to produce professional-quality 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 Academic Affairs section of this catalog.

The college maintains exchange relationships with several overseas universities that offer students opportunities to study business management abroad. Information on current programs is available from the undergraduate and graduate programs offices. Business students are encouraged to participate in a variety of overseas programs, including Global Graduates—the Oregon International Internship Program, which is offered through the Office of International Education and Exchange. See the Campus and Community Resources section of this catalog.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs.

Research
Faculty members in the Lundquist College of Business carry on active programs of research in the various disciplines of business. The results of this research are often discussed in the classroom, and students have the opportunity to become involved in faculty projects.

Charles H. Lundquist Center for Entrepreneurship
Barry Weisband, Director
(541) 346-3420
131 Gilbert Hall
The primary goal of the Lundquist Center for Entrepreneurship is the development of skilled and knowledgeable entrepreneurial leaders who will successfully confront the ever-changing business environment. Undergraduate and graduate students can concentrate on entrepreneurship in their degree programs. The center sponsors internship programs, research, curriculum development, a national business-plan competition, and student-run clubs and activities.

Internships offer undergraduate and graduate students invaluable experience in the dynamics of new industries and growth ventures. The New Venture Competition awards more than $10,000 to student teams from all over the country. A resource library of books, audio- and videotapes, and cases related to growing businesses is housed in the center.

James H. Warsaw Sports Marketing Center
Richard H. Burton, Director
(541) 346-3411
212 Gilbert Hall
The primary mission of the Warsaw Sports Marketing Center is to understand and advance sports marketing and sports business leadership through research, education, and interaction between students and successful sports business professionals. As the first endowed sports marketing program in a college of business at a major public university, the Warsaw center has developed curricula that lead to a concentration in sports marketing in undergraduate B.S. degree programs and to a sports-marketing concentration area in the M.B.A. degree program. Sports-marketing courses cover such topics as sponsorship, licensing, law, event marketing, and sport economics. The center organizes research; sports-industry internships; guest speakers, including participants in the nationally recognized women in sports business symposium; and an annual sports industry executive retreat.

Business and Industrial Sales Program
William E. Daley, Director
(541) 346-5150
316 Gilbert Hall

Charles H. Lundquist COLLEGE OF BUSINESS
Philip J. Romero, Dean
(541) 346-3300
268 Gilbert Hall
http://biz.uoregon.edu/
The primary mission of the Business and Industrial Sales Program is to guide the curricular, extra-curricular, and meaningful work experiences of participants to prepare them for rewarding, lifelong careers in professional selling and sales management. The program acts as a liaison to the business community, whose input and support are welcome.

Office of External Affairs
Christopher D. Murray, Associate Dean for Development and External Affairs
(541) 346-3370
264 Gilbert Hall
This office pursues and secures annual private support for the college, engages and involves the college's alumni, and communicates the college's messages to its constituents. It accomplishes these goals through alumni programs, corporate and foundation relations, fundraising, public relations, and publications.

Applied Information Management (AIM) Program
The program is described in the Continuation Center section of this catalog. See also, in the Graduate Studies section, Individualized Program: Applied Information Management.

Business Administration Courses (BA)
101 Introduction to Business (4) Historical, social, political, economic, and legal environments within which business operates. Interrelationships of major functional areas including management, finance, marketing, accounting, and international studies.
199 Special Studies: [Topic] (1-5R) R when topic changes
316 Management: Creating Value through People (4) Graded only. Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization. Prereq: BA 101. Nonmajors only.
317 Marketing: Creating Value for Customers (4) Graded only. Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization. Prereq: BA 101. Nonmajors only.
318 Finance: Creating Value through Capital (4) Graded only. Financial statement analysis, pro formas statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital. Prereq: BA 215. Nonmajors only.
399 Special Studies: [Topic] (1-5R) R when topic changes
410/510 Experimental Course: [Topic] (1-4R) R when topic changes
452 Business Leadership (4) Graded only. Leadership skills. Topics include creating a vision; identifying performance objectives; managing a project; building a team; and motivating, rewarding, and influencing others. Prereq: completion of upper-division business core, senior standing, accounting or business administration major.
453 Business Strategy and Planning (4) Graded only. Capstone course focusing on strategy formulation and decisional processes. Includes writing a business plan that applies knowledge and develops course of action to accomplish organizational objectives. Prereq: completion of upper-division business core, BA 452.
605 Reading and Conference: [Topic] (1-16R) R when topic changes
607 Seminar: [Topic] (1-5R)
610 Experimental Course: [Topic] (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.
613 Identifying and Evaluating Market Opportunities (12) Graded only. Analysis of market opportunities and organizational capabilities to develop a strategic plan. Accounting for planning purposes, financial markets, marketing strategy, and product design. Prereq: BA 612. M.B.A. students only.
615 Building Effective Management Teams (2) P/N only. Addresses all issues that management teams face including conflict resolution and working with difficult people.
617 Communication and Implementation (1) P/N 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.
655 Marketing Management and Planning (3) Investigates the design of a marketing program, nature and behavior of markets, marketing decisions, evaluating marketing efficiency, and issues unique to advanced technology organizations. Offered only through the Applied Information Management (AIM) Program.
657 Managerial Accounting and Financial Analysis (3) Examines information used by managers in planning, organizing, and controlling 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: [Topic] (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] (1-9R) 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; the effects of law, government policy, and social forces on the formulation of business strategy and decision-making. 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. Integrates statistical tools used to analyze business data with microcomputers. 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 and the concepts of cost, demand, profit, and competition. Examines 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.
Undergraduate School of Business

Wendy Mitchell, Director, Undergraduate Programs
(541) 346-3303
271 Gilbert Hall

About the School
To earn an undergraduate degree in the Lundquist College of Business, a student must meet admission requirements to be admitted as a major and then complete the major requirements in either accounting or business administration. Combined with university requirements, 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 UO schools or colleges. Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors. The requirements chosen must be met in their entirety; they cannot be combined.

Application Procedure
To be considered for admission as a major, students must apply before the term deadline. Applications are accepted each term for admission into the major the following term. The application deadline is the second Friday of the term.

Transfer Students
The specific, sequential nature of this program requires careful academic planning. Students intending to transfer here are encouraged to meet with an advisor in the Lundquist College of Business.

Transfer students who will have completed all admission requirements prior to transfer should apply for admission as a major during the first appropriate application period listed above after transferring. Students transferring before admission on the required courses have been completed will be admitted to the University of Oregon as prebusiness students if their GPA is 2.75 or higher. These students should apply for major status in accordance with the application procedure above.

When admission requirements change significantly, the effective date for transfer students is generally one academic year after the policy first appears in the University of Oregon Catalog.

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 catalog for the last year of attendance has expired. (See Catalog Expiration and Requirements Policies in the Contents section.)

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 nongraduate students. Transcripts of previous college work must be sent directly to the Lundquist College of Business, and an official transcript showing receipt

Undergraduate School of Business

Wendy Mitchell, Director, Undergraduate Programs
(541) 346-3303
271 Gilbert Hall

About the School
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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 UO schools or colleges. Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors. 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 when 90 credits have been earned and junior standing has been attained. Students intending to major in a business field should declare prebusiness status until 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, mathematics and computer competency requirements, and the prebusiness core (described under Lundquist College of Business Requirements). 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 as a major. The GPA is based on all graded courses completed. If a graded course is repeated, both course grades are counted in computing the cumulative GPA but only the second grade is used in calculating the GPA for the core. 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 prebusiness core GPA calculations. The Lundquist College of Business uses all course work, including transfer work, when calculating the cumulative GPA for admission to the major.

International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 or have completed the Academic English for International Students (AEIS) program. More information is available in the undergraduate programs office.

Students admitted into the major fall 1999 and later must pass a qualifying examination.

Honors College
Prebusiness students admitted to the Robert Donald Clark Honors College at the University of Oregon may substitute certain honors college courses for Lundquist College of Business prebusiness core requirements. See the director of undergraduate programs for details.

Honors Program
The Lundquist College of Business offers an honors program for exceptional students who are Honors College core courses together, participate in seminars, work with an honors adviser, complete an honors senior project, and receive a bachelor's degree diploma with honors in either accounting or business administration. This prestigious program is open to exceptional high school students, who may be admitted into the program as freshmen, as well as to top performing undergraduates and transfer students. For information about admission to the honors program, contact the undergraduate programs office.

Application Procedure
To be considered for admission as a major, students must apply before the term deadline. Applications are accepted each term for admission into the major the following term. The application deadline is the second Friday of the term.

Applicants must complete prerequisite courses and meet the minimum GPA requirements before they can apply. Students may submit applications while enrolled in two of the required courses. Applications are available in the undergraduate programs office.

Transfer Students
The specific, sequential nature of this program requires careful academic planning. Students intending to transfer here are encouraged to meet with an advisor in the Lundquist College of Business.

Transfer students who will have completed all admission requirements prior to transfer should apply for admission as a major during the first appropriate application period listed above after transferring. Students transferring before admission on the required courses have been completed will be admitted to the University of Oregon as prebusiness students if their GPA is 2.75 or higher. These students should apply for major status in accordance with the application procedure above.

When admission requirements change significantly, the effective date for transfer students is generally one academic year after the policy first appears in the University of Oregon Catalog.

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 catalog for the last year of attendance has expired. (See Catalog Expiration and Requirements Policies in the Contents section.)

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 nongraduate students. Transcripts of previous college work must be sent directly to the Lundquist College of Business, and an official transcript showing receipt
of the 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. International students must have TOEFL scores of 575 or higher.

Students are given preadmission 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 catalog, under Registration and Academic Policies, lists university requirements for a second bachelor's degree; the undergraduate programs office 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 Lundquist College of Business 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. Business administration and accounting 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 a B.A. or a B.S. degree. Refer to the Registration and Academic Policies section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Nonmajors
Only admitted majors and admitted minors in the Lundquist College of Business may enroll in 300- and 400-level business courses.

Student Advising
The Lundquist College of Business advising service for business students is located in the undergraduate programs office. Information about admission and degree requirements is available for majors in the college and for the business administration minor. The undergraduate programs office provides information about scholarships, student organizations, internships, educational exchange programs, campus career services, and visiting speakers, along with free tutoring services for all business classes. A bulletin board outside the undergraduate programs office contains announcements about policies, coming activities, scholarships, and other information of interest to business and prebusiness students. Students are held responsible for information posted on the board and are advised to check it often for important events and policy changes.

Tutoring
The Braddock Educational Success Team (BEST) offers free tutoring for students enrolled in undergraduate courses in the Lundquist college as well as writing support services, noncredit seminars, and career development support.

Lundquist College of Business Undergraduate Requirements
See Admission Requirements earlier in this section of the catalog for GPA and minimum grade requirements.

Listed below are basic undergraduate degree and major requirements. For a more detailed explanation of requirements for business administration and accounting majors, students should pick up the undergraduate degree program handbook available in the undergraduate programs office.

Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243), and the UO writing requirement are prerequisites for admission.

Prebusiness Core. Potential majors must take the following prebusiness core courses or their equivalents, and earn at least a 2.75 GPA in this subset of courses, to be considered for admission to the Lundquist College of Business:

Introduction to Business (BA 101)
Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)
Introduction to Accounting I (ACCT 211), Introduction to Accounting II (ACCT 213)

Computer Competency. Computer competency is required of all business students. It is defined as the ability to use software packages—including spreadsheet, database, word-processing, and presentation software applications—on a microcomputer with minimal tutorial assistance. The undergraduate programs office maintains a list of courses that meet the computer-competency 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 obtain information about minimum specifications and compatibility with college hardware and software from the Lundquist College of Business Technology Laboratory.

Upper-Division Core. Major status—either accounting or business administration—is required prior to enrolling in the following required courses:

• Economic Foundations of Competitive Analysis (FINL 311)
• Marketing Management (MKTG 311)
• Financial Management (FINL 316)
• Management and Organizational Behavior (MGMT 321)
• Global, Legal, Social Environment of Business (BE 325)
• Business Statistics (DSC 330)

Concepts of Production and Operations Management (DSC 335)
Business Leadership (BA 452)
Business Strategy and Planning (BA 453)

Residence Requirement. Students must take a minimum of 44 upper-division credits in business in regularly scheduled Lundquist College of Business 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 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. Students must complete 24 credits in a coherent body of courses related to the student's career goals. A nonbusiness minor meets this requirement. The college's undergraduate programs office offers assistance in planning individualized programs.

Global Context for Business Decisions. Students must complete three courses that focus on international, cultural, historical, political, economic, or social issues of a geographic region. All three courses should focus on the culture of one country or region other than the student's native country. Language courses beyond the first year are eligible. Advising assistance is available in the college's undergraduate programs office.

Grading
Upper-division courses must be taken for letter grades and passed with grades of C- or better.

See the Registration and Academic Policies section of this catalog 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 28 required credits, 24 upper-division credits must be taken at the University of Oregon.

Courses 28 credits
Accounting Information Systems (ACCT 320) .... 4
Financial Accounting Theory I (ACCT 350) .... 4
Financial Accounting Theory II (ACCT 352) .... 4
Cost Accounting (ACCT 360) ................................ 4
Auditing Concepts (ACCT 440) .......................... 4
Advanced Financial Accounting (ACCT 450) .... 4
Introduction to Federal Taxation (ACCT 470) .... 4

Business Administration
In addition to the upper-division core, students must complete seven courses from at least three Lundquist College of Business departments. Four of these courses may be taken in one of the concentration areas listed below. Concentrations are optional; they do not appear on UN academic transcripts or diplomas.
Corporate Accounting Concentration 16 credits
Accounting Information Systems (ACTG 320) ......................... 4
Financial Accounting Theory I (ACTG 350, 352) ...................... 8
Cost Accounting (ACTG 360) ........................................... 4

Entrepreneurial Accounting Concentration 16 credits
Accounting Information Systems (ACTG 320) ......................... 4
Cash Flow Management (ACTG 340) ................................ 4
Cost Accounting (ACTG 360) .......................................... 4
Introduction to Federal Taxation (ACTG 470) ......................... 4

Entrepreneurship and Small Business Concentration 16 credits
Cash Flow Management (ACTG 340) ................................ 4
Small-Business Management (MGMT 435) or Entrepreneurship (MGMT 420) .............. 4
Two electives selected from Entrepreneurship (MGMT 430), Small-Business Management (MGMT 435), Venture Creation (MGMT 435), Case Studies in Small Business (MGMT 440), Corporate Entrepreneurship (MGMT 450) ..... 8

Finance Concentration 16 credits
Financial Markets and Investments (FINL 360) ....................... 4
Financial Institutions and Markets (FINL 462) ......................... 4
International Finance (FINL 463) ..................................... 4
Financial Analysis and Valuation (FINL 473) .......................... 4

Management Concentration 16 credits
Human Resources Management (MGMT 415) ........................ 4
Three electives selected from Leadership in Organizations (MGMT 416), International Management (MGMT 420), Small-Business Management (MGMT 435), Organization Design and Change (MGMT 441), Corporate Entrepreneurship (MGMT 450), Experimental Courses (MGMT 410), other upper-division management electives. A list of management courses is available in the college’s undergraduate programs office ................................................. 12

Marketing Concentration 16 credits
Marketing Strategy (MKTG 490) ........................................ 4
Three electives selected from Consumer Behavior (MKTG 360), 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) ................. 12

Sports Marketing Concentration 16 credits
Sports Marketing (MKTG 490) .......................................... 4
Two electives selected from Sports Marketing Communication (MKTG 451), Sports Sponsorship (MKTG 452), Law and Sports Marketing (MKTG 453), Sports Licensing (MKTG 454) ................ 8

Business Administration Minor
The Lundquist College of Business offers two options—basic business and focused business—that lead to a minor in business administration. The focused business option can be completed in one academic year.

Students pursuing a minor in business administration should declare their intent in the undergraduate programs office and pick up a requirements checklist before beginning courses. Upper-division courses required for the minor must be taken for letter grades, and 12 credits of upper-division coursework must be taken in the Lundquist College of Business. When all the 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.

Basic Business Option
Lower Division 20 credits
Introduction to Business (BA 101) ......................... 4
College Algebra (MATH 111) ......................................... 4
Introduction to Economic Analysis: Macroeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) .... 8
Introduction to Accounting I (ACTG 211) ...................... 4

Upper Division 16 credits
Marketing Management (MKTG 311) ................................ 4
Financial Management (FINL 316) ................................. 4
Management and Organizational Behavior (MGMT 321) ............ 4
One elective chosen from regularly offered Lundquist College of Business courses .... 4

Focused Business Option
Lower Division 8 credits
Introduction to Business (BA 101) ......................... 4
Accounting: Language of Business Decisions (BA 215) ............ 4

Upper Division 16 credits
Economics, Industry, and Competitive Analysis (BA 315) ......... 4
Management: Creating Value through People (BA 316) .......... 4
Marketing: Creating Value for Customers (BA 317) ............... 4
Finance: Creating Value through Capital (BA 318) .................. 4

Graduate School of Management
Raymond D. King, Associate Dean
(541) 346-3806
300 Gilbert Hall

About the School
The Graduate School of Management offers degree programs at the master's and doctoral levels and coordinates the graduate work of the five academic departments in the Lundquist College of Business. Graduate instruction in every field of business 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.

Activities of the Lundquist Center for Entrepreneurship and the Warsaw 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 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
Deborah Cherneck, Director
(541) 346-1389
309 Gilbert Hall

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. Companies schedule visits to share information and to recruit interns and full-time employees.

Master's Degree Programs
Dan Poston, Director
(541) 346-3251
300 Gilbert Hall

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. The master of human resources and industrial relations (M.H.R.L.R.) degree program is inactive. Students must complete the requirements of the principal program specified for each degree.

Oregon Executive M.B.A. Program
Juliana Sowash, Executive Director
(503) 725-2250
1840 N.W. Walker Road, Suite 1008
Portland OR 97006-1975
omba@capital.louisiana.edu
http://www.capital.louisiana.edu/omba

The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive Master of Business Administration (O.E.M.B.A.)
Students may choose to enhance their academic years of full-time study. Opportunities (BA 613), and Managing Business courses: of Analyzing Markets and Industries in their principal program. The administration of M.B.A. sciences, finance, international business, and skills and knowledge in accounting, decision making, and taking advantage of the opportunities created through class projects. The M.B.A. program prepares managers to make business decisions.

The second-year program allows students the flexibility to concentrate in marketing, finance, general management, or a self-designed concentration. Students may choose to take courses in the context of entrepreneurship, sports marketing, or international business. The complete graduate program of study must be approved by the student's advisor and the director of master's degree programs.

Accelerated Programs

Admission to the accelerated master's degree programs is highly competitive. It is limited to students who have outstanding scholastic records and 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 48 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 Assembly of Collegiate Schools of Business the opportunity to obtain a 48-credit M.B.A. degree in four terms. Students admitted to this program do not take any of the first-year courses.

Specialized Programs

M.A./M.B.A. Program. The University of Oregon makes available a concurrent degree program in which students receive an M.B.A. degree and an M.A. degree in either international studies or Asian studies. To complete the two degree programs, students must be accepted into both programs and satisfy both sets of degree requirements.

All M.A. degrees require foreign-language competence. The degree programs in international studies and Asian studies allow students to gain 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, 214 Knight Law Center, and the director of admissions for the M.B.A. program in 300 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 second language. The program leading to the M.S. or M.A. degree (in disciplines other than accounting) allows more specialization than the M.B.A. program and may be adapted to a student's particular needs. The requirements are as follows:

1. Completion of the American Assembly of Collegiate Schools of Business core areas as certified by the program in the Graduate School of Management in which the majority of specialization takes place. For students without 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 director of master's degree programs.

2. Completion of a minimum of 45 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 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 (501) can be taken at the option 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 director of master’s degree programs.
b. An approved program of study must be filed with the director of master’s degree programs before any courses beyond the common body of business knowledge can be taken.

c. 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.

d. The composition of the thesis committee must be approved by the director of master’s degree programs. The thesis committee may have different members than the program committee.

e. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the director of master’s degree programs before substantial work is undertaken on the thesis.

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 department in which the majority of specialization has been taken.

5. Computer proficiency. Details of this requirement appear under the Undergraduate School of Business.

Master of Accounting

Helen Germon, Director
(541) 346-5127
364B Gilbert Hall

The master of accounting (M.Acc.) program will begin fall term 2000. It is designed for students whose major for their undergraduate degree was in accounting or the equivalent. The curriculum is about understanding, analyzing, and implementing opportunities. It’s about real business and real life. It’s about developing skills that professional accountants need to be successful in the business world of the 21st century.

The program requires (1) an undergraduate degree in accounting or the equivalent and (2) completion of at least 45 graduate credits, including 30 in accounting and 15 in electives. The plan of study for the 15 credits outside accounting is determined by the student and the program director.

Administration of M.B.A., M.S., and M.A. Degree Programs

The Charles H. Lundquist College of Business seeks diversity in its student population and evaluates applicants on their individual strengths. The college is interested in the applicant’s general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. Oral and written communication 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 a sense of responsibility for understanding the broad social, political, and economic implications of decisions and actions. Work experience is desirable but not required.

The college’s master’s degree programs describe the programs as rigorous, supportive, interactive, close-knit, warm, committed to quantitative and qualitative management, and dedicated to a sense of community. Once admitted to a program, students are evaluated as they would be in the workplace: they are given continual feedback on areas in which they are excelling and areas that need improvement.

Admission Criteria

More specifically, the admission process is based on:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two written recommendations from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and management potential
4. Completion of essay questions included in the application package
5. Work experience or demonstrated leadership ability
6. Potential to benefit from and add value to the college’s learning community
7. Test of English as a Foreign Language (TOEFL) for international applicants
8. Personal interview

The applicant should also provide any other pertinent information for consideration. Applicants are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Recent successful applicants have had average undergraduate grade point averages (GPA) exceeding 3.25, average GMAT scores of 575, and average scores of 614 on the Test of English as a Foreign Language (TOEFL).

Prerequisites. In addition to proficiency in mathematics and ability to use a computer, students must have a term each of microeconomics and macroeconomics.

Admission Deadlines. A rolling admission system is used. The early-decision deadline is December 15. The round-two deadline, for domestic applicants and for all international students, is February 15. The round-three general deadline for all domestic applicants is April 15. Admission to applicants whose applications are received after April 15 are granted only if spaces are available in the incoming class of students.

Program Planning

After a student has been admitted to the master’s degree program, he or she selects a faculty member as an advisor. Each student must file a program approved by the advisor and the director of master’s degree programs before taking any courses beyond the first year of study. If the student wants to change the program at a later date, an amended program signed by the adviser and the director may be filed.

Academic Performance

In addition to fulfilling Graduate School requirements, a student enrolled in a master’s degree program is required to maintain a GPA of 3.00 for all graduate courses in the preliminary core, courses listed on the Principal Program Sheet, and any other graduate courses taken in the Graduate School of Management.

Once a grade is received in a course listed on the Principal Program Sheet, that course cannot be deleted from the program for the purpose of GPA calculations, as described above.

Students whose GPAs fall below 3.00 in a Graduate School of Management degree program are automatically placed on probation. Their continued enrollment is subject to review by the director of master’s degree programs.

Students may formally appeal disqualification or other decisions related to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations

See the Graduate School section of this catalog for general university regulations and information regarding registration, academic performance, and other matters applicable to university graduate students.

Doctoral Programs

Wayne H. Mikkelson, Director
(541) 346-3306
360 Gilbert Hall

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. program committee consisting of five business faculty members.

Program of Study

The Ph.D. typically requires four years of intensive study beyond the master’s degree. The program focuses on developing productive scholars, and it emphasizes both research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate business courses sometime during their program. 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

Primary areas of concentration depend on the expertise of the faculty.

Accounting: Expertise focuses on analytical models applied to accounting issues, auditing, and the economics of audit markets, financial accounting and financial market, international accounting, management compensation, and managerial accounting.

Decision Sciences: Emphasis is placed on statistics or operations and production management. Related courses are available in computer science.
Finance. Focuses on financial economics as applied to financial management, financial institutions and markets, and investments. Includes course work in economics or microeconomics, statistics, and econometrics. Specializations are in empirical research on investment management, fixed-income securities, risk management, and various topics in corporate finance.

Management. Focuses on two specific domains: organization studies and strategic management. Organization studies examines the interrelationships among organizational behavior, competitive and institutional settings, and firm performance. Strategic management examines competitive and collaborative interactions between organizations as well as how internal organizational dimensions reflect environmental contingencies.

Marketing. Emphasizes in-depth interdisciplinary training in behavioral research on topics related to consumer behavior, organizational buying behavior, managerial behavior in designing and executing marketing programs, and marketing measurement and analysis. Current research interests are international marketing, services marketing, and sports marketing.

Admission
For admission to the doctoral program, the student must:
1. Satisfy the admission requirements of the Graduate School of Management and of the UO Graduate School
2. Have completed the graduate work required for a master's degree (a highly qualified 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 Ph.D. program committee
4. Provide evidence of scholarly promise
Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test with a 3.60 to 3.70 GPA in graduate course work. Approximately 15 percent of applicants are admitted into the Ph.D. program. International students whose native language is not English should have TOEFL scores of 600 or higher.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 1998-99 typical appointments were 0.49 FTE and carried a stipend of $11,064 plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

Deadline for application to the Ph.D. program for fall term is the preceding February 1.

Inquiries concerning the program should be addressed to the Lundquist College of Business director of doctoral programs.

Degree Requirements
The student's program must satisfy the requirements of the UO Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of postgraduate degree work including two years in residence on the Eugene campus.

Examinations. The student must pass one written comprehensive examination in his or her primary area. Some areas require a second comprehensive examination in statistics and research methods. Examinations are graded high pass, pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may retake a comprehensive examination or predesignated subpart once, at the individual's option and after consultation with the advisory committee. If more than one comprehensive examination is required, additional 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.

In the event of failure, a student may retake the examination or predesignated subpart in the following academic term but no sooner than two months after the date of the initial attempt.

For admission to the doctoral program. The primary concentration areas offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in Statistics and Research Methods. Students must complete five or more graduate-level courses in statistics with grades of mid-B or better; none of these courses may be taken pass/no pass. Courses typically are those offered by the Graduate School of Management, although other graduate-level courses are permitted with the advice of the decision sciences faculty and approval of the student's advisory committee. At least three courses must be completed at the university after admission to the doctoral program. If an area of concentration requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two decision sciences faculty members appointed by the director of doctoral programs. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area must be selected.

Competence in a Behavioral Science, Mathematics, or Economics Tool Area. Students must complete at least three graduate-level courses in economics, mathematics, or the behavioral sciences outside the Graduate School of Management. Courses in this area of study are subject to final approval by the student's advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

Advancement to Candidacy. The student is advanced to candidacy for the Ph.D. degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Graduate School of Management and
to the Graduate School. Advancement must occur no later than four years after the student’s entry into the doctoral program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in credible 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 the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate’s file.

The dissertation must be completed within three years of the student’s advancement to candidacy. Upon petition to and approval from the Ph.D. program committee and the UO Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student’s comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program. A student’s participation in the Ph.D. program may be terminated by the Ph.D. program 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 Ph.D. program 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 Ph.D. program committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the Ph.D. program committee for review and placed in the student’s file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student’s file.

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 UO Graduate School be waived by the Lundquist College of Business.

Accounting

Helen Gerson, Department Head
(541) 346-3303
271 Gilbert Hall

Faculty

Emeriti

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

About the Department

Accounting students are highly recruited by a variety of organizations—taking positions in public accounting firms, industry, and government. Accountants deal with issues ranging from the design of information systems to the formulation of acquisition strategies. Given the growing internationalization of business, career paths can even lead to exciting opportunities abroad. Accounting graduates of the University of Oregon include: Phil Knight, chief executive officer of Nike; and Charles H. Lundquist, the namesake of the UO business college.

The challenging curriculum emphasizes the development of skills in problem solving, analytical reasoning, and written and oral communication. Students participate in various “real-world” projects and obtain considerable hands-on computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The UO Department of Accounting is one of only 120 accounting programs specifically accredited by the American Assembly of Collegiate Schools of Business.

A 2.00 grade point average (GPA) in upper-division accounting courses taken at the university is required for graduation as an accounting major with a bachelor of science or a bachelor of arts degree.

The accounting major is described under Majors in the Undergraduate School of Business section of this catalog. Business administration majors who want more accounting knowledge can choose from two accounting concentrations—corporate accounting or entrepreneurial accounting—both described in this same section.

Accounting Courses (ACTG)

199 Special Studies: [Topic] (1–5R)
213 Introduction to Accounting II (4) Reporting of assets, equities, revenues, and expenses. Cost information and uses in management planning and control. Budgeting, manufacturing cost flows, and product costs. Prereq: C- or better in ACTG 211, sophomore 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 external 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, FINL 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 or coreq: ACTG 320, junior standing.
401 Research: [Topic] (1–21R)
403 Thesis (1–21R)
405 Reading and Conference: [Topic] (1–21R)
406 Special Problems: [Topic] (1–21R)
407 Seminar: [Topic] (1–4R)
408/508 Workshop: [Topic] (1–21R)
409 Practicum: [Topic] (1–3R) P/N only
410/510 Experimental Course: [Topic] (1–4R)
440/540 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, 352; junior or graduate standing.

450/550 Advanced Financial Accounting (4)
Accounting for equity: financial accounting and reporting for corporate consolidation. Prereq: C- or better in ACTG 352 or graduate standing.

451/551 Special Topics in Accounting (4)
Coverage varies depending on interests of students and instructor. Topics may include cases in financial reporting, advanced accounting theory, accounting for nonprofit organizations, accounting history, international accounting. Prereq: C- or better in ACTG 350, senior standing, or graduate standing.


470/570 Introduction to Federal Taxation (4)
Federal income tax law covering taxation of individuals, corporations, partnerships. Introduction to tax research and planning. Prereq: C- or better in ACTG 340 or 350, senior or graduate standing; FINL 316 recommended.


503 Thesis (1-16R) PIN only

601 Research: [Topic] (1-16R) PIN only

603 Dissertation (1-16R) PIN only

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

606 Special Problems: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Recent topics are: Doctoral Seminar, Financial Accounting Theory.

608 Special Topics: [Topic] (1-16R)

609 Pracicum: [Topic] (1-3R) PIN only

610 Experimental Course: [Topic] (1-5R) International Accounting is a recent topic.

611 Accounting Concepts (3) Concepts of financial reporting and the use of accounting data for business decisions; survey of the data-gathering process, asset and liability valuation, income measurement and related international issues. Master's or doctoral degree candidates only.

612 Management Accounting Concepts (3) Concepts and procedures of managerial accounting, study of cost accounting, budgeting, and control issues in domestic and multinational corporations. Prereq: ACTG 611. Master's or doctoral degree candidates only.

617 Taxation Concepts (3) Basic taxation of individuals, property transactions, corporations, partnerships, estates, and trusts. Prereq: ACTG 611 or instructor's consent.

623 Managerial and Financial Accounting Analysis (3) Financial reports and decision-making. Focus may be on financial statement analysis and evaluation, managerial decision-making, or tax planning for managerial decision-makers. Prereq: ACTG 611, 612.

630 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.


635 Accounting for Multinational Corporations (3) (Not offered 1999-2000.) Special emphasis on international accounting, with topics selected from multinational corporations and their managers, recent developments, and current issues. Prereq: ACTG 630, 631, or 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.

666 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 Courses (DSC)

159 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. Prereq: DSC 330 or equivalent. Junior standing.

401 Research: [Topic] (1-21R)

403 Thesis (1-6R)
The Department of Finance offers courses in finance, real estate, and business economics. The finance curriculum is designed to impart an understanding of the principles of finance and to provide students with analytical training. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis and decision-making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

The department offers a concentration in finance for the undergraduate major in business administration. The concentration in finance is described under Majors in the Undergraduate School of Business section of this catalog.
Finance Courses (FINL)

199 Special Studies: [Topic] (1-18R)
240 Survey of Real Estate (4) P/N only. Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential 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 Finance (4) P/N only. Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement, and estate planning.
303 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. Prereq: EC 201, MATH 245, 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 acquisition, and long-term 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 competition. 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] (1-18R)
403 Thesis (1-18R)
405 Reading and Conference: [Topic] (1-18R)
406 Special Problems: [Topic] (1-18R)
407 Seminar: [Topic] (1-4R)
410/510 Experimental Course: [Topic] (1-4R)
462 Financial Institutions and Markets (4) United States and world financial systems, interest rates and pricing of financial instruments, financial institutions and regulation, asset and liability management. Prereq: FINL 316, junior or senior standing.
463 International Finance (4) Analysis of currency exchange rates, balance of payments; management of foreign exchange risk; risk and return in international investment. Prereq: FINL 316, junior or senior standing.
473 Financial Analysis and Valuation (4) Topics include working capital management, advanced corporate acquisitions. Prereq: FINL 316, 380, 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] (1-5R)
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.
616 Financial Management (3) Analysis of risk, capital budgeting, dividend policy, financing mix, capital acquisition, and working-capital decisions and their effect on the value of the firm. Prereq: one accounting course, FINL 611 or equivalent.
646 Real Estate Finance and Investment (3) Discounted cash flow analysis, using Lotus 1-2-3, to interrelate the physical, institutional, and economic facets 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 determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets. Prereq: completion of first-year M.B.A. core or instructor's consent.
667 Financial Institutions (3) Management policies of financial institutions including liquidity, liability, asset, and capital management; the legal, economic, and regulatory environment, and implications for management; changing trends in financial markets. Prereq: completion of first-year M.B.A. core or instructor's consent.
671 Theory of Finance (3) Development of financial principles relating to problems of valuation, capital budgeting, and financial policy. Prereq: completion of first-year M.B.A. core or instructor's consent.
673 Problems in Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: completion of first-year M.B.A. core or instructor's consent.
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: completion of first-year M.B.A. core or instructor's consent.
688 Investment Administration (3) Current controversies in investment analysis and administration. Topics may include futures and options, markets, insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FINL 683 or equivalent.

Management

Richard M. Steers, Department Head
(541) 346-3303
271 Gilbert Hall

Faculty


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The dates in parentheses are the end of each entry in 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 both public and private organizations. Courses focus on such topics as organizational behavior, human resource management, management design, and change, corporate entrepreneurship, management of environmental issues, and international strategy.

Requirements for the concentration in management are described under Majors in the Undergraduate School of Business section of this catalog.

Management Courses (MGMT)

199 Special Studies: [Topic] (1-5R)
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
410/510 Experimental Course: [Topic] (1-5R) Recent topics include International Business Negotiation, Services Strategy, Training and Development.
611 Managing Organizations (3) 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.
634 Human Resource 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. For Ph.D. and advanced master's degree students.
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 624 or equivalent or instructor’s consent. For Ph.D. and advanced master’s degree students.
Marketing
Del I. Hawkins, Department Head
(511) 346-3303
271 Gilbert Hall

Faculty
Roger J. Best, Thomas C. Stewart Professor of Business (marketing management, research and analysis). B.S.C.E., 1968, California State Polytechnic; M.B.A., 1972, California State, Hayward; Ph.D., 1975, Oregon. (1969)


Emeriti


Xray J. Sampson, professor emeritus. B.S., 1946, Tennessee Technological; M.S.A., 1948, Ph.D., 1951, California, Berkeley. (1959)

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

About the Department
The Department of Marketing offers courses in marketing and business environment. It provides undergraduates with concentration areas in marketing, entrepreneurship, and small business, and sports marketing.

The marketing concentration provides 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 prepares students for careers in start-up or small firms or in organizations that serve similar populations. This includes family-owned firms, small businesses, new firms, and financial, accounting, and other organizations that provide services to entrepreneurial and small firms. Special attention is given to the unique opportunities encountered by these firms and to the way general business principles and strategies can be adapted to make them applicable in this environment.

The sports marketing concentration addresses the use of sports to market goods and services. The successful sports marketer must understand business principles and have a strong sense of the value of marketing programs to athletes, teams, leagues, and organizations. The concentration presents a rigorous academic curriculum in such areas as licensing, sponsorship, sports law, and communications while paying close attention to industry practices and trends. Students who choose this concentration prepare for careers in team marketing, product licensing, sponsorship relations, event marketing, and league operations.

These concentrations are described under Majors in the Undergraduate School of Business section of the catalog.

Marketing Courses (MKTG)
199 Special Studies: [Topic] (1-5R)
360 Consumer Behavior [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.]
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 Marketing Communications (Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311 or 360 or instructor's consent)
430 Entrepreneurship (1) Techniques for discovering and evaluating new opportunities, developing appropriate business concepts, and acquiring needed resources, and managing the start-up and growth phases of the enterprise. Prereq: MKTG 311.
435 Venture Creation (1) Addresses advanced skills necessary for entrepreneurship and venture creation. Includes idea assessment, research, financial and feasibility planning, sales, and strategy. Prereq: MKTG 311.
440 Marketing Channels and Distribution (1) 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 sport 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.
451 Sports Marketing Communication (1) Publicity, public relations, advertising, use of celebrities, sales promotion, sales force involvement, Economic and public policy issues. Prereq: MKTG 450.
452 Sports Sponsorship (4) Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Prereq: MKTG 450.
453 Law and Sports Marketing (4) Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual properties law. Public policy issues. Prereq: MKTG 450.
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 sales development, organization, design, motivation, leadership, and performance analysis. Prereq: MKTG 311 or instructor's consent.
490 Marketing Strategy (4) Captures marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: ACCTG 213, MKTG 311, FIN 316, MGMT 321, DSC 335, and senior standing.
503 Thesis (1-16R) P/N only. Prereq: instructor's and department head's consent.
401 Research: [Topic] (1-21R) Prereq: instructor's and department head's consent.
402 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.
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.
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.
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.
Preparing Educators for the 21st Century

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. The U.S. News and World Report ranks the College of Education in the top ten percent of graduate schools in the United States. Faculty members contribute their nationally recognized research, teaching, and service activities to create an environment of professional excellence in education and social services for the next century. Along with a diverse and accomplished faculty, students 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, the educational environment, and college resources produces graduates who are prominent in their fields as practitioners, educational researchers, kindergarten through twelfth grade, and college teachers, administrators, and policymakers.

Whether it is to obtain an initial degree or teaching license, earn an advanced degree, or increase professional effectiveness, the College of Education offers a range of options and opportunities to students who want to pursue their individual interests and achieve their personal and professional goals.

The College of Education contains three academic departments: the Departments of Applied Behavioral and Communication Sciences, Educational Leadership, Technology, and Administration; and Special Education and Community Resources. The college houses four research and outreach centers and institutes that support the college's mission: the Center for Advanced Technology in Education, the Center on Human Development, the Institute for the Development of Educational Achievement, and the Institute on Violence and Destructive Behavior.

Admission

The College of Education follows university policy in its admission procedures, as described in the Admissions and Graduate School sections of this catalog. Students transferring to the university from other institutions must meet university entrance requirements. Specific programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the program. Prospective students are urged to check admission requirements in the department or program area in which they intend to enroll.

Financial Assistance

Scholarships. Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Andrea Wiggins, Office of the Dean, 102 Education Building telephone (541) 346-1568. 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. Jobs for graduate teaching fellows (GTFs) are available through Terri Williams, Office of the Dean, telephone (541) 346-5173.

Information about financial assistance is listed in specific program application materials. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid, 260 Oregon Hall.

Academic Programs

Diane D. Bricker, Associate Dean
(541) 346-0807

The College of Education offers state-approved bachelor's, master's, and doctoral degrees and professional development programs. Often, in concert with academic degree programs, departments offer programs leading to state licensure for employment in Oregon public schools. These licenses are conferred by the state Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licenses for teaching personnel 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. The state of Oregon has reciprocal administrative, elementary, middle and secondary, English for speakers of other languages, music education, integrated licensure, special education, early childhood, elementary, middle-secondary, early intervention, and communication disorders, counseling psychology, school psychology, and management.

The College of Education offers a fifth-year teaching license program in middle secondary with possible endorsements in language arts, social studies, biology, chemistry, integrated science, second language, and mathematics. The middle-secondary teaching license program is described in the Educational Technology, Leadership, and Administration section of this catalog.

The college encourages students who are interested in secondary teaching to earn a major in the subject they want to teach and a minor in special education, which will provide applied opportunities in middle and high schools and facilitate understanding the teaching of diverse learners.
More information on careers in secondary teaching is available from the Office of Academic Advising and Student Services, 164 Oregon Hall. Students interested in the graduate teacher-education program in music education should consult the School of Music section of this catalog.

Research and Outreach Services
Larry K. Irvin, Associate Dean
(541) 346-0730
102 Education Building

The College of Education’s four research and outreach centers or institutes—approved by the Oregon University System—generate between $12 and $18 million annually to support efforts to answer some of the major questions facing educators. Each center or institute has defined operating principles and houses grants and contact activity related to its mission.

Center for Advanced Technology in Education
Lynne Anderson-Inman, Director
(541) 346-6467
220 Rainier Building

The Center for Advanced Technology in Education (CATE) is dedicated to investigating and promoting the use of advanced technology in education. CATE seeks to: (1) promote efficient worldwide exchange of information about the use of advanced technology in education; (2) promote and support research on issues and interventions related to the use of advanced technology in education; (3) promote and support training and outreach efforts to enhance the knowledge and skills of educators, students, and parents about the use of technology in education; and (4) generate and disseminate media and materials that enhance understanding about current and future applications of advanced technology in education.

CATE actively collaborates with the Oregon Department of Education and school districts around the state to provide professional development and technical assistance related to technology planning and the use of technology for instruction.

CATE houses the National Educational Computing Association, which annually sponsors the nation’s largest technology-in-education conference, the National Educational Computing Conference. CATE provides administrative support to faculty members in the College of Education who have research grants or projects involving technology in education. Affiliated UO organizations that share CATE’s mission are described below.

Center for Electronic Studying
Lynne Anderson-Inman, Director
(541) 346-6467
220 Rainier Building
http://coes.uoregon.edu/

The Center for Electronic Studying explores and evaluates computer-based study strategies for enhancing literacy, study skills, and academic performance. The center conducts major research projects funded by grants from the U.S. Department of Education, the National Endowment for the Humanities, and the Oregon Department of Education. Research projects include (1) Project ASSIST, a model demonstration project focused on the development, implementation, and evaluation of a program for teaching computer-based study strategies to postsecondary students with learning disabilities; (2) the Anza Multimedia Project, a materials development and research effort centered on the construction and evaluation of web-based study environments for the purpose of promoting historical inquiry; and (3) the inTIME Project, a model demonstration project researching the efficacy of a classroom-based, networked note-taking system designed to enhance the academic achievement of immigrant students with limited English proficiency. The center conducts outreach workshops and presentations in Oregon and other states with an emphasis on promoting research to practice. The center offers research practitioners and opportunities for independent study and has positions for graduate assistants and work-study students.

ERIC Clearinghouse on Educational Management
Philip K. Viele, Director
(541) 346-5043 or -2329
106 Agate Hall

The Educational Resources Information Center Clearinghouse on Educational Management (ERIC/CEM) 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, CEM/CERI was located at the university since June 1966. ERIC/CERI monitors, acquires, indexes, and abstracts literature pertaining to educational administration. By processing this literature for announcement through the ERIC system and by producing research-analysis publications, the clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research-analysis products help synthesize what is most current and topical in the literature within its scope.

ERIC/CERI’s scope includes all aspects of the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels as well as the provision of facilities for their operation. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, facility design, and equipment.

International Society for Technology in Education
David G. Moursund, Executive Officer
(541) 346-2401 or -3564
141 Education Building
http://www.iste.org

The International Society for Technology in Education (ISTE) was founded in 1979 to foster appropriate instructional use of interactive technology.

ISTE is the largest professional organization for computer educators at the precollege level. The nonprofit society has more than 7,000 members, and the more than forty state and regional organizations average 1,200 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
• maintain a strong geographical or regional affiliate membership to support and respond to grassroots efforts to improve the educational use of technology
• develop national standards for students and teachers


Media Literacy Online Project
Gary W. Ferrington, Director
(541) 346-3469

The Media Literacy Online Project provides teachers, student, parents, and producers with an informational resource collection related to the influence of media in the lives of children, youth, and adults.

Oregon Career Information System
Cheryl Buhl, Director
(541) 346-3872
(800) 495-1266

The Oregon Career Information System was established at the university and recognized by the Oregon State Board of Higher Education as an interagency consortium in 1971. Designated as the state’s career information delivery system by the Oregon Department of Education, it is a self-supporting, fee-based consortium of school districts, education service districts, colleges, public and private agencies, and private businesses. Its mission is to develop high-quality occupational and educational information, deliver it in a variety of formats to meet the needs of Oregonians, and assist in integrating the information into schools, social agencies, and businesses. Electronically delivered information is widely available in high school career centers, employment department field offices, community college career and counseling centers, and One-Stop Career Centers.

National Career Information System
Dan Erdmann, Director
(541) 346-3875

The National Career Information System develops software and information files that are useful when planning a career. These files and software, licensed to thirteen states and the New York City Board of Education, facilitate locating information about the local labor market and state or regional training opportunities. The national system is developing multimedia tiles, Internet access to career information files, and software to help with resume writing and job interviews.
Center on Human Development
Hill M. Walker, Director
(541) 346-3591
Clinical Services Building, Third Floor
The Center on Human Development (CHD) is a university-affiliated program and a member of a national network of more than sixty such departmental and college programs. CHD's federally funded research, demonstration, training, and service activities are organized into several service centers. The Center is based at the University of Oregon, located on the UO campus, provides multidisciplinary services for the diagnosis and evaluation of neurodevelopmental disorders; genetic syndromes; and developmental difficulties. Management and coordination of care is provided for patients diagnosed with spina bifida, dietary and feeding difficulties. Clinic services are available for children up to twenty-one years of age.

Child Development and Rehabilitation Center
Robert E. Nickel, M.D., Clinical Director
(541) 346-3575
Clinical Services Building, First Floor
The Child Development and Rehabilitation Center of the Oregon Health Sciences University, located on the UO campus, provides multidisciplinary services for the diagnosis and evaluation of neurodevelopmental disorders; genetic syndromes; and developmental difficulties. Management and coordination of care is provided for patients diagnosed with spina bifida, dietary and feeding difficulties. Clinic services are available for children up to twenty-one years of age.

Early Childhood CARES and PACE
Judy Newman and Valerie Taylor Close, Codirectors
(541) 346-3568
1859 E. 15th Avenue
The Early Childhood CARES (Coordination Agency for Referrals, Evaluations, and Services) and PACE (Parent and Child Education) Options programs provide screening, evaluation, and eligibility determination for early intervention and early childhood—special education services; home-based early intervention; and parent-child education for preschool-age children with developmental disabilities; community-based early childhood special education for preschool-age children; feeding difficulties; and speech and physical or occupational therapy for children with mild to severe disabilities.

Specialized Training Program
Robert H. Horner, Director
(541) 346-5311
1761 Alder Street
The Specialized Training Program is a research and development group that develops, evaluates, and disseminates community-scale service systems for people with severe disabilities. Staff members secure federal and state grants that target four critical areas of community living.

• Vocational projects address employment options for people with severe disabilities.
  • Educational projects promote interdisciplinary collaboration and research.
  • 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
Jane Eyre McDonald, Director
(541) 346-3593
Clinical Services Building, First Floor
The Speech-Language-Hearing Center is a service, training, and research clinic that provides evaluations, treatment, and consultations for individuals with any type of communication disorder. The program meets the requirements for state teacher license, state professional licensure, and American Speech-Language-Hearing Association (ASHA) national professional certification. Clinical activities are supervised by certified speech-language pathologists and audiologists. School, community, and state practicum placements are available to graduate students.

Western Regional Resource Center
Richard W. Zeller, Director
(541) 346-5641
Clinical Services Building, Second Floor
The Western Regional Resource Center is one of six regional resource centers funded to collectively serve the United States, its territories, and the Bureau of Indian Affairs. A service and technical assistance project, the center is funded by the U.S. Department of Education Office of Special Education Programs to work with state special education agencies in Alaska, American Samoa, California, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington. The center helps states overcome persistent problems in providing high-quality, free, appropriate public education to children with disabilities.

Institute for the Development of Educational Achievement
Edward J. Kame'enui, Director
(541) 346-3562
Education Annex
The Oregon State Board of Higher Education established the Institute for the Development of Educational Achievement at the University of Oregon College of Education in 1984. The institute promotes and manages research and outreach activities related to the academic achievement of children and young adults.

The following objectives characterize the direction of the institute:

• Establish, promote, and sustain a culture and community of scholarship and collaboration at the university and in the state of Oregon to improve academic achievement of children and young adults.
• Serve as a primary resource for local school districts and educational service agencies, Lane County service agencies, and people of Oregon on matters related to academic achievement.
• Produce, collect, synthesize, and disseminate information about the academic achievement of children and young adults.

Graduate students participate in various institute activities as an integral part of their professional preparation. The following federally funded research, demonstration, training, and service projects are affiliated with the institute.

Behavioral Research and Teaching
George Sugai and Gerald Tindal, Codirectors
(541) 346-3560
230 Education Building
http://brt.uoregon.edu
The Behavioral Research and Teaching working group combines applied behavior analysis with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk for school and community failure. Research and professional development activities and projects focus on (1) school discipline, classroom management, and positive behavior support; (2) academic assessment from teacher-driven classroom practices to large-scale statewide accountability systems; (3) educating students with emotional and behavior disorders; (4) educating students with learning disabilities; (5) systems change and school reform; and (6) behavioral and instructional consultation. Research and personnel preparation opportunities are available for graduate students.

High School Equivalency Program
Emilio Hernandez Jr., Director
(541) 346-0882
16S9 E. 17th Avenue
The High School Equivalency Program is described in the Student Services section of this catalog.

National Center to Improve the Tools of Educators
Douglas Carnine, Director
(541) 683-7543
805 Lincoln Street, Eugene OR 97401
The center's mission is to provide publishers and developers with information about the attributes of high-quality educational tools (print materials, electronic media, and computer software). The center also helps develop market demand for educational tools by participating in activities that advocate for their development and use.

Proficiency-based Admission Standards System Project
David T. Conley, Director
(541) 346-5799
11 Susan Campbell Hall
This project is developing a new approach to admitting students to institutions of higher education. The approach uses clearly specified statements of the knowledge and skills that students must master to be accepted into any of Oregon's
seven baccalaureate-granting institutions. Beginning fall 2001, freshman students will be admitted to institutions in the Oregon University System based on their demonstrated proficiency in six content areas and nine process areas.

Secondary Special Education Transition Research Group
Michael R. Benz, Michael D. Bullis, K. Bridget Flannery, Andrew S. Halpern, Cynthia M. Herr
(541) 346-3585 or -1408
175 Education Building

Programs in this research group are aimed at high school-aged special education students who are preparing for the transition into adult communities. The research group attempts to build bridges between special and regular education around this concept of transition. The Youth Transition Program develops and evaluates collaborations between special education and vocational rehabilitation programs. A second program: teaches high school students how to engage successfully in self-directed transition planning. A third program addresses the transition of severely emotionally disturbed and adjudicated youth.

Youth Enrichment and Talented and Gifted Programs and Services
Marjorie DeBuske, Director
(541) 346-3184
170 Education Building

Youth Enrichment and Talented and Gifted Programs and Services provide summer and academic year learning experiences to children and youth and their families. These programs increase the college's and university's leadership role and capacity to respond to the needs of children and youth by providing services that support and enhance kindergarten through twelfth grade school programming. Programs assist parents, educators, and service providers in their efforts to encourage students to develop academic and intellectual potential. The objective of the programs is to enrich education and social-emotional growth; counsel, diagnose, consult, and provide family services; train teachers; disseminate information; and conduct research while providing outreach services connecting precollege youth with the University of Oregon. Undergraduate and graduate students participate in various field-based practicum experiences as part of their professional preparation.

Institute on Violence and Destructive Behavior
Hill M. Walker and Jeffrey R. Sprague, Codirectors
(541) 346-3892
Clinical Services Building, Third Floor

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 youth. Research, outreach, and community service projects focus on making schools and communities safer. The Peace Studies Program is affiliated with the institute, which provides an opportunity for students to connect their academic coursework with research and community action.

Substance Abuse Prevention Program
Miki Mac, Program Coordinator
(541) 346-4135 or -3397
180 Esslinger Hall

The OIC Substance Abuse Prevention Program offers a series of courses, conferences, workshops, and practicum experiences in the intervention, treatment, and prevention of substance abuse. The program has three goals:
- Address substance abuse and related social problems in Oregon and the nation
- Focus on, make accessible, and facilitate the delivery of expertise related to substance misuse, and abuse
- Provide resources and support services to individuals who respond to positive prevention and/or intervention strategies

For more information, call the office.

Facilities, Organizations, and Services

Academic Support and Student Services
Dianne L. Ferguson, Director
(541) 346-2491
111 Education Building

The College of Education academic support and student services office maintains undergraduate and graduate student records and offers advising for degree and licensure completion. Information about licensure is available in 113 Education Building, telephone (541) 346-3528. Address questions about student records, graduate degree process, and undergraduate advising to the director.

DeBusk Memorial Center
(541) 346-3418
135 Education Building

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Department of Applied Behavioral and Communication Sciences. The center was named in honor of the pioneering work of B. W. DeBusk, who taught at the university from 1915 to 1937. He skillfully integrated findings from psychology, medicine, and education in diagnosing learning and behavior problems. The center continues this interdisciplinary approach. Its purposes are to provide assessment and counseling to a wide range of clients.

Graduate students at the master's, doctoral, and postdoctoral levels participate with faculty and clinic supervisors in various programs as an integral part of their professional preparation.

Community Internship
(541) 346-4351
170 Education Building

This service-learning program offers opportunities for students to volunteer in educational or community settings. The program fosters leadership and social responsibility, and it promotes skill acquisition in problem-solving, communication, conflict resolution, community building, and collaboration.

Five field experiences are offered in public schools, outdoor education, human services, mentorship, and leadership development. Students can choose among more than 800 field placements to complement their academic goals and gain practical and academic experience. During the first term, students take a seminar-discussion course in conjunction with a minimum of thirty hours of field experience.

Public school field placements exist in kindergarten through twelfth grade in Eugene, Springfield, and Bethel school districts and in the High School Equivalency Program. Human-service field placements exist in more than 150 human-service or public agencies in Eugene, Springfield, and vicinity.

Leadership development experiences combine a community service project with observation of a community leader at work. Students choose from a variety of leaders in occupations ranging from politics or government to social service, social justice, and education.

Mentorship opportunities exist wherein student mentors serve as role models and provide at-risk youth with positive recreational and educational experiences.

Outdoor education counseling placements offer a unique experience in which students teach environmental awareness to elementary school children in a camp setting. Many camps offer outdoor-learning activities to youth with learning or developmental disabilities.

Oregon School Study Council
(541) 346-1397

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern. 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 director, who is appointed by the dean of the college.

Technology Education Center
Terry Kneen, Coordinator
(541) 346-1670

The College of Education's Technology Education Center houses Macintosh and Windows-based microcomputers, general production software, a preview collection of education titles, and scanning, color laser printing, and multimedia production equipment. Training workshops and consulting services are provided to students and faculty members. The center is open weekdays and some evening hours.

The center's computers are networked to college servers, university mainframes, and the Internet. Students may sign up for an Internet electronic-mail account and a modem account for remote access; use the OU library's on-line card catalog;
Undergraduate Studies

The College of Education offers three undergraduate programs of study—two majors and a minor. Educational studies majors and communication disorders and sciences majors may earn a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The bachelor of education (B.Ed.) degree program is inactive. 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

Kathleen Jungjohann, Coordinator
(541) 346-5521
275 Education Building

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 the 14 credits in approved electives.

Careers. The special education exceptional-learner program offers an undergraduate minor for students who plan to pursue a career in education, want to work in homeschooled settings with individuals who have disabilities, or seek knowledge about people with special needs. The minor in special education provides students 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 two courses—including either Foundations of Disability I (SPED 411) or Introduction to Exceptionalities (SPED 430)—with grades of mid-B or better. Students apply to the department and are assigned a minor adviser, who helps plan a course of study. Applications are available in the special education office.

Minor Requirements (24 credits)

Core Requirements 10 credits
Seminar (SPED 407) ........................................ 1
Practicum (SPED 409) .................................. 3
Foundations of Disability I (SPED 411) ............ 3
Introduction to Exceptionalities (SPED 430) ....... 3

Electives 14 credits
Students select courses from special education (SPED), communication disorders and sciences (CDS), and other areas related to special education (e.g., music in special education).

See the Special Education and Community Resources section of this catalog for course listings.

Communication Disorders and Sciences

Marilyn A. Nippold, Director
(541) 346-5501
135 Education Building

The undergraduate communication disorders and sciences (CDS) major culminates in either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The program is preprofessional, preparing students for graduate training.

Program Objectives. The goals of the undergraduate CDS program are to provide students opportunities to

1. Study the humanities and sciences with specific reference to normal spoken and written 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 disorders over the life span
6. Study assessment procedures specific to evaluation of speech-language-hearing disorders
7. Acquire basic knowledge and skills necessary for successful intervention with speech-, language-, and hearing-impaired individuals
8. Acquire and apply knowledge, skills, and competencies to work with speech-, language-, and hearing-impaired individuals of varying social, cultural, linguistic, and socioeconomic backgrounds
9. Learn and apply interpersonal and professional skills

Curriculum. The undergraduate curriculum requires 45 credits in the program.

Admission. Students may request admission to the major in communication disorders and sciences after they have completed at least 90 credits of course work. Students must also undergo a departmental speech-language-hearing screening test.

Students who are 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 with 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 they begin the required practicums.

Communication disorders and sciences courses are listed in the Applied Behavior and Communication Sciences section of this catalog.

Educational Studies

(541) 346-2518
170 Education Building

Faculty members from the College of Education's three departments contribute to educational studies and are listed in their home departments.

The major in educational studies addresses the growing educational needs of our state and nation. The major prepares educators as professionals working in community service agencies or as licensed teachers with several endorsements. The major's licensure option is preprofessional and is not intended as a terminal program even though students receive a bachelor's degree. To be eligible for a teaching license, students must be accepted into and complete a yearlong graduate program in the Department of Educational Leadership, Technology, and Administration.

Admission

Students are admitted to the educational studies major for fall term each year. Application materials must be received in the educational studies office by January 13 for admission the subsequent fall term. Applicants are notified of admission decisions in writing on or before March 1.

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 can waive any of the admission requirements if there is 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 55 credits that include the two college composition courses for the university writing requirement, 8 credits in each of the three general-education groups—arts and letters, social science, and science. The 16-credit premajor core must be completed with a cumulative GPA of 2.75.

Application Procedures

Students seeking admission to the educational studies major must declare an option at the time of application. The options are family and community services or integrated licensure. Application forms are available in the educational studies office. The option in learning systems technology is not offered.

Application Materials

1. College of Education application for the educational studies major
2. Three letters of recommendation—at least one from a college or university instructor and one from someone who has supervised the applicant's work with children. The letters need to 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 option must submit evidence of passing all the sections of the California Basic Educational Skills Test (CBEST) or the Preprofessional Skills Test (PPST). Test information and applications are available in the Testing Office, 238 Student Health Center, or in the college licensure office

Transfer Students

Transfer students should talk with an advisor in the College of Education about the transfer process. Students transferring to the University of Oregon apply to the UI Office of Admissions and are accepted as premajors if they meet the
Advising
Advising for educational studies premajors is available in the educational studies office and from College of Education peer advisers. Group advising meetings are held each term to assist students in program planning. At other times, students can schedule individual meetings with the educational studies director, the educational studies academic adviser, or peer advisers. Once admitted to the program, educational studies majors are assigned a College of Education faculty adviser.

Course Substitution
In some cases students may submit a petition to substitute another course for a required one. Petitions are available in the college office. Students must document that the proposed substitute 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 Undergraduate Instructional Committee or its designee.

Program of Study
Lists of premajor core courses and programs of study for each of the options are available in 170 Education Building. The curriculum is also available on the College of Education's World Wide Web site.

Course work for the educational studies major is in four categories: (1) university general-education requirements, (2) educational studies premajor core, (3) educational studies core, and (4) professional study in the option. All educational studies majors take the premajor and core courses. Recommended and required general-education and professional educational course work varies by option.

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 must complete course work in each of the three general-education groups (arts and letters, social science, and science) as well as the other university requirements described under Bachelor's Degree Requirements in the Registration and Academic Policies section of this catalog.

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 2.5 or better.

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.

Professional Options
Professional courses are typically taken during the junior and senior years.

Family and Community Services Option
Many of today's families are unable to cope with such serious problems as poverty, substance abuse, child abuse, domestic violence, and juvenile delinquency. The family and community services option is designed for students who want to help children, youth, and families learn proactive ways to confront the problems in their lives. Working in noneducation and community settings, program graduates provide services that support children and families and help them develop and enhance their abilities to live in today's complex world. As part of this program, students gain a broad understanding of learning and intervention, professional communication, prevention, and agency policy and practices.

Careers. Graduates find work as counselors, case workers, employment and vocational specialists, group workers, and residential care providers in child protection services, juvenile justice, corrections, mental health, and drug and alcohol rehabilitation and treatment. Some pursue graduate study in the areas of education, social work, or counseling psychology.

Integrated License Option
The integrated license option seeks to prepare a new type of educator. Unlike traditional students in a specific discipline or area of education, individuals completing the integrated license option are (1) thoroughly prepared through interdisciplinary experiences, (2) able to serve the full range of students in elementary schools, and (3) capable of delivering a diversified curriculum to accommodate individual differences.

The integrated license program culminates with a year of graduate study leading to a master of education (M.Ed.) degree through the Department of Educational Leadership, Technology, and Administration. Students who complete their undergraduate studies in integrated licensure are formally reviewed for admission to the graduate program using a set of established criteria.

Careers. Students who complete the integrated license option of the educational studies major at the University of Oregon are recommended for an integrated teaching license with endorsements in early childhood–elementary special education and in elementary education following completion of the fifth year of studies and field experiences. Students may choose a third endorsement area during the year of graduate study.

Educational Studies Courses (EDST)
111 Educational Issues and Problems (4)
Examination of specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

114 Communication Using Computers (4)
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 (4)
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 (4)
Examination of the foundations of learning and intervention in a wide range of social systems including schools, families, and both commercial and social organizations.

213 Applications of Learning and Intervention (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 (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 (4)
Theories and policies on the organization and reform of educational and service systems. Emphasis on the individual, family, and organizational movements of the 21st century. Majors only.

312 Introduction to Educational Research (4)
Use of research to inform practice in human-service professions. The literature review process: identifying relevant literature, evaluating research reports, synthesizing findings. Majors only.

313 Evaluation for Decision-Making (4)
Types and characteristics of measures. Approaches to evaluating individuals and programs. Trends and issues in measurement and evaluation in human services. Majors only.

328 Healthy Families (2) Graded only. Examines child development within the context of families and society from an ecologic perspective. Focuses on healthy parenting at different developmental stages.

329 Child-Family Issues and Resources (4)
Graded only. Reviews childhood problems from a developmental framework, including child abuse, hyperactivity, and delinquency. Discussion of assessment techniques and intervention procedures.

330 Individual and Group Interventions I (4)
Strategies and interventions that enhance growth and change in individuals and families. Interventions range from specific individual techniques to strategies with small-group and family units. Majors only.

399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–15R)
402 Supervised College Teaching (1–6R)
403 Thesis (1–15R)
404 Internship: [Topic] (1–15R)
405 Reading and Conference: [Topic] (1–15R)
408 Special Problems: [Topic] (1–16R) Recent topics are Junior Field Studies, Senior Field Studies. Prereq: instructor's consent. Majors only.
407/507 Seminar: [Topic] (1–5R) Recent topics include Families in Crisis and Professional Issues I, II, III.
408/508 Workshop: [Topic] (1–18R)
409 Practicum: [Topic] (1–18R) P/N only. Current topics include Integrated Licensure I, II, III.
410/510 Experimental Course: [Topic] (1–5R) Current topics include Audio Design, Computer Applications in Reading and Writing, Computer-Assisted Instruction.
430/530 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change within organizations. Interventions include facilitation, networking, supervision, and consultation. Prereq: EDST 330. Majors only.
433 Senior Project (2) P/N only. Special research or development project investigating and drawing conclusions about some aspect of the agency's activities. Prereq: instructor's consent. Majors only.
440/540 Physical Education for Diverse Learners (3) Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.
441/541 Early Childhood and Preadolescent Development (3) Examines typical and atypical development in preschool, school-age, and preadolescent children with particular emphasis on implications for teaching.
442/542 Curriculum and Teaching Design (3) Curriculum frameworks, organizing schemes, and approaches used throughout public education. Strategies for designing or developing curriculum content for maximally diverse groups of students.
443 Content, Reading, and Writing Methods (3) Key concepts, curriculum materials, and strategies for teaching social studies, science, and health in heterogeneous classes. Integration of reading and writing strategies into content areas. Majors only.
446/546 Mathematics Instructional Principles and Procedures (3) Specific procedures for designing and delivering mathematics instruction in heterogeneous classrooms. Application of empirically validated procedures in field-based settings.
471/571 Family Role in Effective Schooling (3) Focuses on school and family collaboration to increase inclusion and community membership for students with diverse learning needs and various cultural and socioeconomic backgrounds. Not offered 1999–2000.
491, 492, 493 Professional Practices (2, 2, 1) Examines issues and behaviors associated with being a community services professional. Sequence. Coreq: practicum.

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**Education Courses (EDUC)**

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R) Drinking Decisions is a current topic.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–18R)
402 Supervised College Teaching (1–6R)
403 Thesis (1–18R)
404 Internship: [Topic] (1–18R)
405 Reading and Conference: [Topic] (1–18R)
406 Special Problems: [Topic] (1–16R) Majors only.
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–18R)
409 Practicum: [Topic] (1–18R) P/N only.
410/510 Experimental Course: [Topic] (1–5R) Current topics include Drugs in Society, Families, Family Violence; Street Drugs, Crime and the Law.
503 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] (1–16R)
605 Reading and Conference: [Topic] (1–16R)
606 Special Problems: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R) Recent topics include Analysis of Teaching, Beyond School Effectiveness, Curriculum for the Gifted Child.
Research on Teaching and Learning, Technology in Instruction, Practicum in Foreign Language Teaching, Second Language Reading and Writing, Bilingual and Multicultural Education, Technology in Instruction—Computers, and Technology in Instruction—Presentation Media.
608 Workshop: [Topic] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–15R)
611 Master's Project (3)
655 Final Field Experience (12) Provides full-time teaching practice with handicapped and other diverse learners. Prereq: EDST 451/551, 452/552, EDUC 609 Practicum: Integrated Licensure II.
701 Internship: [Topic] (1–16R)
705 Reading and Conference: [Topic] (1–16R)
706 Special Problems: [Topic] (1–16R)
707 Seminar: [Topic] (1–5R)
708 Workshop: [Topic] (1–16R)
709 Practicum: [Topic] (1–16R)
710 Experimental Course: [Topic] (1–5R)

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**Applied Behavioral and Communication Sciences**

**Larry K. Irvin, Department Head**
(541) 346–5501
135 Education Building

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**Communication Disorders and Sciences Faculty**


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**Counseling Psychology Faculty**

About the Department

Programs in the Department of Applied Behavioral and Communication Sciences produce professionals in the disciplines of communication disorders and sciences, counseling psychology, and early intervention. Professionals are trained to effectively and collaboratively identify, treat, and prevent a variety of educational, social, psychological, and communicative disorders in children, adolescents, and adults. Through education and training, students gain the skills to interpret and apply scientific information from the behavioral sciences in general, and from their discipline in particular, to professional practice. As an integral part of their education, students learn how to conduct research and contribute to the knowledge base of their disciplines.

Communication Disorders and Sciences

The CDS bachelor's degree program is described in the College of Education Undergraduate Studies section of this catalog. The Communication Disorders and Sciences program offers master's and doctoral degrees. The program offers all the courses required for the American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech-language Pathology. Students may also complete course work that makes them eligible for an Oregon teaching license in speech impaired by special classes. All applicants must 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 practicum and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 250. Applications for admission and program brochures with more detailed information are available from the Communication Disorders and Sciences Program office. All application materials must be received by January 15 for entry the following September. See the Graduate School section of this catalog 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 and apply knowledge, skills, and competencies necessary for work with individuals of all ages and of varying social, cultural, linguistic, and socioeconomic backgrounds who are at risk for or who demonstrate communication disorders. The communication disorders and sciences program offers master of arts (M.A.) and master of science (M.S.) degrees. The M.A. requires the equivalent of two years of study. A planned program for the master's degree must be filed with the CDS program secretary. The master's degree program in communication disorders and sciences allows a student to select one of three professional options, each targeting a different population or setting: (1) early intervention, (2) public school, or (3) clinical populations. Master's degree students must complete undergraduate prerequisites, the core course work, and practicums in a specialization.

Students who have fulfilled at least the undergraduate prerequisites typically spend two full-semester academic years and one or two summer sessions completing their degrees. All work applicable to a program of study must be completed 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

A list of curriculum requirements is available from the program's graduate secretary. 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
Counseling Psychology

Graduate Studies

The Counseling Psychology Program offers master's and doctoral degrees. The program's faculty also provides a variety of courses to College of Education and university programs. The doctoral program is the only counseling psychology program in Oregon that is accredited by the American Psychological Association, and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners.

The Counseling Psychology Program is an ecological view, trains psychologists to work in contexts as well as with individuals and groups within those contexts. Students learn to consider human-behavior cognitions and emotions as interactive processes rather than centered within the individual, and they learn to use preventive as well as remedial intervention strategies. Counseling interventions occur at every level, from that of the individual to that of political, familial, and community. One goal is to prepare counseling psychologists who can assess and intervene in the contexts where human problems emerge.

Students in counseling psychology participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with individual children and adults, families, groups, and communities. The doctoral program in counseling psychology, which follows a scientist-practitioner model of training, prepares psychologists who can make a significant contribution to the field through scholarly research and professional practice. Training experiences may be obtained on campus at the DeBakey Memorial Center or training and research clinic associated with the Department of Applied Behavioral and Communication Sciences; university research institutes; agencies in the community; or nonprofit research institutions.

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 3 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 research. Every doctoral student must complete and submit a dissertation, earning 18 credits in Dissertations (CDS 603), that demonstrates the ability to conduct independent and original research.

Supervised College Teaching, Practicum, and Classroom Instruction (9 credits)

Three credits of Practicum: Supervision (CDS 609) and 6 credits of classroom instruction

Professional Service (3 credits)

Professional service course work, which is tailored to the student, may be approved by a departmental faculty member to develop competency in areas such as administration of service programs, clinic administration, cross-disciplinary activities, and professional presentations.

The doctor of education (D.Ed.) degree program in communication disorders and sciences is inactive.

Licensure Opportunities

Students seeking an Oregon teaching license in communication disorders must obtain the following:

1. Undergraduate degree or equivalent in communication disorders and sciences
2. Formal admission to the CDS master's degree program
3. Passing scores on
   a. Preprofessional Skills Test (PSPST) or 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
4. Approved program leading to Teacher Standards and Practices Commission (TSPC) licensure.

The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in a master's degree in CDS. The TSPC may have additional requirements that applicants must complete before a teaching license is issued.

Questions about the licensure process may be directed to the college licensure office.

Applied Behavioral and Communication Sciences
processing skills that facilitate the description, explanation, and prediction of behaviors.
2. Are competent in the design, implementation, and evaluation of procedures for facilitating the growth of individuals, children, families, groups, and organizational systems.
3. Are knowledgeable of the developmental and intervention sciences with respect to:
   a. Scientific methods in psychology relevant to conducting original research.
   b. Familiarity with science-based findings that define the best practices of a domain of expertise in counseling psychology.
4. Respect the dignity and worth of the individual, strive for the preservation and protection of human rights, and do so with concern for the best interests of clients, colleagues, students, research participants, and society.

Ph.D. Degree Requirements: 155 credits
Psychological foundations ................................ 27
Research competencies ...................................... 41
Practitioner competencies .................................... 43
Professional competencies .................................... 9
Elective seminars ............................................. 15
The M.Ed. and D.Ed. programs in counseling psychology are inactive.

Early Intervention Program
Graduate Studies
The Early Intervention Program is guided by a transactional philosophy that emphasizes the interactive nature of child-environmental exchanges and the importance of such exchanges to children's developmental progress. This philosophy permeates the early intervention personnel preparation programs that include master's and doctoral degrees as well as state-approved teaching licensure in Oregon. Early intervention students are offered a cohesive program of study that balances classroom theory with field-based practice. The goal is to prepare a range of personnel who are experts in dealing with at-risk or disabled infants, toddlers, and preschool children and their families.

Careers. Graduates with master's degrees can work as interventionists, program coordinators, or directors in a variety of community-based settings for young children and their families. Students who obtain early intervention teaching licensure are also eligible for public school teaching positions. Graduates with doctoral degrees can fill early-intervention leadership roles, including teaching positions in institutions of higher education or research positions in research centers or institutes.

Application and Admission. Applications for admission are available from the department's academic secretary or by writing to the department. Completed applications for fall term are due by February 1 for students seeking doctoral degrees and by February 15 for those seeking master's degrees. Applicants are evaluated on the completeness and appearance of their application file, previous academic records, experience with young children, career goals, and letters of recommendation.

Master's Degree Program
The Early Intervention Program offers a master of science (M.S.) degree in special education: early intervention. The master's degree program requires that students complete core education courses, early-intervention core courses, and an associated field-based practicum; they must also meet program competencies. Specific course and practicum requirements are available from the departmental academic secretary. Students typically complete the program in four to five terms.

Doctoral Degree Program
The special education: early intervention program leading to a Ph.D. provides advanced training and preparation for four important leadership roles: program developer and evaluator, policy developer and evaluator, instructor in higher education, and applied researcher. The program requires a 130 credits of coursework and practicum. Including a minimum of 18 credits in College of Education core research courses. Students typically complete the program in three to four years. Financial assistance is available.

Licensure Opportunities
Students may obtain state teaching licensure in early intervention—early childhood special education in conjunction with the special education: early intervention master's degree. A description of the licensure program is in the Special Education and Community Resources section of this catalog.

Communication Disorders and Sciences Courses (CDS)
165 Beginning Sign Language (4) Introduction to deaf culture, expressive and receptive communication skills in ASL.
405 Reading and Conference: [Topic] (1-3R) R when topic changes.
407/507 Seminar: [Topic] (1-3R) R when topic changes.
409 Practicum: [Topic] (1-3R) A recent topic is Observation. R when topic changes. Prereq: faculty approval. McDonald.
510/510 Experimental Course: [Topic] (1-6R) Graded only.
442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.
443/543 Acoustics of Speech (4) Graded only. Acoustic measurement and analysis of sound production and reception in human communication.
444/544 Clinical Phonetics and Phonological Awareness (4) Graded only. Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and cases of phonology.
450/550 Introduction to Language Development (4) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.
457/557 Fundamentals of Audiology (4) Anatomy and physiology of hearing and vestibulat systems; causes, types, and symptomatology of hearing impairment.
459/559 Audiological Rehabilitation (4) Rehabilitation of hearing impairment; use of amplification, auditory training, and assistive listening devices; psychosocial aspects of hearing impairment. Prereq: CDS 458/558.
460/560 Developmental Disorders in Communication (4) Graded only. Explores growth and developmental disorders that cause or contribute to child and adult speech, language, fluency, and auditory impairments.
461/561 Structural Disorders of Communication (4) Graded only. Explores physical problems that cause or contribute to child and adult speech, language, and auditory impairments.
462/562 Neurogenic Disorders of Communication (4) Graded only. Explores neurologic disorders that cause or contribute to child and adult speech, language, voice, and auditory impairments.
503 Thesis (1-15R) P/N only.
505 Research [Topic] (1-10R) P/N only.
506 Supervised College Teaching (1-9R)
509 Dissertation (1-15R) P/N only.
505 Reading and Conference: [Topic] (1-3R) R when topic changes.
506 Special Problems: [Topic] (1-15R) R when topic changes.
507 Seminar: [Topic] (1-3R) R when topic changes. Topics include Dysphasia, Multicultural Issues in Communication Disorders and Sciences, Professional Ethics.
508 Workshop: [Topic] (1-15R) R when topic changes.
509 Practicum: [Topic] (1-9R) R when topic changes.
610 Experimental Course: [Topic] (1-5R) R when topic changes.
625 Final Supervised Field Experience (1-15R) Diagnostic and treatment experience in the public school setting. R once for maximum of 30 credits.
652 Theory and Remediation of Articulation and Phonology (3) Advanced study of articulation and phonological differences and disorders in children and adults. Includes delayed speech development, testing techniques, therapy materials and procedures, and current research findings.
653 Later Language Development (3) Acquires students with normal language development in school-age children and adolescents.
654 Theory and Remediation of Language Disorders in Adults (3) Diagnosis and treatment of speech and language disorders resulting from intracranial pathology or the aging process.
655 Stuttering (3) Focuses on contemporary issues in stuttering and other fluency disorders. Discusses and critically evaluates current theories and research findings.
656 Voice Science and Disorders (3) Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

657 Augmentative Procedures for Communication Disorders (3) Recent advancements in design, development, and use of systems supplemental to vocal speech and language.

658 Diagnostic Procedures for Communication Disorders (3) Analysis of major instruments, procedures, and materials used in conducting diagnostic work in cases of communication disorder; nonstandard assessment techniques; organizing diagnostic data and writing clinical reports.

659 Theory and Remediation in Language Disorders in Youth (3) Intensive study of language disorders of children and adolescents; emphasis on contributions from linguistics, psychology, education, and learning theory. Prereq: CDS 652.

660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.


662 Introduction to Neuroanatomy and Neurophysiology (4) Graded only. Introduces functions and structures of the central and peripheral nervous systems. Provides a foundation for diagnosis and treatment of neurogenic communication and cognitive disorders.


664 Service Delivery in Medical Settings (3) Graded only. Reviews managed-care and service-delivery models in hospital and community medical settings. Designed to help students be competitive in job market. Prereq: CDS 663.

665 Early Language Disorders: Assessment Intervention (3) Graded only. Focuses on child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.

666 Congenital Syndromes and Communication (3) Graded only. Covers congenital syndromes and identification, assessment, and treatment of organically based speech, language, and hearing disorders. Reviews basics of medical genetics, embryology, and multiculturalism.

670 Special Problems: [Topic] (1-16R) R when topic changes.

677 Seminar: [Topic] (1-5R) R when topic changes.

678 Workshop: [Topic] (1-16R) R when topic changes.

679 Practicum: [Topic] (1-16R) R when topic changes.

680 Experimental Course: [Topic] (1-5R) R when topic changes.

Counseling Psychology Courses (CPSY)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R) Career alternatives. Emphasis on career decisions and self-awareness, social and psychological characteristics of work, nonwork activities, and the importance of work to lifestyle.

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] (1-21R) P/N only

410/510 Experimental Course: [Topic] (1-5R)

431/531 Counseling Interview (3) Experience-based skill development for counseling in a variety of human service settings. Emphasis on acquiring a practical, integrative framework for counseling.


503 Thesis (1-16R) PIN only

504 Research: [Topic] (1-16R) P/N only

602 Supervised College Teaching (1-5R) P/N only

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

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

607 Special Problems: [Topic] (1-16R)

618 Intake Interview and Assessment (3) PIN only.

622 Advanced Counseling Psychology in Counseling (3) Selection and administration of instruments and procedures for generating personality and career assessment reports. Emphasizes the integration of assessment into the intervention planning process. Prereq: CPSY 621.


638 Research in Counseling (3) Critical evaluation of major research themes in counseling psychology (e.g., social influence model, effectiveness of psychotherapy), and discussion of advanced research methods used in counseling research. Not offered 1999-2000.

641 Behavior Change: Beginning Counseling Skills (3) Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors: instructor's consent.


643 Community Preventive Intervention (3) Research and practice involving community intervention designed to prevent mental and physical health problems. Includes health promotion, work-site interventions, school and community prevention programs. Prereq: CPSY 642.

644 Group Intervention (3) Theory of and research about effectiveness of group therapy. Technical methods for leading psychotherapeutic groups, with emphasis on generic models of interpersonal process in group therapy. Prereq for nonmajors: instructor's consent.

645 Advanced Individual Counseling Intervention (3) Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning. Prereq: CPSY 641.

652 Advanced Child-Family Intervention (3) Provides advanced supervised training in implementing interventions with children and families. Includes intakes, assessments, brief interventions, and/or family therapy. Prereq: CPSY 642. R twice for maximum of 9 credits.

663 Advanced Community Preventive Intervention (3R) Reviews recent and current community preventive intervention programs. Examines the latest interventions and their specific individual components. Combines didactic and experiential field studies. Prereq: CPSY 663. R twice for maximum of 9 credits.

665 Supervision and Agency Administration (3) Principles, methods, and ethical practice of psychotherapy clinical supervision. Theory of and research about models of counselor professional development. Review of supervision process and outcome research.


704 Internship: [Topic] (1-15R)

706 Special Problems: [Topic] (1-16R)

708 Special Topics: [Topic] (1-16R)

709 Practicum: [Topic] (1-16R)
Special Education–Early Intervention Courses (SPEI)

405 Reading and Conference: [Topic] (1-18R) Graded only. Provides opportunity to develop advanced intervention skills to use with young children who are at risk or disabled, and with their families.

406 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.

407 Seminar: [Topic] (1-5R) R when topic changes.

409 Practicum: [Topic] (1-15R) P/N only. A recent topic is experience with Young Children with Disabilities. R when topic changes.

503 Thesis (1-9R) P/N only

505 Reading and Conference: [Topic] (1-16R) R when topic changes.

506 Field Studies (1-6R) P/N only

507 Seminar: [Topic] (1-5R) A recent topic is Research: Design. R when topic changes.

508 Workshop: [Topic] (1-10R) R when topic changes.


601 Research (1-6R) P/N only. Provides opportunity to develop intervention skills to use with young children who are at risk or disabled, and with their families.

602 Supervised College Teaching (1-9R) P/N only. Squires.

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

604 Final Supervised Field Experience (1-15R) P/N only

605 Foundations in Early Childhood and Early Intervention (3) Graded only. Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

606 Early Intervention Methods I (1-3) Graded only. Focuses on advanced methods in early intervention including special handling and management techniques.

607 Early Intervention Methods II (1-3) Graded only. Provides opportunity to use with young children who are at risk or disabled, and with their families.

608 Early Intervention Methods III (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.

609 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.

610 Experimental Course: [Topic] (1-5R) Graded only. R when topic changes.

611 Final Supervised Field Experience (1-15R) P/N only

612 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.

613 Curriculum in Early Childhood and Early Intervention (3) Graded only. Presents a range of curricular materials covering the developmental range from birth to six years. Discusses procedures for use and for modification.

614 Issues in Early Intervention (2) Graded only. Provides opportunity to develop intervention skills to use with young children who are at risk or disabled, and with their families.

615 Interdisciplinary Teams (2) Graded only. Provides opportunity to develop intervention skills to use with young children who are at risk or disabled, and with their families.

616 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.

617 Early Intervention Methods I (1-3) Graded only. Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

618 Early Intervention Methods II (1-3) Graded only. Provides opportunity to develop effective intervention skills to use with young children who are at risk or disabled, and with their families.

619 Early Intervention Methods III (1-2) Graded only. Focuses on advanced methods in early intervention including special handling and management techniques.

620 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.

621 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.

Educational Leadership, Technology, and Administration

Philip K. Piele, Department Head
(541) 346-5171
124 Education Building
5267 University of Oregon
Eugene OR 97403-5267
http://darkwing.uoregon.edu/~delta

Faculty


Gerald Tindal, professor (consultation, assessment program evaluation, applied behavior analysis), B.A., 1975, Ph.D., 1982, Minnesota. (1964)

The Department of Educational Leadership, Technology, and Administration offers master's and doctoral degrees in educational policy and management and state-approved programs for basic and standard licensure of administrators and superintendents and of middle-secondary teachers.

Careers: Graduates of the department are qualified for a variety of positions. These typically include principalships and supervisory positions; specialists in technology and curriculum; teaching and administrative positions in middle and secondary schools and at the college level (community colleges, four-year colleges, research universities, and international agencies); consulting positions with school districts; research positions in management, leadership, educational policy, and teaching and teacher education; and international education and development.

Application and Admission. The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about licensure and degree programs may be obtained from the director of graduate studies. Information about admission to graduate study is available from the department secretary.

Master's Degree Program
The department offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in educational policy and management. The following areas of specialization are available:
1. Foundations of education—law and governance, history of education, sociology of education, politics of education, models of schooling, equity and diversity in education, economics of education, comparative education
2. Higher education—adult learning theory, student services, higher education finance, higher education administration, kindergartens through grade sixty-nine system articulation, sociology of universities and community colleges
3. Instructional leadership—standards-based schooling, curriculum and instructional design, teacher education, curriculum-design alignment, learning strategies, middle-secondary subject matter
4. School management and organization of education—school restructuring, organizational leadership, staff development, personnel evaluation, management information systems, strategic planning
5. Technology in education—computers in education, communication using technology, media literacy
6. Learning assessment and system performance

Doctoral Degree Programs
The Department of Educational Leadership, Technology, and Administration offers two doctoral degrees: a D.Ed. and a Ph.D. The D.Ed. program, which emphasizes the development of expertise in professional practice, is intended for individuals who want careers as administrators, staff developers, curriculum specialists, or professors of education specializing in the preparation of educators. The Ph.D. degree program emphasizes the development of expertise in educational research. It is intended for individuals who want careers as researchers in educational organizations or as professors of education with a specialization in research.

Both doctoral degree programs attract a diverse group of United States and international students. The programs share several distinctive features:
1. Professional licenses and endorsements can be earned in such areas as special education, teaching English as a second language, and reading
2. Students can add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university
3. Internships are offered in the college's research institutes and teacher and administrator preparation programs as well as in various community settings

Doctoral students focus their studies in a specialization area and within that specialization in several areas of concentration chosen by the student with the guidance of a faculty advisor. The specializations and their areas of concentration are described under Master's Degree Program in this section of the catalog.

The doctoral programs follow the general regulations governing graduate work at the university. These regulations are stated in the Graduate School section of this catalog.

D.Ed. Degree Requirements
A minimum of 72 graduate credits is required for the D.Ed. degree. Of these, at least 72 credits must be earned after admission to the program. Eighteen of these 72 credits must be taken in the degree programs; the remaining 54 credits may be earned in such areas as special education, teaching English as a second language, and reading.

2. Students can add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university.
Students must pass a comprehensive examination and complete a dissertation project, which involves the use of existing research and knowledge to directly inform or improve professional practice.

Residency. The residency requirement can be fulfilled by (1) three consecutive terms of full-time study on campus or (2) three consecutive terms of full-time study on campus on Wednesdays. Registration for 9 credits a term constitutes full-time study.

Ph.D. Degree Requirements
In addition to the 72 credits required in the D.Ed. program, students in the Ph.D. program take a minimum of 18 credits in disciplinary or interdisciplinary cognate fields outside the College of Education. Examples of cognate fields are economics, political science, sociology, anthropology, and public policy. Internships, graduate research assistantships, and graduate teaching fellowships are designed to develop knowledge and skills in formulating and conducting research, writing research reports, and teaching at the college level.

Students must pass a comprehensive examination and complete a dissertation project that is informed by theory and research and that makes a substantial contribution to the research literature on the problem selected for investigation.

Residency. The residency requirement is fulfilled by six consecutive terms of full-time study on campus; summer sessions may be excluded. Registration for 9 credits a term constitutes full-time study.

Licensure and Endorsement Opportunities

Administrator Licensure
Nancy L. Golden, Director
(541) 346-5185
Administrative Licensure Programs, College of Education, 5267 University of Oregon, Eugene OR 97403-5267

Oregon requires administrators in public schools (superintendents, assistant superintendents, and designee personnel) to hold administrative licenses. The University of Oregon offers planned programs of study leading to the initial and continuing licenses for administrators and superintendents.

Initial Administrator License
This twelve-month, cohort program prepares students for the initial administrator license, issued by Teachers Standards and Practices Commission. The initial administrator license may be issued to an applicant who complete the 26-credit program and (1) has a master’s degree from an accredited college or university approved to offer teacher education, (2) provides documentation of at least three years of successful licensed experience, (3) earns a score of at least 630 on the Praxis Examination of Educational Leadership, Admission to the program is limited and is based on the applicant’s academic work, recommendations, writing sample, and professional goals. The program begins in July, and admission decisions are made in early spring. Candidates can earn a master of education (M.Ed.) degree at the UO by taking additional course work and completing a terminal project.

Continuing Administrator-Initial Superintendent Licensure Program
This program prepares students for continuing building and program administration—preparatory through grade 12—and for initial school district superintendent assignments. Students who complete the UO basic or initial administrator licensure programs are automatically admitted to the continuing administrator program. Application can be made to the program if the applicant completed a basic or initial administrator program at another institution. Applicants to the continuing program must (1) have a master’s degree, (2) hold an Oregon basic or initial administrator license, and (3) submit a completed application, including recommendations, transcripts, and a goal statement. Students in the continuing administrator licensure program, if qualified, can be admitted to the doctor of education (D.Ed.) degree program.

Continuing Superintendent Licensure Program
Students who have completed the basic superintendent or continuing administrator program at the University of Oregon are automatically admitted to the continuing superintendent program. Application can be made to the program if the applicant completed a basic superintendent or continuing administrator program at another institution. Applicants to the continuing superintendent program must (1) have a master’s degree, (2) hold an Oregon basic superintendent or continuing administrator license, and (3) submit a completed application including a test score, recommendations, transcripts, and a goal statement. Students in the continuing superintendent licensure program, if qualified, can be admitted to the D.Ed. degree program.

Administrators and additional information about administrator licensure programs may be obtained from the director.

Middle-Secondary Teaching
Marilyn Olson and Meredith “Mark” Gall, Codirectors
(541) 346-1360
124 Education Building
Middle-Secondary Teaching Program, College of Education, 1215 University of Oregon, Eugene OR 97403-1215

The Department of Educational Leadership, Technology, and Administration offers a graduate program leading to a master’s degree in education with an Oregon middle-secondary teaching license in language arts, mathematics, science (biology, chemistry, integrated science, physics), second languages (French, German, Japanese, Latin, Russian, or Spanish), or social studies. A teaching license in music is available through the School of Music. Information about teaching license eligibility or reciprocity with in a particular state is available from the college licensure office.

Students are admitted to the program during spring term and are encouraged to attend full time beginning summer session and continuing through the next spring term. Within this time frame, licensure requirements are fulfilled and the student is prepared for employment the next school year. Through partnerships with local middle and high schools, the program provides opportunities each term for site-based practical experience. The program culminates with a full term of supervised student teaching. Those who complete the program are qualified to teach in middle, junior, and senior high schools.

Applicants to the program should have (1) an undergraduate degree in one or more of the endorsement areas with a GPA of 3.00 or higher, (2) passing scores on the PIST, MSAT, and Praxis specialty tests, (3) an interest in working with youth, and (4) a strong commitment to education as a profession.

Information about the programs and application materials are available on the Department of Educational Leadership, Technology, and Administration website.

English for Speakers of Other Languages (ESOL)
(541) 346-1497
124 Education Building

The ESOL and the ESOL-bilingual add-on endorsement programs prepare teachers to serve students who enter the public school system with a native language other than English. Course work and field experiences develop teachers’ skills in (1) providing primarily native-language instruction, (2) providing instruction in a sheltered English program, (3) providing instruction in a bilingual program, (4) assessing ESOL students’ language and academic skills, and (5) serving as a resource to teachers of mainstream English-speaking classes to ensure successful transition of a child from a sheltered program to the mainstream program. Another goal of this endorsement program is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment rather than as a detriment to learning the English language.

Admission. The ESOL add-on endorsement and the ESOL-bilingual add-on endorsement are only available to teachers who hold a valid teaching license. Applicants who want to enter this program as postbaccalaureate or graduate students should call the UO Graduate School, (541) 346-5129.

Program of Study
Before registering for Supervised Field Experience (EDUC 609), an applicant must meet with the ESOL program coordinator.

Option I (22-23 credits)
Option I leads to an ESOL add-on endorsement for in-service teachers of or for newly licensed teachers who wish to add this endorsement to their initial license.

Option II (22-23 credits)
Option II leads to a bilingual endorsement in addition to the ESOL add-on endorsement. The bilingual endorsement can not be earned without completing the ESOL endorsement. The bilingual endorsement verifies that the teacher is proficient in a second language, as assessed by the American Council of Teachers of Foreign Languages (ACTFL) oral-proficiency test and the appropriate PRAXIS subject test. The ACTFL standard for the bilingual endorsement is the high-intermediate level of proficiency as administered by a certified ACTFL examiner.
Applied Information Management

This program is described in the Continuation Center section of the catalog. See also, in the Graduate Studies section, Individualized Program: Applied Information Management.

The Department of Educational Leadership, Technology, and Administration contributes information management courses to the AIM Program.

Educational Leadership, Technology, and Administration Courses (ELTA)

199 Special Studies: [Topic] (1-5R)
405 Reading and Conference: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-4R) 
409 Practicum: [Topic] (1-21R) PIN only
410 Experimental Course: [Topic] (1-4R)

603 Dissertation (1-16R) PIN only
605 Reading and Conference: [Topic] (1-16R)

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The Department of Educational Leadership, Technology, and Administration contributes information management courses to the AIM Program.
Special Education and Community Resources

Robert H. Horner, Department Head
(541) 346-5521
275 Education Building
5261 University of Oregon
Eugene OR 97403-5261

Faculty

Richard W. Albin, senior research associate with title of associate professor (research design, programing and instruction, instructional technology).
Daniel Baker, research associate with title of assistant professor (behavior support, staff development, residential services).

Economics of Education (3) Role of education in the economy, economic growth, alternative hypotheses of economic impact of education, economic concepts applied to education.

Higher Education I: Governance and Organization (3) Institutional organization—case studies, institutional objectives, academic organization for instruction, research, and participation in governance; changing student roles; public services; general administrative functions and activities.

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.

History of Higher Education (3) The evolution of higher education in 19th and 20th century America. Examination of social contexts, conceptions of higher learning, institutional structures, professionalism, women's roles, academic freedom.

Methods of College Teaching (3) Reviews some prevailing concepts and suppositions about teaching and learning; examines a number of methods and techniques of college teaching. Not offered 1999-2000.

Best Workshop: [Topic] (1-16R)
709 Practicum: [Topic] (1-16R)
710 Experimental Course: [Topic] (1-5R)
Kenneth Viegas, associate professor emeritus. B.S., 1956, Oregon; M.S.W., 1965, California, Berkeley. (1967)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
Douglas Carnine, educational leadership, technology, and administration
Gerald Tindal, educational leadership, technology, and administration

About the Department
The Department of Special Education and Community Resources seeks to improve the quality and outcomes of education, employment, and community living for people with special needs and their families through teaching, research, and service.

Graduate Studies in Special Education
The department offers master's and doctoral degrees in school psychology, special education, special education: developmental disabilities, and special education: exceptional learner as well as a doctoral degree in special education: rehabilitation. Students interested in a doctoral degree can, with their adviser, develop an individualized program of study that focuses on interdisciplinary topics in special education and the community. In addition, the department has state-approved programs that lead to licenses and endorsements in early intervention and special education at the early childhood–elementary and middle-high school levels.

Applications for Admission
Applications for admission are available in the department office or by writing to the department. Students who are interested in more than one area of the Department of Special Education and Community Resources should indicate that on their admission applications, and their files will be reviewed by the relevant admission committees. Applications for summer session or fall term must be received by February 1 for doctoral applicants and by February 15 for master's applicants.

Careers
A serious shortage of special education professionals exists throughout the nation. Graduates of the university's academic programs find positions in the United States and abroad. These positions include teaching school-age and adult students, 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. The master's degree program prepares professionals to work as specialists and consultants in school programs that serve students with diverse learning needs (e.g., behavioral, academic, 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 fulfill a prerequisite 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 school districts, and other state educational agencies, and consultation positions in professional education. The licensure and endorsement programs prepare individuals to teach students with disabilities from birth to age twenty-one.

Master's Degree Program
Students can work toward a master or arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree in several areas of special education. For the M.A. degree, the candidate must demonstrate proficiency in a second language. For the M.Ed. degree, 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 a minimum of 45 credits of graduate work. A minimum of 20 credits make up the required core including an optional 3-credit master's project or a 9-credit thesis. Additional electives, selected in consultation with a faculty advisor, allow the student to focus on an area of interest. A licensure or endorsement can be earned concurrently with the master's degree. Students can complete the master's degree course of study in four to six consecutive terms.

Doctoral Degree Program
The department offers doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in three or four years. Financial assistance is available. The program uses a cohort model in which students begin in the fall term.

Licensure and Endorsement Opportunities
The Department of Special Education and Community Resources has redesigned the teacher education programs in special education to meet new licensure requirements of the Oregon Teacher Standards and Practices Commission (TSPC). These new licenses prepare teachers to work with the full range of students with disabilities at early intervention, early childhood–elementary or the middle-high school levels. The program prepares graduates to work in direct and indirect roles in standard classrooms as well as in resource, support, and community-based positions.

At the conclusion of the program, students who pass the PRAXIS tests germane to the licensure area are able to obtain a license in Early Intervention or the new Special Educator License at the early childhood–elementary or middle-high school levels.

Admission and Application
Applicants must meet general university requirements for graduate admission including a bachelor's degree and 3.00 grade point average (GPA). In addition, applicants must submit a formal department application including a statement of professional goals and experience, résumé, letters of recommendation, transcripts, scores from the Graduate Record Examinations or Miller Analogies Test or a transcript with 6 graduate credits of mid-B or better in a relevant field. Applicants must submit passing scores for the California Basic Educational Skills Test (CBEST) and have experience working with special populations. An introductory course in special education is required by some programs. Application and program information packets can be picked up or requested by telephone from the department office.

Early Intervention Licensure or Endorsement Program
Jane Kaplan Squires, Coordinator
(541) 346-2634

The Early Intervention Area offers basic and standard endorsements with options for an add-on (level I) endorsement or a stand-alone (level II) endorsement. The early intervention special education (EI) 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 22-credit add-on endorsement (EI I) or for an elementary or special education license or as a stand-alone endorsement (EI II).

Special Educator—Early Childhood–Elementary Licensure or Endorsement
Kathleen Jungjohn, Program Coordinator
(541) 346-1643

The goal of the endorsement and licensure program is to prepare special educators to work with students who have a variety of diagnostic labels (e.g., learning disabilities, at risk, behavior disorders, developmental disabilities, autism) in elementary schools. The program integrates theory and practice by synthesizing educational models from the research literature with empirically proven procedures. Program goals are met through course work and field experiences organized around a set of roles and tasks that reflect the range and variety of disabilities and provide a framework for students to link university-based work to school-based work. The immediate application of learning in an applied setting allows students to refine and improve their skills in real contexts. Many of the classroom used for practicum assignments participate in a variety of departmental research, innovation, and continuing professional development activities.
Students complete the program as a 48-credit add-on endorsement to an existing elementary or early intervention teaching license or as a 60-credit initial teaching license. Students can combine the program with a master's degree with the addition of at least 6 credits in required course work. Full-time students can complete the program in four to six terms.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 521</td>
<td>Special Education Reading Instruction</td>
<td>4</td>
</tr>
<tr>
<td>SPED 522</td>
<td>Special Education Mathematics Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 523</td>
<td>Reading and Writing in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>SPED 527</td>
<td>Classroom Assessment Procedures</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528</td>
<td>Proving Student Supports I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 529</td>
<td>Advanced Behavior and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 530</td>
<td>Special Education Mathematics Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 536</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPED 537</td>
<td>Foundations in Early Childhood and Early Intervention</td>
<td>3</td>
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</table>

**Additional Courses Required for an Initial Teaching License**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 511</td>
<td>Foundations of Disability</td>
<td>3</td>
</tr>
<tr>
<td>SPED 526</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>EDST 510</td>
<td>Physical Education for Diverse Learners</td>
<td>4</td>
</tr>
<tr>
<td>ELTA 601</td>
<td>Seminar (ELTA 601)</td>
<td>3</td>
</tr>
</tbody>
</table>

Ask the program coordinator about specific required seminars and practicums.

**Special Education-Middle-High School Licensure or Endorsement**

Cynthia M. Herr and K. Brigid Flannery, Program Coordinators

(541) 346-1410 or 2496

This licensure-endorsement program prepares teachers to work with the full range of disabilities in middle and high school settings. The program provides students with the knowledge, values, and skills they need to implement a broad-based approach to helping youth with disabilities succeed in middle and high school settings and to be better prepared for the transition from school to work opportunities and postsecondary education. The program emphasizes self-determination, skilled teaching, technology, and contextual learning as keys for helping youth achieve high levels of academic and occupational excellence. Students in this program take several courses with other university students who are preparing to be general secondary education teachers. This cross-disciplinary training provides opportunities for learning about the teaching partnerships necessary to help all youth succeed. The field-based experiences take place in middle and high schools that have diverse student groups, teaching styles, and organizational formats. Participants can take advantage of many other learning opportunities at the university (e.g., grants and research activities of faculty members) and surrounding community (e.g., local public and nonprofit service agencies and community businesses that work in partnership with local schools).

Students complete the program as an add-on endorsement to an existing secondary teaching license or as an initial teaching license.

**Graduate Studies in School Psychology**

The nationally ranked School Psychology Program offers master's and doctoral degrees and provides service courses to other College of Education and university programs. It is the only such program in the West and Northwest that is accredited by the American Psychological Association and approved by both the National Association of School Psychologists and the Oregon Teacher Standards and Practices Commission.

The program's main objective is to prepare problem-solving psychologists who can 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 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 School Psychology Program find positions in the United States and abroad. These positions include teaching at junior, preschool, training programs; consulting with teachers about 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.

**Application and Admission**

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the School Psychology Program. Students are admitted for fall term only.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) résumé, (4) a statement of purpose in seeking admittance, (5) an interview, (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 the doctoral programs must be received by February 15. Notices about the disposition of applications are mailed by March 15. For more information about the school psychology doctoral program, write or call Mark R. Shin, School Psychology Program, College of Education, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-2412.

**Master's Degree Program**

The 49-credit master's degree program leads to a master of arts, master of science, or master of education degree in school psychology. The program 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**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tr>
<td>Required</td>
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<tr>
<td>Electives</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
</tr>
</tbody>
</table>

Psychological and educational foundations of school psychology

Theory-based courses in areas such as learning, instructional design, human development, biological psychology, individual differences, and social and multicultural foundations of school psychology. Assessment, assessment, and research

Theory and application of measurement, assessment, statistics, and research design

Methods of school-based intervention

Methods of intervention and consultation with behavior and instructional problems

Professional school psychology

Professional practice of school psychology, including law and ethics

Application of research skills

Experiences leading to completion of the master's thesis or doctoral dissertation

Practicum experiences

Courses and applied experiences in school and clinical settings

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 a 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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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

Internship

Supervised college teaching

**School Psychology Courses (SPSY)**

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<tr>
<td>405</td>
<td>Reading and Conference</td>
<td>1-21R</td>
</tr>
<tr>
<td>406</td>
<td>Special Problems</td>
<td>1-21R</td>
</tr>
</tbody>
</table>
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-21R)
409 Practicum: [Topic] (1-21R)
410/510 Experimental Course: [Topic] (1-5R)
503 Thesis (1-16R) PIN only
601 Research: [Topic] (1-16R) PIN only
602 Supervised College Teaching (1-5R) PIN only
603 Dissertation (1-16R) PIN 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)
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 statistical and elementarv inferential statistics for examining the relation between two quantitative or qualitative variables using selected computer applications. Prereq: undergraduate statistics or educational psychology course or equivalent.
618 Statistics in Education I (4) Covers descriptive statistics and elementary inferential statistics for examining the relation between two quantitative or qualitative variables using selected computer applications. Prereq: PSY 617.
619 Statistics in Education II (4) Covers between-subject and within-subject effects in analyses-of-variance designs using selected computer applications. Prereq: PSY 618.
620 Research Design in Education (3) The validity of experimental and quasi-experimental designs is explored with a focus on the control and partitioning of variability. Prereq: PSY 619.
626 Final Supervised Field Experience (1-15R) PIN only. Prereq: instructor's consent. Limited to students in school psychology program for basic endorsement for an Oregon license.
629 History and Systems of Psychology (3) Reviews the foundations, procedures, and heuristics of historical and modern approaches to psychology. Other topics include women in psychology and relationships between science and practice.
630 Play Development and Assessment (3) Explores issues related to development and assessment of play skills in young children: development of play, strategies for assessing play, current research.
642 Social Psychology of Education (4) Theory and research of social psychology applied to relationships between educators, classroom group processes, and organization development in schools.
650 Developmental Psychopathology (3) Overview of descriptive psychopathology in childhood. Covers phenomenology, etiology, development, and prognosis of major psychological disorders in childhood.
651 Attention Deficit Hyperactivity Disorder (3) Not offered 1999-2000.
661 Principles and Practices In School Psychology (4) Theory, role, and function of school psychology in its relation to learning and the school setting.
671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.
673 Functional Assessment: Low-Incidence Populations (4) Content and methods of educational and behavioral assessment procedures to support the education of students with low-incidence disabilities and those at risk for developmental delays. Prereq: PSY 672.
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.
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.
682 Behavioral Consultation (3) Use of behavioral-change strategies and the delivery of these services via a consultation model. Students conduct behavioral consultation with school personnel. Prereq: knowledge of the principles of applied behavior analysis.
704 Internship: [Topic] (1-15R)
706 Special Problems: [Topic] (1-16R)
709 Practicum: [Topic] (1-16R)

Special Education–Developmental Disabilities Courses (SPED)
198 Workshop: [Topic] (1-21R) R when topic changes.
405 Reading and Conference: [Topic] (1-21R) R when topic changes.
406 Special Problems: [Topic] (1-21R) R when topic changes.
407/507 Seminar: [Topic] (1-5R) R when topic changes.
408/508 Workshop: [Topic] (1-21R) R when topic changes.
409 Practicum: [Topic] (1-15R) R when topic changes.
503 Thesis (1-9R) PIN only
601 Research: [Topic] (1-6R) PIN only, a current topic is Research with Infants, Toddlers, and Preschoolers Who Are At Risk and Disabled.
602 Supervised College Teaching (1-9R)
603 Dissertation (1-16R) PIN only
605 Reading and Conference: [Topic] (1-16R) R when topic changes.
606 Special Problems: [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, Proseminar, Research Issues in Early Intervention. R when topic changes.
608 Workshop: [Topic] (1-10R) R when topic changes.
609 Practicum: [Topic] (1-16R) Current topics are Adult Services, College Teaching, Experience with Young Children with Disability Conditions, Developmental Disabilities, Program Evaluation. Students with Severe Disabilities, Supervising Teachers of Students with Severe Disabilities.
610 Experimental Course: [Topic] (1-5R) R when topic changes.
Addresses adult communication and management strategies.

Special Education–Exceptional Learner Courses (SPED)
198 Workshop: [Topic] (1-21R)
405 Reading and Conference: [Topic] (1-21R)
406 Special Problems: [Topic] (1-16R)
407/507 Seminar: [Topic] (1-5R) Topics include Behavior Disorder Issues, Identification and Assessment, Mental Retardation, Physical Disabilities.
408/508 Workshop: [Topic] (1-21R)
409 Practicum: [Topic] (1-21R) Recent topics include Special Education, Handicapped Learner, Talented and Gifted.
410/510 Experimental Course: [Topic] (1-5R) 411/511 Foundations of Disability I (3) Categorical and cross-categorical survey of information about exceptional children and youth. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.
421/521 Special Education Reading Instruction (4) Instructional procedures for designing and delivering reading instruction to special education students. Includes emergent literacy, assessment, primary and intermediate decoding and comprehension strategies, and monitoring progress. Prereq: introductory special education course.
422/522 Special Education Mathematics Instruction (3) Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.
423/523 Reading and Writing in Content Areas (3) Focuses on reading and writing strategies for low-performing students in general-education curriculum. Identifies key ideas of content-area subjects such as social studies, science, and health. Prereq: SPED 421/521.
426/526 Behavior and Classroom Management (4) Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.
427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes.
430/530 Introduction to Exceptionalities (3) Examines issues related to disability and services available in schools and in the community for individuals and families.

431/531 Introduction to Learning Disabilities (3) Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service delivery models.

436/536 Advanced Behavior and Classroom Management (3) Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments. Prereq: SPED 426/526.

450/550 Facilitating Secondary Mainstreaming (3) Examines issues relevant to mainstreaming secondary students with mild disabilities and research on the effectiveness of various mainstreaming practices.

470/570 Introduction to the Talented and Gifted (3) Major theoretical and research literature pertaining to talented and gifted students.

471/571 Underachieving Gifted Children (3) Definition, identification, causes, and dynamics of underachievement; alternative education programs and programming.

480/580 Providing Student Support (3) Activities and content emphasize supports needed by all learners. Focuses on provision of three kinds of support: behavioral and emotional, communication, and physical and medical.

488/588 Professional Practices (1-3R) Helps students critically assess their field work and to integrate field work and course work in the wider context of the school experience. Coreq: practicum or field experience.

503 Thesis (1-9R) P/N only

601 Research: [Topic] (1-6R) P/N only

602 Supervised College Teaching (1-9R)

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

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

606 Field Studies: [Topic] (1-6R)

607 Seminar: [Topic] (1-5R) Recent topics include Behavior Disorders, Doctoral Pedagogical Foundations, Doctoral Research Foundations, Doctoral Special Education Issues, Supervision I, II, III.

608 Workshop: [Topic] (1-10R)

609 Practicum: [Topic] (1-16R) Topics include: Classroom Consultation, College Teaching, Research, Supervision, I, II, III; Supervision: Talented and Gifted.

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

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.

632 Collaborative Educational Planning (3) Collaborating to (a) identify unique needs of individuals with disabilities and establish legally correct, educationally useful individualized education programs (IEPs), and (b) use knowledge of effective interventions to meet needs. Prereq: SPED 628 or equivalent.

655 Supervised Field Experience (5-12R) P/N only. Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.


662 Foundations of Disability II (3) Overview of special education and disability-studies issues; social construction of disability, personal and family experiences and perspectives; service systems that support individuals with disabilities. Prereq: SPED 611/511.

664 Multi-Method Inquiry in Education (4) Systematic inquiry to generate information that allows effective professional decision-making. Collaborative investigation of a problem of practice.

665 Qualitative Research in Education I (3) Focuses on the knowledge tradition of interpretive inquiry and qualitative methods as applied to educational research. Performance of qualitative research study.

666 Qualitative Research in Education II (3) Focuses on applying qualitative research methods to special education and disability issues. Prereq: SPED 665.

667 Single-Subject Research Methods I (3) Basic strategies used in applied special education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.

668 Single-Subject Research Methods II (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPED 667.

675 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.

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 the organization and management of community organizations; includes discussions of theory and issues related to managing nonprofit organizations.

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.

706 Special Problems: [Topic] (1-6R) R when topic changes.

707 Seminar: [Topic] (1-5R)

708 Workshop: [Topic] (1-6R)

709 Practicum: [Topic] (1-6R)
School of Journalism and Communication

Timothy W. Gleason, Dean

Faculty


Duncan L. McDonald, professor (journalism education and administration, news-editorial); vice president for public affairs and development. B.S., 1966, Ohio, M.S., 1972, Oregon. (1975)


Courtesy


Emeriti


The date in parentheses is the end of such 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 journalism in one of six specialized areas: advertising, communication studies, electronic media, 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 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 outside the School of Journalism and Communication. Of those, 94 credits must be in courses from the College of Arts and Sciences. A maximum of 49 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about the practice of mass communication and its effects. They study the role of communication media in society, the history of journalism, visual aspects of communication, the ethics of media practices, new communication technologies, 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.

The school's faculty members are scholars and researchers who combine academic background with professional experience in their teaching fields. Among them are former copywriters, designers, and advertising-agency executives; newspaper reporters and editors; public-relations executives; broadcast journalists; communication researchers; and magazine writers and editors. The faculty exerts its influence beyond the confines of the university campus through scholarly publication, consulting, and through numerous textbooks and trade books in such areas as advertising, language skills, reporting, interviewing, information gathering, media criticism, political communication, public-relations writing, graphic arts, and magazine writing.

Many students are active in campus affairs, working for the campus daily newspaper, the university's radio stations, 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, National Association of Black Journalists, National Broadcasting Society, Public Relations Student Society of America, and Society of Professional Journalists. Internships are often available at newspapers, magazines, broadcast stations, advertising agencies, public-relations offices, and video-production firms.

Preparation. The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Prospective students also benefit from the study of mathematics, statistics, computers, and second languages. 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 should have basic computer skills such as keyboarding and a familiarity with word-processing and desktop-publishing programs. 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 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 the school's benefactor. Fully equipped laboratories are provided for writing, editing, advertising, graphic design, electronic media, and photography. In 1997 the school opened the Carolyn S. Chambers Electronic Media Center, which provides video and audio production facilities; and the John L. Hulteng Student Services Center, consolidating academic advising services for journalism and communication students. Current files of newspapers and trade publications are maintained in the Willis S. Dunway Journalism Resource Center. 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 houses an extensive collection of the literature of journalism and communication.

Scholarships. Scholarships ranging from $500 to $3,000 are available through the School of Journalism and Communication with the support of endowments and contributors. Applications are available in the school's Hulteng Center.

Student Loans. Interest from two small endowment funds enables the School of Journalism and Communication to provide short-term or emergency loans to journalism majors. For more information, inquire at the dean's office.

Student Services

Information about admission and degree requirements, advising materials, and sample programs is available in the Hulteng Center, 101 Allen Hall. The assistant dean for student services is in 101B Allen Hall.

Undergraduate Studies

The role of the school's undergraduate program is to provide students with the skills and techniques they need to become educated users and professional disseminators of the written and spoken word.

Premajor Admission

New students planning to major in journalism enter the university as premajors and do not need to meet any special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism faculty adviser, who assists in planning the student's course of study. In the fall term, these assignments are made at a meeting of new undergraduate students during Week of Welcome. At other times, students may go to the Hulteng Center to request assignment to an adviser.

Peer advisers and school staff members can help plan programs, answer questions, and track progress toward admission as a major and toward graduation. Students should check with an adviser at least once a year to ensure that requirements are being met. The director of undergraduate advising for the school is the assistant dean for student services.

A university student in another major may switch to journalism premajor by submitting a Request for Admission in the form available in the Hulteng Center. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.50 for all work at the University of Oregon.

Premajor Program

Students must complete the school's core curriculum. This consists of four courses: The Mass Media and Society (T 201), Information Gathering (T 202), Writing for the Media (T 203), and Visual Communication for Mass Media (T 204).

Premajors must take the core courses for letter grades and earn a GPA 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 (T 101) prepares students to take the Language Skills Diagnostic Test (LSDT), a prerequisite for J 103. The LSDK is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSDK only twice. The journalism faculty suggests that students take J 101 first.

Premajors may not take most 300- and 400-level journalism courses.

Laboratory courses with controlled enrollment are open only to majors or to students with instructor's consent.

Admission as a Major

Courses needed to meet the school's major requirements will be offered within six academic-year terms to students who are admitted to the major by the beginning of their junior year.

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, news-editorial, and public relations, students must attain a cumulative GPA of at least 2.50 for all work done at the University of Oregon. For the communication studies area, they must attain a cumulative GPA of at least 2.00 for all work done at the University of Oregon.
3. Earn a passing score on the Language Skills Diagnostic Test (LSDT)
4. Complete the school's core curriculum (T 201, 202, 203, 204) with an overall GPA of 2.00 in core courses
5. Develop a plan of study with the help of the student's adviser. This plan is a required part of the application for admission; course work specified in the plan must be completed for approval to graduate
6. A student's GPA is a major factor in the admissions decision. Students with a UO GPA lower than required should consult the assistant dean for student services about their potential for admission.

Applicants are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the student in all requirements listed above and other materials that applicants must submit, including a personal statement. The committee has the option of waiving any of the five requirements listed above if other evidence of a 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 student with a college GPA below 2.50 to apply for premajor status. To be admitted to major status, transfer students must...
6. The school accepts equivalent courses taught in English translation for major credit by these foreign-language departments or the University of Oregon School of Journalism and Communication, which fulfills these requirements.

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 (ACET/MEC) 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 49-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 UO.
5. Students cannot take more than 49 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., take 180 credits to accommodate as many as 53 credits in journalism).
6. The school accepts equivalent courses taught at other colleges to meet the UO requirements for the School of Journalism and Communication.

Transfer students who want to discuss the transfer policy may consult the assistant dean for student services.

Major Requirements

Majors must meet the UO 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 45 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division.
2. Satisfactory completion of at least 131 credits in academic fields other than journalism.
   a. At least 94 of those credits from the College of Arts and Sciences.
   b. No more than 8 credits in courses whose subject codes do not belong to an academic department of the university (e.g., HDEV) may be applied to the 131 credits.
   c. A student who graduates with 180 credits must take no more than 49 credits in journalism, including transfer credits.
3. Upper-division breadth requirement:
   a. Satisfactory completion of two courses chosen from Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), Journalism and Public Opinion (J 394), International Communication (J 396), Communication Ethics (J 495).
   b. Satisfactory completion of one course selected from Issues in Media Systems (J 411), Issues in Media Criticism (J 412), Telecommunication Policy (J 415), Broadcast Communication and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World Development Communication (J 455), International Journalism (J 492), Media Management and Economics (J 497).

Majors who specialize in communication studies may not use J 411 or 412 to fulfill the breadth requirement.

4. A cumulative UO GPA of 2.50 or better—2.00 or better for journalism: communication studies majors.
5. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism and Communication.
6. Satisfactory completion of at least one of the following academic-program specialized areas including course prerequisites:
   a. Literature courses taught in a second language that are taken as part of a student's program of study in that language.
   b. Courses treating film as literature, which must have a significant reading and writing component.
   c. 8 credits in history.
   d. 8 credits in economics.
   e. 8 credits of course work in each of three subject codes in the College of Arts and Sciences that have not been used to satisfy requirements 1 through 3 above. Eligible subject codes are listed in the current Survival Guide available in the Hulting center or from a student's advisor.

Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements.

Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.

Definitions, Limitations, and Policies

Literature courses include:
1. Courses taught by the Department of English and the Comparative Literature Program.
2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments in the schedule of classes.
3. Introduction to the Humanities I, II, III (HUM 101, 102, 103) and Internship (J 404).

Grades. Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). Grammar for Journalists (J 101) may be taken P/N.

Minor in Communication Studies

The School of Journalism and Communication offers a minor in communication studies, which gives students an overview of the role of communication in society. The minor requires 24 credits, of which 15 must be upper division.

Students who want to minor in communication studies should declare the minor in the school's Hulting center. Students may submit petitions to apply other courses to the minor.

Required Course (4 credits)

The Mass Media and Society (J 201)

Elective Courses (20 credits)

Choose from the following courses: Women, Minorities, and Media (J 320), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), Journalism and Public Opinion (J 394), Media Research and Theory (J 395), International Communication (J 396), Telecommunication Policy (J 415), Survey of the Document (J 416), Public Broadcasting and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World
The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $5,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by 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 to meet 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 3.0. 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 1100. In exceptional cases an applicant with a lower score may be admitted conditionally.
3. A 750- to 1,000-word essay describing the applicant’s academic and career goals.
4. An up-to-date résumé.
5. A portfolio, including work samples 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. Four hours of research in courses.
8. A graduate thesis (9 credits in 650) approved and supervised by a faculty committee.

Application deadlines are January 15 for doctoral applicants and March 1 for master’s degree applicants.

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.

Evaluation of Progress. All graduate students’ programs are examined by the school’s graduate affairs committee during progress toward the degree.

Requirements for Graduation
A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.

Master’s Degree Program
Candidates for the M.A. or M.S. degree in journalism must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher.

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.

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Master’s Degree Program
Candidates for the M.A. or M.S. degree in journalism must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher.
Program Requirements
The 46-credit professional program includes:
1. Introductory course work taken during the first summer that provides a foundation for more advanced study.
2. Mass Communication and Society (J 613)
3. Course work in one of the option areas described below. Courses are selected by the student in consultation with an adviser to meet the student's professional objectives.
4. A final professional project.

Advertising Management Course Work
1. Four courses selected from Advertising Research (J 545), Advertising and Society (J 546), Advertising Campaigns (J 548), Advertising Strategy (J 551), Public Relations Problems (J 553), Media Management and Economics (J 597)
2. Three graduate-level elective courses offered by the School of Journalism and Communication in addition to course work. Other graduate-level courses may be included with adviser's consent.

Other Graduate-Level University courses may be included with adviser's consent.

News-Editorial Course Work
1. At least four courses selected from News Writing (J 562), Specialized Reporting (J 563), Newspaper Design (J 564), Reporting III (J 567), Advanced News Editing (J 568), The Journalistic Interview (J 583), Creative Nonfiction LLI (J 635, 636), Writing the Nonfiction Book (J 638)
2. Five graduate-level elective courses offered by the School of Journalism and Communication in addition to course work. Other graduate-level university courses may be included with adviser's consent.

Creative Nonfiction Option
Candidates for a master's degree in journalism may specialize in creative nonfiction. Students electing this option must earn 46 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
Writing: Creative Nonfiction LLI (J 635, 636), taken during first year of study. 12
Journalism Workshop: Writing (J 608) 6
Mass Communication and Society (J 611) 3
Literature of Literary Journalism (J 631) 3
One 600-level course--e.g., Seminar Ethics (J 607) or Philosophy of Mass Communication (J 644)--selected from a short list approved by adviser or faculty member. 1
Capstone: Writing the Nonfiction Book (J 638), typically taken during second year of study. 4

Electives
Minimum of 7 credits.

University courses offered outside the School of Journalism and Communication selected in consultation with the student's adviser.

Terminal Project
Minimum of 6 credits.

Students register for Terminal Project (J 609) during the term in which research and writing for the project occur. Culmination of the creative nonfiction program requires writing that is noteworthy for its substance and its artistic quality. The student chooses a faculty member to supervise the research and writing of the terminal project. The topic must be approved by the adviser before work begins; a faculty committee oversees the project.

Candidates for the M.A. degree, but not the M.S. degree, must be proficient in a second language. Proficiency can be demonstrated either 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.

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 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.

Core Sequence.
Within the first three terms of study, the student must complete the core sequence of courses:
Experimental Courses: Faculty Colloquium (J 610), Proseminar I (J 640), Quantitative Research Methods (J 641), Quantitative Research Methods (J 642), Proseminar II (J 643).

Outside Field.
In close consultation with an academic adviser and the school's graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the 18-credit outside field may involve more than one outside department.

Methodological Tool Requirement.
Two methods courses, in addition to Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), taken within or outside the school.

Additional Seminars in Communication. At least three 600-level courses in the School of Journalism and Communication. Except for Seminar (J 607), J 601-610 do not count toward this requirement.

University Teaching. Ph.D. candidates must complete Teaching and the Professional Life Project (J 619). Appropriate teaching experiences are arranged following completion of the course.

Comprehensive Examination.
After course work is complete, the student, the graduate studies director, and the 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.

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 proposed dissertation topic is approved.

Journalism Courses (J)
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] (1-2R)
198 Colloquium: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
201 The Mass Media and Society (3) The various media of mass communication and their effects on society. Bye, Merkin, Stavitsky, Upshaw, Wanta.
202 Information Gathering (4) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, databases, sources, and interview methods. Bye, Gloason, Kessler, Ponder, Upshaw.
203 Writing for the Media (4) Introduction to the process and practice of writing for the several mass media channels. Discussion of rights and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test. Bassett, Kessler, Russia, Wanta, Wheeler.
204 Visual Communication for Mass Media (4) Theory and application of visual communication in newspapers, magazines, television, radio, advertising, and public relations. Matthews, Ryan, Wanta.
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. Gleason, Robinson, Russel, Stavitsky.
320 Women, Minorities, and Media (3) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Kessler, Merkin, Steves.
330 Introduction to Electronic Media (4) Introduction to aesthetic and technical elements, as well as professional issues, involved in communication through video, audio, and new applications of the moving image. Matthews, Sheriffs, Stavitsky, Upshaw. Majors only.
331 Television Field Production (4) Graded only. Introduction to techniques of single-camera field video production. Prereq: J 330. Matthews, Sheriffs, Majors only.
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. Frazer, Maxwell, Merskin, Sheehan.

341 Advertising Copy Writing (4) Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: J 340. Frazer, 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. Bivins.

351 Public Relations Writing (4) Preparation of style and structure with emphasis on campaign; research and testing: Frazer, Maxwell, Merskin, Sheehan.


359 International Communication (4) 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, Steeves.

360 Special Studies: [Topic] (1–5R) P/N only. R for maximum of 3 credits.

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, 203, typing ability. Gleason, Isaacs, Ponder, Wanta. Majors only.

364 Newspaper Editing I (4) Copyediting and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, layout, and processing of written and pictorial news material under time pressure. Prereq: J 361. Russian, Wanta. Majors only.

365 Photojournalism (3) Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photojournalism. Laboratory intensive and portfolio oriented. Gleason, Ryan. Majors only.

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. Bassett, Kessler, Wheeler. Majors only.


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.

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, Isaacs, Wanta, Wasko.


394 Journalism and Public Opinion (4) Formation, reinforcement, and change of opinions. The role of major social and political institutions with emphasis on the mass media of communication. Prereq: junior standing. Isaacs, Wanta.

395 Media Research and Theory (3) Theoretical models of mass communication based on systematic research. Application to a variety of journalism operations. The most-used communication research methods. Isaacs, Steeves, Majors only.

401 Research: [Topic] (1–9R) P/N only. R for maximum of 9 credits.

403 Thesis (1–9R) P/N only. R for maximum of 9 credits.

404 Internship: [Topic] (1–3R) P/N only. R for maximum of 3 credits.

405 Reading and Conference: [Topic] (1–9R) P/N only.

406 Special Problems: [Topic] (1–9R) P/N only


411/511 Issues in Media Systems: [Topic] (3R) Uses various approaches, such as political economy, legal, historical, institutional, and comparative, to study media systems. Prereq: J 312, Bybee, Gleason, Robinson, Sherriffs, Stavitsky, Upshaw, Wanta. R once when topic changes. Majors only.

412/512 Issues in Media Criticism: [Topic] (3R) Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Encompasses both social and aesthetic criticism. Prereq: J 312, Bybee, Gleason, Robinson, Sherriffs, Stavitsky, Upshaw, Wanta. R once when topic changes. Majors only.


417/517 Public Broadcasting and Culture (3) Comparative analysis of the structure and focus of public and commercial television. Prereq: junior standing. Sherriffs, Stavitsky.

418/518 Communication and Democracy (3) The role of communication in democratic theory. Special emphasis on implications of the changes in communication and communication technology for contemporary democratic practice. Prereq: junior standing. Bybee, Ryan.

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.


434/534 Advanced Television News (4) Special problems and opportunities for gathering, writing, editing, tape producing, and presenting the news for television broadcasting. Prereq: J 432/532. Stavitsky, Upshaw. Majors only.

435/555 Television Direction (4) Theory and techniques of television direction explored through group exercises and individual projects. Prereq: J 332, Sherriffs. Majors only.

442/542 Advertising Layout (4) Graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prereq: J 340, Ryan. Majors only.


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, Bybee, Gleason, Ponder.


446/546 Advertising and Society (3) Discussion and reading in the socioeconomics of advertising. The literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: junior standing. Bybee, Gleason, Ponder, Stavitsky.

447/547 Advertising Portfolio (4) Graded only. Capstone experience in conceptualizing and executing the creative aspects of advertising campaigns. Prereq: J 341, 442 or instructor's consent. Maxwell.

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 340 and two from J 341, 442/542, 443/543, 444/544. Bybee, Gleason, Ponder, Stavitsky. Majors only.


Public Relations Problems (3) Use of research, decision processes, and program design in the solution of public relations problems. Public relations programs for profit and nonprofit institutions. Ethics of public relations. Prereq: J 350. Bassett. Majors only.


Reporting II (4) Advanced newspaper reporting on public affairs and community news, including internship assignments at area newspapers. Prereq: J 361. Bassett, Ismach, Ponder. Majors only.

Specialized Reporting: [Topic] (1-4) Reporting of special topics, including the environment, business and economics, politics, health and medicine, science, the arts, and precision journalism. Prereq: J 361 or 432. Bassett.

Newspaper Design (4) Graded only. Exposure to trends in the packaging of publications. Emphasis on developing technical skills in the production of effective newspaper-page designs. Prereq: J 204. Wanta, Ryan. Majors only.


Advanced News Editing (4) Graded only. Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Prereq: J 364 or Instructor's consent. Wanta.


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. Prereq: instructor's consent. Ryan. Majors only.

Newsletter Publication (3) Examines the principles and practices of newsletter publication including planning, information gathering, writing, editing, layout, and printing. Prereq: J 361. Bivins, Ryan.

The Journalistic Interview (3) Gathering information through asking questions. Literature and research findings on techniques of interviewing, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Kessler. Majors only.

International Journalism (3) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and foreign correspondence; problems in developing nations. Ponder, Steeves.

Communication Ethics (3) Ethical problems in journalism: conflicts of interest, veiled attribution, fabrication, plagiarism, governmental policies and media codes, individual privacy vs. public interest, accountability. Prereq: junior standing. Bivins, Bybee, Gleason.

Media Management and Economics (4) Issues for media managers and media workers, including leadership, organizational change, new technology, media convergence, and economic strategy. Emphasis on management and social responsibility. Russial.

Thesis (1-9) P/N only

Research (1-6) P/N only. R for maximum of 16 credits.

Supervised College Teaching (1-5) R for maximum of 5 credits.

Dissertation (1-16) P/N only. R for maximum of 16 credits.

Internship: [Topic] (1-3) P/N only. R for maximum of 3 credits.

Reading and Conference: [Topic] (1-6) P/N only. R for maximum of 16 credits.

Special Problems: [Topic] (1-6) P/N only. R for maximum of 16 credits.

Seminar: [Topic] (1-5) A current topic is Gender and Media.

Workshop: [Topic] (1-6) P/N only. R for maximum of 16 credits.

Terminal Project (1-6) P/N only. R for maximum of 6 credits.

Experimental Course: [Topic] (1-5) A current topic is Media Effects.

Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and mass communication. Ismach, Kessler, Ponder, Statvisky, Steeves.


Mass Communication Theories (3) The communication process; audiences of the mass media: media competition; attitudes of communicators; functions and dysfunctions of media activities. Bybee, Merakian, Statvisky, Steeves.

Communication Research Methods (3) Introduction to graduate research. Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Ismach, Wanta. Not offered 1999-2000.


Bias in the News Room (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Not offered 1999-2000.

Teaching and the Professional Life (4) Graded only. Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication. Frazer, Steeves.


Literature of Literary Journalism (3) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Prereq: acceptance in the creative nonfiction program or instructor's consent. Kessler.

Creative Nonfiction I, 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. Kessler.


Proseminar I (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, Steeves, Wanta, Wasko.

Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 640. Bybee, Gleason, Kessler, Ponder.

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. Ismach, Sheehan, Wanta.

643 Proseminar II (4) Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 640–642. Prereq: J 640, 641, 642. Bybee, Gleason, Wanta, Wasko.

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. Bybee, Gleason, Stavitsky.


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. 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, Kessler, Ponder, Stavitsky.

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. Bybee, Steeves, Wasko.

649 International Communication (3) Examines 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, Steeves, Wasko.


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. Bybee. R twice when topic changes for maximum of 9 credits.
School of Law

Rennard Strickland, Dean

Faculty


Steven W. Bender, associate professor (consumer law, commercial law, secured land transactions), B.S., 1982, J.D., 1985, Oregon (Coif); Arizona bar, 1985. (1990)


Emeriti


Orlando John Hall, distinguished professor emeritus, B.S., 1926, J.D., 1928, Oregon (Coif); Oregon bar, 1926. (1931)


The date of enrollment at the end of each entry is the first year on the University of Oregon faculty.

About the School

The School of Law offers a professional curriculum leading to the doctor of jurisprudence (J.D.) degree. The curriculum provides thorough preparation for the practice of law. The School of Law wants the student to acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems facing lawyers. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum presents fundamental subjects of law during
the first year, the first-year program is prescribed. All second- and third-year courses are elective except Constitutional Law II (LAW 644) and Legal Profession (LAW 649), which are required. Substantial participation in classroom discussion is an essential factor in 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.

Counseling and information 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 John E. Jaqua Law Library has more than 350,000 volumes and volume equivalents in microform. Access to the library's collection is provided through Janus, an on-line catalog that serves the university's 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 digest and encyclopedias. The periodicals collection includes 1,850 legal journals. An excellent collection of publications related 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 as LEXIS and WESTLAW, computer-assisted legal research systems.

The William E. Knight Law Center allows the law school to maintain its own identity at the University of Oregon by providing a Student Bar Association office, lounge, computer research center, locker room, and offices for the editorial boards of the Oregon Law Review and the Journal of Environmental Law and Litigation. The building'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 UO School of Law Catalog. Free copies are available from the law school's Office of Admissions.

**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 Constitutional Law II (LAW 644) and Legal Profession (LAW 649)
5. Successfully complete all first-year courses

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 associate dean for student affairs.

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, each student must complete both a basic writing requirement and a comprehensive writing requirement. The basic requirement is designed to improve legal writing skills and the ability to analyze legal problems. The comprehensive requirement is a more intensive writing experience involving thorough research, creative thinking, and interaction with a faculty member in developing and editing a paper. One requirement must be satisfied each of the last two years in the law school, and both must be completed before a student can be granted a professional law degree.

**Clinical-Experience and Practice-Skills Program**

The School of Law offers five clinical-experience and practice-skills programs as part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

Through clinical-experience programs, cases are handled under the direct supervision of a clinical instructor. Qualified third-year students in the clinical programs usually are certified under the Third-Year Student Practice Rule, which has been adopted by the Oregon Supreme Court.

**Civil Practice Clinic.** This program provides field experience at the Legal Aid Service of Lane County, Inc. It enables law students, under the supervision of an attorney, to represent eligible clients and to develop skills in interviewing, counseling, drafting, negotiating, discovery, and litigation.

**Criminal Practice Program.** 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 justice representation.

**Environmental Law Clinic.** Students learn about agency proceedings, submission of petitions requesting governmental action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Students develop courtroom skills in the context of criminal defense representation.

**Prosecution Clinic.** Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County district attorney's office. Students develop advocacy skills in the context of criminal prosecutions.

**Legislative Issues Workshop.** Students are placed as interns with a legislator or legislative committee during most regular sessions of the Oregon Legislative Assembly. They are involved in legal research and in the preparation of reports pertaining to issues before the legislature.

**Trial Practice Laboratory.** Students examine and develop courtroom skills in civil and criminal cases. Primary emphasis is on the opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of witnesses. Each student participates in weekly classroom exercises and in a full trial at the end of the semester.

**Law and Entrepreneurship Center**

The center provides an innovative forum to advance understanding of how lawyers create value for entrepreneurial clients. By bringing together lawyers, entrepreneurs, and academicians in a variety of settings, the center integrates law students and legal scholars with an increasingly entrepreneurial economy. The center sponsors symposia and seminars each year to encourage interaction between the legal and business communities. Externships provide unique opportunities for law students to earn academic credit while they are exposed to attorney-client interactions. The Law and Entrepreneurship Student Association actively participates in directing the center and hosts guest lectures, field trips, and brown-bag lunches with members of the local business and legal communities.

**Statements of Completion**

Second- and third-year students may develop a specialty in business law, criminal practice, environmental and natural resources law, estate planning, intellectual property law, international law, ocean and coastal law, or other area of law. A student who satisfactorily completes one of these programs receives 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 school 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 School of Law Student Services Office.

**Concurrent Degree Programs J.D./M.B.A.**

The School of Law and the Lundquist College of Business Graduate School of Management offer a concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.
Students study both fields concurrently and receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

J.D./M.S.

The School of Law and the Graduate School's Interdisciplinary Studies: Individualized Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of science with a specialty in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students study both fields concurrently and receive two degrees in four years rather than in the standard five.

Applicants must apply to and be accepted by the School of Law and the Graduate School. Each school maintains its own academic standards and requirements. Students who are accepted into the two programs and who complete approved environmental law courses for the J.D. may reduce the number of credits required for the interdisciplinary master's degree in environmental studies. In addition to law courses, students must emphasize three areas of concentration in the environmental studies program, take at least one course from each of five core areas, complete a thesis, and participate in an internship.

More information about the J.D./M.B.A. and J.D./M.S. concurrent degree programs may be obtained by writing to the School of Law's director of admissions.

Academic Support

The Academic Support Program is a voluntary program designed to meet the needs of nontraditional law students.

The program includes summer orientation and academic tutoring designed to teach the principles that underlie first-year course work; to develop research and writing skills, and to clarify the law school examination process. Students also receive assistance in obtaining summer clerkships and permanent employment.

Student Programs and Organizations

There is a wide variety of student programs and organizations. Among these are the Asian-Pacific American Law Student Association, Business Law Student Forum; Christian Legal Society; Journal of Environmental Law and Litigation; Land, Air and Water Student Research Group; Law and Entrepreneurship Students Association; Lesbian and Gay Law Student Association; Minority Law Students Association; National Lawyers Guild; National Moot Court Competitions; Native American Law Student Association; Nontraditional Law Student Support Group; Oregon Law Review; Oregon Law Students Public Interest Fund; Oregon Women Lawyers; Partners in Law, Leaders, and Volunteers Support; Peer Advising; People's Law School, Sports Club; Student Bar Association; The Weekly Dissent, Women's Law Forum; and chapters of the Black American Law Students Association, Federalist Society, International Law Society, Order of the Coif, Phi Alpha Delta, and Phi Delta Phi.

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 prescribed subject matter.

Details about prelaw study and law school admission criteria appear under Law, Preparatory, in the Academic Affairs and Preparatory Programs section of this catalog.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit only those applicants who, in terms of their overall records, are the most qualified for legal studies.

In addition to the undergraduate grade point average (GPA) and the Law School Admission Test (LSAT) score, other factors considered in admission decisions include quality of undergraduate education, work experience, maturity, graduate work, extracurricular activities, personal statements, and letters of recommendation. For students in the first-year class entering the School of Law in fall 1998, the median undergraduate GPA was 3.40; the median LSAT score was 157.

Application. Applications and supporting documents should be submitted after October 1 of the academic year preceding the fall semester for which applicants are applying. 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. Applications must be accompanied by a check for $50 payable to the University of Oregon. An applicant who was admitted previously but did not register at the School of Law must submit another application fee with the reapplication. This fee is neither refunded 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 through the Law School Data Assembly Service (LSDS).

LSAT/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, October, or December of the year preceding the fall semester for which they are applying. LSAT scores are considered current for a period of five years.

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
- B+ = 3.3
- B = 3.0
- C+ = 2.3
- C = 2.0
- D+ = 1.3
- D = 1.0

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: Professionally competent 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 ordinary professional competence
but 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.

1. Performance above the category to which the + is assigned but, in the cases of B+, C+, and D+, not sufficiently above to merit a grade of the next higher category.

2. Performance below the category to which the + is assigned but, in the cases of A-, B-, and C-, not sufficiently below to merit a grade of the next lower category.

Academic Standards

These standards apply to students first earning law credits in the fall of 1998 and thereafter. For rules that apply to students earning credits prior to that time, see an earlier edition of "The Holders" or contact the associate dean for student and program affairs.

1. Credit requirements. No student may graduate without completing 85 credits with grades of D or higher or, in the case of credits graded on a P/N basis, with grades of P. At least 70 (or 67 for students who have completed a 30-credit, semester-long internship with a grade of F) of such credits must be in courses taken on a graded (rather than a P/N) basis.

2. GPA requirements; probation and disqualification.

a. A student is on probation whenever his or her cumulative GPA is lower than 2.00.

b. The following students are required, within a reasonable time after notice from the Academic Standing Committee (ASC), to appear before it and develop a plan (including, without limitation, a proposed course of study) acceptable to the ASC for raising the student's academic performance to an acceptable level:

1. Students on probation
2. Students receiving two or more grades lower than C during their first year
3. Students receiving an aggregate of three grades lower than C in the course of their law school studies

c. No student may graduate if he or she is disqualified. A student becomes disqualified when any of the following applies, and remains disqualified unless and until a petition for readmission is approved:

1. While on probation, the student earns a GPA for any semester (including summer session) lower than 2.00
2. At any time after completing four semesters of residence under American Bar Association (ABA) standards (and regardless of whether the student is or has been on probation), the student's cumulative GPA is lower than 2.00.

d. Disqualified students may not take further courses unless and until a petition for readmission is approved.

3. Petitions for readmission. A disqualified student may file a petition for readmission with the associate dean for student and program affairs (dean of students), subject to the following restrictions:

a. Petitions filed upon a student's first disqualification shall be approved or denied by the ASC. The student may appeal the ASC's decision to the faculty but only if the student's cumulative GPA is

(1) 1.70 or higher, in the case of students who have completed no more than two semesters of residence under ABA standards,

(2) 1.90 or higher, in the case of other students. Such appeals must be filed with the dean of students within thirty days of the mailing to the student of the ASC's decision.

b. Upon his or her second disqualification, a student may file a petition for readmission only if his or her cumulative GPA is 1.90 or higher. The ASC may deny the petition, in which case the student may not appeal to the faculty and has no further recourse. The ASC does not have the power to approve the petition but may recommend to the faculty that it be approved, in which case a final determination on the petition may be made by the faculty.

c. Notwithstanding the limitations of sections 3(a) and 3(b), any student who has fulfilled all of the requirements for graduation, except that he or she is disqualified, may file a petition for readmission, which shall be approved or denied by the ASC. The ASC's decision in such a case may be appealed by the student to the faculty, regardless of the student's cumulative GPA.

d. A student has no further recourse, before either the ASC or the faculty, if he or she:

(1) is once denied readmission by the faculty
(2) becomes disqualified a third time,
(3) does not satisfy the applicable GPA limitation set forth in section 3(a) or 3(b)—except as provided in section 3(c).

e. All petitions (for readmission) shall be filed with the dean of students within one year of the date of mailing to the student of a notice of disqualification. A student who fails to meet this deadline has no further recourse before either the ASC or the faculty.

f. Any decision to approve a petition may be subject to such conditions as the ASC or, in the case of approvals by the faculty, the faculty considers appropriate, including without limitation academic counseling; retaking of first-year courses in which grades lower than C were received, limitation of employment or other extracurricular activities, course limitations, course requirements, grade requirements, and a requirement to remain out of school for a period of time.

Failure to abide by any conditions imposed hereunder may be cause of revocation of readmission or other appropriate remedy.

g. Students may appear in connection with a petition for readmission before the ASC but not before the faculty.

4. Computations. The law school's grading policy sets forth how cumulative and semester GPAs are computed for purposes of these academic standards.

5. Applicability. These standards apply to students first earning law credits in fall semester 1998 or thereafter.

Regulations Governing Adjustments for Courses Completed with Grades of N or F

The following regulations, established by the faculty, govern the procedures to be followed by students receiving a grade of N or F in any course:

1. No student may graduate without obtaining a grade of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. Only one attempt to satisfy the requirement will be permitted. The requirement cannot be satisfied by taking the courses at another law school.

2. A student who receives a grade of F in any course required for graduation other than the first-year courses is required to:

a. Retake the course for credit, if there is no conflict in class schedules;

b. Retake the examination the next time it is offered, with the permission of the professor, without course credit for a passing grade;

c. With the consent of both the instructor from whom the student received the F grade and the Academic Standing Committee, the student may demonstrate competence in the subject matter of that course by any other method; and

d. Contact the associate dean for student and program affairs to arrange which option the student will exercise.

3. A student who receives a grade of N or F in an elective course may, with the instructor's consent, repeat that course for credit.

4. The only way to earn credit and a passing grade in a course in which a grade of N or F has already been recorded is to register for and repeat that course at a later date. A grade of N or F remains on the record even if the course is repeated. The grade of N or F is factored into the student's GPA even if a passing grade is later received.

5. When the number of hours completed with a passing grade in any semester is insufficient to count as a full semester of residence under the rules of the American Bar Association and the Association of American Law Schools, the student will not be eligible for graduation until he or she makes up the residence deficiency by an appropriate period of resident law study beyond the standard three academic years.

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 1998–99 academic year, tuition was $10,236 for resident students and $13,984 for nonresidents. See the law school catalog for more information. Tuition and fee schedules are subject to revision by the State Board of Higher Education.

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the Admissions section of this catalog. 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 1998–99 costs for a single resident student at the School of Law averaged approximately $17,606 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged $21,554. Up to $2,800 was added for first-year students who purchased computers. For a married resident student, costs averaged around $22,981; they were higher for students with children.

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 L. Baker Scholarship. An endowed fund established by friends and former students to honor Lois L. Baker’s long service as the school’s law librarian. Awarded on the bases of financial need and academic achievement.


Derrick A. Bell Jr. Scholarship. An endowed fund for academically talented minority students—established by Hope Dohnal, 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 bases 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 bases 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 Bremleit in honor of Luetta and Robert Branch, cousins of Dennis Chandler, who was 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.

Francis I. Chorley Scholarship. An endowed fund established by the Ben F. Chorley Foundation in memory of Francis I. Chorley, 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 Scholarships. A trust fund established by the late Henry E. Collier for scholarships awarded annually on the bases 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 1992 by anonymous donors in honor Caroline Forell, a member of the law faculty since 1978.

Lorienne Conlee Fowler Scholarship. A trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Lorienne Conlee Fowler. Awarded on the bases of need and scholastic record.

Otto J. Frohmayer Scholarship. Established in 1993 by friends of Otto J. Frohmayer, a member of the Class of 1933, a Medford practitioner, and a leader and innovator in his profession. Awarded annually to a member of each law school class who is an Oregonian.

William F. Frye Scholarship. Established in 1996 by the late William F. Frye, a 1956 graduate of the school, former Lane County district attorney, and former Oregon state senator. Provides three scholarships annually, one for a student in each of the three classes, to graduates of Oregon high schools and 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.

James T. Landye Scholarships. An endowed fund established by family and friends in memory of the late James T. Landye, a 1934 graduate of the school. Awarded to scholastically superior students who need financial assistance.

Jeanne Latourette Linklater Memorial Scholarship. An endowed fund established by a bequest of Jeanne Latourette Linklater, whose husband Kenneth E. Linklater was a 1935 graduate of the school. Her father, Earl C. Latourette, was chief justice of the Oregon Supreme Court from 1935 to 1955.

Ann Louise Linin Memorial Award. Established by family and friends of the late Ann Louise Linin, 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 Linin.

Fredric R. Merrill Writing Award. An award established by friends, family, and colleagues to honor the late Fredric R. Merrill, member of the law faculty from 1970 to 1992. Given annually to a student who has demonstrated excellence in writing for the Oregon Law Review.

Wayne Morse Endowed Memorial Scholarship. An endowed fund established in 1991 by the estate of Nancy T. Fisher 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 1968.

Oregon Law School Alumni Association Scholarships. Awarded by the UI School of Law and other student organizations.
Academic Calendar for Law Students

The School of Law operates on an early semester calendar. On this 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 Catalog. For a free copy, write to the School of Law.

Required First-Year Courses

610, 612 Contracts (3,3)  
613, 614 Torts (3,3)  
615 Civil Procedure (4)  
617 Property (4)  
618 Criminal Law (3)  
621, 623 Legal Research and Writing I, II (2,2)  
634 Corporate Mergers and Acquisitions (2)  
636 Commercial Law (4)  
637, 638 Trusts and Estates I, II (3,3)  
639 Employment Discrimination (3)  
640 Children and the Law (3)  
641 Partnerships and Corporations (3)  
642 International Business Transactions (3)  
643 Constitutional Law I (3-4)  
644 Constitutional Law II (3-4)  
645 Oregon Practice and Procedure (3)  
646 Federal Jurisdiction and Procedure (3)  
647 Conflict of Laws (3)  
648 Creditors’ Rights (3)  
649 Legal Profession (3)  
650 Evidence (3)  
653 Mediation and Negotiation (3)  
654 Insurance (3)  
655 Family Law (3)  
656 Elder Law (3)  
657 Legal Issues of Lesbians and Gay Men (3)  
658 Local Government Law (2)  
659 Labor Law (3)  
660 Employment Law (3)  
661 Remedies (3)  
662 Jurisprudence (3)  
663 Antitrust Law (3)  
664 Administrative Law (3)  
665 Securities Regulation (2-3)  
666 Admiralty (3)  
667 Copyrights (3)  
668 Land Use Law (2-3)  
669 Water Resources Law (2-3)  
670 Public Land Law (3)  
671 International Law (2-3)  
672 European Community Law (2)  
673 Patent Law and Policy (2)  
674 Trademark and Unfair Competition Law (3)  
675 Legal Writing (1-3R)  
676 Environment and Energy (3)  
677 Law of the Sea (3)  
678 Indian Law (2-3)  
679 Ocean and Coastal Law (2-3)  
680, 681 Federal Income Tax I, II (3,3)  
682 Estate and Gift Taxes (2)  
683 Estate Planning (3)  
684 Criminal Investigation (3)  
685 Criminal Adjudication (3)  
686 Environment and Pollution (3)  
687 Wildlife Law (2)  
688 Hazardous Waste Law (2)  
689 Sustainability (3)  
690 International Environmental Law (2-3)  
691 Comparative Environmental Law (3)  
692 International Trade and Investment Law (3)  

Professional Writing, Research, and Seminars

601 Research: [Topic] (1-16R)  
605 Reading and Conference: [Topic] (1-16R)  
607 Seminar: [Topic] (1-15R) Recent topics include Advanced Contract Law, Complex Litigation, Cultural Property Law, Perspectives on Tort Law, Women and the Law.

Clinical Experience and Practice Skills Programs

704 Internship: [Topic] (1-12R)  
707 Seminar: [Topic] (1-15R) Recent topics are Advanced Appellate Advocacy, Interviewing, Counseling and Negotiation; Environmental Law Moot Court, Intellectual Property Moot Court; International Law Moot Court Team Workshop, Journal of Environmental Law and Litigation, Legislative Issues Workshop; Mont Court Board; Mont Court National Team Workshop.
School of MUSIC

Anne Dhu McLucas, Dean

(541) 346-3761
fax (541) 346-0723
150 Music Building
1225 University of Oregon
Eugene OR 97403-1225

Dance

Jennifer P. Craig, Department Head
(541) 346-3386
161 Gerlinger Annex
1214 University of Oregon
Eugene OR 97403-1214

Faculty


Emeriti


Susan Zeloff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

The date in parentheses 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, nonmajors, 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 study such idioms as jazz, tap, ethnic, improvisation, and ballroom. Regardless of a student's career goals, education in dance at the University of Oregon provides the opportunity to develop motivation and self-discipline, intellectual curiosity, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life.

Information about performances, placement classes, performance auditions, master classes, special events, and scheduling updates is available in the department office.

Placement of Majors and Minors

Placement classes are held the week before full-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 auditions. Incoming students who register in the fall should attend auditions during Week of Welcome. Students who want to enter professional-level (DAN) technique courses in winter or spring term should request a placement decision. More information is available from faculty members. Write or call the department office for dates of placement classes.

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 twice 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. Noncredit DAN and DAN studio courses are available to matriculated university students through the NCS (noncredit students) program and to members of the community through community dance. In each case, a modest instructional fee is assessed by the Department of Dance.

Facilities

The Department of Dance has three dance studios and one gymnasm for classes and special activities in dance. Each studio has a piano; each teaching facility has a complete sound system. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the M. Frances Dougherty
Dance Theatre, which has lighting and stage equipment for concert productions and seats 250 people.

Performing Opportunities

Dance Oregon. A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon is open to any student 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 showing films and videos of diverse dance forms and cultures and sponsoring professional guest artists to perform, lecture, set repertory, or teach master classes.

Department Productions. The department offers frequent opportunities for students to perform in works by faculty members, guest artists, graduate students, and undergraduates. Performances are produced throughout the year, and any university student may participate. Participants are usually selected 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, costuming, makeup, management of productions, or a combination of these. Students can earn practicum credit in dance choreography, production design, and management. Workshop credit for performance and production work is also possible.

Repertory groups tour Oregon and the Northwest, presenting concert performances as well as lecture-demonstrations and master classes for public schools, colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Theoretical 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.

Honor Society and Scholarships

Phi Delta, the University of Oregon's chapter of Phi Beta, is a professional fraternity for the creative and performing arts. Membership in the collegiate category is open to majors and minors in dance. Phi Delta has active alumni and patron 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.

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 accompanied and unusually demanding maintenance of the facilities and studio theater. This fee exempts dance majors from paying the per-course fee for DANC courses when they are taken for credit.

Undergraduate Studies

The Department of Dance offers curricula leading to a 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.

Facilities 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 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 artistry 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.
6. Develop a level of competence in performance, creative, and theoretical aspects of dance to pursue graduate studies or other professional goals.

Preparation. High school students planning to major in dance should include preparation in music, drama, art, and dance.

Students transferring to the university after two years of college work elsewhere should have completed two terms of college-level English composition and music theory and modern dance and ballet technique.

Careers. Career opportunities include performance in regional dance companies and teaching in universities, colleges, community colleges, community centers, fitness centers, and private studies. Business and technical theater 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 general requirements. The 2.75 GPA includes all graded credits. Any deficiencies in lower-division dance courses must be met either by proficiency examination or by completion of core courses at the first opportunity. During their first four terms, beginning 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 C- or better the ballet and modern technique courses (DAN or DANC) in which the student was placed upon entry into the program

Students are placed in levels of modern and ballet technique according to skill. Each term students are reviewed to ensure that they are in the most advantageous level for their abilities. Students are placed on departmental probation if they do not achieve grades of mid-B or better in work at the level in which they are placed or if they do not enroll in at least one technique class in any idiom each term.

Satisfactory progress toward the degree must be maintained. Progress is monitored every term by faculty adviser. 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 and must repeat the courses for passing grades. Students placed on departmental probation, for any reason, have one term to achieve the goals they agreed upon with their academic advisers. While students are on probation, they receive guidance to help them achieve satisfactory progress toward the degree. A student who fails to fulfill the probation contract is dropped from the major.

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 P must be earned in courses designated pass/no pass (P/N) only. The P/N option should be exercised sparingly by students who plan to pursue a graduate degree in dance.

Advising. Students admitted as majors or minors must meet with a dance faculty adviser prior to registration each term. These meetings inform students about prerequisites and progress toward the degree. Appointment schedules for advising are posted by each adviser. Students must have a signed advising contract in their departmental academic file before they may register each term using DUCK CALL. Students without signed advising contracts in their files are dropped from the dance major.

Major Program

Candidates for the bachelor's degree with a major in dance must satisfy general university requirements, select appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

Department Requirements

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at Dance (DAN 251)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Rhythm (DAN 252)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Production I (DAN 255)</td>
<td>3</td>
</tr>
<tr>
<td>Body Fundamentals (DAN 256)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Improvisation (DANC 271)</td>
<td>1</td>
</tr>
</tbody>
</table>
For breadth in technique, studio courses in at least two idioms other than modern or ballet. 4

**Upper Division** 36 credits
Dance and Multicultural (DAN 301) 4
Dance in Asia (DAN 302) 4
Movement Notation (DAN 341) 3
Intermediate Movement Notation (DAN 342) 3
Dance Composition I, II (DAN 351, 352) 6
Dance Production I (DAN 355) 3
Dance Kinesiology (DAN 360) 3
Dance Laboratory (DAN 394 or higher), three terms 6
Ballet Laboratory (DAN 396 or higher), two terms 4
Three additional terms in one idiom (DAN 394 or 396 or higher) 6
Internship (DAN 404) 2
Workshop: Performance (DAN 408) 2
Senior Project (DAN 411) 3
Ballet from the Courts to Balanchine (DAN 433) 3
Evolution of Modern Dance (DAN 434) 3
Music for Dancers (DAN 438) 3
Dance Accompaniment (DAN 493) 1
Teaching Dance (DAN 491) 3
Elections 24 credits

University requirements and electives to total 180 credits 82 credits

The breadth requirement in dance technique is fulfilled by completing studio courses (DAN or DANC) in two idioms other than modern or ballet. 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 course every term that they are in the program, (2) the technical competency required for graduation in two terms of ballet (DAN 394 or 396) and three terms of modern (DAN 394), and (3) during the last three terms before graduation, each major must complete an additional 6 credits of DAN 394 or 396 or higher with minimum grades of B-. Students who enroll in a DAN or DANC course without completing the course’s 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.S. degrees are explained in the Registration and Academic Policies section of this catalog.

**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 and the Integrated Movement Studies Program at the University of Utah. These three prerequisites are Body Fundamentals (DAN 256), Intermediate Movement Notation (DAN 342), and Dance Kinesiology (DAN 360).

**Honors College Program**

See the Honors College section of this catalog for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 3 credits of independent study in choreography, ethnology, 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 major in another area of study. Dance studies can complement majors in such fields as journalism, architecture, music, theater arts, art history, exercise and movement science, and psychology. The minor allows students flexibility in constructing a program of courses that enhances the major.

**Minor Requirements** 32 credits

- **Core**
  - Looking at Dance (DAN 251) 4
  - Fundamentals of Rhythm (DAN 252) 3
  - Dance Production I (DAN 355) 2
  - Body Fundamentals (DAN 356) 3
  - Dance Production II (DAN 355) 1

- **Dance technique** 9 credits
  - Dance courses in the humanities-science and studio-theory areas 9 credits

Students must take a placement class before enrolling in a technique course at the A.D. level. See Placement of Majors and Minors in this section of the catalog.

The dance minor requires at least 32 credits including the 14-credit core and at least 9 credits of dance technique and 9 credits of elective course work in the humanities-science and studio-theory areas (at least 3 credits in each of these areas). The 32 credits must include 15 upper-division credits. The core courses must be taken for letter grades and passed with grades of mid-C or better. Electives may be taken pass/no pass (P/ FN), 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.

Advising. Students are encouraged to develop a close, communicative relationship with a dance adviser. Each student must plan a program of elective courses with the help of an adviser who monitors the student’s progress through the minor program, ensuring completion of the necessary requirements in the most beneficial order. Work in generic courses (401, 404, 405, 406, 407, 409, 410) is available with the instructor’s approval of a student-initiated written proposal.

**Graduate Studies**

Master of science (M.S.) and master of arts (M.A.) degrees in dance are offered. Full-time students with adequate undergraduate preparation can complete a master’s degree program in two years if their area of specialization is designated during the first year. Graduate students who enter with background deficiencies or who lack 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 3.00 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 UO.

International students whose native language is not English must earn scores of at least 330 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. Placement classes are held each spring term and during Week of Welcome before 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 be made up by (1) passing proficiency examinations provided by the department, (2) presenting evidence of acceptable practical professional experience, or (3) demonstrating ability on videotape or in person for faculty review. All deficiencies should be corrected at the first opportunity after entering the program.

Graduate fellowships. Some graduate teaching fellowships (GTFs) are available. Applications are in the department office. Applicants must submit a half-hour VHS videotape demonstrating their performance and teaching skills in at least two dance idioms (i.e., African, ballet, ballroom, contact improvisation, ethnic, jazz, and tap).

Applications are reviewed beginning February 1 for the following fall term, and positions are filled quickly.

**Master’s Degrees**

Three master’s degree programs are available: (1) the general master’s degree with thesis or non-thesis option, (2) the general master’s degree without thesis, and (3) the master’s degree with emphasis in dance science.

A minimum of 34 graduate credits must be completed for a 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 a master of arts (M.A.) degree must demonstrate proficiency in one second language by submitting evidence of two years of college-level study within the previous seven years or by
passing an examination at the university Testing Office, 230 University Health and Counseling Center Building.

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. These 6 credits must be taken for letter grades.

Students must take a minimum of 2 credits in 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:

- **29 credits**
  - Improvisation .................................................. 1
  - Dance composition ............................................. 6
  - Music for dancers ............................................. 3
  - Dance history .................................................... 6
  - Movement analysis ............................................ 3
  - Dance pedagogy ................................................. 4
  - Dance kinesiology ............................................. 3
  - Dance production ............................................. 3
  - Dance as a discipline at the graduate level requires an understanding of research methodology, theoretical issues, and their practical applications. Required core courses provide this understanding for the student seeking the general master’s degree with or without thesis.

  Upon consultation with the director of graduate studies, students may use graduate-level work that counts toward the master’s degree to correct deficiencies.

- **Core Courses**
  - Scientific Aspects of Dance (DAN 560)
  - Research Methods in Dance (DAN 611)
  - Aesthetic Bases for Dance in Art and Education (DAN 693)
  - Thesis

- **Students in this program must take a minimum of 9 credits in Thesis (DAN 503). Eight to 16 credits must be earned in graduate courses outside the department. These courses, approved by the major adviser, are selected from fields related to the student’s research. At least 4 credits must be earned outside the department before beginning the thesis.**

- **Students may choose a choreographic thesis with written supporting documentation. Early in their programs, these students should enroll in graduate-level choreography courses.**

The thesis proposal must be approved by a committee of at least three faculty members representing the fields of study related to the program and thesis topic. Graduate School requirements are to be followed in the preparation and defense of the thesis. Refer to “Thesis Guidelines and Procedures for Producing the Thesis Concert,” available in the department office, and the University of Oregon Style and Policy Manual for Theses and Dissertations, available from the Graduate School.

DAN electives may be selected from the following:

- Specific Courses and Seminars
  - Experimental Courses: Notation Reconstruction, Neurovascular Concerns of Dance (DAN 510)
  - Tribal Dance Cultures (DAN 552)
  - Ballet from the Courts to Balanchine (DAN 553)
  - Evolution of Modern Dance (DAN 554)
  - Group Choreography (DAN 555)
  - Music for Dancers (DAN 558)
  - Dance Accompaniment (DAN 590)
  - Teaching Dance (DAN 591)
  - Administration of Dance in Education (DAN 593)
  - Seminars: Choreographic Analysis and Criticism, Movement Pattern, Movement Analysis (DAN 607)

- **Generic Courses**

A maximum of 6 credits each of the following courses may be applied to the degree.

- Workshop: Performance (DAN 508)
- Research (DAN 601)
- Supervised College Teaching (DAN 602)
- Reading and Conference (DAN 605)
- Special Problems: Solo Composition, Formal Composition Structure (DAN 606)
- Practica: Choreography, Production Management, Design (DAN 609)

- **Master’s Degree without Thesis (54 credits)**

This option includes the general requirements, examinations, and limitations on credits stated earlier. Core courses listed above and correction of any undergraduate-level deficiencies are also required.

The nonthesis option requires 19 credits selected from the list of courses set forth in the thesis option above, 8 to 16 credits in an area related to dance, and another 9 project-related credits appropriate to the program selected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student’s adviser.

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 from a noted score or a reconstruction from a historical dance treatise (e.g., from original language or notation to 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:

- **32 credits**
  - Improvisation .................................................. 1
  - Dance composition ............................................. 6
  - Music for dancers ............................................. 3
  - Dance history .................................................... 6
  - Movement analysis ............................................ 3
  - Dance pedagogy ................................................. 4
  - Human anatomy .................................................. 3
  - Dance kinesiology ............................................. 3
  - Physiology of exercise ........................................ 3

A thesis is required for this master’s degree program. Requirements parallel the general master’s degree with thesis 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 693), and research method 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

2. Options that satisfy this requirement range from 5 to 9 credits

   a. At least 16 credits of elective course work must be taken; 6 of these credits may be in Research (601), taken in another department.

   This individualized program is designed in consultation with the coordinator of the dance science program to meet the interests of the student. Eight to 16 credits must be earned in graduate courses outside the dance department. These courses are selected from fields related to the student’s research. At least 4 credits must be earned outside the department before beginning the thesis.

   All course work for this option must be approved by the dance science coordinator, who must be a member of the student’s thesis committee.

**Satisfactory Progress toward the Degree**

1. Qualified students are admitted to the dance master’s degree program with conditional master’s classification. The classification is changed to unconditional master’s after a student has
   - a. Corrected undergraduate deficiencies
   - b. Completed 12 graduate dance credits with grades of mid-B or better
   - c. Achieved a technical skill equivalent to the DAN 500 level in at least one idiom. Studio classes taken to prepare for 500-level DAN courses must be passed with letter grades of mid-B or better

2. Graduate students must achieve unconditional master’s classification before they have completed 36 credits of graduate work

   a. Completed 12 graduate dance credits with grades of mid-B or better
   - b. Achieved a technical skill equivalent to the DAN 500 level in at least one idiom. Studio classes taken to prepare for 500-level DAN courses must be passed with letter grades of mid-B or better

   All course work for this option must be approved by the dance science coordinator, who must be a member of the student’s thesis committee.

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contracts, which ensure that courses taken fulfill university and department requirements.

3. Graduate teaching fellows (GTFs) must satisfactorily complete 9 graduate credits each term as specified in the signed course advising contract.

4. DAN graduate courses must be passed with grades of B or better. Courses may be re-taken at the next scheduled offering if satisfactory grades are not received. The student may be dropped from the program if a grade of B or better is not earned on the second try.

5. Of the 54 graduate credits required for a master’s degree in dance, the 6 credits of technique and the core courses must be taken for letter grades. A minimum of 24 graduate credits must be taken for letter grades; the remaining credits may be taken pass/no pass. P is the equivalent of a B- letter grade or better.

6. Core courses in dance should be completed in the first term they are offered during graduate study. Requirements are considered by the graduate committee after approval by the student’s adviser.

7. Students must have a GPA of 3.00 or better in course work used to meet the requirements of the master’s degree.

8. No more than one incomplete (I) may be earned in each term and no more than two each year. Students have one calendar year or less to finish an incomplete, depending on the nature of the course and the instructor’s requirements.

Introductory Dance Courses (DANC)

DANC 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.

101–198 Introductory Dance Courses (1R)


199 Special Studies: [Topic] (1–5R)

201–299 Introductory Dance Courses II (1R)


301–398 Introductory Dance Courses III (1R)


399 Special Studies: [Topic] (1–5R)

Professional Dance Courses (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Generic courses are limited by faculty workload and availability. A list of courses offered each term is in the current UO Schedule of Classes.

198 Workshop: [Topic] (1–2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Topic] (1–5R)

251 Looking at Dance (4) 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. Stoet.

255 Dance Production I (3) Introduction to production planning, management, lighting, design, costing, and publicity for the dance concert. Practical experience in Dougherty Dance Theatre. Craig.


292 Dance Laboratory: [Topic] (2R) Dance technique in jazz, tap, character ballet, and other idiom available. Prereq: placement prior to registration. R for maximum of 24 credits in any one idiom.

294 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

296 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. 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. Not offered 1999–2000.

302 Dance in Asia (4) History, aesthetics, structure, and content of selected dance forms of India, Cambodia, Thailand, Bali, China, and Japan. Investigates expressiveness and movement choice in cultural contexts. Descutner.

341 Movement Notation (3) Introduction to Labanotation, the process of recording movement. Concepts of spatial and temporal analysis, conversion to graphic symbols, and reconstruction into movement from Labanotated scores. Prereq: DAN 252. Barr, Descutner. Offered 1999–2000 and alternate years.


351 Dance Composition I (3) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DAN 271, 252.

352 Dance Composition II (3) Compositional forms in dance. Crafting of movements into studies. Prereq: DAN 351.

355 Dance Production II (1–2R) P/N only. Extended application of skills and procedures used in producing a concert. Practical backstage work, pre- and postconcert sessions. Prereq: DAN 255. R for maximum of 24 credits.

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. Open to nonmajors.


392 Dance Laboratory: [Topic] (2R) Intermediate dance technique in jazz, tap, character ballet, and other idiom available. Prereq: audition prior to registration. R for maximum of 24 credits in any one idiom.

394 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

396 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

401 Research: [Topic] (1–4R) R with adviser’s consent.

403 Thesis: [Topic] (1–2R)

407/507 Seminar: [Topic] (1–5R) Recent topics include Dance Careers, Dance in Literature and the Arts, Japanese Dance. R when topic changes.

408/508 Workshop: [Topic] (1–2R) Topics include rehearsal and performance of ballet, ethnic, jazz, modern, and tap dance in repertory companies, musicals, and student choreographies. Prereq: audition for performance experiences.

409 Practicum: [Topic] (1–2R) Current topics are Choreography, Production Design, and Management.

510/510 Experimental Course: [Topic] (1–5R) Current topics include Neuromuscular Concerns of Dance, Notation Reconstruction.

411 Senior Project (3) Prereq: instructor’s consent.

452/552 Tribal Dance Cultures (3) How function, form, movement, performers, and expressive content of dance communicate world views of selected tribal dance cultures. Prereq: DAN 301 or DAN 302 or instructor’s consent. Descutner. Open to nonmajors. Not offered 1999–2000.

553/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages to the 19th-century ballet into the era of contemporary art. Prereq: DAN 231. Stoddard. Open to nonmajors. Offered alternate years not offered 1999–2000.


455/555 Group Choreography (1–3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DAN 352 or instructor’s consent. Barr, Craig, Descutner. R for maximum of 6 credits.
456/556 Ballet Staging (3R) Laboratory to include elements of solo, pas de deux, and corps techniques. Short movement segments drawn from standard ballet repertoire. R once.

457/557 Renaissance and Baroque Dance (2R) Advanced studio-theory course in dance styles of the 15th through 18th centuries. Prereq: DANC 274, a 300-level DANC course, or instructor’s consent. R once for maximum of 6 credits. Open to nonmajors; of interest to musicians, actors, and historians. Not offered 1999-2000.

458/558 Music for Dancers (3) Survey of musical form, style, and expressive content. The relationship of instrumentation, melodic development, tonality, and rhythmic structure to choreographic form and style. Prereq: DAN 252 or instructor’s consent. Staff.


490/590 Dance Accompaniment (1–3R) Examine’s technique of communication between the dance teacher and the dance accompanist. Prereq: DAN 252, junior standing, and two consecutive terms of DAN 394 or instructor’s consent; coreq: DAN 491/591, Stolet. R once for maximum of 6 credits.

491/591 Teaching Dance (1–3R) Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: junior standing, DAN 394, DANC 271; coreq: DAN 490/590, Bart, Craig.

492 Dance Laboratory: [Topic] (2R) Advanced dance techniques in jazz, tap, character ballet, and other idioms when available. Prereq: audition. R eleven times for maximum of 24 credits in any one idiom.


494/594 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq placement audition. R for maximum of 24 credits.


496/596 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq placement audition. R for maximum of 24 credits.

500 Thesis (1–16R) PIN only

601 Research: [Topic] (1–16R) PIN only

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–16R) Topics include Formal Compositional Structure, Solo Composition, and student-initiated topics. Limited by faculty workload and availability.

607 Seminar: [Topic] (1–5R) Current topics include Choreographic Analysis and Criticism, Dance Research, Dance Science, Movement Analysis, Movement Patterning. R when topic changes.

608 Workshop: [Topic] (1–16R) Topics include Performance, Production, Rehearsal. R for maximum of 6 credits.

609 Practicum: [Topic] (1–16R) Current topics include Choreography, Production Management, and Design.

610 Experimental Course: [Topic] (1–5R)

611 Research Methods in Dance (3) Review and evaluation of analytical, descriptive, experimental, and creative research in dance and allied fields. Culminating project is a written proposal for original research in dance.

693 Aesthetic Bases for Dance in Art and Education (3) 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. Craig.

Music
Anne Dhu Mclucas, Dean
(541) 346-3761
(541) 346-0723 fax
159 Music Building
1225 University of Oregon
Eugene OR 97403-1225

Faculty
Wayne Bennett, professor (orchestra, graduate-level instrumental, conducting, clarinet); director, orchestral activities; conductor, University Symphony Orchestra. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas. (1978)
Robert J. Hurwitz, professor (theory, history); coordinator, undergraduate studies; A.B., 1961, Brooklyn; M.Mus., 1963, Ph.D., 1970, Indiana. (1965)
Robert Kyr, associate professor (composition, theory, director, Pacific Rim Gamelan, Vanguard Concert Series, Music Today Festival). B.A., 1974, Yale; postgraduate certificate, 1976, Royal College
instructional materials and word processing, desktop publishing, and graphics programs for academic use, exploration, and development of computer skills.

Concerts and Recitals
More than 200 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 internationally famous artists sponsored by the Chamber Music Series and the World Music Series.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they read, rehearse, and record music composed for them by members of the Composers Forum. This series is the only one of its kind in the nation that is featured as an essential part of a composition curriculum.

The Biennial Music Today Festival, founded and directed by Robert Kyr, is a three-week series of concerts and cultural events that celebrates 20th-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists.

The School of Music features jazz concerts and workshops by nationally prominent artists and offers opportunities for university students to participate at these events. The Jazz Studies Program hosts the Oregon Jazz Celebration, an annual weekend festival that includes workshops for middle school, high school, and college jazz ensembles.

Since 1989 the School of Music has conducted the annual Oregon Bach Festival during a two-week period in late June and early July. The festival, under Artistic Director and Conductor Helmut Rilling, combines an educational program in choral music for academic credit with the offering of some thirty public concerts. While the focus is Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from around the world are featured with the festival chorus and orchestra.

Honorary Societies
The honorary music fraternity, Pi Kappa Lambda, and the professional music fraternities, Mu Phi Epsilon and Phi Beta, maintain chapters at the University of Oregon. There is also an active student chapter of the Music Educators National Conference.

Ensembles
The University Singers, University Men’s Chorus, University Women’s Chorus, Chamber Choir, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregan Basketball Band, Campus Band, Green Garter Band, University Symphony Orchestra, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, Small Jazz Ensembles, Vocal Jazz Ensembles, University Gospel Ensemble, University Gospel Choir, Opera Ensemble, Pacific Rim Gamelan, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students. The Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of medieval, Renaissance, and baroque music, using the school’s collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these ensembles complement school courses in analysis, history, and criticism.

Financial Aid
The following scholarships are available to music students. The application deadline for fall term consideration is March 1. For additional details on financial aid, write to the dean of the music school.

Ruth Lorraine Close Musical Fellowship ($75,000 awarded annually to approximately sixty students for advanced study in music, with some awards reserved for students in harp and composition)

Carol Nelson Corbett Scholarship
Elizabeth P. Slooete Memorial Scholarship
Elizabeth Waddell Newman Memorial Scholarship
Eugene Kiwanis Foundation George P. Hopkins Scholarship
Francis Y. Doran Scholarship
George B. Van Schaack Memorial Scholarship
Gordon Tripp String Scholarship
Jim Polastri Memorial Scholarships
Linda Jean Moore Scholarship
Maude and H. B. Densmore Memorial Scholarships
Women’s Choral Society
Mu Phi Epsilon Scholarships
Oregon Tuba Association Scholarship
Paul Clarke Stauffer Scholarships
Phi Beta Scholarships
Presser Foundation Scholarship
Robert G. Guiteras Endowed Scholarship
Vivian Malone Gilkey Endowed Graduate Violin Fellowship
Wayne Riley Atwood Scholarship
Whittfield Memorial Scholarships
William T. McConnell Memorial Scholarship

Public School Teaching Licensure
Teacher licensure at the University of Oregon requires a bachelor’s degree and completion of a five-year teacher education program. This intense four-term program in public schools with support for all students and provision for the full-time student teachers. The fourth term is spent on course work that builds on the activities and experiences of the 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 180 .............. 50
Guitar at MUP 180 and higher levels for nonmusic majors .................................. 80
Guitar at MUP 180 and higher levels for music majors ........................................ 60
All other performance studies .................................. 60

Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Jazz majors who are enrolled in both jazz and classical performance studies pay a fee for only the course with the fewer credits.

Fee Exemptions
Music majors, provided the instruction is a degree requirement as primary performance study above the 170 level.

Music majors, provided the instruction is a degree requirement as secondary performance study at the 170 level or above, and provided faculty teaching loads permit

Music majors in class piano instruction, provided they have the proficiency required by the student’s degree program

Guitar students are not exempt from performance studies fees.

Other Fees (per term) Dollars
All music majors ........................................ 35
Ensemble fee ........................................ 10
Nonmajors’ access to practice rooms ................ 25
Access to locked grand piano practice room ... 35
Rental of university instruments is based on use and value—maximum fee ............ 50
Short-term instrument rental (per week) ......... 5
Percussion-instruments instrument fee .......... 10
Use of electronic studio ............................... 50
Use of organs and harpsichords ................. 10
Music-education course fee ......................... 10

A student who needs an accompanist is typically charged a fee by the accompanist.

Performance Studies
Courses in performance studies 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 (MUS 403 or 603) during the term of the recital. The number of credits, up to 4, for Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student’s readiness for public performance. After the recital, a faculty evaluation is required. If approval is given, the recital is formally acknowledged as a fulfilled degree requirement.
Students are responsible for knowing about General Procedures and Policies courses and performance ensembles. See course listings for details. The following courses, which are limited because of faculty teaching loads. Under 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 catalog, including About the School, earlier in this section of the catalog. See also the Registration and Academic Policies and Graduate School sections.

### Undergraduate Studies

#### Nonmajors Courses

The School of Music offers a variety of opportunities for nonmajors to be involved in music courses and performance ensembles. See course listings for details. The following courses, which are open to students who haven't had musical instruction, satisfy some of the university's general-education requirements. See Group Requirements and Multicultural Requirement in the Registration and Academic Policies section of this catalog.

- **Basic Music (MUS 125)**
- **Introduction to Music and Its Literature (MUS 207, 208)**
- **History of Rock Music I (MUS 264, 265)**
- **History of the Blues (MUS 270)**
- **History of Jazz (MUS 280)**
- **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)**
- **Beethoven (MUS 355)**
- **Music in World Cultures (MUS 356)**
- **Music of the Americas (MUS 359)**
- **Film: Drama, Photography, Music (MUS 380)**
- **History of Gospel Music (MUS 450)**
- **Introduction to Ethnomusicology (MUS 451)**
- **Musical Instruments of the World (MUS 452)**
- **Folk Music of the Balkans (MUS 453)**
- **Music of India (MUS 454)**
- **Music and Gender (MUS 460)**

Courses are occasionally offered under Special Studies (MUS 190), Seminar (MUS 407), Experimental Course (MUS 410). Such courses do not fulfill general-education requirements.

#### Ensembles

Course numbers through 499 are for undergraduate courses; 500-, 600-, and 700-level courses are for graduate students.

- **East European Folk Ensemble (MUS 190, 390, 690)**
- **Collegium Musicum (MUS 191, 391, 691)**
- **Chamber Ensemble—Brass Choir, Trombone Ensemble, Tube Euphonium Ensemble, other ensembles as needed (MUS 194, 394, 694)**
- **Band—Oregon Basketball Band, UO Campus Band, Green Garter Band, Oregon Marching Band, UO Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 695)**
- **Orchestra (MUS 196, 396, 696)**
- **Chorus—Chamber Choir, University Gospel Ensemble, University Gospel Choir, University Men's Chorus, University Women's Chorus, University Singers (MUS 197, 397, 697)**
- **Jazz Laboratory Band III (MUJ 190, 390, 690)**
- **Jazz Laboratory Band II (MUJ 191, 391, 691)**
- **Oregon Jazz Ensemble (MUJ 192, 392, 692)**
- **Small Jazz Ensemble (MUJ 195, 395, 695)**
- **Oregon Vocal Jazz (MUJ 197, 397, 697)**
- **Opera Workshop (MUS 398, 698)**
- **Gameian (MUS 490/590)**

#### Minor Requirements

The School of Music offers two minors: a minor in music and a minor in music education: elementary education.

**Minor in Music**

This minor in music requires a minimum of 27 credits. At least 15 of these credits, including performance-study and ensemble requirements, must be taken in residence. Courses applied to the minor must be graded C- or higher. Students choose either Option A, which does not require a placement examination, or Option B, which requires a placement examination. Credits are distributed as follows:

- **Course Requirements for the Minor**
  - **Core (Choose A or B)**
    - **27-28 credits**
  - **Option A: Basic Music (MUS 123)**
    - **3 credits**
    - **Introduction to Music and Its Literature (MUS 207, 208)**
    - **8 credits**
  - **Option B: Music Theory I (MUS 131, 132, 133)**
    - **12 credits**
    - **and Aural Skills I (MUS 134, 135, 136)**
    - **12 credits**
  - **Option B students 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.**

**Additional Requirements**

**16 credits**

- **Performance Studies (Studio Instruction)**
- **Performance ensembles**

Choose at least three courses from the following: Survey of Music History (MUS 267, 268, 269), 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), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454), Music and Gender (MUS 460), other music courses approved by petition to the undergraduate committee.

**Minor in Music Education: Elementary Education**

The minor in music education: elementary education requires 26 credits, 9 of which must be upper division, in addition to the prerequisites. As a component of this minor, students must complete 23 credits or prerequisites or pass waiver examinations. Nine credits may be transferred from another college or university at the discretion of the coordinator for the music education: elementary education minor. These credits must have been completed in the past seven years. Up to 6 credits in the minor program may be taken pass/no pass (PIN); letter-graded courses applied to the minor must be passed with grades of C- or higher. At least 18 credits must be taken at the University of Oregon.

**Prerequisites**

**23 credits**

- **Music Theory I (MUS 131, 132, 133)**
- **Aural Skills I (MUS 134, 135, 136)**
- **Keyboard Skills I (MUS 137, 138, 139)**
- **Introduction to Music and Its Literature (MUS 207, 208)**

**Required Courses**

**9-10 credits**

- **Basic Performance Studies: Voice (MUP 101)**
- **Music for Early Childhood (MUE 428)**
- **Music in Special Education (MUE 429)**
- **Instrumental or Choral Ensemble**

**17-24 credits**

Choose from the following: General Music in the Middle School (MUE 413); Off-Kodaly (MUE 420); Children's Choir (MUE 424); Music Classroom Ecology and Management (MUE 430); technique courses or performance studies in piano, recorder, guitar, or another instrument; summer workshops in music education with the consent of the minor coordinator.

### Music Major Programs

A detailed checklist of requirements for each degree is available in the undergraduate office, 158 Music Building.

#### Bachelor's Degrees

**Bachelor of Arts (B.A.) in Music**

- **Bachelor of Science (B.S.) in Music**

- **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 who are eligible for admission to the university may apply to the School of Music for admission as music majors.

**Auditions**

The audition is the single most important factor in determining admission to the School of Music in most degree programs. Applicants to music degree programs must audition or submit an audition tape as part of the
admission process. Applicants who submit a tape are required to audition in person upon arrival on campus. Students who plan on completing a B.A. with the option in history and literature or a B.S. with the option in music technology do not need to audition as part of the admission process, although an audition is required later for placement in the performance studies. Auditions both for admission and for scholarships are held in February each year or by appointment. A brochure describing the audition process is available from the undergraduate office, 518 Music Building.

Placement examination. 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. Study guides for these examinations are available in the undergraduate office.

Performance Studies
Placement in performance studies requires an audition, which can be scheduled by appointment. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertory and procedure are available on request from the undergraduate office. 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 have a second 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 terms of ensemble. Some degrees require participation in specific ensembles. Jazz studies majors and studio guitar students may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUJ 195, 395) or Chamber Ensemble (MUS 194, 394) instead of large conducted ensembles.

Placement in performance studies requires an audition, which can be scheduled by appointment. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertory and procedure are available on request from the undergraduate office. 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 have a second audition. A placement examination specific to jazz studies is required of freshmen and transfer students who want to enter the program.

Performance Studies

Placement in performance studies requires an audition, which can be scheduled by appointment. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertory and procedure are available on request from the undergraduate office. 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 have a second audition. A placement examination specific to jazz studies is required of freshmen and transfer students who want to enter the program.
Music Technology Option credits
Performance studies: at least three terms, the last of which must be at the MUP 140 level or above
Ensemble: at least three terms .......................... 3-6
Concepts of Computing: Information Processing (CIS 121) .................. 4
Concepts of Computing: Computers and
Computation (CIS 121) .................. 4
Ensemble: at least three terms .......................... 3-6
B.Mus. in Jazz Studies credits
Ensemble: at least nine terms including six at the B.Mus. in Jazz Studies level
Schenkerian Analysis (MUS 240, 241, 242; 340, 341, 342, 440, 441, 442) ... 6
Advanced Electronic Composition (MUS 445) .... 6
Computer Music Applications (MUS 446) ........ 3
Research and Reading: History of Electroacoustic Music (MUS 405) .... 3
Group options: Suggested courses include
Composition LIII (MUS 240, 241, 242, 340, 341, 342, 440, 441, 442) Schenkerian Analysis (MUS 340, 341, 342), Electronic Music Techniques LIII (MUS 443, 444, 445), Advanced Electronic Composition (MUS 445), Piano Literature (MUS 464, 465, 466), Orchestral Music (MUS 470, 471, 472), History of Opera (MUS 474, 475), additional performance studies, additional ensembles, courses in the music of other cultures .......................... 32
Senior project completed under faculty guidance. Enroll in Senior Project (MUS 499); consult adviser for details and procedure .......................... 1-3

Bachelor of Music
B.Mus. in Jazz Studies credits
Ensemble: Small Jazz Ensemble (MUS 195, 395), nine terms including six at the 300 level .... 15
Three terms of chamber ensemble, band, orchestra, or chorus (MUS 194, 196, 197, 198, 199, 295, 296, 297, 298, 299, 395, 396, 397) ........................................... 9
Small Jazz Ensemble Laboratory (MUS 180, 181, 182, 280, 281, 282) .................. 6
Performance Studies (Studio Instruction) MUP 171 or above, including three terms of
MUP 271 or above .................................. 12
Jazz Theory (MUS 272) .......................... 2
Functional Jazz Piano II, LIII (MUS 271, 272) .......................... 4
Jazz Improvisation II (MUS 273, 274) .......................... 4
History of Jazz (MUS 350) .......................... 4
Electronic Music Techniques I (MUS 443) .......................... 3
Electronic Music Applications (MUS 446) .......................... 3
Jazz Repertoire LII, LIII (MUS 474, 475, 476) .......................... 6
Jazz Arranging II, LIII (MUS 480, 481, 482) .......................... 9
Advanced Jazz Repertoire LII, LIII (MUS 477, 478, 479) .......................... 9
Advanced Jazz Arranging LII, LIII (MUS 483, 484, 485) .......................... 9
Electives .................................. 20
Suggested electives include studio instruction: jazz performance studies
Senior recital: consult director of jazz studies for details
A total of at least 125 music credits including electives and required courses
B.Mus. in Music Composition credits
Composition LII, LIII (MUS 240, 241, 242, 340, 341, 342, 440, 441, 442) .................. 27
Ensemble: at least nine terms .................................. 18
Schenkerian Analysis (MUS 340, 341, 342) .......................... 9
Counterpoint (MUS 433, 434, 435) .......................... 12
Scoring for Voices and Instruments (MUS 439) .......................... 3
One course in electronic or computer music applications chosen from Electronic Music Techniques LII (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 453), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454), Gamelan (MUS 490) .................. 2-4
Profile course in piano (MUP 271) or profile in piano (MUP 171) and in another instrument or in voice (MUP 171 or above) .......................... 24
Profile in conducting determined by the composition faculty
A total of at least 121 music credits including electives and required courses
Senior recital: a public performance of compositions
written by the student under the guidance of the composition faculty
Final approval of the student's recital and general qualifications by the composition faculty
B.Mus. in Music Education credits
Foundations of Music Education (MUS 326) .... 3
Approving course in adolescent development and behavior; Development (PSY 375) recommended .... 3
Teaching Laboratory I (MUS 386, 387, 388) .......................... 3
Voice Pedagogy (MUS 391) .......................... 1
Instrumental Techniques (MUS 392) .......................... 3
Practicum: Early Field Experience (MUS 393) .......................... 3
Teaching Laboratory II (MUS 486, 487, 488) .......................... 3
Ensemble, at least twelve terms .......................... 24
Performance studies .......................... 18
A total of at least 125 music credits including required and elective courses
Minimum cumulative grade point average (GPA) of 2.50, grades of C- or better in courses listed above; at least two terms in residence
Admission to the music education program requires faculty approval at the end of the sophomore year
Choral and General Option. Students whose primary performance medium is piano must pass at least three terms of MUP 271 or above and pass three terms of Intermediate Performance Studies: Voice (MUP 140). Students whose primary performance medium is voice must pass at least three terms of MUP 274 or above and pass three terms of Functional Piano (MUP 163)
Instrumental Option. Students whose primary performance medium is a band or orchestra instrument must pass at least three terms of MUP 374 or above, piano, organ, recorder, harp, and guitar may not be used to meet instrumental option requirements
B.Mus. in Music Performance credits
Performance studies: at least 36 credits including three terms of MUP 471 .......... 36
Upper-division MUS elective credits .................................. 5
Ensemble: at least twelve terms
A total of at least 121 music credits including required and elective courses
Junior and senior recitals: credit may be earned in Reading and Conference: Recital (MUS 405); consult studio teacher for details
Areas of specialization are bassoon, cello, clarinet, classical guitar, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, string bass, studio guitar, trombone, trumpet, tuba, viola, violin, voice. Students may also specialize in more than one wind instrument. Consult studio teacher for details. Additional requirements for each option follow:
Voice Option. Proficiency in French, German, Italian required to completion of one year of college study in each of two languages or two years of study in one language.
Two terms of Intro to Lyric Diction (MUS 155, 156). Consult adviser for details
Piano proficiency: three terms of Functional Piano (MUP 163) or equivalent
Chamber ensemble (MUS 194 or 394), one term
Piano Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)
Piano Pedagogy LIII, LIV (MUS 471, 472, 473)
rPracticum (MUS 409)
Preparatory classes must be completed at least six weeks before the proposed recital date
Harpischord and Organ Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)
Strings, Woodwinds, Brass, Guitar, and Harp Option. In addition to the twelve terms of ensemble, at least three terms of Chamber Ensemble (MUS 194, 394) are required
Percussion Option. In addition to twelve terms of ensemble, twelve terms of Percussion Master Class (MUS 411) and one term of Instrumental Techniques: Percussion (MUS 392) are required
B.Mus. in Music Theory credits
Performance studies at least 18 credits including at least three terms of MUP 271 or above .... 18
Advanced Keyboard Harmony (MUS 429) ........ 2
Schenkerian Analysis (MUS 433, 434, 435) ........ 9
Counterpoint (MUS 433, 434, 435) ........ 12
Score/Bridge and Instruments (MUS 434) ........ 3
Choose 10 credits from Composition I (MUS 245, 241, 242), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Score Reading (MUS 426), Electronic Music Techniques LII (MUS 443, 444), Computer Music Applications (MUS 446), music literature courses (MUS 446-476), Jazz Theory (MUS 470) ........ 10
Demonstrated proficiency in piano (MUP 271) or three terms of piano performance (MUP 171) with grades of C- or better
Ensemble: at least twelve terms
A total of at least 121 music credits, including electives and required courses
College Composition I and III (WR 121 and 123) strongly recommended
Senior lecture-recital: optional Reading and Conference (MUS 405); consult adviser for details
Final approval of the student's lecture-recital and general qualifications
Admission

Applicants must satisfy general university, Graduate School, and School of Music requirements governing admission. See the Graduate School section of this catalog 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 Application Form, 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 performances of student’s works; music education majors: copies of programs conducted; jazz studies: a tape demonstrating improvisation over standard jazz repertoire, musical scores with accompanying tape; and music majors: copies of recent programs in which the applicant has participated

Following are additional admission requirements for each major or area of emphasis:

Jazz Studies
Instrumental Performance Emphasis. University of Oregon B.Mus. in jazz studies or equivalent; advanced improvisational skills with substantial study of jazz repertoire.

Composition-Arranging Emphasis. University of Oregon B.Mus. in jazz studies or equivalent skills; substantial portfolio of arrangements or compositions for large and small jazz ensemble.

Music: Conducting

Choral Conducting. Minimum of two years of successful choral experience supported by letters of recommendation, tapes, and programs.

Orchestral Conducting. Proficiency to enter Performance Studies (Studio Instruction): (MUP 641 level or above). Student 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): (MUP 641 level or above). Student must also have two years’ experience as a conductor and pass an audition of conducting skills.

Music: Piano Pedagogy

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 work. 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) (MUP 671–694). Prospective voice specialists must also have piano proficiency in sight-reading and accompanying.

Any student whose admission is based on a taped performance is considered tentatively admitted until that student has a live audition at the beginning of study.

Multiple Woodwind and Brass Instruments. Proficiency to enter Performance Studies (Studio Instruction) (MUP 681–689) in primary instrument. Proficiency to enter Performance Studies (Studio Instruction) (MUP 621–630) in secondary instruments.

Entrance Examinations

Students who are admitted into a master’s degree program, either conditionally or unconditionally, must 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) must complete prescribed courses by the end of their second term of enrollment. Entering 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 in the Graduate Procedures and Policies booklet, available in the graduate office.

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students, other than keyboard or guitar specialists, enrolled in performance studies must be concurrently enrolled in a band, choir, or orchestra, and they must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance. 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.

Jazz Studies. Majors may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUP 695) or Chamber Ensemble (MUS 694) instead of large conducted ensembles.
Keyboard and Guitar. Instead of the large conducted ensembles, keyboard and guitar specialists may enroll in a Chamber Ensemble (MUS 684), and keyboard and guitar students may enroll in The Collaborative Project (MUS 591, 592, 593). Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned conducted ensemble.

Exceptions may be considered by the undergraduate committee after the student completes the following procedure:
1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete an Ensemble Requirement petition
3. Return the petition to the graduate office

The petition is given to the chair of the undergraduate committee, and the student is notified of the action taken.

Degree Requirements
A minimum of 50 percent of degree requirements must be taken in 600- or 700-level courses. Degree candidates must give the coordinator of graduate studies a copy of the terminal project—written and audio or video recording—for the Music Services Department's archives in Knight Library. In addition to graduate school requirements for master's degrees (see Graduate School section of this catalog), each degree program listed below has specific requirements.

Master of Music

M.A. in Music History

**Credits**
Performance studies, at least three terms ........ 6
Research Methods in Music (MUS 611) ........ 3
Ensemble, 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)

Electives in music history or theory or appropriate area outside music; recommended courses are MUS 584–586, 643, 644, 689, or additional seminars (MUS 507, 607)........ 6–9

Thesis (MUS 503) ............................................ 9

A total of at least 24 graduate credits.

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study.

Completion requirements: comprehensive examinations covering the thesis and degree course work.

M.A. in Music Theory

**Credits**
Performance studies, at least three terms .......... 6–12
Ensemble, at least three terms ....................... 3–6
Schenkerian Analysis (MUS 530, 531, 532) ........ 9
Counterpoint (MUS 533, 534, 535) ................. 12
Research Methods in Music (MUS 611) ............ 3
Advanced Aural Skills (MUS 635) ................... 3
Group Option I. Choose one course from:
- History of Theory (MUS 637)
- Pedagogy and Practice: Theory (MUE 639)
- Group Option II. Choose one course from:
- Post-Tonal Theory I (MUS 516)
- Advanced Keyboard Harmony (MUS 525)
- Score Reading (MUS 526)
- Seminar in Music Theory (MUS 607)
- Analysis of Rhythm (MUS 636), or a second course from Group Option I .................. 2–3

Choose 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

Thesis (MUS 503) ............................................ 9

A total of at least 56 graduate credits.

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study within the seven-year limit of the program or by passing an examination.

Completion requirements: oral examination reviewing the thesis and degree course work.

M. Mus. in Music Conducting

**Composition-Arranging Emphasis**

**Credits**
Computer Music Applications (MUS 546) ........ 3
Advanced Jazz Arranging (MUJ 583, 584, 585) .... 9
Research Methods in Music (MUS 611) ............ 3
Pedagogy and Practice: Jazz Studies (MUS 639) . 3
Jazz Program Planning and Development (MUJ 661) 3
Music in the 20th Century (MUJ 665) .......... 3
Large Jazz Ensemble (MUJ 690 or 691 or 692) .. 6
Small Jazz Ensemble (MUJ 668), two terms .......... 2

Choose at least 6 credits from:
- Small Jazz Ensemble (MUJ 668)
- JAZZ 507, 577, 578, 579

Consult adviser for additional required courses.

Electives selected from:
- Topics in Music History (MUS 661–665)
- Advanced Aural Skills (MUS 635)
- Ethnomusicology (MUS 551)
-Folk Music of the Americas (MUS 553)
- Folk Music of the Balkans (MUS 554)
- Gamelan (MUS 556)
- Advanced Aural Skills (MUS 635)
- Technology of Teaching Music (MUE 637)

Consult adviser for additional required courses.

M. Mus. in Music Conducting

**Choral Emphasis**

**Credits**
Seminar, practicum, and choral literature courses selected in consultation with the adviser .......... 16
Performance studies: at least three terms of voice .................................................. 6
Ensemble: at least three terms of choral ensemble ................................................. 6
Research Methods in Music (MUS 611) ......... 3
At least 6 credits in music history selected from MUS 661–665 ......................... 6
Instrumental Conducting Master Class (MUS 689) .................................................. 3
Two summer workshops associated with the Oregon Bach Festival ...................... 6–12
Three consecutive terms in residence, excluding summer sessions

Consult adviser for additional required courses.

Electives selected from:
- Scoring for Voices and Instruments (MUS 539)
- Pedagogy and Practice: Voice (MUS 639)
- Notation of Medieval and Renaissance Music (MUS 643)
- Performance Practices before 1800 (MUS 669)
- College Music (MUS 691)

A total of at least 54 graduate credits.

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), piano proficiency examination, final oral examination that includes coverage of degree course work.

**Orchestral Emphasis**

**Credits**
Orchestral Music (MUS 570, 571, 572) ............ 6
Research Methods in Music (MUS 611) ............ 3
Bibliography in Instrumental Conducting (MUS 620) .................................................. 3
Instrumental Conducting Laboratory (MUS 624), three terms .................................... 6
Performance studies (MUP 641 or above), three terms .................................................. 6
Two additional courses in music history chosen from MUS 660–684 .......................... 6
Instrumental Conducting Master Class (MUS 696) .................................................. 3
Performance Practice before 1800 (MUS 689) .................................................. 3
Orchestra (MUS 696), three terms .......... 6

Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits.

Completion requirements: academic year in residence, final oral examination that includes coverage of degree course work, juried conducting performance, and a research paper dealing with some aspect of orchestral conducting.

**Wind Ensemble Emphasis**

**Credits**
Research Methods in Music (MUS 611) ............ 3
Bibliography in Instrumental Conducting (MUS 620) .................................................. 3

Completion requirements: academic year in residence, final oral examination that includes coverage of degree course work, juried conducting performance, and a research paper dealing with some aspect of orchestral conducting.
Wind Repertoire (MUS 621, 622, 623) ........................................ 9
Instrumental Conducting Laboratory (MUS 624), three terms .......... 6
Performance studies (MUP 641 or above), three terms .................. 6
One additional course in music history chosen from MUS 660-664 ................................. 6
Music in the 20th Century (MUS 665) ...................................... 3
Instrumental Conducting Master Class (MUS 666) ......................... 3
Band/Wind Ensemble (MUS 660), three terms ......................... 6
Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits

Completion requirements: academic year in residence, final oral examination that includes coverage of degree coursework, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting

M.Mus. in Music
Piano Pedagogy

Piano Literature (MUS 564, 565, 566) ........................................ 9
Piano Pedagogy: Teaching Beginners (MUE 571) ..................... 2
Piano Pedagogy II: Teaching Groups (MUE 572) ..................... 2
Piano Pedagogy III: Teaching Intermediate Levels (MUE 573) ....... 2
Advanced Piano Pedagogy: Piano (MUE 591) ......................... 2
Practicum (MUE 609), three terms ...................................... 3
Research Methods in Music (MUE 611) .................................. 3
Performance studies in piano (MUE 611 or above) .................. 12
Ensemble, at least three terms ........................................... 3-6
Seminars or courses in music history or literature at the 500 level or above ........................................ 6
Electives at the 500 level or above chosen in consultation with an adviser ........................................ 6
Research (MUE 610) and short recital consisting of at least thirty minutes of musical performance ............... 3
A total of at least 52 graduate credits

Final oral examination reviewing the project and degree course work

M.Mus. in Music Composition

Ensemble, at least three terms ........................................... 3-6
Composition courses (MUS 536), at least three terms ............... 9
One course in electronic or computer music applications chosen from Electronic Music Techniques I/II (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546) ........................................ 3
One course in ethnomusicology chosen from Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553): Music of India (MUS 554): Gamelan (MUS 593), two terms ........................................ 4
Research Methods in Music (MUE 611) .................................. 3
Advanced Composition Studies (MUE 641), 641, 642 ................... 6
One course chosen from MUS 661-664 .................................. 6
Music in the 20th Century (MUS 665) .................................... 3
At least two courses outside the School of Music at the 500 level or above ........................................ 4-8
Thesis (MUS 510): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus ........................................ 9
Music electives, selected in consultation with an adviser, to complete at least 54 graduate credits

Proficiency in counterpoint equivalent to MUS 533, 534, 535

Proficiency in piano (MUP 271) or proficiency in piano (MUE 517) and proficiency in another instrument or in voice (MUP 171 or above)

Public performance—a usually a graduate recital—or a concert of works composed under the guidance of a member of the composition faculty

Final oral examination reviewing the thesis and degree course work

M.Mus. in Music Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis

Choral conducting and literature
Elementary general music
Instrumental conducting and literature

Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and graduate committee)

Ensemble: at least three terms

Performance studies: at least three terms

Research in Music (MUE 611) ............................................. 3
Resources in Music Education (MUE 614) ............................ 3
Music in School and Society (MUE 652) ............................... 3
Curricular Strategies in Music Education (MUE 630) ............... 3
At least 9 credits in music history, literature, theory, or composition at the 500 level or above ........................................ 9
At least 12 credits in courses related to the degree emphasis area at the 500 level or above ........................................ 12
Professional education courses ............................................. 9
Electives, chosen with an adviser, within or outside the School of Music to complete 31 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 (MUE 601) and oral examination, or
3. Major project consisting of a recital (if performance studies is MUP 641-642 or above) and oral examination

The oral examination in each option includes coverage of degree course work

M.Mus. in Music Performance

Options are available in bassoon, cello, clarinet, coronet, flute, harp, harpsichord, horn, oboe, organ, percussion, piano accompanying, solo piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, voice, or voice

Core Requirements

Research Methods in Music (MUE 411) .................................. 3
Performance Studies (Studio Instruction) (MUP 670-694) (except for piano accompanying option) ........................................ 12
Ensemble, at least three terms (except for piano accompanying option) ........................................ 3-6
Collaborative Ensemble (MUE 691) ....................................... 1
Seminars or courses in music history or literature at the 500 level or above approved by an adviser (except for voice and piano accompanying options) ........................................ 12
Electives, approved by an adviser, to total at least 48 graduate credits

Public recital: consult adviser for procedures. Enroll in MUP 671-674 during the term of the recital

Completion requirements: final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Specific Requirements for Selected Options

Piano

Credits

Piano Literature (MUS 564, 565, 566) .................................... 9

Multiple Woodwind or Brass Instruments

Credits

Reading and Conference: Wind Instrument Music (MUS 603) ........................................ 3
Performance Studies (Studio Instruction) (MUP 621-630), at least 3 credits in each secondary instrument ........................................ 6
Pedagogy and Practice: Woodwinds or Brass (MUE 639) ........................................ 3

Completion requirements: (1) Public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a student recital.

(2) Final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments

Percussion

Credits

Percussion Master Class (MUS 511) along with private percussion study ........................................ 3-6

Voice

Credits

Lyric Diction (MUS 555, 556) ............................................. 6
Solo Vocal Music (MUS 567, 568, 569) .................................. 6
History of Opera (MUS 574, 575) ....................................... 8
Pedagogy and Practice: Voice (MUE 639) .................................. 3
Courses in music history (MUS 660-665) ................................ 6
Chorus ensemble (MUE 697) ............................................. 9
Electives, approved by an adviser, to total at least 51 graduate credits

Proficiency in Italian, French, German: equivalent to completion of one year of college study in each language or two years of study in one language and one year of study in another

Piano Accompanying

Credits

Performance Studies (Studio Instruction) .................................. 9
Chamber Ensemble (MUS 694), four terms ................................ 4
Reading and Conference: Music for Chamber Ensemble (MUS 695) ........................................ 2
Solo Vocal Music (MUS 567, 568, 569), two terms ............... 6
Lyric Diction (MUS 555, 556) ............................................. 6
The Collaborative Piano (MUS 521, 522, 523) ........................................ 6
Seminars or courses in music history or literature at the 500 level or above approved by an adviser (except for voice and piano accompanying options) ........................................ 6
Electives, approved by an adviser, to total at least 50 graduate credits

Two public recitals: consult adviser for procedures

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, ethnomusicology, wind ensemble conducting, orchestral conducting, jazz studies, and music education research.

Doctoral candidates in music must complete one primary area and one supporting area. Details are available upon request from the graduate office.

Admission
Conditional Admission
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 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 performance of the applicant's work
6. Graduate Record Examinations (GRE) scores from the general test (verbal, quantitative, analytical)
7. 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.
   b. 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
   c. Primary or supporting area in music history or music theory: a document exemplifying the applicant's scholarship and research ability. This document comprises the sample of writing requested in item 4
   d. Primary or supporting area in music performance: a personal audition or a recent tape recording of a performance that qualifies for admission to performance courses MUP 341 or above; a list of repertoire and copies of recent programs
   8. Any other materials the applicant believes are of interest to the School of Music graduate admission committee

Entrance Examinations
Students who are admitted into a doctoral or predoctoral program must take entrance examinations in musicianship 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 (excluding summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. More information about unconditional admission is available from the graduate secretary.

General Degree Requirements
In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Research Methods in Music (MUS 611)</td>
<td>3</td>
</tr>
<tr>
<td>Pedagogy and Practicum (MUE 639), two terms</td>
<td>6</td>
</tr>
<tr>
<td>Concept Development in College Music Teaching (MUE 641, 642)</td>
<td>6</td>
</tr>
<tr>
<td>At least two courses in seminars in music history or theory, chosen from MUS 507 or the 600 level</td>
<td>4-6</td>
</tr>
<tr>
<td>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)</td>
<td>6</td>
</tr>
<tr>
<td>At least 9 credits in nonmusic courses, chosen in consultation with the faculty adviser and excluding basic language courses and courses required for primary and supporting areas</td>
<td>9</td>
</tr>
</tbody>
</table>

Ph.D. candidates, except those in music education, must demonstrate proficiency in two second languages, usually chosen from French, German, and Italian.

D.M.A. candidates must demonstrate proficiency in a second language, usually French, German, or Italian. Students with a primary or supporting area in music education must demonstrate proficiency in a second language in both 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 601), Dissertation (MUS 603), and Reading and Conference (MUS 605) are available during the summer session only with adviser's consent.

Ensemble Requirement. After conditional admission, students with a primary or supporting area in performance must enroll in three terms of The Collaborative Flautist (MUS 521, 522, 523). Students with a primary or supporting area in music performance must enroll in three consecutive terms of band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. In making assignments, the faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, and 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 undergraduate committee after the student completes the following procedure:
1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete an Ensemble Requirement Petition
3. Return the petition to the graduate office

The petition is given to the chair of the undergraduate committee, and the student is notified of the action taken.

Specific Area Requirements
In addition to the general requirements of the Graduate School and the School of Music for doctoral degrees, the following are specific requirements for 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), at least three terms
Dissertation (MUS 603), Advanced Composition Studies (MUS 640, 641, 642)
Courses outside the School of Music that are chosen with the faculty adviser
One course in electronic or computer music applications chosen from Electronic Music Techniques II (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546)

Secondary Area
Music Theory
Research Methods in Music (MUS 611)
Pedagogy and Practicum (MUE 639)
Concept Development in College Music Teaching (MUE 641, 642)
At least 9 credits in nonmusic courses, chosen in consultation with the faculty adviser and excluding basic language courses and courses required for primary and supporting areas

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D.M.A. candidates must demonstrate proficiency in a second language, usually French, German, or Italian. Students with a primary or supporting area in music education must demonstrate proficiency in a second language in both 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.

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1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete an Ensemble Requirement Petition
3. Return the petition to the graduate office

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Music Education
Primary-area requirements are the same for the D.M.A. and the Ph.D. degrees.

Primary Area
Statistical methods, two terms
Dissertation (MUE 603)
Research Methods in Music (MUS 612) ............................... 3
Resources in Music Education (MLE 614) .................. 13
Additional graduate MUE courses ................................ 9
Performance studies, three terms .................................. 7

Supporting Area for D.M.A. ................................. credits
Statistical methods, one term .................................. 3
Research Methods in Music (MUS 613) .................. 3
Additional graduate MUE courses .......................... 9
Performance studies, three terms ............................ 7

Supporting Area for Ph.D. ............................... credits
At least 21 credits, chosen in consultation with the adviser, in research methodology and in courses that provide a theoretical foundation for the dissertation research.

Music History
Primary Area credits
Notation of Medieval and Renaissance Music (MUS 643, 644) .......................................................... 6
Performance Practices before 1800 (MUS 689) .... 3
Collegium Musicum (MUS 691), three terms ....... 3

In addition to specifically required courses, choose one period-survey course, three history seminars, and three theory courses including Schenkerian Analysis (MUS 530, 531, 532), and History of Theory (MUS 537).

Choral Performing
Secondary Area credits
Concert choir (MUS 697) ....................................... 3
Inquire at the graduate office for a list of recommended electives.

Computer Music
Supporting Area credits
Electronic Music Techniques (MU 543, 544), three terms ................................................................. 9
Advanced Electronic Composition (MU 545), three terms ................................................................. 9

Computer Music Applications (MU 546) ..................... 3

Additional course selected in consultation with adviser.

Exit examination that covers knowledge of synthesis techniques, digital audio, music software, electroacoustic music literature and history, and MIDI.

Program Requirements
Comprehensive Examinations
Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy and after meeting the following conditions:
1. Classification as a graduate doctoral student
2. Completion of all course work in the examination area
3. Approval of dissertation proposal by dissertation advisory committee
4. Approval from adviser
5. Satisfaction of second-language requirements
   Additional information about comprehensive examinations is available from the graduate secretary.

Advance to Candidacy
Advance to candidacy is based on successful completion of comprehensive examinations and second-language requirements, approval by the
dissertation advisory committee, and the recommendation of the advisor.

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 public performances and a written dissertation or a public lecture with accompanying document 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
- MUE: music education
- MUP: performance studies

Music Courses (MUS)

125 Basic Music (3) Elementary study of terms and notational symbols; designed for students with no background in musical notation. Frazier. Nonmajors only.

126 Rudiments of Music Theory (3) Rudimentary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notation of musical ideas. Prereq: instruc­tor's consent or placement examination. Campbell. For music majors and minors who need preparation to enter MUS 131.

127 Rudiments of Aural Skills (3) Rudimentary study of sight singing, dictation, and related skills. Prereq: placement examination. For music majors and minors who need preparation to enter MUS 134.


155, 156 Introduction to Lyric Dictation (2,2) Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoires. 155: English, Italian, Spanish. 156: German, French. Sequence. Coreq: Performance Studies: Voice (MUP 174 or above) or instructor's consent. Tredwell.


168, 169 Guided Listening (1,1) PIN only. 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. Larson. Primarily for majors and minors.

170 Student Forum (0.5R) PIN only. Concerts, lectures, and other music-related events in the Student Forum Series at the School of Music. R five times for maximum of 3 credits.

190 East European Folk Ensemble (2R) 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.

191 Collegium Musicum (1) Study of music repertoire of the medieval, Renaissance, and baroque periods; through rehearsals and extensive study of vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent. Vanscheeuwijck.

194 Chamber Ensemble: [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. Mason.


196 Orchestra (2R) University Symphony Orchestra. Ensemble fee. Prereq: audition, instructor's consent. W. Bennett.

197 Chorus [Topic] (2R) University Singers, Chamber Choir, University Men's Chorus, University Women's Chorus, University Gospel Ensemble, University Gospel Choir. Ensemble fee. Prereq: audition; instructor's consent for all except University Men's Chorus. Prereq: Band Leader's permission. Larson.

198 Workshop: [Topic] (1–2R) Special. Only by permission of instructor.

199 Special Studies: [Topic] (1–5R) Special. Only by permission of instructor.


237, 238, 239 Keyboard Skills II (1,1,1) Continuation of MUS 137, 138, 139. Sequence. Prereq: MUS 139 or equivalent proficiency. Primarily for majors and minors.


267, 268, 269 Survey of Music History (4,4,4) Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Sequence. Prereq: MUS 133 or instructor's consent; prereq for nonmajors: instructor's consent. Boynton, Vanscheeuwijck. Primarily for majors.

270 History of the Blues (4) Traces blues music from its African and African American roots through its 20th-century history and its influence on the values of jazz, rhythm, and blues, and country music. Woidack.

322 Music Fundamentals (3) Music notation and terminology, learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Laboratory fee. R. Moore. Prospective elementary teachers only.

324, 325, 326 Analysis (3,3,3) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. Sequence. Prereq: MUS 233, 236, 299 or equivalent proficiency. Boss, Hurwitz, Trombley.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency, instructor's consent. Boss.

351 The Music of Bach and Handel (3) Compositions by Bach and Handel such as organ chorales, cantatas, oratorios, operas, and masses; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.


353 Survey of Opera (3) Introduces several operatic masterpieces including works by Mozart, Wagner, and Verdi. Smith. Primarily for nonmajors.


355 Beethoven (4) Life and works of Beethoven considered in the context of the tumultuous events of postrevolutionary Europe. Works
include piano sonatas, symphonies, and quartets. Primarily for nonmajors. Smith.

356 Innovative Jazz Musicians: [Topic] (4R) Graded only. Covers one or two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and critical reception. R twice when topic changes for maximum of 12 credits. Weidoeck.

358 Music in World Cultures (4) Appreciation of music in its cultural contexts throughout the world. Emphasis on listening skills, aesthetics, styles, genres, transmission, and sociocultural backgrounds. Levy.

359 Music of the Americas (4) Appreciation of African American, Asian American, Latin American, and Native American musics in their cultural contexts in North and South America. Levy.

370 Student Forum (0.5R) P/N only. See MUS 170.

380 Film: Drama, Photography, Music (4) Graded only. Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis. Trombley.

390 East European Folk Ensemble (2R) See MUS 190. R twice for maximum of 6 credits.

391 Collegium Musicum (1R) See MUS 191.

394 Chamber Ensemble: [Topic] (1R) See MUS 194.


396 Orchestra (2R) See MUS 196.

397 Chorus: [Topic] (2R) See MUS 197.

398 Opera Workshop (2R) Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, direction, and rehearsal techniques. Prereq: instructor's consent. Griffith.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–2R) Prereq: instructor's consent.

403 Thesis (1–2R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–4R) Individual study of topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

407/507 Seminar: [Topic] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408/508 Workshop: [Topic] (1–2R) 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.

409 Supervised Tutoring (1–2R)

410/510 Experimental Course: [Topic] (1–5R)


413 Music History Review (3) Review of music history from the medieval period to the present. Prereq: placement examination.


419/519 MIDI for Musicians (2) Concepts, uses, applications, and practical experience with using the personal computer to make music. Includes MIDI (musical instrument digital interface), digital audio, web-based music, and sequencing. Lataraski.

421/521, 422/522, 423/523 The Collaborative Pianist (2, 2, 2) Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera seria, accompaniment, sight-reading, and orchestral reduction skills. Sequence. Prereq: MUP 271 or above, or instructor's consent. Mason. R once each, with instructor's consent, for maximum of 4 credits per course.

425/525 Advanced Keyboard Harmony (2) Realization of figured bass reflecting baroque performance practice; development of modulation techniques and related skills. C def reading, vocal and orchestral score reading. Prereq: MUS 233 or equivalent. Instructor's consent.

426/526 Score Reading (2R) Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves. R once with instructor's consent for maximum of 4 credits.


438/538 Composers' Forum (3R) Compositions and discussion of works for performance by professional and student performers, study of 20th-century compositional techniques. Prereq: instructor's consent. R twenty-four times for maximum of 75 credits.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 233. 236.


445/545 Advanced Electronic Composition (3R) Advanced topics of sound synthesis, digital signal processing, and electroacoustic compositional techniques. Laboratory fee. Prereq: instructor's consent. Stolot. R twenty-four times for maximum of 75 credits.

446/546 Computer Music Applications: [Topic] (3R) Use of computers for music notation, education, analysis, performance, research, and other applications. Prereq: instructor's consent. R three times when topic changes for maximum of 12 credits.


451/551 Introduction to Ethnomusicology (4) History and development of the study of world musics in their cultural contexts. Comparison of various approaches and issues from the late 19th century to the present. Levy.


453/553 Folk Music of the Balkans (4) Forms and styles of folk musics and dances in their cultural contexts in southeastern Europe: Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia. Levy.

454/554 Music of India (4) 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. Boynton.

464/564, 465/565, 466/566 Piano Literature (3, 3, 3) Solo keyboard music from the time of J. S. Bach to the present; original works for four hands and for two pianos, the concertos; emphasis on style as it affects performance. Prereq: MUS 269 or equivalent. Kramer.

467/567, 468/568, 469/569 Solo Vocal Music (2, 2, 2) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 269 or equivalent. Miller.

485/585 Advanced Choral Conducting (3) Refinement of choral conducting techniques; study of musical 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 rhythm and related conducting problems. W. Bennett, Ponto.


499 Senior Project (3R) Projects in music history, analysis, theory, composition, performance, or related disciplines designed by the student in consultation with the instructor. Prereq: instructor's consent. R twice for maximum of 9 credits. Thesis, Research, Dissertation, and Reading and Conference are available during summer sessions with advisor's consent.

601 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 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. Prereq: 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)

609 Terminal Project (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, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. MUS 611 is a prerequisite to 612 and 613. L. Bennett, Hurwitz, R. Moore.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. W. Bennett.


624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. W. Bennett, Ponto. R twice for maximum of 6 credits.

635 Advanced Aural Skills (3R) Exercises and projects in transcription and analysis of music presented aurally; discerning discrepancies between performed and notated music; analysis of music without recourse to scores. R once with instructor's consent. Offered 1999-2000 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 including the works of Zarlino, Rameau, Tartini, Riemann, Hindemith, and others. Offered 1999-2000 and alternate years.

638, 639 Timbral Analysis and Orchestral Composition (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. Kyri. 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. Bergquist. Offered alternate years; not offered 1999-2000.

660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; developments in polyphony. Boynton. Offered 1999-2000 and alternate years.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; high Renaissance music; late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Vanscheeuwijk. Offered alternate years; not offered 1999-2000.

662 Music in the Baroque Era (3) From the Florentine Camera through the roccoco; 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 1999-2000.


664 Music in the Romantic Era (3) Virtuosic and lyric extremes in instrumental and vocal styles. Literary romanticism, descriptive music, and the lied; opera in France and Italy; Wagner's music drama as Gesamtkunstwerk. Smith. Offered alternate years; not offered 1999-2000.

665 Music in the 20th Century (3) The crisis of romanticism and tonality; the transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent trends. Offered 1999-2000 and alternate years.

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 (1R) See MUS 191.

692 Chamber Ensemble: [Topic] (1R) See MUS 194.

693 Band: [Topic] (1-2R) See MUS 195.

696 Orchestra (2R) See MUS 196.

697 Chorus: [Topic] (2R) See MUS 197.

698 Opera Workshop (2R) See MUS 198.

Jazz Studies Courses (MUJ)

180, 181, 182 Small Jazz Ensemble Laboratory (1,1,1) Drills and practical application of scales, chords, harmonic progression, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. Coreq: MUS 125. Instructor's consent. R twice for maximum of 3 credits each.

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 (1R) 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 I-2R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Prereq: audition. 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. Prereq: audition. Dye.

270 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, 139; or instructor's consent. S. Owen.

271, 272 Functional Jazz Piano I, II (2,2) Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence. Prereq: MUS 270; or instructor's consent. Versace.

273, 274 Jazz Improvisation I, II (2,2) Task-oriented performance of selected standard jazz repertoire. 273: chord and scale study, solo
transcription, analysis, pattern practice, simple
compositional forms. 274 chord alteration, chord
substitution, reharmonization and chromaticism.
Prereq: MUE 270, pre- or coreq: MUE 271. S. Owen
280, 281, 282 Small Jazz Ensemble Laboratory
(1,1,1R) Drills and practical application of scales,
chords, harmonic progressions, rhythmic patterns,
and approach-note groups for development of
skills in small jazz ensembles. Sequence. Coreq:
MUE 195, instructor’s consent. R twice for max-
imum of 3 credits each.
350 History of Jazz (4) Major historical styles in
jazz, 1900 to present: ragtime, New Orleans jazz,
swing, bop, cool jazz, hard bop, free jazz, and
fusion: major jazz performers: sociological back-
grounds of jazz. Prereq: sophomore standing
or higher. Woideck.
380 Jazz Laboratory Band (1R) See MUE 190.
391 Jazz Laboratory Band II (1R) See MUE 191.
392 Oregon Jazz Ensemble (1-2R) See MUE 192.
395 Small Jazz Ensemble: [Topic] (1-2R) See
MUE 195.
397 Oregon Vocal Jazz (2R) See MUE 197.
405 Reading and Conference: [Topic] (1-4R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-21R)
450/550 Survey of Jazz Composition (3) Jazz
composition from 1900 to the present. The evolu-
tion of jazz composition and arranging through
the study of major jazz stylistic periods. S. Owen.
Offered alternate years; not offered 1999-2000.
451/551 Survey of Jazz Improvisation (3) Jazz
improvisation from 1900 to the present. Include-
the evolution of specific instrumental techniques
(saxophone, trumpet, trombone, piano, bass drum
set, guitar) through major stylistic periods. Versac:
Offered alternate years; not offered 1999-2000.
460/560 Jazz Pedagogy (3) Instructional tech-
niques used to work effectively with students to:
advance jazz ensemble performance. Rehearsal tech-
niques, rhythm section, teaching improvisation,
and elementary syllable development. S. Owen.
Prereq: MUE 470/570, 471/571. S. Owen
474/574, 475/575, 476/576 Jazz Repertoire LI,II,III
(2,2,2) Study of traditional jazz literature through
performance. Emphasis on improvisation and
developing the ability to categorize songs by ear
through the recognition of common chord pro-
gressions and modulations. Sequence. Prereq:
MUE 274 or instructor’s consent. S. Owen
477/577, 478/578, 479/579 Advanced Jazz
Repertoire LI,II,III (3.3,3) Development of
professional performance skills in improvisation
through study of traditional and contemporary
jazz repertoire sequence. Prereq: MUE 476/576
or instructor’s consent. Versacc.
480/580, 481/581, 482/582 Jazz Arranging LI,II,III
(3,3,3) Study of use of common arranging skills:
reharmonization, instrumentation, block harmo-
nization, tutti scoring techniques, five-part densi-
ty, etc. Sequence. Prereq: MUE 272 or instructor’s
consent. Versacc.
483/583, 484/584, 485/585 Advanced Jazz
Arranging LI,II,III (3,3,3) Composition, arranging,
and performance of works for small and chamber
jazz ensembles. Preparation of works for senior
and graduate degree recitals. Sequence. Prereq:
MUE 482/562 or instructor’s consent. S. Owen
S08 Thesis (1-16R) P or only. Prereq: instructor’s
consent.
605 Reading and Conference: [Topic] (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), organi-
sing student support, setting and reaching pro-
gram goals. S. Owen.
690 Jazz Laboratory Band III (1R) See MUE 190.
691 Jazz Laboratory Band IV (1R) See MUE 191.
692 Oregon Jazz Ensemble (1-2R) See MUE 192.
695 Small Jazz Ensemble: [Topic] (1-2R) See
MUE 195.
697 Oregon Vocal Jazz (2R) See MUE 197.

Music Education Courses (MUE)
199 Special Studies: [Topic] (1-5R)
326 Foundations of Music Education (3) Social,
philosophical, historical, and curricular founda-
tions of music education; justification for includ-
ing music in the public school curriculum; profes-
sional, ethical, and social aspects of teaching.
Extra fee.
386, 387, 388 Teaching Laboratory I (1,1,1)
Graded only. Practical experiences in teaching
using microteaching techniques and music
education methods in a laboratory setting. Clark.
391 Voice Pedagogy (1R) Vocal techniques for
chorus, studio, and class instruction. Methods
and materials for adolescent and mature solists.
Vargas.
392 Instrumental Techniques: [Topic] (1R)
Elementary instruction in pedagogy and perfor-
mance of various instruments. Sections in strings,
woodwinds, brass, percussion, flute, clarinet and
saxophone, oboe and bassoon, trumpet, trom-
bone, horn, violin and viola, cello, recorder,
guitar, and classroom instruments. Instrument
rental fee. Prereq: instructor’s consent. Primarily
for music education majors.
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.
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-21R) Various topics
at an advanced level, offered periodically accord-
ing to student 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) Practicum experi-
ence in guiding learning activities. Prereq:
instructor’s consent. Slattery.
410/510 Experimental Course: [Topic] (1-5R)
411/510 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. P. Duerksen.
412/512 Teaching Methods: Elementary Choral
and General (3) Concerns of music teachers in
the elementary school, observations, procedures,
instructional materials; planning and teaching
lessons for analysis and criticism. Laboratory fee.
Coreq: Practicum: Elementary School Music
(MUE 409). Van Rysselberge. Majors only.
413/513 Teaching Methods: Secondary Choral
and General (3) Instructional procedures and
materials for secondary choral and general music
classes.
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 cur-
riculum 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.
424/524 Children’s Choir (3) Study techniques
that lead to beautiful singing by children. Warm-
ups, information exercises, motivation strategies,
high-quality music, programming concerts,
rehearsals. R. Moore.
426/526 The General Music Program: Element-
ary (3) Musical development of children from
nursery through elementary school; curriculum,
methods, materials, and evaluation. Laboratory
427/527 The General Music Program: Secondary
(3) Objectives, procedures, instructional materi-
als, and evaluation of music programs for the
general student in both junior and senior high
schools.
428/528 Music for Early Childhood (3R) Musical
characteristics and abilities of preschool children.
Suitable materials and musical experiences;
techniques involving parents and children in a
laboratory setting. Laboratory fee. Coreq: labora-
tory. Van Rysselberge. R twice for maximum of
5 credits.
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 learn-
ers. R. Moore.
430/530 Music Classroom Ecology and Manage-
ment (3) Exploration of the sociocultural factors
of race, gender, and cultural diversity of teach-
ung styles, interactions; techniques for main-
aining an ecological environment conducive to
learning music 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.
Olsen.
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, instrumental program and
concert planning. Olsen.
447/547 Psychology of Music (3) Functions of
the musical mind; knowledge and intellectual
skills related to music perception; implications
for the teaching of music. R. Moore.
455/555 Jazz and Marching Methods (3) Teach-
ing methods for jazz ensembles and marching

School of Music
456/556 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique and in carrying out the project. Prereq: knowledge and competence in the substance of the activity and in curricular planning, instructor’s consent.


461/561 Violin Pedagogy II: Suzuki Method (3R) Interactive supervised teaching assignment with the Community Music Institute Suzuki Violin Program. Lectures and techniques relate to this teaching experience. Prereq: MUE 460/560. R once with Instructor’s consent for maximum of 6 credits.

462/562 Pedagogy Methods: Violin and Viola (2) Principles and techniques of violin and viola teaching at beginning through intermediate levels. Emphasis on the pedagogical approach of Paul Rolland.

471/571 Piano Pedagogy I: Teaching Beginners (2) In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Wachtter.


486, 487, 488 Teaching Laboratory II (1, 1, 1) Graded only. See MUE 386, 387, 388.

P. Doerksen.

491/591 Advanced Pedagogy: [Topic] (3R) Sections in piano and other topics. R twice 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 (3-5R) 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)

607 Seminar: [Topic] (1-5R) Recent topics are Field Experience, Thesis Organization.

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. Slayter.

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

613 Resources in Music Education (3) Development of bibliographic and writing skills necessary for scholarly research—problem specification, locating and reviewing research literature, and preparation of reports for presentation and publication. P. Doerksen.

621 Advanced Instrumental Techniques: [Topic] (3R) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel. P. Doerksen.


632 Administration of School Music (3) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel. P. Doerksen.

633 Administration of School Music (3) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel. P. Doerksen.

634 Technology of Teaching Music (3) Use of electronic equipment and computers in teaching music. Hardware and software appropriate for classroom use and for individualized instruction.

P. Doerksen.

635 Curriculum Strategies in Music Education (3) Procedures for developing music courses for today’s schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

636 Pedagogy and Practicum: [Topic] (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnoscience, jazz studies, music education, music history, music theory, voice, keyboard, strings, woodwinds, brass, and percussion. Prereq: instructor’s consent. R twice when topic changes for maximum of 9 credits.

637 Technology of Teaching Music (3) Use of electronic equipment and computers in teaching music. Hardware and software appropriate for classroom use and for individualized instruction.

P. Doerksen.

638 Teaching Strategies in Music Education (3) Procedures for developing music courses for today’s schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

639 Pedagogy and Practicum: [Topic] (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnoscience, jazz studies, music education, music history, music theory, voice, keyboard, strings, woodwinds, brass, and percussion. Prereq: instructor’s consent. R twice when topic changes for maximum of 9 credits.

641-644 Concept Development in College Music Teaching (3-3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements. Prereq: instructor’s consent. Martin. Doctoral students only.


Performance Studies Courses (MUP)

There is an extra fee for nonmajors enrolled in MUP 171–191. Unless it is a degree requirement, majors taking more than one performance studies course pay an extra fee.

MUP 170–791 coreq for majors: enroll in major ensemble

Performance studies (MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791) coreq: MUES 411/511, enroll in major ensemble

100–105 Basic Performance Studies: [Topic] (2R) P/N only. Classroom instrumental instruction.


Prereq: instructor’s consent, audition for MUP 102–105. R twice for maximum of 6 credits.

108 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) P/N only. Beginning-level group instruction in music reading, chording techniques, improvisation, scales, and simple theory. Listening is an important part of the course. Extra fee. Latariski. R twice for maximum of 6 credits.

109 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) P/N only. Extra fee. Prereq: instructor’s consent. R twice for maximum of 6 credits.

110 Basic Performance Studies: Classical Guitar (Studio Instruction) (2R) P/N only. Extra fee. Prereq: audition. R twice for maximum of 6 credits.

120 Beginning Guitar I (3R) Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice skills. Extra fee. Case. R twice for maximum of 9 credits. Primarily for nonmajors.

121 Beginning Guitar II (3R) Continued study of topics in MUP 120 with emphasis on chord progressions, finger-style playing, and arranging. Requires music reading and barre chord skills. Extra fee. Prereq: MUP 120 or instructor’s consent. Case. R twice for maximum of 9 credits. Primarily for nonmajors.

124 Jazz Guitar (2R) P/N only. Introduction to chords, scales, songs, and related techniques used in jazz. Designed for beginners; students must provide own instruments. R once for maximum of 4 credits.

127 Blues Guitar I (2R) P/N only. Introduction to blues chords, scales, songs, and related techniques. Designed for intermediate students; students must provide own instruments. R once for maximum of 4 credits.

128 Blues Guitar II (2R) P/N only. More blues chords, scales, songs, and related techniques. Designed for intermediate students; students must provide own instruments. Prereq: MUP 127. R once for maximum of 4 credits.

140-161 Intermediate Performance Studies: [Topic] (2R) Classroom instruction in performance for students with minimal previous training.


Academic Affairs

Most tenured faculty members are listed under academic departments and programs within sponsoring colleges or schools. The following people are assigned to administrative units.

Faculty


Lorraine G. Davis, professor (health education, statistics); vice provost for academic affairs. B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

Emeriti


John W. Borchardt, professor emeritus. B.S., 1940, La Crosse; M.A., 1951, Ph.D., 1966, Iowa. (1948)

William J. Bowerman, professor emeritus; assistant athletic director emeritus. B.S., 1933, M.S., 1948, Oregon. (1948)


Marian R. Miller, professor emeritus; assistant university physician emeritus. B.A., 1925, M.D., 1930, Oregon. (1931)

Myra Miller, associate professor emerita. B.A., 1937, Washington (Seattle); diploma, 1936, New York School of Social Work. (1967)


Lois E. Person, assistant professor emerita. B.S., 1948, North Dakota; M.S., 1950, Cornell. (1950)

Jesse L. Puckett, professor emerita. B.S., 1951, M.S., 1957, Oregon. (1952)


Lynn S. Rodney, professor emeritus; dean emeritus, health, physical
Frances VanVoorhis, assistant professor emerita of home economics. B.S., 1932, Minnesota; M.S., 1949, Iowa State (1944)
Margaret J. Wiese, associate professor emerita of home economics. B.S., 1941, Iowa State; M.A., 1945, Iowa (1947)
The data in parentheses at the end of each entry is the first year of the University of Oregon.
In addition to the curriculum described under the university's academic units, additional courses are available in the areas listed below.

Academic Learning Services
Susan Lesyk, Center Director
(541) 346-3226
68 Prince Lucien Campbell Hall
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 related to a contemporary issue. Emphasis on writing abstracts, reviews, and critiques that demonstrate critical reading ability. Prereq: instructor's consent.
199 Special Studies: Topic (1-5R) R twice per week for maximum of 6 credits.
599 Special Studies: Topic (1-5R)
408/508 Workshop: Topic (1-4R)
409 Supervised Tutoring (1-4R) R for maximum of 6 credits.
608 Workshop: Topic (1-4R) R
609 Supervised Tutoring (1-4R) R for maximum of 6 credits.
A maximum of 12 credits in ALS courses may be applied to the total credits required for a bachelor's degree.

Air Force ROTC
(541) 737-6284
(800) 633-7392
AFROTC Detachment 685, 300 McAlexander Fieldhouse, Oregon State University, Corvallis OR 97331
Students interested in obtaining an officer's commission in the United States Air Force upon graduation may join the Air Force Reserve Officers Training Corps (AFROTC) 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 (other than travel expenses to OUS for classes and activities), and courses are available to fit into individual schedules. See the statement on Concurrent Enrollment in the Registration and Academic Policies section of this catalog.

Programs
Students who qualify may pursue either of these two programs.

Four-Year Program
The four-year program consists of the general military course, six terms of lower-division air force studies courses including a laboratory each term, and the professional officer course, six terms of upper-division air force studies courses including a laboratory each term. Four-year cadets attend Field Training (AS 304) for four weeks during the summer before their junior year of college.
Previous military experience (ROTC, academy, or military service) may allow the officer in charge of Air Force studies to waive all or part of the military course and professional military course are mandatory for the student. The military course requires five weeks of field training and all others agree to serve for four years after receiving the commission.

Scholarships
Scholarships are available for qualified students. High school students interested in applying should consult their high school counselors in their junior year or early in their senior year. University students in the four-year AFROTC program can compete for scholarships twice a year on the basis of grade-point average. Air Force Officer Qualifying Test scores, Scholastic Assessment Test scores, and a personal interview. Special scholarship programs are also available to students of selected minority backgrounds or who are majoring in critical-demand areas deemed necessary by the U.S. Air Force. Students receiving scholarships must be able to complete the Air Force ROTC program, receive a degree, and be commissioned before reaching age twenty-seven (thirty for veterans). Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $452 a year for textbooks, and a $150 monthly subsidy.
For students who are not selected for any other scholarship program, the Air Force offers $3,450 a year for tuition and textbooks plus $150 a month for expenses to students in any academic major during their junior and senior years. To qualify for this scholarship, the student must
• be a full-time student
• not be older than twenty-seven upon graduation (can be waived for students with military service)
• maintain a 2.35 GPA every term. As in the other scholarship programs, students must enroll in the AFROTC program and agree to accept an Air Force officer commission and service commitment upon graduation.

Allowances, Uniforms, Textbooks
Students enrolled in the professional officer course are paid a $150 monthly stipend. Uniforms and textbooks for both the general military course and professional military course are provided by the Air Force.

Field Training
One summer field training session is required for either Air Force ROTC program. The two-year program requires five weeks of field training: the four-year program requires four weeks. Students are paid varying amounts for each of these training periods. This pay is in addition to travel pay to and from the field training location.

Standards
Cadets must be U.S. citizens of sound physical condition and high moral character.
Nonscholarship cadets must receive a field training allocation before reaching age thirty to be commissioned as Air Force officers. Cadets designated to attend flight training must receive their commission before reaching age twenty-six and a half (twenty-seven and a half for veterans).
Other Educational Opportunities
After completing AFROTC requirements, advanced degrees may be sought by delaying active-duty commitments. Some commissioned officers continue advanced studies through fully funded Air Force Institute of Technology programs. Special provisions are available for medical, law, and meteorology students. Write to the department mailing address for more information about Air Force ROTC programs.

Army ROTC
See Military Science

Human Development
Overseen by the vice provost for academic affairs, a few courses are offered under the human development subject code.

Human Development (HDEV) Courses
199 Special Studies: [Topic] (1-5R)
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.
407/507 Seminar: [Topic] (1–5R)
410/510 Experimental Course: [Topic] (1–5R)
610 Experimental Course: [Topic] (1–5R)

Labor Education and Research Center
Margaret J. Hallock, Center Director
(541) 346-5054
(541) 346-2790 fax
1675 Agate Street
1289 University of Oregon
Eugene OR 97403-1289
http://darkwing.uoregon.edu/~lerc

Faculty
Charles H. Spencer, adjunct instructor. See Planning, Public Policy and Management.

Emeriti
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 community and the state university system. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community. LERC produces educational programs including seminars, conferences, and short courses on campus and throughout the state. It offers training and education to unionists in grievance handling, arbitration, collective bargaining, health and safety, and issues of concern in today's complex and rapidly changing economy. LERC also cooperates with national, regional, and state labor organizations to provide intensive training and educational opportunities for union members, officers, and staff members in 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, and 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, workplace practices, health identification and training, and new technology. LERC is advised by a committee of representatives from state and national labor organizations.

LERC in Portland. In 1967 a LERC office was opened in the University of Oregon Portland Center, which is described in the Campus and Community Resources section of this catalog. It provides increased service to the metropolitan area through 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) 725-3295.

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. More information is available from the center.

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)
408 Workshop: [Topic] (1–21R)
410/510 Experimental Course: [Topic] (1–5R)
605 Reading and Conference: [Topic] (1–6R)
606 Supervised Field Studies (1–6R)
610 Workshop: [Topic] (1–6R)

Library System
George W. Shiplman, University Librarian
Office of the Librarian, Knight Library
(541) 346-5056

For information on University of Oregon Library System services and faculty members, see the Library System section of this catalog under Campus and Community Resources.

Library Courses (LIB)
101 Introduction to the Library (1) Introduction to the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections.
199 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. Repeatable as conditions change.
210 Research Strategies and Information Technology (3) Introduction to the complexities of locating and retrieving information—develop-
Military Science

Robert H. Rhen, Department Head
1679 Agate Street
(541) 346-3102
1297 University of Oregon, Eugene OR 97403-1297

Military Science Courses (MIL)
121, 122, 123 Military Science I (2,2,2) 121: Constitutional beginnings, organization, and role of today's army; physical fitness; introduction to equipment and small-unit operations. 122: operational and survival skills, essentials of topographic map reading and land navigation; small-unit tactics, practical exercises with Army weapons and equipment. 123: characteristics and methods of successful leadership—building trust, understanding, cooperation, and communication; responsibilities of leadership including personal motivation and ethics.

191 Leadership Laboratory (1) Laboratory for practical experience. Assesses cadet leadership potential, physical fitness. One field-training exercise a term. Prereq: enrollment in military science. R five times for maximum of 6 credits.

199 Special Studies: [Topic] (1-5R) A current topic is Physical Fitness Training.

221, 222, 223 Military Science II (2,2,2) 221: U.S. Army's beginnings, the Constitution, and the culture of the young nation; impact of early leaders on the army's organization; American Revolution through Mexican War. 222: battles, leadership, and tactics from the Civil War through World War II. 223: battles, leadership, and tactics from the Korean War through Desert Storm: transition from worldwide conflict to peacekeeping and humanitarian assistance; principles of developing military operations orders.

321, 322, 323 Military Science III (3,3,3) 321: applies the twenty-three leadership dimensions to infantry tactics, operation orders, and orienteering; aerobic conditioning and strength training. 322: strengthens individual abilities with experience in marksmanship, drill, and tactics. 323: evaluation of leadership abilities in tactical and non-tactical settings.

405 Reading and Conference: [Topic] (1-3R)
410 Experimental Course: [Topic] (1-4R)
411, 412, 413 Military Science IV (3,3,3) 411: planning, evaluating, and conducting unit training; practical exercises in planning, coordinating, and executing small unit training. 412: detailed study of judicial and nonjudicial proceedings and administrative actions available to commanders, procedures for resolving damage to or loss of government property. 413: social psychology of leadership and transition to a military career; addresses ethics, superior and subordinate relations, loyalty, and mission.

Extracurricular Activities

The department supports a variety of events including range challenge (club sport), marauders, and color guard.

About ROTC

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 contract, with the army.

The army sponsors two-, three-, and four-year scholarships. These are awarded competitively by the army to students who seek a commission. Anyone interested in pursuing a commission or scholarship or both should write, call, or visit the department.

Overseas Study

Thomas Mills, Director, Office of International Education and Exchange
(541) 346-3207
330 Oregon Hall
520 University of Oregon
Eugene OR 97403-5209

The Office of International Education and Exchange, which reports to the Office of International Programs, 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 XX8 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, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic overseas study information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the student's permanent UO academic record as OLAT 388 HIST: Australia in the 19th Century 5 (credits).

NCSA is the Northwest Council on Study Abroad. CIEE is the Council on International Educational Exchange. ACTR is the American Council of Teachers of Russian. SIT is the School for International Training.

See also International Education and Exchange in the Campus and Community Resources section of this catalog.
Overseas Study Courses

Australia
- OCUR 188, 288, 388, 488 Overseas Studies: Curtin University (1-12R)
- OLAT 188, 288, 388, 488 Overseas Studies: La Trobe University (1-12R)
- China
- OBEI 188, 288, 388, 488 Overseas Studies: Beijing, Central Institute for Nationalities (1-12R)

The Czech Republic
- OCHA 188, 288, 388, 488 Overseas Studies: Prague, Charles University (CIEE) (1-12R)

Denmark
- ODIS 188, 288, 388, 488 Overseas Studies: Copenhagen, Denmark's International Study Program (1-12R)

Ecuador
- OQUI 188, 288, 388, 488 Overseas Studies: Quito, Catholic University of Ecuador (1-12R)

England
- OBR 188, 288, 388, 488 Overseas Studies: London (1-12R)
- OLONG 188, 288, 388, 488 Overseas Studies: London, NCSA Program (1-12R)
- OUEA 188, 288, 388, 488 Overseas Studies: Norwich, University of East Anglia (1-12R)

Finland
- OTAM 188, 288, 388, 488 Overseas Studies: Tampere, University of Tampere (1-12R)

France
- OLYO 188, 288, 388, 488 Overseas Studies: Lyon, University of Lyon (1, II, III and Catholic Faculties) (1-12R)
- OPOI 188, 288, 388, 488 Overseas Studies: Poitiers, University of Poitiers (1-12R)

Germany
- OBWIU 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1-12R)
- OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1-12R)

Hungary

Indonesia
- OMAI 188, 288, 388, 488 Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan (CIEE) (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
- OACU 188, 288, 388, 488 Overseas Studies: Tokyo, Aoyama Gakuin 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)

Latin America
- OQUEU 188, 288, 388, 488 Overseas Studies: Europe (1-12R)
- OQUI 188, 288, 388, 488 Overseas Studies: South America (1-12R)
- OQMEU 188, 288, 388, 488 Overseas Studies: Middle East (1-12R)

Middle East
- OXEU 188, 288, 388, 488 Overseas Studies: Middle East (1-12R)

Physical Activity and Recreation Services

Kara S. Rice, Director
(541) 346-4105
181 Eastinger Hall

Faculty


Emerita


The date in parentheses at the end of each entry is the year in which the University of Oregon faculty.
Some courses require additional fees to pay for equipment, transportation, and certification. Fees and fee-refund schedules are printed in each term’s schedule of classes.

### Recreational Sports
Recreational Sports programs provide opportunities for members of the university community and their families to enjoy competitive sports and informal, relaxing recreational activities. These opportunities include all-campus tournaments, intramurals, and special events. Some of the most popular activities are badminton, basketball, cross-country, flag football, golf, indoor soccer, racquetball, softball, soccer, swimming, tennis, track and field, ultimate frisbee, volleyball, and wrestling.

**Fitness Workouts.** Fitness workouts provide high-quality and inexpensive exercise experiences without academic pressure. Activities include aerobics, bench, 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 UO identification card to use the facilities. Faculty, staff, and community members may purchase a facility user’s pass valid for a single term or for a full year. Passes are sold in the Recreational Sports office, 102 Eissler Hall.

### Facilities Services
This component of Physical Activity and Recreation Services is responsible for maintaining facilities, equipment, and locker rooms.

**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. The Student Recreation and Fitness Center has a three-court gymnasium complex, a suspended running track, a strength and conditioning room, a rock climbing wall, and a juice bar. Eissler 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 meets the functional and recreational needs of the university community. Gerlinger Hall holds the Janet C. Woodruff Gymnasium and men’s and women’s locker rooms. Gerlinger Annex’s well-equipped gymnasiums and dance studios are used for instruction and recreation. Leighton Pool, a competition pool attached to Eissler Hall, and Gerlinger Pool, in Gerlinger Hall, are used for instruction and recreation.

Playing fields located east and south of Eissler Hall and on the south bank of the Willamette River provide excellent facilities for outdoor instruction, intramural, and club sports. Hayward Field accommodates track-and-field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard plexipave tennis courts north of Hayward Field and five covered courts east of Leighton Pool.

### Physical Education Courses
These courses, which are offered for credit or non-credit, are open to anyone. Most courses are recreational. Gender-specific classes are indicated in the Prerequisites/Comments 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>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-198</td>
<td>Aerobics: [Topic] (1-2R) 111: Stretch and Flex I, 131: Body Sculpting I</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>199 Special Studies: [Topic] (1-2R) 201-299</td>
<td>Aerobics: [Topic] (1-2R) 221: Aerobics I, 222: Aerobics II, 231: Aerobics III</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>301-398</td>
<td>Aerobics (PEAE)</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>399 Special Studies: [Topic] (1-2R) 301-398</td>
<td>Individual Activities (PE)</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>101-198</td>
<td>Individual Activities: [Topic] (1-2R) 111: Learn to Swim, 121: Aquacross I, 122: Aquacross II</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>199 Special Studies: [Topic] (1-2R) 201-299</td>
<td>Individual Activities: [Topic] (1-2R) 221: Juggling I, 222: Juggling II, 231: Juggling III</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>201-299</td>
<td>Individual Activities: [Topic] (1-2R) 241: Ice Skating I, 242: Ice Skating II, 251: Trampoline I, 252: Trampoline II</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>201-299</td>
<td>Individual Activities: [Topic] (1-2R) 261: Trampoline I, 262: Trampoline II</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>201-299</td>
<td>Individual Activities: [Topic] (1-2R) 271: Ice Skating I, 272: Ice Skating II</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>201-299</td>
<td>Individual Activities: [Topic] (1-2R) 301: Aerial Manoeuvres I, 302: Aerial Manoeuvres II</td>
<td>up to 2 credits per activity</td>
</tr>
<tr>
<td>201-299</td>
<td>Intercollegiate Athletics (PEIA)</td>
<td>up to 2 credits per activity</td>
</tr>
</tbody>
</table>

### Fees for Physical Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Activity (1 credit)</th>
<th>Activity (2 credits)</th>
<th>Outdoor-pursuits</th>
<th>Practicum (1–3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49</td>
<td>90</td>
<td>39–280</td>
<td>10–49</td>
</tr>
</tbody>
</table>
athletic activities. R once for maximum of 2 credits per activity.


399 Special Studies: [Topic] (1-2R)

Martial Arts (PEMA)


199 Special Studies: [Topic] (1-2R)


301-398 Martial Arts: [Topic] (1-2R) Advanced levels of martial arts activities. 301: Aikido Weapons, 311: Jeet Kune Do. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Outdoor Pursuits—Land (PEOL)

101-198 Outdoor Pursuits—Land: [Topic] (1-2R) 199 Special Studies: [Topic] (1-2R)


399 Special Studies: [Topic] (1-2R)


453 Environmental Education (3) Graded only. Introduces students to the natural history of the area. Emphasizes how to teach effectively in the outdoor environment. Prereq: PEOL 285.

455 Principles of Outdoor Leadership (3) Graded only. Preparation for leading safe and environmentally responsible outdoor pursuits courses. Topics include field leadership, risk management, and emergency procedures. Prereq: PEOL 285, backpacking experience, instructor's consent.

457 Administration of Outdoor Pursuits (3) Introduction to design, implementation, and management of safe and environmentally responsible outdoor pursuits courses, programs, and businesses. Prereq: PEOL 285, instructor's consent.

493 First Aid in Outdoor Emergencies (4) Meets special needs of hikers, climbers, skiers, and others who spend time away from professional assistance and medical facilities.

Outdoor Pursuits—Water (PEOW)

101-198 Outdoor Pursuits—Water: [Topic] (1-2R) 199 Special Studies: [Topic] (1-2R)


399 Special Studies: [Topic] (1-2R)

Physical Education Professional Experience (PEFE)

199 Special Studies: [Topic] (1-5X)

241 First Aid—Cardiopulmonary Resuscitation (American Red Cross) (2R) Provides certified training, knowledge, and skills needed in an emergency to sustain life and provide care until professional help arrives. Certification optional.

399 Special Studies: [Topic] (1-5R)

408 Workshop: [Topic] (1-5R) Professional topics in physical education.

409 Practicum: [Topic] (1-6R) Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education.

Racquet Sports (PERU)

101-198 Racquet Sports: [Topic] (1-2R) Beginning levels of racquet sport activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)


301-398 Racquet Sports: [Topic] (1-2R) Advanced levels of racquet sport activities. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Running (PERU)

101-198 Running: [Topic] (1-2R) 131: Jogging-Running, R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Running: [Topic] (1-2R) 231: 10K Road Running. R once for maximum of 2 credits per activity.


399 Special Studies: [Topic] (1-2R)

Team Sports (PETS)

101-198 Team Sports: [Topic] (1-2R) Beginning levels of team sport activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)


301-398 Team Sports: [Topic] (1-2R) Advanced levels of team sport activities. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1-2R)

Weight Training (PEW)

101-198 Weight Training: [Topic] (1-2R) Beginning levels of weight training activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1-2R)

201-299 Weight Training: [Topic] (1-2R) 211: Weight Training I, 212: Weight Training II, R once for maximum of 2 credits per activity.


399 Special Studies: [Topic] (1-2R)

Yoga Courses (PEY)


199 Special Studies: [Topic] (1-2R)


301-398 Yoga Training: [Topic] (1-2R) 331: Relaxation. R once for maximum of 2 credits per activity.
Preparatory Programs

Preengineering Programs

Students may begin preparing 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, standardized examinations, and field experience. Students who are interested in the preparatory programs should consult appropriate university advisers. The Office of Academic Advising and Student Services assists students in all aspects of the application process.

Engineering, Preparatory

David M. Strom, Preengineering Director

(541) 346-6108
418 Willamette Hall

Graduates with bachelor’s degrees in engineering are in great demand to solve practical problems by applying the principles of physical science 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 engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want 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 32 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. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the freshman year at the university. Physics and chemistry courses are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering Advising Guide, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (541) 737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a bachelor’s degree in engineering. Therefore completion of the degree takes an average of almost five years.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 215), and Electrical Fundamentals I (ENGR 221) are available from the Science Department at Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including pre- and corequisites, are available from the preengineering director.

The Department of Physics offers a three-plus-two program. It allows a student to earn a bachelor’s degree in physics from the University of Oregon and a bachelor’s degree in engineering physics from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis at the OSU College of Engineering. Interested students should consult the preengineering director.

Required preengineering courses must be completed with grades of C- or better for admission to the OSU College of Engineering. These courses are marked with an asterisk (*) in the sample programs below.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year 46 credits
* Calculus I, II, III (MATH 251, 252, 253) ........... 12
* General Physics Calculus (PHYS 211, 212, 213) ........... 12
* Introductory Physics Laboratory (PHYS 204, 205, 206) ........... 6
* College Composition I (WR 121) ........... 4
* Introduction to Numerical Computation with FORTRAN (CIS 133) ........... 4
* Humanities and social science ........... 8

Sophomore Year 50 credits
* Introduction to Differential Equations (MATH 256) ........... 4
* Calculus IV (MATH 257) ........... 4
* General Chemistry I (CH 221, 222) ........... 12
* General Chemistry Laboratory (CH 227, 228, 229) ........... 6
* Foundations of Physics II (PHYS 351) ........... 4
* Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213) ........... 12
* Humanities and social science ........... 4

Sample Program

The following sample program is for students not prepared to begin calculus in their freshman year.

Freshman Year 46 credits
* College Algebra (MATH 111), Elementary Functions (MATH 112), Calculus I (MATH 251) ........... 12
* General Chemistry (CH 221, 222, 223) ........... 12
* General Chemistry Laboratory (CH 227, 228, 229) ........... 6
* College Composition I (WR 121) ........... 4
* Humanities and social science ........... 12

Sophomore Year 46 credits
* Calculus II, III (MATH 252, 253), Introduction to Differential Equations (MATH 256) ........... 12
* General Physics with Calculus (PHYS 211, 212, 213) ........... 12
* Introductory Physics Laboratory (PHYS 204, 205, 206) ........... 6
* Introduction to Numerical Computation with FORTRAN (CIS 133) ........... 4
* Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213) ........... 12

Additional Requirements

In addition to WR 121, two communication courses and an upper-division writing-intensive course in the major are required.

Co-consult the preengineering director about these and other bachelor’s degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory

Stephen Stolp, Coordinator

(541) 346-3211
(541) 346-1089 Information area
164 Oregon Hall
http://gladstone.oregon.edu/~health/

The Office of Academic Advising and Student Services supervises the following preprofessional health science programs. Information on other health career programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers and with the professional schools they want to enter.

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. Information is also available on the prehealth sciences web site.

Dental Hygiene, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

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 (90-credit minimum) is required prior to registration in the Dental Hygiene Program. All courses required for admission must be taken for letter grades.

The following courses satisfy basic requirements: Introductory General Chemistry (CH 211, 212, 213), or General Chemistry (CH 221, 222, 223) with laboratory (CH 227, 228, 229).

Organic Chemistry I (CH 331) with laboratory (CH 337)

General Biology I, III, Cells, Organisms, Populations (BI 212, 213)

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 116)
other accredited dental schools.
The University offers a predental program that predental students devote at least two years to Degree Requirements in the Registration and Dentistry, Preparatory School of Dentistry and after earning 132 UO 332. some dental schools require a full year of organic chemistry. In the computation of the overall grade minimum admission requirements, see Bachelor's degree. After entering the OHSU School of Dentistry counts an N (no pass) as a failing grade. 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 useful reference may be obtained from a laboratory teaching assistant than from the lecturer, who may not deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term’s work. Evaluation forms are available from the UO Career Center, 246 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, second 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.

Forensic Science, Preparatory
Deborah B. Exton, Head Adviser
(541) 346-4629
The University of Oregon offers courses that prepare students for graduate programs and careers in forensic science. Forensic science is the application of science and medicine to law. Courses in forensic science programs work in a variety of settings including modern crime laboratories, at the local, state, and national levels, and in law enforcement agencies such as the Drug Enforcement Administration, Food and Drug Administration, Environmental Protection Agency, and Occupational Safety and Health Administrations. Other opportunities exist in private industry.

Minimum Requirements
Bachelor’s degree in any discipline, although biology, chemistry, computer and information science, general science, or physics are most appropriate.
Scores from Graduate Record Examinations; a few schools will accept Medical College Admission Test scores instead.
Letters of recommendation from science faculty members.

Suggested Science Courses
Foundations I,II,III, IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261, 262, 263)
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 224H, 225H, 226H) with laboratories (CH 237, 238, 239); Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)
Instrumental Analysis (CH 429) is strongly recommended
Calculus I,II (MAT 251, 252) and a course in statistics
General Physics (PHY 201, 202, 203) with laboratories (PHY 204, 205, 206) or General Physics with Calculus (PHY 211, 212, 213)
A complete list of graduate programs is available from the head adviser. Students are urged to contact the graduate programs of their choice for information about application procedures.
Preparatory Programs

Biology. 24 credits including Microbiology (BI 330) and Microbiology Laboratory (BI 331) and a course in immunology. Genetics, physiology, anatomy are recommended.

Chemistry. 24 credits of lecture and laboratory work that includes general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended.

Mathematics. One course in college-level mathematics, MATH 111 or higher. Additional mathematics and statistics courses are recommended.

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 Office of Academic Advising and Student Services.

The Office of Academic Advising and Student Services has a prehealth sciences information area with catalog, recent literature about the profession, and information and assistance on admission tests and procedures.

The varying admission requirements of medical schools are listed in Medical School Admission Requirements. Orders forms are available at the prehealth sciences information area. Because most students apply to eight to ten medical schools, they should consult this book during their junior year.

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 224H, 225H, 226H) with laboratories (CH 237, 238, 239).

Organic Chemistry I, II, III (CH 331, 335, 336) with laboratories (CH 337, 338).

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 advisers regularly to ensure that general university and departmental major requirements are met. These students must have completed 32 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 an applicant with a GPA below 3.0 would be accepted at most United States medical schools. Furthermore, courses taken to satisfy science requirements must be taken for letter grades.

Nursing, Preparatory

The College of Arts and Sciences offers preparation designed to meet the general requirements for admission to bachelor's degree programs in nursing. One to three years of prenursing course work followed by two or three years of professional course work at a school of nursing leads to a bachelor of science degree in nursing (B.S.N.). Satisfactory completion of the prenursing requirements does not guarantee admission to a nursing program since admission to these programs is competitive.

The B.S.N. is offered by Oregon Health Sciences University (OHSU) in Portland. OHSU also administers the B.S.N. programs at Eastern Oregon University in La Grande, Oregon Institute of Technology in Klamath Falls, and Southern Oregon University in Ashland. Private schools offering the B.S.N. in Oregon include the University of Portland, Linfield College, and Walla Walla College. Associate degrees in nursing (A.D.N.) are offered by Oregon community colleges. Students can complete transfer requirements at the UO for other programs in the state. Some out-of-state accelerated programs admit students after they have completed a bachelor's degree in any subject and taken specified science courses. Before transferring to most B.S.N. programs, students should have completed:

Introduction to Cultural Anthropology (ANTH 110)

Human anatomy and human physiology

Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229)
College Algebra (MATH 111), Introduction to Methods of Probability and Statistics (MATH 243)  
Ethics (PHIL 102)  

Mind and Brain (PSY 201) or Mind and Society (PSY 202), Development (PSY 375)  

Nutrition  

College Composition I, III (WR 121, 122, 123)  

Prior to registration students should contact the head adviser, who can provide information about the above options and assist in course selection. Registered nurses who want to complete the B.S.N. degree should call OHSU for information, (503) 494-7725.

Pharmacy, Preparatory

James W. Long, Head Adviser  

(541) 346-2924

The University of Oregon offers a program that fulfills admission requirements to Oregon State University (OSU) College of Pharmacy. Pharm. D. degree program and to most other accredited pharmacy schools. Pharmacy Schools Admission Requirements is available for review in the Office of Academic Advising and Student Services, 164 Oregon Hall, or in the office of the head adviser. The prepharmacy curriculum for the OSU College of Pharmacy requires three to four years of study including:

- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 217, 212, 213) with laboratories (CH 217, 212, 213), or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)
- Organic Chemistry I, II, III (CH 331, 335, 336) with laboratories (CH 337, 338)
- Foundations I, II, III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263)
- Human Physiology I, II (BI 313, 314)
- Bacteriology (BI 318) or Microbiology (BI 330)
- Calculus I (MATH 251) or Calculus for Business and Social Science I (MATH 241)
- Mind and Brain (PSY 201)

Introduction to Economic Analysis: Microeconomics (EC 201)  

Two of the following: Introduction to Economic Analysis: Microeconomics (EC 202), Mind and Society (PSY 202), Introduction to Sociology (SOC 204)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

A third composition course taken at the UO or a course in speech taken at Lane Community College

Advanced first aid if available or valid CPR and first aid cards.

Required courses must be taken for letter grades whenever that option is available.

In addition to the required courses, students must submit letters of recommendation from the teaching faculty and from a pharmacist. OSU does not require the scores from the Pharmacy Admission Test, but many schools do. Information about the test is available in the Office of Academic Advising and Student Services.

Although OSU accepts students without a bachelor’s degree into the program, most UO students complete a degree on this campus. Majors in biology, chemistry, and general science are most readily adapted to prepharmacy studies. Students admitted to OSU without a bachelor’s degree must complete bachelor’s degree requirements by the end of their third year at OSU.

Generally, the application deadline for the following fall term is early January. Applications are available in September from Oregon State University College of Pharmacy, Corvallis OR 97333-2510, telephone (503) 737-3424. Information is also available on the OSU College of Pharmacy web site <http://www.osu.edu/dept/cop/>.

Physician Assistant, Preparatory

Stephen Stolp, Head Adviser  

(541) 346-3211

The University of Oregon offers the courses required for admission to the Oregon Health Sciences University School of Medicine program to prepare physician assistants. Completion of the 2-year program earns a bachelor of science degree. The required courses also meet requirements for many programs elsewhere in the United States.

Applicants to the program must have completed a minimum of two years of college (90 credits) including:

- College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)
- 9 credits of group-satisfying arts and letters courses
- 9 credits of group-satisfying social sciences courses
- College mathematics through Elementary Functions (MATH 112)
- Mind and Society (PSY 202)
- General Biology I, III: Cells, Organisms, Populations (BI 211, 212, 213) or Foundations I, II, III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263), Human Anatomy I, II (BI 311, 312), and Human Physiology I, II (BI 313, 314): Microbiology (BI 330)
- Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 217, 212, 213) with laboratories (CH 217, 212, 213), or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Required courses should be taken for letter grades in addition to academic requirements, employment in a responsible position in a health-care setting is expected of applicants. Preference is given to applicants who have experience that required a period of training and responsibility in direct patient care. Students are responsible for gaining the appropriate experiences before they apply.

The applications are available in the fall from Oregon Health Sciences University Physician Assistant Program, 2181 SW Sam Jackson Park Road, Portland OR 97201-3098; telephone (503) 494-1484.

Veterinary Medicine, Preparatory

M. Charlene Larison, Head Adviser  

(541) 346-4525

The University of Oregon offers 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) and for most U.S. 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 literature available in the biology advising center, 73 Klamath Hall. Some schools maintain informational web sites.

Most veterinary schools request scores from the Graduate Record Examinations as well as veterinary medical exposure and animal experience. A few schools require the Veterinary College Admission Test. 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 217, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)
- Organic chemistry sequence (CH 331, 332) or (CH 331, 335, 336) with laboratories (CH 337, 338)
- One upper-division biochemistry course. Foundations I, II: Biochemical Basis of Life (BI 263) meets this requirement; see adviser for letter to accompany application
- College Algebra (MATH 111), Elementary Functions (MATH 112)
- Foundations I, II, III, IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261, 262, 263, 264). BI 261, 262 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 with laboratories
- 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 advisers 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
Preparatory Programs

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 proposed 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 woodworking. 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 and Movement Science is arranged through the Office of Academic Advising and Student Services.

Graduate programs leading to a certificate of proficiency or a master's degree require the same preparation as the transfer programs. Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

The only occupational therapy program in Oregon is a master's degree program at Pacific University.

Individual inquiries are welcomed by the American Occupational Therapy Association, 1383 Piccard Drive, PO Box 1725, Rockville MD 20850; telephone (800) 366-9799.

Optometry, Preparatory

Stephen Stolp, Head Adviser
(541) 346-3211

The university offers courses that satisfy admission requirements for sixteen United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general chemistry, and biology. Some require additional courses in organic chemistry, psychology, social science, literature, philosophy, statistics, English, and second languages.

All applicants must take the Optometry Admission Test (OAT), usually given in fall and spring. Applicants must also submit letters of recommendation from science instructors.

Address inquiries to the American Optometric Association, 243 N Lindbergh, St Louis MO 63141.

Pacific University, a private school; Southern California College of Optometry, and University of California, Berkeley, participate in the WICHE program.

Physical Therapy, Preparatory

Hilda Yee Young, Head Adviser
(541) 346-3211

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy master's degree program.

Requirements. Students planning to obtain a bachelor's degree at the UO should declare their majors relatively early so that physical therapy option requirements can be fulfilled as part of a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. Because considerable physical science background is required for admission, students usually choose a compatible major, such as biology, general science, or exercise and movement science.

Most schools require a year-long sequence each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). In addition, many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters 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 therapists.

Practicum credit in the Department of Exercise and Movement Science is arranged through the Office of Academic Advising and Student Services.

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 certification 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 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

The only physical therapy program in 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

Stephen Stolp, Head Adviser
(541) 346-3211

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. For more information, students may write to the American Podiatric Association, 20 Chevy Chase Circle NW, Washington DC 20015.

The California College of Podiatric Medicine participates in the WICHE program; telephone (800) 354-2276.

Law, Preparatory

Stephen Carney, Head Adviser
(541) 346-3211

164 Oregon Hall

In general, 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 orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently.

Many law schools advise against a large concentration of courses in vocational training.

The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

College Composition II (WRT 121, 122, 123)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

United States (HIST 201, 202, 203)

Introduction to Accounting I (ACTG 211), Introduction to Accounting II (ACTG 213)
bookstore. Students who want more information or assistance should inquire at the prelaw information area and consult the director of admissions for 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.

Master of Business Administration, Preparatory

Jessica Nelson, Head Adviser
(541) 346-3211
164 Oregon Hall

The master of business administration program trains graduates for high-level management positions. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics, and communication skills through course work in business English, scientific and technical writing, advanced composition, and literature. Studies in the behavioral sciences are particularly suitable for future managers.

For most graduate schools of business, significant work experience and achievement are considered 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 businesses look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business schools are also interested in a student's extracurricular activities, internships, and part-time, summer, or volunteer work.

The Office of Academic Advising and Student Services schedules informational workshops during fall and spring terms for students interested in earning a M.B.A. The pre-M.B.A. Information area has catalogs, recent literature on the profession, and information and assistance on admission tests and procedures.

See the Graduate School of Management section of this catalog for information on University of Oregon M.B.A. degree programs.

Social Work, Preparatory

Stephen Carney, Head Adviser
(541) 346-3211
164 Oregon Hall

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, educational psychology, political science, psychology, and sociology especially useful in providing the foundation for graduate study in social work. Courses in a second language, oral and written communication, management, ethnic studies, biology, and computer science are also valuable.

Professional social workers not only provide direct services to clients in a wide variety of settings but also become administrators, supervisors, and consultants. Most graduate programs in social work expect applicants to show relevant volunteer or paid experience, which can help prospective social workers understand the profession and decide whether it is appropriate for them.

Volunteer and internship opportunities may be offered through the student's major department; students should also check with local volunteer agencies and the UI Career Center.

The Office of Academic Advising and Student Services houses a catalog library of graduate programs in social work and provides advising about admission requirements, programs of study, and career opportunities. While the application process generally begins very early in the senior year, students are encouraged to begin the process toward the end of the junior year.

Teacher Education, Preparatory

Jessica Nelson, Head Adviser
(541) 346-3211
164 Oregon Hall

Several routes are available to UO students who seek teaching careers. Students who want elementary and special-education teaching licenses should complete the educational-studies integrated-literature program offered by the College of Education.

Students who want middle-secondary teaching licenses should complete a five-year program offered by the College of Education in one or more of the following areas: foreign language (French, German, Japanese, Latin, Russian, Spanish), language arts, social studies, biology, chemistry, physics, integrated science, or mathematics. Other five-year programs are offered in music education and special education. These graduate programs take approximately one year to complete, and they emphasize field work, teaching methods, and pedagogy. With additional work, a master's degree can be earned. Admission to any of the five-year programs is competitive and requires a strong academic record. Applicants are expected to have tested their interest in teaching through various experiences with young people.

It is important for prospective candidates to make early and regular contact with the College of Education in order to keep abreast of application timetables and admission requirements.

The College of Education's Office of Academic Support and Student Services maintains a library of pertinent information on state and regional schools.
CAMPUS AND COMMUNITY RESOURCES

CAPITAL Center
Janet Cormack, UO Site Coordinator
(503) 725-2213
18640 NW Walker Road, Suite 1007, Beaverton OR 97006-8927
The CAPITAL Center, developed by the Oregon University System, houses a variety of technical and business programs that serve the Portland community. These include the Applied Information Management (AIM) Program, the Oregon Executive M.B.A. Program, and the Oregon Master of Software Engineering Program. The Oregon Center for Advanced Technology Education has an office and classrooms at the CAPITAL Center.

University of Oregon activities at the center include courses offered by several Continuation Center programs including the Applied Information Management Program and the ePublishing Program. The Continuation Center also conducts computer application training courses in the CAPITAL Center's computer laboratory. For more information about these programs, see Continuation Center in this section of the catalog.

Computing Center
Joanne R. Hug, Director
(541) 346-4403
(541) 346-6597 fax
250 Computing Center
1212 University of Oregon
Eugene OR 97403-1212
http://cc.uoregon.edu

The Computing Center supports the computing needs of the university through the creation and maintenance of state-of-the-art computing and networking environments. Staff members administer computing hardware and software, provide a variety of user services, and conduct research in advanced technologies, all in support of instruction, research, and administration.

Hardware. Computing hardware includes central hosts, computer laboratories, the campus network, remote access modems, and outside networks. Central hosts include:
- DAWKING, a Sun/UNIX computer, and Alpha, a cluster of Compaq/UNIX computers, all targeted for compute-intensive academic applications
- GLADSTONE, a Sun/UNIX system that provides university students with access to E-mail and Internet resources
- The VMScluster, three large-scale Compaq/VMS computers that support academic research and administrative applications

Staff members oversee the operation of several instructional and public-access computer laboratories on campus and some 550 high-speed modems, which facilitate remote dial-in access to campus computers and networks.

The UO's Network Services staff provides support for UOnet, the campus network, and OWEN, a statewide network that serves K-12 schools, higher education, and state government agencies.

Software. Academic services staff members support a wide selection of statistical packages, programming languages, utilities, and other software, including:
- text editors for UNIX and VMS (pico, vi, emacs, EVE)
- X Window software
- E-mail (pipe, Eudora) and other network software (ftp, telnet)
- web browsers (Netscape, Internet Explorer) for all computing platforms
- USENET News readers
- video content, available at the desktop with IP/TV
- popular programming languages and libraries (FORTRAN, Pascal, C++, C, the IMSL mathematics and statistics subroutine library)
- statistics packages for UNIX and VMS systems (sas, spss, bmdp, Minitab), rats, Splus, eqs, SCA)
- other special-purpose applications programs and packages, including maple (symbolic mathematics), rasmol (three-dimensional molecular modeling), radiance (ray shading), and chaste (phylogenetic mapping)

Services. The Computing Center's support services include:
- the Help Desk, which provides computing accounts and general guidance to drop-in users
- consulting assistance for large-system users in statistics, VMS and UNIX operating systems, E-mail, USENET, network audio and video, and the web
- microcomputer consulting, including assistance with public-domain software, disk and file recovery, file transfers, network access, maintenance of software libraries, and site-licensing and distribution of software
- elementary and advanced workshops, videotapes, and demonstrations
- network support ranging from installing network hardware and software to troubleshooting and diagnosing network problems
- detection of data and network security breaches and deployment of appropriate protection systems
- user guides, handouts, reference cards, and other documentation, including a quarterly news journal
- a documents library of vendor manuals, local documentation, and computing-related periodicals and textbooks
- microcomputer and electronics maintenance and upgrade services
- a Computing Center web site
- data entry and test scoring
- limited contract programming

Advanced Technologies. The Advanced Network Technology Center is engaged in research, engineering, and development of next-generation Internet technologies. Current projects include:
- global Internet routing systems
- integrated services (Internet)
- multicast backbone (MBONE) technology
- IPv6 (advanced Internet protocol)
- Internet 2 (higher education's new network application initiatives)
• Abilene, a new, high-speed academic and research network backbone, funded by the National Science Foundation

Through efforts by the Advanced Network Technology Center, the university was selected as a charter member of Internet2, a collaborative effort of the U.S. research universities that have been planning and designing a high-speed academic and research network. With the center's assistance, the UO also serves as a Gigapop, a regional Internet2 exchange site, and supports the Oregon Internet Exchange, a regional connection point for Internet service providers and high-speed networks.

The Network Startup Resource Center, a subgroup of the Advanced Network Technology Center, provides support for the deployment of networks in the developing countries of the world.

The Computing Center is a service unit independent of the Department of Computer and Information Science, the academic department that offers for-credit courses for bachelor's and advanced degrees. For information about that department, see the Computer and Information Science section of this catalog.

Continuation Center

Curtis D. Lind and Ronald E. Trebon, Codirectors
(541) 346-4231
(800) 524-2404 in Oregon
1277 University of Oregon
Eugene OR 97403-1277
cctinfo@oregon.uoregon.edu

Community Education
Sandra Gladney, Program Coordinator
(541) 346-5814
1234 University of Oregon
Eugene OR 97403-1234
http://cep.uoregon.edu/

An important dimension of the University of Oregon's continuing education responsibility is the Community Education Program, which offers university courses to individuals who are not formally admitted to the UO.

Community education students may register for a maximum of 8 credits a term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record and are evaluated as transfer credits when applied to a graduate or undergraduate degree.

Continuing Education

Curtis D. Lind, Director
(541) 346-4231
Baker Downtown Center, South Building
975 High Street, Eugene OR 97401
http://center.uoregon.edu/

Continuing Education is the program through which the Continuation Center offers educational activities in Eugene and throughout Oregon. Activities include for-credit and non-credit lectures, conferences, seminars, workshops, and formal courses. Topics cover such diverse subjects as microcomputer applications, international affairs, business computing, children's arts, arts management, substance abuse, recreation and tourism management, teacher education, and educational administration.

The Continuation Center offers noncredit courses, nondegree certificates of completion, and graduate degree programs in the Portland area. Other off-campus programs are the Teacher and Administrator Education Program, which serves teachers and administrators throughout Oregon, and the Applied Information Management Program. Both are described in this section.

Programs overseen by Continuing Education are described below. Unless new information is listed, the various programs may be reached through Continuing Education.

Applied Information Management Program
Linda F. Ettinger, Director
(503) 725-2289
(800) 824-2714
Continuing Center, 18640 NW Walker Road,
Suite 1007, Beaverton OR 97006
aim@continue.uoregon.edu

Academic Advisory Board
Janet Cornceli, arts and administration
Linda F. Ettinger, arts and administration
Waren B. Brown, management
Curtis D. Lind, Continuation Center
Philip P. Field, educational leadership, technology, and administration

The multidisciplinary 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 from the Interdisciplinary Studies: Individualized Program offered by the Graduate School. Most courses are scheduled during the evening once a week at the CAPITAL Center in Beaverton.

The degree, initially designed to serve midcareer professionals working in high-technology organizations, 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. To meet the challenges of the future, they must combine knowledge in management, business, and visual communications with an awareness of high technology and a global context. The AIM program offers innovative graduate study in management education as an alternative to the traditional master of business administration (M.B.A.) and to the M.S. in computer science or data processing.

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, business management, information design, and research. A list of required courses is available from the AIM program coordinator.

The master's degree admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate major is required. Factors considered for admission include professional experience, letters of recommendation, a letter of purpose, 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).

More information and application materials are available from the AIM program coordinator.

Business and Professional Computing Program
Kathy Chatfield, Program Coordinator
(503) 724-2714
UO Portland Center, 722, SW 2nd Avenue,
Portland OR 97204

The Business and Professional Computing Program offers classes in Portland and Beaverton. The intensive, interdisciplinary program offers practical experience on Macintosh and IBM-compatible computers. Subjects include Windows, Internet and web-based design, graphic arts, databases, spreadsheets, word processing, and projects and presentations. The program has Authorized Training Center status from the following software companies: Adobe, Macromedia, and Microsoft.

The program offers noncredit educational activities, including monthly workshops in basic computer skills for senior citizens and courses for university faculty members, staff members, and the community.

Conferences and Special Programs
Paul Katz, Program Director

This division offers substantive conferences and noncredit workshops and supports academic departments and individual faculty members in developing activities for UO students and community members. It sponsors annual events including the Technologies and Design-to-Print Conference, National Educational Computing Conference, and Northwest Council for Computer Education Conference. This division serves senior citizens through Elderhostel and young students in the Summer Computer Camp and other precollege programs. In addition, the division sponsors academic society and association regional meetings, nonacademic community-interest programs, and credit opportunities for the nontraditional student.

Corporate Training Program. Individualized programs provide educational support and staff development for local, regional, and national organizations in business, industry, public utilities, and education. Courses are specifically designed for applications in the participating organization.

Distance Education
Sandra Gladney, Program Coordinator
http://de.uoregon.edu/

Distance Education offers courses that allow admitted and Community Education students the flexibility of completing course work outside the traditional classroom setting. Courses follow the academic term schedule, and students receive university credit upon completion. Delivery methods and procedures vary by course, but most
require frequent access to E-mail and a web browser.

**Education 2000 Program**
*Brooke Belcher, Program Coordinator*
http://center.uoregon.edu/eugene/2000/

The Education 2000 Program provides educational opportunities to professional K-12 educators through an ongoing selection of workshops. The program's goal is to provide information about innovations in education in order to support positive change, enhance learning for students, and meet the needs of educators. Several workshops are offered in Eugene each term. Topics vary and are determined in consultation with educators and administrators from around the state, who pinpoint vital issues for education in Oregon. Workshops range in length from a day to several days, and academic credit from the UO College of Education is usually available. A brochure listing workshop offerings is published each term and is posted on the program's web site.

**Electronic Publishing Program**
*Eliza Drummond, Curriculum Adviser*

Information about rapidly changing technology is combined with a foundation of critical thinking skills to create an effective training program in desktop and electronic 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 and electronic publishing skills. After completing the program, students can approach publication challenges with confidence while keeping abreast of the industry. More information and application materials are available from the curriculum adviser.

See also Business and Profession Computing Program.

**Learning in Retirement**
*Ruth Heller, Program Coordinator*

This self-supporting, member-run program was established to meet the educational interests of the community's retired and semiretired men and women.

An annual membership fee of $100 entitles members to attend any courses offered in this program. A college degree is not required.

**Teacher and Administrator Education Program**

A special mission of Continuing Education is off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for professional self-improvement and licensure requirements. Participants 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 instructors are approved by the appropriate UO academic unit.

Registration for classes 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 program. University of Oregon credit may also be arranged for community-based educational events. For additional information, details about courses, or placement on a mailing list, write or call the program coordinator for teacher and administrator education at Continuing Education.

**Summer Session**
*Ronald E. Trebon, Director*

(541) 346-3475
(800) 524-2404 in Oregon
1279 University of Oregon
Eugene OR 97403-1279
http://uosummer.uoregon.edu

Enrollment during summer session does not require formal admission to the university. Summer courses carry university credit and begin throughout the summer. Most academic departments, schools, and colleges at the university offer courses in summer. Enrollment in summer is about 40 percent of academic year enrollment, which results in smaller classes. The free summer session catalog, available in late March, has detailed information about summer courses, fees, and registration.

The dates for the eight-week 2000 summer session are June 19-August 11. Telephone registration begins May 1. Selected eleven-week courses begin June 19 and end September 1. Students may also register the first day of class.

**Financial Aid**

The university can assist students with loans, grants, and part-time work 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 for the 2000 summer session, a student must submit a completed financial aid application for the 1999-2000 academic year and any other necessary documents to the Office of Student Financial Aid on or before May 1, 2000.

**Housing**

Single- and multiple-occupancy rooms in university residence halls are abundant in summer. Student family housing is limited because most units are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

**International Education and Exchange**
*Thomas Mills, Director*

(541) 346-3206
330 Oregon Hall

The university enrolls about 1,500 international students from ninety countries and sponsors overseas study programs in Africa, Asia, Australia, Europe, and Latin America. Through the Office of International Education and Exchange, the university assists students who wish 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 university liaison for several international agencies including the Institute of International Education and the African American Institute.

**Overseas Study, Exchange, and Internship Opportunities**

Students and faculty members can study, teach, conduct research, or hold an internship abroad by participating in an exchange, internship, or study-abroad program. Overseas study courses that are offered for UO credit are listed in the Academic Affairs section of this catalog. More complete information about each of the following programs is published in the pamphlets, Experience the World and Global Graduates—The Oregon International Internship Program, available in the Office of International Education and Exchange.

CIEE is the Council on International Educational Exchange. NCSA is the Northwest Council on Study Abroad. SIT is the School for International Training.

**Africa**

Students can participate in SIT field-based programs in the following countries: Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, South Africa, Tanzania, Uganda, and Zimbabwe. Programs include language study, home stay, field methodology course, thematic seminar, excursions, and an independent study project. Each program focuses on a theme such as arts, culture, development, or environment. More details about the individual programs are available from the Office of International Education and Exchange. These semester-long programs are offered fall and spring.

**Australia, Melbourne or Perth**

La Trobe University and Curtin University offer a broad curriculum for students participating in these semester or year-long exchange programs. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

**China, Beijing**

The fall- or spring semester program at the Central University for Nationalities offers intensive study of Chinese and a chance to learn about China's minority peoples. The program includes a two-week study tour of one of China's minority regions. Students in the spring semester program may participate in an internship through Global Graduates. Students may also choose a fall academic-year program.

**China, Xiamen**

Facility members may study or conduct research in one of China's national universities located in southeast China.
The Czech Republic, Prague. Participants in this CIEE-sponsored program may take courses in Czech language, history, literature, culture, politics, economics, theater, film, religion, and music. Students live in university dormitories. This program is offered during fall or spring semester.

Denmark, Aalborg. The program is taught in English, is designed for undergraduate students who wish to study comparative, contemporary, or regional European issues. Course and project work is offered by the University of Aalborg’s European Cultural Studies Program. Graduate students may study at Aalborg with the approval of their department and the University. This program is offered during fall or spring semester.

Denmark, Copenhagen. Denmark’s International Study Program offers semester and yearlong programs in architecture and design, international business, marine biology and ecology, arctic biology, geology of Iceland, environmental studies, medical practice and policy, humanities, and social sciences. Field trips are integrated with academic course work. Architecture and design are also offered in summer semester programs. Courses are taught in English by Danish professors.

Ecuador, Quito. Students with at least two years of college-level Spanish can spend a semester or a full year at the Catholic University of Ecuador or at the Universidad San Francisco de Quito. Language and culture courses are offered, and students with sufficient competence in the language may enroll in regular university courses in most fields of study. Students live with host families.

England, Bristol. One student is accepted into this yearlong exchange program at the University of Bristol. It is open to UO students who concentrate their course work in mathematics or the sciences. Students attend regular university courses and are assisted by a Study Abroad Program adviser. Housing is in the university residence halls.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated with 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, participants attend more than forty performances. Course credits apply to UO graduation requirements.

England, Norwich. This academic exchange program between the University of East Anglia and the University of Oregon is based in the School of English and American Studies. Students may take courses across disciplinary lines, but at least half of the credits taken during the year must be in the School of English and American Studies.

Finland, Tampere. UO students without Finnish may enroll in a variety of business, social science, and humanities courses offered in English at the University of Tampere. Students with sufficient Finnish enroll in regular university courses. Instruction is available in beginning to advanced Finnish language courses.

France, Angers. Students in this program study the French language and culture in a language institute at the Université Catholique de l'Ouest, which has a variety of language levels. Students may choose to spend one to three summer months, a fall term or a spring semester in Angers. One term of French is required. Excursions are part of the program, and students live with French families.

France, Lyon. Students with intermediate or advanced training in French language may choose the yearlong 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 enroll in a language institute at Lyon II. Housing is arranged for students.

Germany, Baden-Württemberg. Students in this yearlong 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; students with sufficient competence in German may enroll in regular university courses in most fields of study. At least two years of college-level German is required.

Germany, Tübingen. Students with two terms of first-year German language are eligible for this intensive language program offered each year from April to July. By the end of the program, participants will have completed the entire second-year German sequence.

Greece, Athens. Organized by the Athens Center, this fall- and spring-term program showcases Athens' rich historical and cultural resources. Except for one course in modern Greek, all courses are taught in English. Excursions and field trips are important parts of the program.

Hungary, Budapest. Participants in this CIEE-sponsored program may take courses in Hungarian language, culture, history, politics, and economics. Students live in apartments or with host families. This semester-long program is offered fall and spring.

India, Mysore. This semester-long, field-based program, sponsored by SIT, focuses on gender and development. The program includes Kannada language study, homestay, field methodology course, thematic seminar, excursions, and an independent study project. The program is offered fall and spring.

India, New Delhi. This semester-long, field-based program sponsored by SIT, focuses on arts and culture. The program includes Hindi language study, homestay, field methodology course, thematic seminar, excursions and an independent study project. The program is offered fall and spring.

Indonesia, Malang. Participants in this CIEE-sponsored program take courses in Indonesian language, history, culture, development studies, and indigenous arts. Students spend the last month of the program conducting a field study project. The semester-long program is offered fall and spring.

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, religious, and Middle East studies. Students live in campus dormitories. There is no foreign-language prerequisite.

Italy, Macerata. Students who have one term of Italian-language study may participate in this fall- or spring-semester program. Course offerings include Italian language, social sciences, and humanities. Italian language is taught at beginning, intermediate, and advanced intermediate levels. Excursions are an integral part of the program.

Italy, Pavia. One student is accepted into this yearlong 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 UO 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. Intensive Italian language is taught at Siena’s University for Foreigners. All other courses are taught in English. Field trips complement classroom work. One term of college-level Italian is required. The program is offered fall, winter, and spring terms.

Japan, Nagoya. The Daido Institute of Technology and the University of Oregon have an active faculty exchange program since 1978 Daido students study language and culture at the UO each summer.

Japan, Tokyo—Aoyama Gakuin. Aoyama Gakuin University’s School of International Politics, Economics, and Business is the center of this program, which integrates American and Japanese students. This yearlong program follows the Japanese academic calendar, beginning in April and ending in February. Instruction is in English, but participants must have at least one year of college-level Japanese.

Japan, Tokyo—Meiji University. One or two students with advanced skills in Japanese have the opportunity to study a wide range of subjects. Students enroll in regular Japanese university classes, and instruction is in Japanese. This yearlong exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Toyo—Senshu University. Senshu offers a program of intensive language, culture, history, and business studies for prebusiness, business administration, and other UO majors. This program is offered during summer and fall.
term. Prior study of Japanese is recommended, but not required.

Japan, Tokyo—Waseda University. Waseda University's International Division offers a variety of courses in Asian studies that are taught in English. Students live with Japanese families. Participants must have at least one year of college-level Japanese.

Korea, Seoul. Yonsei and Ewha Universities each offers UO students yearlong programs in business, Korean, and Asian studies. There is no language requirement, but previous study of Korean is recommended. Scholarships are available.

Mexico, Cuernavaca, Guadalajara, Monterrey. Students with two years of college-level Spanish can spend a semester or full year at one of three campuses of the Instituto Tecnologico de Estudios Superiores de Monterrey. Courses in Mexican business, Latin American culture, politics, art, and literature are available, depending on the student's interests and Spanish proficiency. Advanced students may enroll in regular university courses in many fields of study. Students live with host families or in dormitories.

Mexico, Querétaro. Spring, summer, and fall-term programs are available. Spring focus is on intensive Spanish-language acquisition for UO students who have completed the second term of First-Year Spanish (SPAN 102). Summer and fall cover second-, third-, and fourth-year Spanish course work in Mexican literature, art history, and civilization. Classes are held at the Universidad Autónoma de Querétaro. Home stays, excursions, and student services are provided by the InterAmerican University Studies Institute.

Norway, Bergen. Students with sufficient knowledge of Norwegian can enroll in regular University of Bergen courses for one semester or one academic year. Others can study Scandinavian history, politics, and culture, all taught in English. Norwegian language courses are offered at every level of proficiency.

Poland, Warsaw. Participants in this CIEE-sponsored program may take courses in Polish language, history, culture, politics, economics, and business. Students live in university dormitories and may be reimbursed for tickets to the theater, ballet, opera, film, and some second-class train travel in Poland. This program is offered spring semester.

Russia, Moscow, St. Petersburg, or cities in the New Independent States of the former Soviet Union. This program is sponsored by the American Council of Teachers of Russian (ACTR). Students take courses in Russian language and area studies and must have two or more years of college-level Russian to participate. This program is offered fall semester, spring semester, summer, or for a full year.

Russia, St. Petersburg. Students in this program sponsored by CIEE take courses in Russian language and literature. Students must have at least two years of college-level Russian. This program is offered fall semester, spring semester, summer, or for a full year. A summer business program is also offered with no Russian language prerequisite.

Scotland, Aberdeen. The University of Aberdeen is the site of this yearlong exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in university dormitories.

Spain, Seville. This spring semester program offers courses in Spanish language, literature, history, and culture. Applicants must have completed at least one 300-level Spanish course during the spring term before the program or have equivalent language proficiency. In addition, students must take Hispanic Culture and Civilization (SPAN 361) during the fall term before the program. Classes are held at the Institute of International Studies. Students live in guest houses or with host families.

Spain, Seville. A semester- or yearlong business program is available through CIEE. At least one 300-level Spanish course and two business or economics courses are required before starting the program. Business, language, and culture courses are held in Spanish at the University of Seville. This program is suspended pending review.

Sweden, Uppsala. Students can enroll in a variety of courses taught in English at Uppsala University, one of Europe's finest universities. Those with sufficient Swedish can enroll in regular university courses taught in Swedish. Swedish language courses are offered at beginning to advanced levels.

Thailand, Chiang Mai. Participants study Thai language, history, politics, and culture. Students in the fall semester program may stay for a second semester or participate in a Global Graduates internship.

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 issues related to development and the environment. Students spend the last month of the program conducting a field-study project. It is offered fall semester and summer.

Vietnam, Hanoi. Participants in this CIEE-sponsored program take Vietnamese language, culture, history, and society and contemporary Vietnamese history. The semester-long program is offered fall and spring.

New Programs

The Foreign Study Programs Committee reviews proposals for new programs. Information about recent developments is available from the Office of International Education and Exchange.

Global Graduates—the Oregon International Internship Program

University of Oregon students can earn academic credit while they gain career-related work experience overseas. The program is open to juniors, seniors, and master's degree students who are currently enrolled in a degree program at any Oregon University System institution. Financial aid, including scholarships, is available. Because this program is funded by a grant from the U.S. government, scholarship awards are available only to U.S. citizens and permanent residents. Continuation of this program beyond December 1999 is contingent upon funding.

Grants and Scholarships for Study Abroad

Because students are registered at the UO while participating in overseas study programs, they are eligible to receive most or all of their UO-awarded 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 System

George W. Shipman, University Librarian
(541) 346-3056
Office of the Librarian, Knight Library

Faculty


in the library's collections. Janus is updated constantly with information about new books, orders, and recent issues of journals. Information about journal receipts and holdings is constantly updated. Janus provides access to cataloged library materials added to the collection since 1975, including the complete holdings of the Architecture and Allied Arts Library, the Law Library, and the Mathematics Library. Users can access Janus from terminals throughout the library system and over the Internet. Janus also allows students and faculty members to search many on-line periodical indexes and electronic journals. The indexes cover several thousand journals in a variety of disciplines as well as many newspapers.

Janus provides an Internet connection to library catalogs located throughout the United States. The newest feature on Janus is Orbis, a union catalog that includes the holdings of other schools in the Oregon University System and private institutions in the state. One search on Orbis retrieves information about relevant books and journals in thirteen libraries.

Reference service is provided in all the OU libraries. Regular tours of Knight Library are offered during the first two weeks of each term on Wednesdays and Thursdays at 2:30 P.M. The library system offers workshops, in-class presentations by librarians, an extensive curriculum in Internet technology, and for-credit courses as part of its instructional program; these courses are listed in the Academic Affairs section of this catalog.

The library system supports undergraduate reading and advanced research. Through membership in the Center for Research Libraries, interlibrary loan, and Orbis, many items not owned by the library system can be obtained.

The library's Special Collections contain 70,000 volumes, 20 million manuscripts, 130,000 photographic images, 75,000 architectural drawings, and 20,000 pieces of sheet music. The Oregon Collection contains specialized materials about Oregon history, life, and letters.

The Knight, Science, and Architecture and Allied Arts Libraries all have computer facilities that allow students and faculty members to access on-line and off-line resources. These information technology centers provide access to the World Wide Web as well as CD-ROM resources.

The library's Instructional Media Center supports the instructional and research endeavors of the university's faculty with an extensive inventory of audio-visual hardware and nonprint software. The center's services include centralized purchasing, maintenance, and distribution of equipment; support of audio programs and instructional television; graphics; film rental and distribution; and a satellite downlink site for teleconference and programming. Faculty members offer assistance and consultation for instructional improvement.

Dating from 1872, the records of the University of Oregon are on deposit in the University Archives, a department of the university library system. These materials are open for research under the terms of Oregon laws governing the use of public records. They contain several thousand photographs and negatives related to the university community; audiotapes, film, and videos of campus events; and memorabilia reflecting the history of the university. The University Archives are in the west end of Fenton Hall.

For library hours, call (541) 346-3054.

**History**

Although the University of Oregon opened its doors in 1876, an official library was not established until 1891, when Henry Villard 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 annex was added in 1913.

Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as "exotic...a combination of modernized Lombardy and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Peladt and ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to the Knight Library were constructed in 1950 and 1966. During a third expansion and renovation project, a 132,000-square-foot addition was completed in 1992, and 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 sponsors lectures and social and cultural events that are open to the public. More information is available in the Office of the University Librarian.

**Borrowing Privileges**

Students and faculty and staff members who have valid OU 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 University System honor each other's faculty and currently validated student identification cards for the purpose of borrowing library materials. Students enrolled spring term may apply for a reciprocal borrower's card, which allows them to borrow materials at more than seventy-five research libraries.

**Library Services**

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 (541) 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 97402-1299.

**Museums**

**Condon Museum of Geology**

William N. Orr, Director

(541) 346-4577

325D Cascade Hall

1272 University of Oregon

Eugene OR 97403-1272

The Condon Museum of Geology houses the geological collection of Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907, his extensive personal collection of vertebrate fossils, which he used for teaching, became the permanent possession of the university. Since 1907 the collection has been added to by various people, particularly A. J. Shotwell during the 1950s and 1960s.

The museum houses approximately 50,000 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 mammals, 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 museum.

**Museum of Art**

David Robertson, Director

1430 Johnson Lane

(541) 346-3021

(541) 346-0796 fax

1223 University of Oregon

Eugene OR 97403-1223

http://uoma.uoregon.edu

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 12,500 works of art is a large and renowned collection of Asian art, which principally represents the cultures of China and Japan but 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, Gandharan 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 1920 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 for 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 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 $150 (associate). Corporate memberships start at $2,500. Museum volunteers organize fundraising events regularly for the museum and participate in museum activities.

Admission to the museum is free for UO students, faculty, and staff members, and members of the museum. There is a suggested $3 entry fee for other visitors. A museum store offers unusual items related to the museum's collections. Museum hours are 10 a.m. to 6 p.m., Wednesday, and noon to 6:30 p.m., Thursday through Sunday.

**Museum of Natural History**

C. Melvin Aikens, Director

(541) 346-3024

1680 East 15th Avenue

1224 University of Oregon

Eugene OR 97403-1224

http://oregon.uoregon.edu/~mnh/

The Museum of Natural History, established in 1926, 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 has an active volunteer program, and anyone who is interested in natural history is welcome to join. Volunteers serve at the front desk, lead group tours, and staff the museum store. Students can earn practicum credit for work on museum projects.

Trained docents offer guided group tours. Tours are by reservation only and require a minimum of two weeks' advance notice.

Researchers and instructors of UO courses may make special arrangements through the director to see items from the museum collections that are not on display.

The museum store features natural-history publications and gifts.

Exhibition and museum store hours are noon to 9:00 p.m., Wednesday through Sunday, except university holidays. A $2 admission donation is requested.

**Oregon State Museum of Anthropology**

C. Melvin Aikens, Director

(541) 346-5120

1680 East 15th Avenue

1224 University of Oregon

Eugene OR 97403-1224

http://oregon.uoregon.edu/~mnh/

The State Museum of Anthropology, a division of the University of Oregon Museum of Natural History, was established by the Oregon Legislative Assembly in 1935 as the official repository for state-owned anthropological collections. It houses research collections resulting from archaeological fieldwork throughout Oregon and as well as ethnographic objects from around the world.

Highlights include an extensive collection of prehistoric basketry from excavations in the dry caves of eastern Oregon and historic Native American basketry from across the western United States. Museum holdings also feature large collections from Africa, Asia, and the Pacific.

The museum is the custodian of the historic Condon collection of fossils, assembled through the pioneering paleontological research of Thomas Condon in the late 19th century and containing a number of smaller natural history collections. A collection of prehistoric bird's eggs, nests, and diurnal birds, and study skins forms the core of the museum's zoological holdings.

The museum's research staff conducts rescue archaeological under cooperative agreements with state and federal agencies and complements the archaeological teaching and research mission of the university's Department of Anthropology. The museum's collections division curates archaeological research specimens obtained through its own work in Oregon as well as specimens from other agencies' research projects on state and federal lands.

The museum's research staff conducts research under cooperative agreements with state and federal agencies, and complements the archaeological teaching and research mission of the university's Department of Anthropology. The museum's collections division curates archaeological research specimens obtained through its own work in Oregon as well as specimens from other agencies' research projects on state and federal lands.

**Portland Center**

(541) 725-3055

722 SW 2nd Avenue, Portland OR 97204

The University of Oregon's Portland Center, opened in 1987, is the headquarters for UO activities in the Portland area. The center includes branch offices for the Duck Athletic Fund, UO Bookstore, UO Foundation, Labor Education and Research Center, and UO Career Center.

University programs use the facilities for special events, seminars, workshops, and meetings. The center is located on the corner of Southwest Second Avenue and Yamhill Street, where the following services are available.

The Continuation Center offers academic programs at the Portland Center. Faculty members from various academic departments at the University of Oregon campus in Eugene participate in workshops and seminars. Subject areas include journalism, law, music, and the arts and sciences. Courses in computing applications enroll 400 to 500 working professionals and other nontraditional students each month in noncredit courses. The UO Department of Architecture's Portland Program, housed in the Portland Center, offers an M.Arch. degree, workshops, and professional continuing education.

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 outreach in northern Oregon. Included in the offerings are both noncredit and for-credit short courses, workshops, conferences, and institutes.

The Career Center sponsors student internships that match the needs and interest of students with Portland-area employers.

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 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 staff coordinates fundraising, 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.
The Center for Housing Innovation
Donald B. Comer, Director
(541) 346-4064
264 Onyx Bridge

Participating Faculty
G. Z. Brown, architecture
Donald B. Comer, architecture
Howard Davis, architecture
Ronald W. Kellett, architecture
Peter A. Keys, architecture
Robert L. Thorton, architecture
Polly Welsh, 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.

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.

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
Sandra L. Morgen, Director
(541) 346-5015
(541) 346-5096 fax
340 Hendricks Hall
swws@oregon.uoregon.edu
http://darkwing.uoregon.edu/~csws/

The Center for the Study of Women in Society (CSWS), a multidisciplinary research center, is committed to generating, supporting, and disseminating research on women and gender. This mission reflects the breadth of CSWS programs, which include research initiatives, grant and fellowship opportunities, events and sponsored projects, publications, and curricula and faculty development. An important goal is to work with the university community and with regional, national, and international networks to create conditions that facilitate excellent research and to make connections between education and research, public policy, and advocacy.

The center’s executive committee consists of three members of the center’s professional staff or faculty, five to seven UO faculty affiliates, a graduate student, and an affiliate from the local community.

The center—which fosters collaboration and interchange among researchers interested in questions about women; the intersection of gender, race, and class; and feminist scholarship—supports a series of research interest groups: collaborating scholars or researchers with mutual scholarly interests. Three research initiatives are in place: women in the northwest United States, the feminist humanities project, and women’s health and aging.

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. A bequest from William B. Harris in honor of his wife, Jane Giant, a writer and feminist, established a fund for the Study of Women, which provided initial support for the center.

Computational Intelligence Research Laboratory
David W. Etherington, Director
(541) 346-0470
Riverfront Research Park, Suite 108
info@cirrl.oregon.edu
http://www.cirrl.oregon.edu

Members
David P. Clements
Brian Drablik
Matthew L. Ginsberg

The Computational Intelligence Research Laboratory (CIRRL) performs research on basic questions in artificial intelligence including search, knowledge representation, and reasoning. Emphasis is on planning, scheduling, constraint satisfaction, and common-sense reasoning. Laboratory faculty 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 and fosters an intimate relationship among a small group of researchers and the graduate students working in closely related areas. CIRRL is committed to having no more than twice as many students as faculty members.

Computational Science Institute
Douglas R. Toomey, Director
(541) 346-5576
105 Cascade Hall

Members
Gregory D. Bodin, physics
Katharine V. Cashman, geological sciences
John S. Correy, computer and information science
Janice Curry, computer and information science
Sarah A. Douglas, computer and information science
Matthew L. Ginsberg, computational intelligence research laboratory
Roger Haydock, physics
James N. Imamura, physics
Michael E. Killian, chemistry
Eugene M. Luks, computer and information science
Michael R. Lynch, biology
Allen D. Malony, computer and information science
Gary Meyer, computer and information science
Warner L. Pericak, chemistry
Brad S. Shelton, mathematics
Terry Takahashi, biology
Russell S. Tomlin, linguistics
Douglas R. Combs, geological sciences
Douglas Ry Wagner, biology
Charles R. B. Wright, mathematics
Yuan Xu, mathematics

Computation, once viewed as a mere adjunct to theoretical and experimental approaches, is emerging as a principal means of scientific research. New technology makes it possible to solve numerical problems that were, until recently, beyond our reach. As a result, computational methods are now applied to models simulating such diverse phenomena as superconductivity, species extinction, molecular dynamics, gene expression, and seismic tomography. Computational science is the study and application of these solution techniques.

Computational science combines research in application areas such as physics, chemistry, and biology with work in applied mathematics and computer science. The University of Oregon, with its strong science departments and its long tradition of interdisciplinary cooperation, provides an ideal environment for this type of work. The Computational Science Institute, established in September 1995, is an association of researchers from nine departments formed to support computational science efforts at the university.

The Computational Science Institute's parallel supercomputers are connected via a network to researchers around the state and to the national supercomputing centers. In addition, several members of the institute have joined with faculty members from the Oregon State University to form the Northwest Alliance for Computational Science and Engineering.

Institute for a Sustainable Environment
John H. Baldwin, Director
(541) 346-0675
130 Hendricks Hall

Executive Committee
John H. Baldwin, planning, public policy and management
Alan Dickman, biology
Mancelde K. Gale, planning, public policy and management
Richard G. Hildreth, law
David Hulse, landscape architecture
Patricia F. McDowell, geography
David C. Povey, planning, public policy and management
Mark H. Reed, geological sciences
William Rosi, English
Lynne P. Shapiro, biology

The Institute for a Sustainable Environment was established to address the long-term sustainability of the earth's environmental systems. The goal of the institute is to foster research and education at the University of Oregon on environment and development, and initiate programs that encompass environmental themes in the natural sciences, social sciences, policy studies, humanities, and the professional fields. Because environment and development problems are seldom adequately addressed by a single discipline, the institute encourages cross-disciplinary research, education, and public service and provides a structure for the development and support of such programs.

The institute also sponsors workshops and conferences at local, regional, national, and international levels; publishes a newsletter, Sustainability; supports visiting scholars; and houses a video library for campus use. Opportunities for student research and work are available through institute projects.

Institute of Cognitive and Decision Sciences
John M. Orbell, Director
(541) 346-4941
38 Straub Hall

Members and Associates
Michael C. Anderson, psychology
Holly Arrow, psychology
Dane A. Baldwin, psychology
Kathie Carpenter, linguistics
Scott DeLaney, linguistics
Sarah A. Douglas, computer and information science
Arthur M. Faitley, computer and information science
Jennifer J. Fordy, psychology
T. G. Givens, linguistics
Marion Sherman Goldman, sociology
William T. Harbaugh, economics
Douglas L. Hintzman, psychology
Sara D. Hodes, psychology
Ray Hyman, psychology
Mark Johnson, philosophy
Berrnart F. Malle, psychology
Robert Mauro, psychology
Louis J. Moses, psychology
Michael Myagkov, political science
Heleen Neville, psychology
John M. Orbell, political science
Doris L. Payne, linguistics
Eric W. Pedersen, linguistics
Michael I. Posner, psychology
Mary K. Reithart, psychology
Myron Reinhart, psychology
Patricia L. Rounds, linguistics
Jacqueline Schachter, linguistics
Margaret E. Searle, psychology
Paul Slovic, psychology
Keni A. Stevens, computer and information science
Jean Stockard, sociology
Lawrence S. Sugiyama, anthropology
Terry Takahashi, biology
Marjorie Taylor, psychology
Russell S. Tomlin, linguistics
Nancy Tuana, philosophy
Don M. Tucker, psychology
Cynthia M. Vaknin, linguistics
Philip D. Young, anthropology

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. The institute actively collaborates with the Institute of Neuroscience and the UO 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, 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 Industrial Relations
James R. Terborg, Director
(541) 346-5141
209D Gilbert Hall

The Institute of Industrial Relations was founded in 1965 to create a program of graduate education in labor-management relations and to stimulate research and public service in the field. Today, the institute seeks to support research and service relevant to employment in a competitive, global marketplace. Research and service in the field takes an integrated look at human resource opportunities and problems from the perspective of management, the behavioral and social sciences, and the context of union-management relations and from institutional perspectives of public policy and national welfare.

The institute coordinates activities with the Labor and Education Research Center and the Charles H. Lundquist College of Business.

Institute of Molecular Biology
Tom H. Stevens, Director
(541) 346-5151
207 Knight Hall

Members
Alice Barkan, biology
Bruce A. Bowserman, biology
Rodanick A. Capaldi, biology
Frederick W. Dabiquet, chemistry
Christopher Q. Davis, biology
O. Hayes Griffith, chemistry
Diane K. Hawley, chemistry
Brian W. Matthews, physics
Aaron Novick, biology
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.

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 at 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 cell and developmental biology program, the Institute of Molecular Biology is part of the Developmental 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
William Roberts, Director
(541) 346–5456
222 Huestis Hall

Members
Christopher Q. Doe, biology
Judith S. Easte, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Steven Keele, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. King, exercise and movement science
Shawn R. Lockery, biology
Richard Marronco, psychology

The interdisciplinary Institute of Neuroscience promotes research training in neuroscience by providing a formal structure that facilitates collaboration among scientists and students from four departments. It provides a graduate curriculum in neuroscience that receives integrated input from participating faculty members.

The institute's focus is experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. One aspect of the program is the 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. Other research programs focus on the neuronal control of behavior, visual neurobiology, molecular neurogenetics, membrane biophysics, CNS regeneration, and prooceptive mechanisms in humans.

The 1985 Oregon Legislative Assembly approved funding for five Centers of Excellence at the University of Oregon. Along with the Institute of Molecular Biology and the Department of Biology's Cell Biology Program, the Institute of Neuroscience is part of the Biotechnology Center of Excellence.

Institute members hold appointments in the academic departments of biology, computer and information science, exercise and movement science, and psychology. Research scientists are encouraged to visit the institute for varying periods of time.

A coordinated program of graduate instruction is offered, supported by faculty members associated with the institute. Graduate students who want to enter the program should apply through the appropriate academic department.

For a list of relevant graduate courses offered at the university, see the Neuroscience section of this catalog.

Institute of Theoretical Science
James N. Imamura, Director
(541) 346–5204
(541) 346–5277 fax
450 Willamette Hall
http://darkwing.uoregon.edu/~its/

Members
Dieterich Bartz, physics
Howard J. Carmichael, physics
Paul L. Crisosta, physics

Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Peter B. Gilkey, mathematics
Marvin D. Girardeau, physics
Amit Goswami, physics
Marina G. Guenza, chemistry
David R. Herrick, chemistry
Stephen D. Hsu, physics
Rudolph C. Hwa, physics
James S. Imamura, physics
James A. Lieberman, mathematics
Michael E. Kuhlman, mathematics
John V. Leathy, mathematics
Robert M. Mazo, chemistry
Jovel W. McClure Jr, physics
Daveison E. Super, physics
John J. Toner, physics
Robert L. Zimmerman, physics

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, elementary particle theory, accelerators, x-ray and lasers, astrophysics, general relativity, and applied mathematics.

Graduate students with adequate preparation in one of the science departments may do thesis or dissertation research in the institute.

The institute also sponsors postdoctoral research associateships, usually funded by the United States Department of Energy and the National Science Foundation.

International Institute for Sport and Human Performance
Henriette Heiny, Director
(541) 346–4114
Bowman Family Building

Established in 1983, the International Institute for Sport and Human Performance promotes and synthesizes interdisciplinary research in sport, exercise, and human movement sciences. It also educates the general public on the benefits of healthy living. The institute's advisory board is made up of community and business leaders and university faculty members.

Microform Publications of Human Movement Studies, a service of the institute, provides the international academic community with research and teaching resources concerning health, physical education, and recreation; exercise and sport sciences; sport history and philosophy; and dance. Microfiche copies of recently completed U.S. and Canadian theses and dissertations are distributed to subscribing university libraries and research institutions in North America, Europe, Asia, and Australia and by request to students and researchers all over the world. Microform Publications works cooperatively with such organizations as the American Alliance for Health, Physical Education, Recreation, and Dance and the Sport Information Resource Centre of Canada.

As an affiliate of the Department of Exercise and Movement Science, the institute provides learning opportunities for interested students. As new
professions emerge in the field, the institute identifies educational requirements and provides continuing education programs in cooperation with other partners from the health care industry. Since 1998, the institute has served as the home office of the Northwest Center of the American College of Sports Medicine (ACSM). The institute, in cooperation with PeaceHealth's Oregon Heart Center, offers the ACSM Health/Fitness Instructor, and Exercise Specialist, certifications for fitness and cardiovascular rehabilitation specialists as well as certificates of enhanced qualification. The institute works with the Japanese subsidiary of an American sports medicine products company to educate Japanese students in athletic training.

Community outreach efforts include a biannual newsletter and regularly scheduled programs such as the Athletic Training Service Center and the Health through Exercise and an Active Lifestyle (HEAL) Conference, which focuses on older-adult health and rehabilitation.

Materials Science Institute

David C. Johnson, Director

(541) 346-4784
(541) 346-3422 fax
163 Willamette Hall
http://materials.science.uoregon.edu/msl.html

Members

Dietrich Beitz, physics
J. David Cohen, physics
Stephen Gregory, physics
Ray Haylock, physics
James F. Hutchison, chemistry
David C. Johnson, chemistry
Stephen D. Kean, physics
Mark Lonergan, chemistry
Andrew Marcus, chemistry
Catherine J. Fage, chemistry
Geraldine L. Richmond, chemistry
Peter C. Serdel, physics
John T. Toner, physics

Associates

Russell J. Donnelly, physics
Kenneth M. Dossee, chemistry
Michael M. Haley, chemistry
Thomas W. Mosberg, physics
George W. Rayfield, physics
Michael G. Raymer, physics
Jack M. Rice, geological sciences
David R. Tyler, chemistry
Hailin Wang, physics

Initiated as a state Center of Excellence in 1985, the Materials Science Institute fosters collaboration among materials-oriented research groups in the Departments of Chemistry, Physics, and Geological Sciences. Members of the institute are active in the study of the synthesis, structure, reactivity, and thermodynamics of materials; the characterization of electronic, magnetic, and optical properties of materials; and condensed matter theory. Materials scientists seek to understand the relationships among the composition, structure, and properties of materials. A broad definition of materials includes organic and inorganic solid-state materials and lower-dimensional condensed phases such as polymer chains, thin films, and certain aspects of liquids. Materials science is by nature an interdisciplinary field, combining expertise from the basic disciplines of physics, chemistry, and geology. All areas of chemistry make important contributions to this field in the synthesis and characterization of various materials. The discovery and improved understanding of new materials that have possible technological applications is a source of exciting and innovative research.

The institute oversees the industrial internship program in semiconductor device processing and polymer science, which is offered in conjunction with master's degree programs in chemistry and in physics. Participating students take courses during summer session then work at regional industries in internship positions. This program is described in the Chemistry section of this bulletin.

A variety of graduate courses are offered on the physics and chemistry of materials, and weekly materials-science seminars feature prominent scientists from around the nation and the world. Researchers working in the Materials Science Institute have access to a variety of modern instrumentation, either through individual research laboratories or central facilities. Sharing of facilities and expertise among the various research groups in the institute is an important and valuable aspect of the program.

Projects include developing novel synthetic routes for the preparation of inorganic solid-state materials (e.g., high-temperature oxide superconductors, nonlinear optical materials, and refractory metal silicides and carbides); x-ray diffraction studies of reactions between thin elemental films; synthesis and study of novel organic conductors; optical studies of polymers and polymer films; laser-induced dynamics at surfaces and interfaces; ultra-high vacuum surface science; characterization of electronic materials and devices; properties of amorphous semiconductors; fundamental optical, electrical and thermal transport properties of rationally designed nanoscale structures; and theoretical studies in the area of statistical mechanics.

Oregon Center for Optics

Howard J. Carmichael, Director

(541) 346-4528
240 Willamette Hall
http://oco.uoregon.edu/

Members

David S. Alavi, physics
Howard J. Carmichael, physics
Jeffrey A. Cima, chemistry
Stephen Gregory, physics
Thomas W. Mosberg, physics
Michael G. Raymer, physics
Peter C. Serdel, physics
Hailin Wang, physics

Associates

Steven L. Jacques, Oregon Medical Laser Center, Providence St. Vincent Medical Center
Andrew Marcus, chemistry
David McIntyre, physics, Oregon State University
Geraldine L. Richmond, chemistry

The Oregon Center for Optics aims to promote and facilitate scientific research and education at the University of Oregon wherever optical science is involved in an essential fashion, in either its fundamental aspects or its technological applications. The center promotes scientific interactions among its members and between its members and the wider academic and industrial optics communities. The Oregon Center for Optics was founded in 1997 as an outgrowth of a 1985 Centers of Excellence initiative of the Oregon Legislative Assembly to foster scientific activities that promote economic development.

The field of optics is defined not by a specific set of physical phenomena, as are many fields in science, but rather by certain enabling technologies; the most important one being the laser. Others include imaging, detection of light, data storage and processing, and modulation—the impression of information on a light beam. In a scientific context, these techniques are used for research in a wide range of disciplines. In engineering, they are used more and more to achieve a myriad of practical goals. Optics is an interdisciplinary field, bringing together scientists and engineers from many areas—physics, electrical engineering, chemistry, biology, medicine, and vision.

Research and development is carried out at the Oregon Center for Optics in numerous areas, including

- lasers—physical principles, advanced engineering concepts
- nonlinear optics—optical frequency conversion in waveguides and at surfaces
- quantum optics—fundamental quantum interactions of light and matter
- semiconductor optical devices—nanofabrication of submicron structures
- semiconductor device physics—semiconductor lasers, fundamental interactions
- molecular physics—control of processes with ultrashort laser pulses
- atomic physics—laser-cooled atomic vapors, atoms in structured environments
- ultrafast optical detection techniques—subpicosecond photon counting
- optical data storage—time domain holography, new architectures
- optical beam routing—time domain holographic techniques
- light scattering in biological tissues—optical transport and coherence.

Oregon Humanities Center

Steven Shankman, Director

(541) 346-3934
154 Prince Lucien Campbell Hall

Advisory Board

Ian Duncan, English
Garnett Epps, law
Linde F. Birger, arts and administration
Kenneth M. George, anthropology
Olakunko George, English
Evelyn Gould, Romance languages
Kenneth J. Helphand, landscape architecture
Ronald W. Kellett, architecture
Brian W. Mathews, physics
John Moore, history
Alexander B. Murphy, geography
F. Regina Psaki, Romance languages
The Oregon Humanities Center, established by the Oregon State Board of Higher Education in 1983, seeks to serve and foster a community of scholars, educators, and citizens. It is at once a research institute, a catalyst for educational innovation, and a public forum. Its primary activities are described below.

Research. The center stimulates, supports, and disseminates important humanistic research. Its program of Oregon Humanities Center Research Fellowships supports full-time research in residence for university faculty members. Its summer program brings to campus leading humanities scholars from other institutions. The center also provides support for university graduate students during the final year of their study for the Ph.D. or professional degree. The center makes available other forms of support in connection with faculty research publication.

Teaching. The center offers a program of teaching fellowships to University of Oregon faculty members to develop and teach innovative, interdisciplinary humanities courses. Courses may be taught at the introductory, intermediate, or advanced level; courses can be large lecture classes or small seminars; and they may be re-taught. Through its Distinguished Visiting Lecturers program, the center provides support for leading humanities scholars from other institutions to teach at the University of Oregon during the summer.

Public Programs. The center offers a broad range of public lectures, conferences, symposiums, exhibitions, and performances. These include five endowed annual lectures, an annual spring symposium or conference, and weekly work-in-progress talks as well as activities cosponsored with other groups.

The center understands the term humanities to include literature, philosophy, history; the study of languages, linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and the historical, interpretive, and conceptual aspects of the social and natural sciences and the professions. The center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

Oregon Institute of Marine Biology
Lynda P. Shapiro, Director
(541) 888-2581
(541) 888-3250 fax
PO Box 5389, Charlestown OR 97420
http://darksling.uoregon.edu/~clairb/

Faculty
Barbara A. Butler, library
Richard W. Casterholm, biology
Richard B. Emlet, biology
Gretta A. Fryxell, biology
Janet Holter, Oregon Institute of Marine Biology
Patricia Mace, geography
Steven S. Kurrill, biology
Alan Shanks, biology
Lynda P. Shapiro, biology
Nora B. Terwilliger, biology
A. Michelle Wood, biology

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, wetland ecology, coastal ecology, marine snow, and the 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 the environmental studies. Courses include marine ecology, invertebrate zoology, vertebrate biology, marine birds and mammals, algae, and biological oceanography. Students have the opportunity to conduct research projects in these and related 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
Patricia A. Gwartney, Director
(541) 346-0824
(541) 346-5026 fax
34 Prince Lucien Campbell Hall
5245 University of Oregon,
Eugene OR 97403-5245
osrl@uoregon,edu
http://darksling.uoregon.edu/~osrl

Advisory Committee
Gerald S. Abbaum, marketing
Daniel W. Cloes, applied behavioral and communication sciences
Lewis R. Goldberg, psychology
Patricia A. Gwartney, sociology
D. Terri Hoath, Center for the Study of Women in Society
Arnold Israeli, journalism and communication
Stephen M. Johnson, sociology
Alan D. Meyer, management
Larry D. Singel Jr., economics
Jean Stockard, sociology
Wayne M Wanta, journalism and communication

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 also 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 target populations using techniques that fall within the current paradigm of survey research methodology. It is specially equipped for trained interviewers to conduct computer-aided telephone interviews using random-digit dialing. The laboratory designs studies to meet the needs of the particular investigation, including attitudinal survey conditions. Survey research 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 archiving.

The laboratory provides training, instruction, and employment for students in survey methods, and it conducts and promotes research in survey methodology. Products of laboratory research are available to the public within a reasonable time after completion of a project. Projects follow appropriate standards for the protection of human subjects.

Solar Energy Center
Frank Vignola, Director
(541) 346-4745
361 Onyx Bridge

Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
Alison C. Kwok, architecture
David K. McDaniels, physics
John S. Reynolds, architecture

Associates
John P. 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, photovoltaics, and daylighting.

Projects follow appropriate techniques that fall within the current paradigm of survey research methodology. It is specially equipped for trained interviewers to conduct computer-aided telephone interviews using random-digit dialing. The laboratory designs studies to meet the needs of the particular investigation, including attitudinal survey conditions. Survey research 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 archiving.

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.
Services for Students

James R. Buch, Associate Vice President for Student Academic Affairs
Under the direction of the associate vice president, the Division of Student Academic Affairs provides services that support and enhance students' academic experience and help students benefit more fully from their educational programs. The division comprises the following offices: the Career Center and the Offices of Academic Advising and Student Services, Admissions, Multicultural Affairs, the Registrar, Student Financial Aid, and Student Retention Programs.

Academic Advising and Student Services
Joe Wade, Director
(541) 346-3211
164 Oregon Hall
http://advising.oregon.edu

Academic Advising
Advising Services
The Office of Academic Advising and Student Services coordinates advising for students who have not declared an academic major. These students, who are classified as undecided, are assigned advisers from the academic advising and student services staff and from selected faculty members in the College of Arts and Sciences. The staff also coordinates initial advising meetings between students who have indicated a major preference and faculty advisers from specific academic departments. Students in the prehealth sciences, fifth-year education programs, and prelaw receive advising assistance in this office. See the Preparatory Programs section of this catalog.

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 also receive assistance. Students may drop in weekdays between 9:00 a.m. and 4:30 p.m. to seek advice about general university requirements or personal problems that affect academic progress.

Special Services for Student-Athletes
Special advising and academic support for student-athletes was instituted by the university in the late 1960s to help student athletes achieve their academic goals. Student-athletes commit a large percentage of their time to participating in university-sponsored athletic activities. In recognition of this, the university provides a support program to ensure that each student-athlete proceeds toward graduation in a timely manner. The special support staff, located next door to McArthur Court, offers academic support, tutoring assistance, academic advising, and short-term personal advising and counseling. In providing academic advising, the staff works cooperatively with the university's teaching faculty.

Staff members, who include codirectors Micki Donahue and Twinkle Ann Morton and adviser-counselor Reggie Jordan, can be reached at (541) 346-5428.

Peer Advising
The Peer Academic Advising Program supplements faculty advising for undergraduate students. Trained students assist their peers in using academic advising appointments to the best advantage. More than fifteen academic departments participate in the program.

Peer advisers 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 Jessica Blumberg, 164 Oregon Hall; telephone (541) 346-3211; or send E-mail to jessica@oregon.oregon.edu.

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 catalog and in the Schedule of Classes. Counselors in the Office of Academic Advising and Student Services are available to assist students who are not in good academic standing.

Student Services
Adult Learners
The staff of the Office of Academic Advising and Student Services 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 offered pre-enrollment information and advice, help in resolving procedural problems, and general assistance to ease the return to the classroom. After applying for admission, students may consult counselors or student advisers in the Office of Academic Advising and Student Services. For more information contact Hilda Yee Young, 164 Oregon Hall; telephone (541) 346-3211.

Emergencies
The Office of Academic Advising and Student Services is the university contact point for students who must receive an emergency message. For example, in the event of a sudden family illness, the staff provides help in teaching the student. In case of emergency, telephone (541) 346-3211.

Students with Disabilities
The University of Oregon is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. A variety of accommodations help ensure that teaching methods and the results of evaluation reflect a student's ability based on knowledge and quality of study.

Typical accommodations include but are not limited to note taking, sign-language interpreting, equipment checkout, classroom relocations, and modification such as substitution of some degree requirements and alternative testing procedures. Assistance with registration, academic advising, and adaptive equipment is also available.

As necessary, the university makes modifications to its academic requirements to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified, demonstrably disabled applicant or student. Academic requirements that the university can demonstrate are essential to the program of instruction being pursued by such a student or to any directly related licensing requirement are not regarded as discriminatory.

Eligibility for services must be supported by professional documentation of disability and need for services. For more information consult Hilary Gerdes, 164 Oregon Hall; telephone (541) 346-3211; TTY (541) 346-1083.

Affirmative Action and Equal Opportunity
Kenneth F. Lehrman III, Director
(541) 346-3125
(541) 346-0852 TTY
474 Oregon Hall
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 about their rights, options, and resources. In addition, anyone alleging disability discrimination, whether or not a student or employee at the university, may request assistance from the office. The Office of Affirmative Action and Equal Opportunity has information on grievance procedures and referrals. Confidentiality is respected for all parties.

Associated Students of the University of Oregon

(541) 346-3724
Erb Memorial Union, Suite 4
http://gladstone.uoregon.edu/~asuoprog/

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. Its network of agencies, activities, and programs serves student needs and interests. The ASUO gives students the opportunity to plan and direct their own programs, to become involved in every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. Students who pay incidental fees are members of the ASUO.

Organization. The ASUO comprises seven branches of student government—the ASUO Executive, the Student Senate, ASUO Programs Finance Committee, ASUO Athletic Department Finance Committee, Erb Memorial Union Board (EMU Board), the Associated Students Presidential Advisory Council (ASPOC), and the Constitution Court. Members of the Senate and certain members of the Programs Finance Committee, the EMU Board, and ASPOC are elected. The remaining members of these bodies and members of the Athletic Department Finance Committee and the Constitution Court are appointed. Together these bodies provide governance, leadership, and representation for students.

ASUO Executive. The ASUO Executive is composed of an elected president, a vice president, and four members, and hired officers and staff members. As the recognized voice of UO students, it administers more than eighty-five funded ASUO programs. The ASUO Constitution describes the legal and procedural functions and the general makeup of the ASUO Executive.

ASUO Athletic Department Finance Committee. This body has five student members. It acts on matters related to the allocation and appropriation of incidental fees for the UO Department of Intercollegiate Athletics for the purpose of recommending a budget to the Student Senate.

ASUO Programs Finance Committee. This body's seven student members act on matters related to the allocation and appropriation of incidental fees to ASUO programs for the purpose of recommending a budget to the Student Senate. The ASUO Executive submits its recommendations on each program budget to the Programs Finance Committee. After public hearings on these budget proposals, the committee presents its recommendations to the Student Senate.

Student Senate. The eighteen members of the ASUO Student Senate represent the constituent interests of students and act on matters related to the allocation and appropriation of incidental fees. The incidental fee is a self-imposed tax by which students finance nonacademic activities and programs. Reflecting its two functions, nine members of the Student Senate are elected by major to represent academic departments, and nine are elected to serve on finance committees.

The ASUO Programs Finance Committee, the ASUO Athletic Department Finance Committee, and the Erb Memorial Union Board individually develop budget recommendations for submission to the Student Senate every year during spring term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive and the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education. While individual student programs submit budgets to the appropriate finance committee, the full Student Senate hears special requests throughout the year.

Student senators serve as active members of the University Senate, the faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than eighty positions on twenty-six faculty-student committees.

EMU Board. The fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for the operation of the EMU. The board is responsible for allocating a $5 million budget to programs and services areas and for allocating space in the 200,000-square-foot facility. The board, on which students form the majority, also advises staff members in the management and administration of the EMU.

Constitution Court. The ASUO Constitution Court, appointed by the ASUO president and confirmed by the Student Senate, serves as the court of appeals for the ASUO. The court has the authority to rule on questions arising under the ASUO Constitution or rules promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Associated Students Presidential Advisory Council. The council offers discussion and advice about matters of student concern in monthly meetings with the UO president. The council includes representatives from the ASUO Executive; ASUO programs; campus student media; EMU Board; Greek organizations; Graduate School or School of Law; Lesbian, Gay, Bisexual, Transgender Alliance; Residence Hall Gover­nance Committee; Student Senate; one international student; one nontraditional student; and two students elected for two-year terms from the student body at large.

Student Health Advisory Committee. This committee advises the director of the University 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 Activities and Services

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Phi Omega is a national service organization.

American Institute of Architecture Students offers speaker and film series, peer advising, design competitions, and tours of local architecture offices.

Amnesty International works for the immediate release of prisoners of conscience, fair trials for prisoners, and the end of torture.

Asian-Pacific American Student Union serves the university's considerable population of Asian-Pacific Americans.

Associated Students for Historic Preservation, composed of students in the university's historic preservation program, works to advance knowledge and understanding of historic preservation among other students.

ASUO Childcare Task Force, an advocacy student group, advises the ASUO executive, represents the childcare needs of students, and sets policy for the ASUO Childcare Subsidy Program. Student members are appointed annually by the ASUO president.

Asenz 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 Law Students Association provides a support group for black law students, facilitates contacts between black attorneys and students, and is a member of the National Black Law Students Association.

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.

Black Women of Achievement provides social, cultural, and educational activities for African American women on campus.

Campus Crusade for Christ is an interdenomi­national Christian support group emphasizing personal growth in Christ and development of ministry skills.
Campus Radio (KWVA) 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 recycling projects and creates new projects for the UO community. The program promotes education about recycling, related grassroots actions, and waste reduction services.

Chi Alpha Christian Fellowship offers worship services, bible studies prayer meetings, and social activities for interested students.

Chinese Student Association coordinates academic, social, and cultural activities with the goal of improving understanding of Chinese culture.

Circle K International is a college-level club that is dedicated to providing community service.

Coalition against Environmental Racism, a coalition of student and community groups, is dedicated to providing a forum for education and to promoting environmental justice through increasing awareness of the fundamental link between social inequities and environmental problems.

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 on campaigns, lobby legislators, register voters, and attend Republican Party conventions.

Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoire not provided by the School of Music, the Cultural Forum, or other campus organizations.

Community Internship Program is a student-initiated and student-run internship program in which students earn credit as community and public school volunteers.

Conflict Resolution Services, provided to students by the ASUO and the university, offers grievance problem resolution to students or student groups. The program also offers workshops and courses for members of the university community.

Co-op Family Center, a student cooperative at Spencer View Family Housing, offers high-quality, low-cost childcare and seminars on parenting, teacher education, and child development.

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 346-4488. 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.

DELTA-GSO support services for graduate students in the Department of Educational Leadership, Technology, and Administration and other College of Education departments include orientation, workshops, and brown bag lunches.

Designated Driver Shuttle provides transportation for students from licensed drinking establishments, restaurants, and residences to their places of residence. Members also work on alcohol-related issues to promote the well-being and safety of UO students. The program strives to educate students about making responsible choices in the use of alcohol.

Forensics is the university’s debate society and speech club.

Geographic Students’ Society seeks to enrich the social and academic environment of the UO Department of Geography and to serve the local community.

Hawaii Club promotes Hawaiian culture on campus and in the community, informs Hawaiian students of resources, promotes a festive and creative environment for students, and encourages student leadership.

Hong Kong Student Association works to represent and to improve the general welfare of Hong Kong students at the university and to help students adjust to the American culture, lifestyle, and university life by offering social welfare services and other activities.

HOPES (Holistic Options for Planet Earth Sustainability) promotes education about creating sustainable living environments to students, professionals, and the community at large.

House of Film is an organization for students who are interested in every aspect of the motion picture industry including acting, directing, scriptwriting, cinematography, marketing, editing, sound engineering, administration, and fundraising.

Interfraternity Council provides a central organization for general fraternity activities and leadership opportunities and promotes campus involvement.

International Law Students Association sponsors activities and speakers relevant to the practice of international law and is a member of the National International Law Students Association.

International Student Association (ISA) is an umbrella organization for students from nations around the world. Included are Norwegian Students Abroad, Chinese Students and Scholars Association, Indonesian Student Association, Japanese Students Association, Korean Students Association, Kultura Filipinas, Latin American and Caribbean Students Association, and the Malaysian Students Association. 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 provides activities based on the Jewish cultural, social, and philosophical traditions and advocates for Jewish issues and against anti-Semitism in the campus community. Journal of Environmental Law and Litigation, a publication by UO law students, provides a national forum for 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 enrolled UO students through incidental fees provided by the ASUO. Services include but are not limited to landlord-tenant disputes, uncontested divorce, and small claims counseling.

Lesbian, Gay, Bisexual, Transgender Alliance provides a safe, supportive place for students and others to explore and understand their sexuality; to advocate for gay, lesbian, bisexual, and transgender rights; and to actively educate about issues important to lesbian, gay, bisexual, and transgender people.

Lesbian, Gay, and Bisexual Law Student Association offers students who are 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 Timberline, a literary and arts magazine that features prose, poetry, and artwork by University of Oregon students. The society also sponsors the Kidd Tutorial Reading Series and other activities for UO students.

MECHA (Movimiento Estudiantillo Chicano de Aztlán), the official voice of Chican and Chicana students at the university, provides a feeling of community and security with the goal of increasing the recruitment and retention of Oregon Chicano and Chicanas.

Model United Nations Organization seeks to increase members’ knowledge of international relations through learning about other cultures, the United Nations system, and the skills of debate and parliamentary procedure.

Multicultural Center brings together students and faculty, staff, and community members to promote personal growth, cultural pluralism, community education, positive social change, and the end of human oppression by examining issues of gender, sexuality, and culture with primary focus on race and ethnicity.

Muslim Student Association fosters understanding of Islamic culture and works to fulfill the educational and cultural needs of Muslim students at the university.

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, conduct code, and related matters. Staff members help students resolve problems that arise 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 home football games and selected away games. Members also participate in the Basketball Band and the Green Garter Band.

Oregon Marine Science Student Association coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston.

Oregon Student Association provides a collective voice for students of Oregon's institutions of higher education to influence public policy decisions. It conducts research on issues that affect students, lobbies decision-makers, and provides a mechanism for sharing information among students.

Oregon Voice, a general-interest magazine, presents and expresses ideas that affect the quality of life in the university community.

Panhellenic Council members are sorority leaders who serve as liaisons to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes the understanding of the sorority system and furthers intellectual accomplishment and opportunities for leadership and campus involvement.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Pocket Playhouse, a student-run production agency, supplies space and funding for production workshops directed by students or guest artists, theater-related films, and other events. Students need not be majors in theater arts to participate.

Predental Club sponsors activities that present a general view of dentistry as a health-oriented profession. At these activities predental students educate other students about dental care and hygiene.

Prehealth Science Center offers seminars, professional school information, and clinical observation for premedical and predental 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 Saferide, a free shuttle service that provides women with a safe alternative to walking alone at night and risking possible assault, is available to UO women who need rides to their cars, homes, work, classes, or campus events.

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 student government and administration.

Singapore Student Association helps students from Singapore adapt to living in Oregon.

Solar Information Center, a student-run clearinghouse and education center, pursues the advancement of solar and renewable energies and efficient resource use as viable paths to a sustainable future. The center houses a library and offers free lectures, workshops, exhibits, research projects, and a quarterly newsletter. Solar Incidents, to the campus and general public.

Southeast Asian American Student Association promotes cultural awareness of Southeast Asia and its diverse ethnic groups and acts as a support group for Southeast Asian students.

Spencer View Community Tenants, an elected body, represents the interests of Spencer View tenants and participates in the Family Housing Board.

Student Bar Association is an umbrella organization of many student interest groups at 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 is dedicated to educating the university community about the mistreatment, exploitation, and oppression of nonhuman animals.

Survival Center works for social justice and environmental freedom, and acts as a resource center for a range of current issues.

University Theatre, the production wing of the theater arts program, is an independent organization that produces shows from its own box office.

USAA, the nation's oldest and largest student organization, represents 4.5 million students nationwide and is the recognized voice of students in Washington, D.C.

Taiwanese Student Organization focuses on cultural, social, political, economic, historical, educational, and ecological developments in Taiwan and is open to any UO student interested in Taiwanese culture.

Vietnamese Student Association is a social, cultural, and support group for Vietnamese American students.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants and participates on the Family Housing Board.

Whitebird Clinic Rideshare links people offering rides with those needing rides.

Women's Center provides information, support, and services to facilitate education about 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 resources and referral, advocacy, event planning and coordination, support groups, a women's newsletter, and cultural events cosponsored with other student groups.

YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

Bookstore

James L. Williams, General Manager
(541) 346-4331
895 East 13th Avenue
http://www.uobookstore.com

The University of Oregon Bookstore is located just west of the campus. The bookstore was established in 1920 to serve students and faculty and staff members.

The bookstore is open from 7:45 A.M. to 6:00 P.M. Monday through Friday; 10:00 A.M. to 6:00 P.M. Saturday; and noon to 6:00 P.M. Sunday.

Services

The bookstore is a collegiate 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. The bookstore operates the Microcomputer Resale Program, which offers educational prices on computers and software to students and faculty and staff members. A complete university, sportswear, and insignia department is located along the west side of the floor. On the east side are greeting cards, gifts, magazines, candy, and snacks. The Duck Stop coffee and espresso counter features specialty coffee drinks.

In the upper-level 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 if it is out of print, the staff is always ready to make a special order. Bookstore staff members also enjoy recommending books to customers.

The course book department is located at the rear of the upper level. The bookstore sells 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
percentagge is not guaranteed, last year the bookstore gave UO students and employees of the university a savings of 10 percent off the publisher’s list price. Since 1973 the bookstore has returned more than $10 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 boxes for store purchases, free notary public service, free self-service coin lockers, key making, postage stamp sales, film-processing service, UO jewelry sales, graduation cap and gown sales and rentals, self-service photocopyers, a free campus telephone, public restrooms, and benches and bicycle parking 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 sportswear and insignia merchandise at the UO Portland Center. Some supplies required for Portland architecture studios are available at the Portland Center bookstore. The Duck Shop is located at 734 SW Second 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 the students, faculty members, and civil-service staff members of the university. Policy is made by a board of directors comprising eight students, two faculty members, and one classified staff member. The directors are elected by the bookstore’s membership in annual elections. The operation of the store is conducted by twelve full-time managers and a large staff, many of whom are part-time students or spouses of students.

Vision

The vision for the bookstore is to join UO students and faculty and staff members in the pursuit of knowledge, intellectual growth, and higher education through the sale of products and the provision of services.

Mission

The mission of the bookstore is to provide course-related materials for UO courses; to sell required course merchandise at the best possible prices through the benefit of the nonprofit corporate structure; and to provide products and services that make attending, teaching, doing research, and working at the UO fulfilling and convenient.

The bookstore 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 a standing invitation for all to use it. People are also welcome to call the manager and staff for more information.

Career Center

Lawrence H. Smith, Director

(541) 346-3235

241 Hendricks Hall
http://www.career.oregon.edu

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, Special Studies: Career Exploration (CPSY 159), and Field Studies: Career Decisions (CPSY 406) provide a systematic approach for identifying skills and interests.

College Outcomes, a web resource, links college learning to essential job skills. 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.

Mentor Program

This program is described in the Academic and Career Planning section of this catalog.

Employment Services

Each year more than 14,000 jobs—part-time, full-time, work-study, summer, international, and education—are listed with this office.

Job information is available on the center’s web site and on hard copy. A computerized job-matching service provides information to employers that match a job seeker’s qualifications, experience, and education. The Campus interview Program brings more than 150 employers to campus each year.

Workshops and seminars teach résumé writing, interview skills, and job-search strategies. Workshop: College to Career (CPSY 408/508) provides comprehensive information about the job-search process.

The office has a reference file to support applications for graduate school or educational employment.

Currently enrolled students and alumni are invited to use the Career Center’s services. The services are free for currently enrolled students.

For more information, see the Academic and Career Planning and Employment Services sections of this catalog.

Counseling and Testing

Weston H. Morrill, Director

(541) 346-3227

(541) 346-2842 fax

Second Floor, University Health and Counseling Center Building

1590 East 13th Avenue

http://darkwing.uoregon.edu/~counsel

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.

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 is a computer-based test site that offers national testing for such programs as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOEFL), and Pre-Professional Skills Test (PPST). Bulletins about other paper-and-pencil national test programs, registration materials, and information are also available in the office. The testing center, located at 238 University Health and Counseling Center Building, is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with some extended hours for computer-based testing. Tests are administered by appointment. To register for a computer-based test, call 346-2772.

Crisis Center: 346-4488. The crisis line, a telephone service supervised by the counseling center, operates evenings from 5:00 p.m. to 8:00 a.m., Monday through Friday, and twenty-four hours a day on weekends.

Erb Memorial Union

Charles Miller, Director

(541) 346-3705

1222 East 13th Avenue

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 students’ extracurricular activities 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, six automatic teller machines, and the Computing Center Laboratory.

Other facilities of the EMU that are not housed in the building are the Waterworks Carve Company, which rents canoes and kayaks for use on local waterways, and the Outdoor Program’s trip staging facility.
The Erb Memorial Union is funded from two sources: the incidental fees paid by students each term and the income generated by some EMU units. Each year the EMU board submits its subsidy request to the Associated Students of the University of Oregon (ASUO) 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 board of directors is responsible for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students and appointed students and faculty members.

University Scheduling and Information Services. This office is responsible for scheduling nonacademic events and activities in the EMU, classrooms, Gerlinger Hall Alumni Lounge, and outdoor areas for university departments, student organizations, and off-campus users. A variety of services that support events are provided through the technical service, ticket, and support services departments.

Child Care and Development Centers. Six high-quality, state-certified childcare sites are located on campus, in the East Campus area, and at Westmoreland Family Housing. They provide developmentally appropriate childcare for children twelve months through six years of age. Student families receive first priority for enrollment. Spaces are also available for children of staff members and faculty members.

Opportunities exist for students to work in the programs as employees or to receive practicum credit through various departments.

Club Sports. This competitive, recreational program offers more than forty sports during the academic year for students and faculty and staff members. It is designed as an athletic alternative that bridges the gap between intramural and intercollegiate programs. The basic philosophy and key to the success of the program is student involvement in its coordination and administration. Students organize each club and select coaches who perform as volunteers. Emphasis is on participation in competition and on offering students the chance to be recognized as collegiate athletes.

Craft Center. The Craft Center’s workshops and courses are open to everyone. People who purchase a term pass can use studios that are well equipped for ceramics, fibers, graphics, glass, photography, woodworking, and other areas of the visual arts. The center also sponsors programs by visiting artists, art exhibits, and annual craft fairs.

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.

Greek Life Advising. Greek life advisers oversee efforts to establish and maintain programs that create positive group-living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the Student Housing section of this catalog or inquire at the Office of Student Life.

Outdoor Program. The Outdoor Program offers low-cost, cooperative 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 newly renovated Recreation Center provides a championship billiards area, an informal television and billiards lounge, a complete video game arcade, and separate areas for table tennis and other recreational board games. The center sponsors an extensive schedule of special events and tournaments for every skill level. On the Millrace, the center operates the Waterworks Canoe Company located at 1395 Franklin Boulevard.

Student Activities Resource Office. The Student Activities Resource Office provides resources to students and student organizations for events programming. The staff also offers consultation and workshops to help meet individual or group goals.

Women’s Center. See the Associated Students of the University of Oregon section of this catalog for information about the Women’s Center.

Health Services

Gerald J. Fleischli, M.D., Director

(541) 346-4441

First Floor, University Health and Counseling Center Building
East 13th Avenue and Agate Street

http://healthcenter.uoregon.edu/

The University Health Center provides a variety of medical and health-care services for currently enrolled UO students who have paid student fees. These services are provided by a highly qualified staff that includes physicians, a dentist, nurse practitioners, registered nurses, laboratory and x-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, and support employees.

Medical and Health-Care Services

1. Diagnosis and treatment of student illnesses and injuries
2. Basic preventive dental services and dental education
3. Specialized care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy clinic and 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 rehabilitation services, sports medicine and therapy clinics for treatment of injuries
10. Licensed pharmacy
11. Nutrition counseling
12. Health-education services
13. Travel clinic
14. Health insurance program

Hours of Operation. The University Health Center is open from 8:00 A.M. to 6:00 P.M., Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday; from 9:00 A.M. to 6:00 P.M., Sunday; and from 9:00 A.M. to 6:00 P.M., Sunday, fall through spring terms. Summer session hours are 8:00 A.M. to 4:30 P.M., Monday through Friday. The health center is closed between terms.

Appointments. Students should make appointments for outpatient care. An appointment can be made by telephone or in person during weekday hours. Students must show a current university student identification card at the University Health Center.

Urgent Care. Students who need immediate attention can use the urgent care service whenever the health center is open, including weekends. However, because this care is first-come, first-served, more time may be spent in the waiting room than if an appointment is made.

A telephone nurse triage program is available when the health center is closed in the evening, on weekends, and between terms; telephone 346-2770.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed.

Charges. The University 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 office visits with a staff physician, dentist, psychiatrist, or nurse practitioner. Students who are referred for medical services that are not available at the University 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, which can be purchased in 101 University Health and Counseling Center Building. The health center staff members 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 University Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.
Intercollegiate Athletics

Bill Moos, Director
(541) 346-4481
Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches
Renee Baumgartner, women’s golf
Mike Bellottii, football
Rick Gamez, softball
Jack Griffin, women’s tennis
Tom Heinonen, women’s cross-country, track and field
Chuck Kearney, wrestling
Ernie Kent, men’s basketball
Cathy Nelson, volleyball
Steve Nosler, men’s golf
Jody Range, women’s basketball
Chris Rowell, men’s tennis
Martin Smith, men’s cross-country, track and field
Bill Steffen, women’s soccer

Intercollegiate athletics at the university is an integral part of the institution. Opportunities to participate in athletics are offered to students of both sexes.

The university has a rich heritage in men’s intercollegiate athletics, one that includes five National Collegiate Athletic Association (NCAA) track-and-field championships, four NCAA cross-country championships, and the first-ever NCAA basketball championship in 1939. University women earned national cross-country titles in 1983 and 1987 and the outdoor track-and-field crown in 1985. The men claimed NCAA track championships in 1962, 1964, 1965, 1970, and 1984. Success in sports has made Eugene and the university an attractive site for national championships, the first of which was in 1972, 1976, and 1980 Olympic Track and Field Trials and hosted its first NCAA meet in spring 1996. Numerous university teams—men’s and women’s—have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.

Emphasis on academics and athletics has resulted in the university accumulating thirty-two GTE Academic All-Americans, four NCAA Top-Eight awards, and twenty-two NCAA postgraduate scholarship recipients.

The university fields seven sports for men and nine for women. Men’s sports are basketball, cross-country, football, golf, tennis, outdoor track and field, and wrestling. Women’s sports include basketball, cross-country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Women’s intercollegiate athletics, organized in 1973, has been a part of the Department of Intercollegiate Athletics since 1977.

The University of Oregon belongs to the NCAA; 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-10 Conference (PAC-10). Other members of the PAC-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

The UO football program—participants in thirteen bowl games since the 1916 season—has been selected for seven postseason appearances in the last ten years.

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 the Department of Intercollegiate Athletics.

Physical Activity and Recreation Services

Physical Activity and Recreation Services (PARS), made up of Physical Education, Recreational Sports, and Facilities Services, supports it-self through fees charged for physical-activities courses and other services. PARS sponsors comprehensive sports and recreational programs for students and for faculty and staff members of the university.

The more than 130 physical-activity courses offered by Physical Education emphasize the development of physical skills that contribute to a healthy lifestyle. Recreational Sports programs offer participants the opportunity to enjoy competitive sports, fitness activities, and informal recreational activities. Facilities Services maintain the facilities, equipment, and locker rooms.

FARS programs are described more fully in the Academic Affairs section of this catalog.
The American English Institute (AEI) offers five English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. They are the Intensive English Program, the Academic English for International Students program, the International Graduate Teaching Fellow program, the Academic Orientation for International Students of Business, and special short-term programs.

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL). Classes begin in September, January, March, and June.

**Intensive English Program.** This program consists of a basic six-level curriculum and an elective curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of a set of optional courses that focus on areas of special concern or interest to students, including Text of English as a Foreign Language (TOEFL) Preparation I and II, Business English, Computer-Assisted Language Learning, and American Films.

Other services and facilities, including an audio-video laboratory and a Macintosh computer laboratory, afford the student opportunities to develop proficiency in English. Advanced students may enroll with approval from AEI in a regular university course. Trained and supervised tutors help students individually with coursework, conversation, listening, reading, composition, and pronunciation.

**Academic English for International Students.**

The AEIS 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, listening and note taking, speaking, reading, vocabulary, and writing. Occasionally, adjunct courses to regular university courses are offered. A placement test determines the area in which work in English is needed. AEIS courses earn university credits and are taken at the same time as other university coursework. Information about this program is available from AEIS office, 1102E Pacific Hall.

**International 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 AEIS office, the Office of International Education and Exchange, and the Graduate School.

**Academic Orientation for International Students of Business.** This summer-only program is offered jointly by AEI and Charles H. Lundquist College of Business to prepare students to meet the linguistic and cultural demands of graduate programs in business and economics. The six-week program includes macroeconomics, offered with a language support course: contemporary business concepts, business case studies, effective business presentation skills, computer training, library research skills, and individual tutoring. A 550 TOEFL score and acceptance into a university graduate program are recommended for admission. A personal statement, nonrefundable $50 application fee, and financial verification documents must accompany the application form. All applications and requests for information should be addressed to the Business Programs Coordinator at AEI.

**Short-Term Programs.** Upon request, the institute designs and teaches two- or five-week programs for groups of students. Programs may target areas of interest such as business, university preparation, American language and 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, 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 at the institute. To apply, the following materials should be submitted:

1. An AEI application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $65

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 the AEI admissions coordinator.

**Educational Opportunities Program**

**Susan Lesyk, Director**

68 Prince Lucien Campbell Hall
(541) 346-3232

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, and 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 Academic Affairs section of this catalog. The Educational Opportunities Program office is open weekdays from 8:00 a.m. to 5:00 p.m.

**High School Equivalency Program**

**Emilio Hernandez Jr., Director**

(541) 346-0881
1685 East 17th Avenue

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**

**Carla D. Gary, Director and University Advocate**

(541) 346-3479
(541) 346-3416 (fax)
470 Oregon Hall
http://darkwing.uoregon.edu/~oma/

The Office of Multicultural Affairs (OMA) is dedicated to helping students of color successfully complete their University of Oregon education. OMA strives to meet this responsibility by providing an honest and caring atmosphere sensitive to students. Specific goals are to:

- Help African American, Asian American-Pacific Islander, Chicano or Latino, and Native American students achieve academic success
- Retain students of color and facilitate their graduation from the University of Oregon
- Assist the University of Oregon with issues of racial and ethnic diversity
- Coordinate summer research initiatives for students of color
- Assist the Office of Admissions with the recruitment of students of color to the University of Oregon
- Work with the Career Center and the Graduate School to facilitate placement opportunities

The office's support services include:

- Academic advising
- Macintosh computer laboratory with word-processing software, Internet connection, and graduate school practice exams
- Graduate school preparation
- Student advocacy
- Tutorial assistance
- Selected course offerings including College Composition II (WRK 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), Calculus for Business and Social Science II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

OMA sponsors the Reach for Success Middle School Visitation Program, the Awards and Graduation Ceremony, and multicultural speakers and presenters. The office also provides
National Student Exchange
Joe Wade, Coordinator
(541) 346-3211
164 Oregon Hall
The University of Oregon is one of some 150
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 UO student must have a 2.50 cumu-
lative grade point average (CGPA) or better and
have a record of good conduct at the university.
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
Jane Eyre McDonald, Director
(541) 346-3593
Clinical Services Building
The Speech-Language-Hearing Center offers a
full range of clinical and consultative speech,
language, and audiological services for individu-
als of all ages. These services are offered in the
clinic in the Center on Human Development and
in a variety of off-campus sites including pres-
schools, 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, databased 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 Program.

Veterans Affairs
Herbert R. Chereck, University Registrar
(541) 346-3119
220 Oregon Hall
The Office of Veterans Affairs, in the Office of
the Registrar, helps eligible student veterans and
their dependents obtain veterans' educational
benefits in compliance with Veterans Administra-
tion procedures and regulations.
The office provides basic information about Vet-
erans Administration and Oregon State Veterans
benefits including Veterans Vocational Rehabili-
tation, Veterans Tutorial Assistance, and contact
with the Veterans Administration Regional Office
in Portland. A student wanting advance pay for
educational benefits should write or call the
Office of Veterans Affairs approximately sixty
days before the beginning of his or her first term
at the University of Oregon and no later than
eighty 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
Jeffrey Magoto, Director
(541) 346-4011
(541) 346-3917 fax
121 Pacific Hall
yc@darkwing.uoregon.edu
http://babel.uoregon.edu/"
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 equip-
ment; and a computer laboratory. The center's
lounge has reading material in variety of languages
and is used for seminars and a film series.
The center also provides support services to train-
ing programs for teachers of second 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 collabo-
ration projects in second-language acquisition,
teaching methodology, and the development of
audio, video, and software instructional media
with accompanying texts. The center hosts work-
shops and seminars on topics related to second-
language acquisition and instruction.

In addition to planning, organizing, and imple-
menting special events such as Homecoming,
Parents' Weekend, Trading Places, Take a Duck to
Lunch, and blood drives, the council also works
as a liaison between the community and the
university.

Student Life
Weston H. Morrill, Dean
(541) 346-3216
364 Oregon Hall
The Office of the Dean of Student Life helps stu-
dents derive full benefit from their University
of Oregon experience by assessing and communi-
cating the needs of a changing student body,
providing education and support programs and
services, working to ensure that all students are
supported and accepted, minimizing the obstacles
to student success, and celebrating the accom-
plishments of individuals and the campus
community.

Conflict Resolution Services
Ann Bentz, Director
(541) 346-4240
318 Erb Memorial Union
Services include a variety of culturally appropriate
conflict resolution methods—mediation, go-
between, conciliation, mediation, arbitration—as
well as consultation and coaching about inter-
personal, small-, and large-group conflicts. The
program's trained mediators and interns offer
skills workshops on various aspects of managing
serious disagreements, handling difficult people,
anger management, and basic conflict resolution
skills. Workshops also address design and facilita-
tion of problem-solving, planning, decision-
making, and team-building gatherings. All
services for students and faculty and staff
members are free and confidential.

Gay, Lesbian, Bisexual, and
Transgender Educational and
Support Services
Stephanie Carnahan, Director
http://darkwing.uoregon.edu/~program
Understanding and acceptance are essential to
creating a welcoming environment for gay,
lesbian, bisexual, and transgendered people. This
program develops and provides educational
services related to homophobia and heterosexism;
assists student organizations and academic units
in bringing speakers to campus for educational
programs; serves as a referral source for and
provides consultation to members of the lesbian,
gay, bisexual, and transgender community; offers
support services for lesbian, gay, bisexual, and
transgender people and their heterosexual allies;
and acts as a liaison between the university
administration and the lesbian, gay, bisexual, and transgender community.

Honors and Awards
See the Honors at Oregon section of this catalog for information about honorary societies, outstanding-student awards, scholarships and prizes, and the Dean’s List.

Multiethnic Student Programs
Troy Franklin, Coordinator
The Office of the Dean of Student Life provides support and assistance to students in developing programs designed to enhance and foster a campus environment that recognizes, celebrates, and values its racial diversity. In addition, the office provides assistance to the ethnic student unions and the Multicultural Center in achieving the objectives of ensuring that students of color have a successful and productive experience at the University of Oregon. The office also assists the unions in building stronger coalitions on campus.

Programs for Parents and Families of UO Students
Tris O'Shaughnessy, Director
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, Connections, is published by the Office of the Dean of Student Life.

Race Task Force
Troy Franklin, Coordinator
Coordinated by the Office of the Dean of Student Life, 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. It publishes an educational brochure on racism and advocates for victims of racial harassment.

Student Conduct Program
http://oregon.uoregon.edu/~conduct/index.html
The university’s student conduct program is designed to protect the rights, health, safety, and well-being of every member of the university community and, at the same time, protect the educational objectives of the university. The program handles complaints made against students by other students and by faculty or staff members. A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures. The program is administered by the student conduct coordinator.

An abridged version of the Student Conduct Code and information concerning the student conduct program appear in the Schedule of Classes. Copies of the complete code are available for examination in the Office of the Dean of Student Life and from University Housing, the ASUO, and the Office of Student Advocacy. A copy of the code and more information is available on the World Wide Web.

Substance Abuse Prevention and Education
Byron McCrae, Coordinator
The Office of the Dean of Student Life offers programs and services to campus organizations and students who want information about the use and abuse of alcohol and other drugs. The office also coordinates and provides information about campus efforts in alcohol and drug abuse education, prevention, and intervention.

Unwanted Sexual Behavior Prevention
Byron McCrae, Coordinator
The Office of the Dean of Student Life coordinates the Unwanted Sexual Behavior Task Force, self-defense classes, courses about preventing sexual assault, and other programs and events designed to prevent unwanted sexual behavior. In addition, the office provides support for survivors of sexual violence.

Student Retention Programs
Jane DeGidio, Director
(541) 346-1152
(541) 346-5811 fax
322 Oregon Hall
5256 University of Oregon
Eugene OR 97403-5256
http://darkwing.uoregon.edu/~orsp
The staff of the Office of Student Retention Programs works in partnership with teaching faculty members and other staff members to provide information and programs that help undergraduate students succeed at the University of Oregon. Programs begin even before students enroll, include a new student orientation, and continue through graduation. Staff members are committed to providing a variety of learning communities to respond to the diverse needs of students. The staff links faculty members with students to explore academic goals and build the knowledge, skills, and interpersonal relationships necessary for a successful academic career.

Faculty Firesides
Jane DeGidio, Coordinator
The Faculty Firesides program, a joint effort of the UO Foundation and the Office of Student Retention Programs, partially funds faculty-hosted events that give students and faculty members the opportunity to spend time together in casual settings where conversation is encouraged and relationships are enhanced.

Freshman Interest Groups
Jack W. Bennett, Director
Freshman Interest Groups (FIGs) help students fulfill some general university requirements while they focus on a particular area of interest and possibly a major. Students in each interest group share enrollment in three related courses. Each course has a small class size so that members meet other students who share similar interests. In addition to FIG courses, students plan an academic schedule in consultation with an adviser. Social and academic activities are coordinated by a trained peer, who acts as the FIG group leader. Freshmen who plan to attend IntroDUCKtion in July receive in early June information and an invitation to join a FIG. Students who do not attend IntroDUCKtion receive their invitation in early August. Because space is limited and allocated as reservation requests are received, students are urged to return their requests as soon as possible.

Freshman Seminars
Shari Willard Aryges, Coordinator
Freshman Seminars are innovative courses developed especially for new students. Open only to students in their first year of university study and to international transfer students with fewer than 45 credits from a U.S. university, the seminaries emphasize activities that help sharpen critical thinking, writing, and reading skills. Unlike traditional lecture courses, Freshman Seminars emphasize 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 be challenged intellectually in a relaxed atmosphere, become better acquainted with faculty members at the University of Oregon, and meet new friends. A course schedule, available in the Office of Student Retention Programs, lists each term’s offerings. Enrollment in each seminar is limited to twenty students.

Leadership Classes and On-Campus Internships
Jane DeGidio and Jack W. Bennett, Coordinators
Students can learn how to be effective leaders and, in many instances, gain practical leadership experience by taking some undergraduate leadership courses and on-campus internships. Higher education professionals offer these opportunities in cooperation with the Department of Educational Leadership, Technology, and Administration. Students can earn academic credit for the internships and most courses.

New Student Orientation
Kris Winter, Director
Orientation programs for new undergraduate students and their 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. 

ConDUCKtours. Student volunteers, ConDUCKtours, lead tours of the university at 10:00 a.m. and 2:00 p.m., Monday through Friday, and at 10:00 a.m. on Saturdays. ConDUCKtours staff the Tours and Information booth, first floor of Oregon Hall, where they distribute campus maps and pamphlets about various university programs and answer general questions about the university.
IntroDUCKtion. IntroDUCKtion, a two-day, summer orientation program for new students and their parents, provides an opportunity to learn about support services, receive academic advising, and register for courses. IntroDUCKtion is offered several times during the month of July. During IntroDUCKtion, participants register for fall-term courses and have a chance to meet faculty members and other new students. When they return to campus in the fall, they are free to participate in UO Week of Welcome activities.

New Student Telephone Project. This telephone outreach program employees students to contact potential UO students, answer their questions, and help ease anxieties about college life at the University of Oregon. The telephone project runs through winter and spring terms each year.

Week of Welcome. During Week of Welcome, 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. Week of Welcome provides opportunities before classes begin to meet other students and to discover the campus and community resources vital to the student's educational goals.

Reach for Success
Jane DeGidio, Coordinator
Reach for Success is a college visitation day for middle school students of color, parents, teachers, and counselors.

September Experience
Jane DeGidio, Coordinator
Students can earn five credits, recorded as earned during summer session, by taking the two-week courses and workshops offered through September Experience, an affordable fixed-cost program. Courses are held just before the start of fall term. The program is ideal for students who need to earn additional credits to advance class standing or meet elective-credit requirements for a degree.

Work and Family Services
Karen Logvin, Administrator
(541) 346-2962
463 Oregon Hall

University Work 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. Staff members are available to consult with students and faculty members about parenting, childcare, and other family issues.

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 Child Care and Development Centers office, 1511 Moss Street; telephone 346-4384.

Family Childcare Network. A program of Work and Family Services, the Family Childcare Network provides education, consultation, and support to family-housing residents who are interested in or are currently providing childcare at their homes. The network encourages and supports family-housing home childcare providers through informational meetings, use of a professional library, and introduction to community childcare referral services and training opportunities. For more information, call Work and Family Services.

UO Affiliated Childcare Programs
Opportunities exist for students to work in UO childcare programs as employees or to receive practicum credit through various departments.

Co-op Family Center
(541) 346-7400
The center accepts children who are between the ages of eight weeks and eleven years. The center serves primarily families who live in Spencer View Family Housing but accommodates some UO and community parents when space is available. Parents may reduce their costs through several cooperative options and may also share in center's management through membership on the center's board of directors. See also Associated Students of the University of Oregon in this section of the catalog.

Parent and Baby Co-op
(541) 346-2962
The parent-initiated and -managed program, for children who are between the ages of six weeks and one year, is designed to support parents reentering the workforce or returning to school after a birth or adoption. UO parents may register for a designated baby room in the East Campus area, or locate space close to their work site to use as a baby room. The request for work space must be approved by the employer's dean or department head and vice president. The parent then works with the work and family services administrator to plan and implement the program.

EMU Child Care and Development Centers (CCDC)
(541) 346-4384
The centers accept children who are between the ages of fifteen months and six years. The centers primarily serve student families but accommodate the children of UO faculty and staff members when space is available. Administered by the Erb Memorial Union, the centers comprise six childcare programs located at sites in the East Campus area, Westmoreland Family Housing, and the EMU. Parents can share in policy decisions by belonging to the centers' Parent Council. See also Erb Memorial Union in this section of the catalog.

Vivian Olum Child Development Center
(541) 346-6586
The center provides comprehensive childcare and education for children at a variety of developmental levels, who are between the ages of six weeks and eleven years. The center primarily serves faculty and staff families, with student families guaranteed priority access to a percentage of available openings, and it mainstreams community children with special needs. Administered by the Office of Human Resources' Work and Family Services, the center comprises two on-campus sites located at the UO Center on Human Development and at an east-campus site, 1650 Columbia Street.
### Summary of Degrees Granted: Fall 1997 through Summer 1998

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<td>2,294</td>
<td>1,811</td>
<td>1,987</td>
<td>2,047</td>
<td>224</td>
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<td>Total All Majors and Classifications</td>
<td>3,316</td>
<td>2,746</td>
<td>3,147</td>
<td>3,432</td>
<td>313</td>
<td>6,584</td>
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<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>Fall 1992</th>
<th>Fall 1993</th>
<th>Fall 1994</th>
<th>Fall 1995</th>
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<td>Number of Students in Entering Class</td>
<td>1,923</td>
<td>2,116</td>
<td>1,889</td>
<td>2,166</td>
<td>2,455</td>
<td>2,491</td>
<td>2,564</td>
<td>2,450</td>
<td>2,233</td>
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<td>Percentage Enrolled the Following Fall Term</td>
<td>85.3%</td>
<td>78.4%</td>
<td>80.3%</td>
<td>77.3%</td>
<td>76.6%</td>
<td>77.2%</td>
<td>76.5%</td>
<td>80.3%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Percentage Graduated After Four Years</td>
<td>32.9%</td>
<td>31.3%</td>
<td>35.4%</td>
<td>34.7%</td>
<td>37.3%</td>
<td>36.5%</td>
<td>38.8%</td>
<td>38.8%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Percentage Graduated After Six Years</td>
<td>60.6%</td>
<td>56.0%</td>
<td>59.7%</td>
<td>57.2%</td>
<td>55.8%</td>
<td>54.8%</td>
<td>57.2%</td>
<td>57.2%</td>
<td>57.2%</td>
</tr>
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The University of Oregon Bookstore will mark seventy-seven years of service to students and to faculty and staff members in 1998. This is the seventeenth year the bookstore has assisted in funding the UO Undergraduate and Graduate Bulletin’s full-color covers, reiterating 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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subject
Eugene is paradoxical: It's a mid-sized city (population 133,460) with big-city culture and a relaxed, small-town feel.

Eugene is natural and beautiful: Lush and green, the city nestles between two mountain ranges at the junction of the Willamette and McKenzie Rivers.

with an abundance of parks, trails, tall trees, flowers, and water rippling over rocks.

Eugene is cultural: The Hult Center for the Performing Arts brings in performers such as Riverdance, Itzhak Perlman, Sawyer Brown, the Indigo Girls, and Natalie Cole. The Hult is also the performance home for the Dance Theatre of Oregon, Eugene Ballet Company, Eugene Concert Choir, Eugene Opera, Eugene Symphony, Oregon Bach Festival, Oregon Festival of American Music, and Oregon Mozart Players. Cuthbert Amphitheater in Alton Baker Park is the venue for popular music concerts on warm summer evenings. Museums, theaters, art galleries and festivals, music clubs, and concerts in the parks provide ample diversion.

Eugene is convenient: Part I: All the local fun stuff is within easy reach of campus by foot, bike, or bus. The bus system is free to UO students, and Eugene is bike friendly. Other cities have a rush hour; Eugene has a rush minute.

Eugene is convenient, Part II: The Pacific Ocean—with miles of unspoiled public beaches, rocky cliffs, tidepools, sand dunes, sea lions, and migrating whales—is about an hour's drive west. The Cascade Mountain Range—with ancient forests and wild rivers, elk and eagles, and hiking and ski trails—is about the same distance east. Portland, home of the Trail Blazers, is about 110 miles north, and the Eugene Airport provides direct service to Portland, Seattle, San Francisco, Denver, and Reno.

Eugene is active and athletic: Bodies are in motion hiking, biking, skating, canoeing, rafting, kayaking, running, swimming, rock climbing, and fishing...and that's just in town.

Sailboats and sailboarders zip across the water at nearby Fern Ridge Reservoir, while skiers and snowboarders test the powder at Willamette Pass, about an hour away. When people slow down long enough, they watch the UO Ducks play football at Autzen Stadium and cheer the basketball team at McArthur Court. Track-and-field enthusiasts check out Olympic contenders at Hayward Field, while baseball lovers follow the Eugene Emeralds at Civic Stadium.

Eugene is quirky, colorful, fun, different: A Slug Queen reigns over the Eugene Celebration, a weekend when downtown streets are blocked to traffic for a parade.

Exotic food booths, music, art, and athletic events; it's a time for celebrating life in all its diversity. The open-air Saturday Market is a mini-celebration from spring through fall, with arts, crafts, music, and food. Tie-dyed attire is optional.

Eugene is multicultural: The birthday of Martin Luther King Jr. is celebrated with a long list of events. The Oregon Asian Celebration, Fiesta Latina—Cinco de Mayo, the Asian Kite Festival, and the Japanese Obon and Taiko Drum Festival are all held in Eugene, while Springfield hosts the Ukrainian Day festival and Junction City, the Scandinavian Festival.
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