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Graduate Majors

Accounting (BUS) M.A., Ph.D.
Anthropology (CAS) M.A., M.S., Ph.D.
Applied Information Management
   See Interdisciplinary studies: individualized program
Applied physics (CAS), M.S.
Architecture (A&AA) M.A.
Art (A&AA) M.F.A.
Art history (A&AA) M.A., Ph.D.
Arts management (A&AA) M.A., M.S.
Asian studies (CAS) M.A., M.S.
Biology (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&C) 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, family, and human services (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., M.F.A.
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.
Early Intervention (ED) M.A., M.S., M.Ed., Ph.D.
East Asian Languages and Literatures (CAS) M.A., Ph.D.
Economics (CAS) M.A., M.S., 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.
Fibers (A&AA) M.F.A.
Finance (BUS) M.A., M.S., Ph.D.
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.S.
International Studies (CAS) M.A.
Interdisciplinary studies: applied information management (GRAD) M.S.
Interdisciplinary studies: individualized program (GRAD) M.A., M.S. (e.g., folklore)
International Studies (CAS) M.A.
Interior Architecture (A&AA) M.A.
Italian (CAS) M.A.
Journalism: J&C M.A., M.S.
Journalism: Advertising (J&C) M.A., M.S.
Journalism: Electronic Media (J&C) M.A., M.S.
Journalism: Magazine (J&C) M.A., M.S.
Journalism: News-Editorial (J&C) M.A., M.S.
Journalism: Public Relations (J&C) M.A., M.S.
Landscape Architecture (A&AA) M.F.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.
Photography (A&AA) M.F.A.
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
Romanic Languages (CAS) M.A., Ph.D.
Russian (CAS) M.A.
School Psychology (ED) M.A., M.S., M.Ed., Ph.D.
Sculture (A&AA) M.F.A.
Sociology (CAS) M.A., M.S., Ph.D.
Software Engineering (CAS) M.S.
Spanish (CAS) M.A.
Special Education (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
Special Education: Developmental Disabilities (ED) M.A., M.S., M.Ed., Ph.D.
Special Education: Exceptional Learners (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 Childhood--Elementary Special Education (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 inactive
European Studies (CAS) Graduate
Folklore (CAS) Undergraduate
Initial Administrator (ED) Graduate
Integrated Teaching (ED) Graduate
Middle-Secondary Education (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

Film Studies

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 part of a term, a whole term, or over several terms. Each course offered by the university is assigned a course level. Courses numbered 100–499 are undergraduate courses; 100–299 are lower division, and 300–499 are upper division. Courses numbered 500 and above are graduate or professional.
Course 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, 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.
Grad 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 (PNP). 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, science, science.
Interdisciplinary or multidisciplinary. A course of study from two or more academic disciplines.
Major. A primary undergraduate or graduate field of 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 the three general-education groups: 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.
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 of 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 approved
P/N: pass/no pass
Prereq: prerequisite
R: repeatable for credit
Sample Course Listings

The following examples are from Biology (B1):

**LIC** [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]

**CH** [other-department subject code] 461/561, 462/562, 463/563 [senior/graduate course numbers] **Biochemistry** [course title] (4,4) [credits per course] See Chemistry [cross reference]

**BIO** [Bi graduate-only course number] **Patterns of Molecular Variation** within and between species, underlying mechanisms, and methods of analysis. [description]

607 [Bi graduate-only course number] **Seminars** [topic] [course title] (1-3) [credit range; repeatable for credit] [P/N only] [grading option]

**ENG** [Bi graduate-only course number] **Exercise and Movement Science**

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
- **ARTD** Art:
- **ARTF** Art: Fibers
- **ARTM** Art: Metalsmithing and Jewelry
- **ARTO** Art: Photography
- **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
- **COUN** Counseling
- **CPST** Counseling Psychology
- **CRCR** 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
- **EVVS** Environmental Studies
- **ES** Ethnic Studies
- **EURO** European Studies
- **FINL** Finance
- **FINN** Finnish
- **FLR** Folklore
- **FR** French
- **GEOG** Geography
- **GEOI** Geological Sciences
- **GER** German
- **GK** Greek
- **HC** Honors College
- **HDEV** 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
- **MUJ** Music Education
- **MUJ** Jazz Studies
- **MUP** Music Performance
- **MUS** Music
- **NORW** Norwegian
- **OACT** Overseas Studies: American Council of Teachers of Russian (Russia)
- **OADE** Overseas Studies: Adelaide, University of Adelaide (Australia)
- **OAGU** Overseas Studies: Tokyo, Aoyama Gakuin University (Japan)
- **OANG** Overseas Studies: Angers, NCSA Program (France)
- **OBEI** Overseas Studies: Beijing, Central Institute for Nationalities (China)
- **OBER** Overseas Studies: Bergen, University of Bergen (Norway)
- **OBR** Overseas Studies: Bristol, Bristol University (England)
- **OBRT** Overseas Studies: London (England)
- **OBUD** Overseas Studies: Budapest, Budapest University of Economic Sciences (Hungary)
- **OBWU** Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (Germany)
- **OCHA** Overseas Studies: Prague, Charles University (Czech Republic)
- **OCUR** Overseas Studies: Curtin University (Australia)
- **ODIS** Overseas Studies: Copenhagen, Denmark’s International Study Program
- **OEWH** Overseas Studies: Seoul, Ewha Womans University (Korea)
- **OHAN** Overseas Studies: Hanoi, Hanoi University (Vietnam)
- **OHU** Overseas Studies: Jerusalem, Hebrew University of Jerusalem (Israel)
- **OKK** Overseas Studies: Khon Kaen, Khon Kaen University (Thailand)
- **OLAT** Overseas Studies: La Trobe University (Australia)
- **OLBG** Overseas Studies: Legon, University of Ghana
- **OLON** Overseas Studies: London, NCSA Program (England)
- **OLYO** Overseas Studies: Lyon, Universities in Lyon (LJLL and Catholic Faculties) (France)
- **OMAL** Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan (Indonesia)
- **OMEI** Overseas Studies: Tokyo, Meiji University (Japan)
- **OMSE** Oregon Master of Software Engineering
- **OPA** Overseas Studies: Pavia, University of Pavia (Italy)
- **OPER** Overseas Studies: Perugia, Italian University for Foreigners
- **OPPOI** Overseas Studies: Poitiers, University of Poitiers Universities in Lyon (France)
- **OQUE** Overseas Studies: Queretaro, Summer Study in Mexico
- **OQUI** Overseas Studies: Quito, Catholic University of Ecuador
- **OROM** Overseas Studies: Rome, Summer Architecture Studio (Italy)
Course Numbering System

Except at the 500- and 600-levels, courses in University of Oregon catalogs 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 600 and 700 numbers in the School of Music indicate graduate courses only.

Generic Courses

Certain numbers are reserved for generic courses that may be repeated for credit (R) under the same number. 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.
### 2000–2001 Academic Calendar

#### Fall Term 2000
- **Initial Registration**
  - Returning students: May 15–26
  - New students: July 3–31
- **Week of Welcome**
  - September 20–22
- **Classes begin**
  - September 25
- **Last day to drop courses without recorded “W”**
  - October 2
- **Last day to register or add courses**
  - October 4
- **Thanksgiving vacation**
  - November 23–26
- **Fall-term final examinations**
  - December 4–8
- **Winter vacation**
  - December 11, 2000, to January 7, 2001

#### Winter Term 2001
- **Initial registration**
  - November 13 to December 1, 2000
- **Classes begin**
  - January 8
- **Martin Luther King Jr. Day holiday**
  - January 15
- **Last day to drop courses without recorded “W”**
  - January 18
- **Last day to register or add courses**
  - January 18
- **Winter-term final examinations**
  - March 19–23
- **Spring vacation**
  - March 26–April 1

#### Spring Term 2001
- **Initial registration**
  - February 26 to March 16
- **Classes begin**
  - April 2
- **Last day to drop courses without recorded “W”**
  - April 9
- **Last day to register or add courses**
  - April 11
- **Memorial Day holiday**
  - May 28
- **Spring-term final examinations**
  - June 11–15
- **Commencement Day**
  - June 16

#### Summer Session 2001
- **Initial registration**
  - May 7–11
- **Classes begin**
  - June 25
- **Independence Day holiday**
  - July 4
- **Eight-week session ends**
  - August 17
- **Summer session graduation convocation**
  - August 18

#### Fall Term 2001
- **Initial registration**
  - May 21 to June 1
- **Week of Welcome**
  - September 3
- **Eleven-week session ends**
  - September 7
- **Last day to drop courses without recorded “W”**
  - October 2
- **Last day to register or add courses**
  - October 4
- **Thanksgiving vacation**
  - November 22–23
- **Fall-term final examinations**
  - December 3–7
- **Winter vacation**
  - December 10, 2001, to January 4, 2002

#### 2001
- **January**
  - **S M T W T F S**
  - 1 2 3 4 5 6 7
  - 8 9 10 11 12 13 14
  - 15 16 17 18 19 20 21
  - 22 23 24 25 26 27 28
  - 29 30 31

#### 2002
- **January**
  - **S M T W T F S**
  - 1 2 3 4 5 6 7
  - 8 9 10 11 12 13 14
  - 15 16 17 18 19 20 21
  - 22 23 24 25 26 27 28
  - 29 30 31
Admissions

Martha Pitts, Director
(541) 346-3201
(541) 346-5815 fax
240 Oregon Hall
http://darkwing.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>Classification</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classifications except international undergraduates</td>
<td>October 16, 2000</td>
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<tr>
<td>for Winter 2001 Enrollment</td>
<td></td>
</tr>
<tr>
<td>All classifications except international undergraduates</td>
<td>January 18, 2001</td>
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<tr>
<td>for Spring 2001 Enrollment</td>
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</tr>
<tr>
<td>Transfer</td>
<td>April 16, 2001</td>
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<tr>
<td>Postbaccalaureate nongraduate or graduate</td>
<td>April 16, 2001</td>
</tr>
<tr>
<td>Graduate</td>
<td>April 16, 2001</td>
</tr>
<tr>
<td>for Summer 2001 Enrollment</td>
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<tr>
<td>Architecture</td>
<td>December 15, 2000</td>
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<tr>
<td>Freshman, early notification</td>
<td>November 1, 2000</td>
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<tr>
<td>Freshman, standard notification</td>
<td>February 1, 2001</td>
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<td>University scholarship</td>
<td>February 1, 2001</td>
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<td>International undergraduate</td>
<td>April 16, 2001</td>
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<tr>
<td>Transfer</td>
<td>May 15, 2001</td>
</tr>
<tr>
<td>Postbaccalaureate nongraduate or graduate</td>
<td>May 15, 2001</td>
</tr>
<tr>
<td>Graduate</td>
<td>July 1, 2001</td>
</tr>
<tr>
<td>for Fall 2001 Enrollment</td>
<td></td>
</tr>
<tr>
<td>Graduate and undergraduate</td>
<td>May 10, 2001</td>
</tr>
</tbody>
</table>

The following majors require a separate application in addition to the university application and have strictly enforced deadlines for admission. Students who plan to enroll at the university as majors in architecture, fine and applied arts, interior architecture, landscape architecture, 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.

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 $50 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 subject requirements outlined below.

- 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 proficiency.
  1. Two years of the same second language in high school
  2. Two terms of college-level study in the same second language
  3. Proficiency test (e.g., SAT II or BYU Foreign Language Assessment)

Students admitted as exceptions to the second-language requirement must complete two terms of the same second language before graduating from the university.

Address questions about demonstrating second-language proficiency to the Office of Admissions.

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. A cumulative grade point average (GPA) of 3.00 qualifies the applicant for admission. Applicants whose GPA is lower than 3.00 may qualify for admission based on GPA and SAT I or ACT scores. A chart showing the minimum SAT scores needed for admission with a GPA below 3.00 is available from the Office of Admissions and on the admissions web site. Such applicants must also submit with their application a one-page personal statement discussing what motivates them to succeed academically.

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

Entrancing the University
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; F=0 points per credit. 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 completed between 12 and 35 quarter credits of college work must meet the freshman requirements outlined above and the transfer requirements described here. Students who have completed 36 or more credits of college work, 24 of which must be graded, are considered for admission based only on a review of their 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 1997 or after must meet the freshman second-language requirement. Meeting these minimum standards does not guarantee admission. Priority consideration is given to students who earn an associate of arts degree from an Oregon community college.

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

See Group Requirements under Registration and Academic Policies for requirements that apply to 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 UO. 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; computer and information science (beginning fall 2000); international studies; planning, public policy and management; and psychology.

**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 be processed in time for the term of first preference.

International students who are studying at colleges in the United States may apply for a term other than fall. More information and deadlines are available from the Office of Admission.

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.

**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 to be considered for undergraduate or graduate admission. Students who take the computer-based TOEFL must score at least 173. A score of 6.5 on the International English Language Testing System (IELTS) is 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.

After arriving at the university, students whose TOEFL scores are between 500 and 574 (or 173 and 233 for the computer-based TOEFL) must take additional English tests. Students whose scores on these tests indicate that more language training is needed must take courses in the Academic English for International Students (AEIS) program. Students who are placed in AEIS courses may also enroll in regular academic courses. For more information about the AEIS program, write to the AEIS Adviser, Office of International Education and Exchange, 5209 University of Oregon, Eugene, OR 97403-5209, USA. See also the American English Institute section of this catalog.

**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 schoolwork taken beyond the eighth year of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy
3. The results of the Test of English as a Foreign Language (TOEFL)
4. A completed Supplementary Application and Financial Statement for Foreign Students (provided by the Office of Admissions)
5. A statement issued by a bank that indicates an amount covering one year's expenses

**Specialized Admission Assistance**

Assistance is available from the following offices:

- Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (541) 344-3211
- Office of Admissions, 240 Oregon Hall; telephone (541) 345-3201
- Office of Multicultural Affairs, 470 Oregon Hall; telephone (541) 346-3479

See also the Academic Advising and Student Services section of this 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 undergraduate degree, or to take additional work without entering a formal degree or certification program, may be admitted with postbaccaulaureate nongraduate status. These students pay appropriate under­graduate fees. Applications and information are available from the Office of Admissions.
Notice to Nonresidents of the State of Oregon

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

The current rules and amendments used in determining residency seek to ensure that only bona fide Oregon residents are assessed the resident fee. Those rules—Oregon Administrative Rules Chapter 580, Division 10—Board of Higher Education—appear below. Only duly authorized residency admissions officers have authority to apply and interpret these rules and procedures.

No other indication or determination of residency by any other institutional office, department, program, or staff represents the official institutional determination of residency.

Summary of Key Considerations in Determining Classification as a Resident:

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

Oregon Board of Higher Education Administrative Rules

These are the residency rules of the Board of Higher Education currently in effect.

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" means 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" means a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in-kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse, the current calendar year may be required at a later time if deemed necessary by the institution.

Residency Consideration Factors 580-010-0031

1. 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 a student while receiving payment of Oregon income taxes, or
   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 (e.g., 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.

Residence Classification of Armed Forces Personnel 580-010-0035

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

Residence Classification of Oregon Tribes

Members of Oregon Tribes 580-010-0037

1. Students who are enrolled as members of federally recognized tribes of Oregon or who are enrolled members of a Native American tribe which had traditional and customary tribal boundaries that included parts of the state of Oregon or which had 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.
Residence Classification of Aliens
580-010-0040
(1) An alien holding an immigrant visa or an A, E, G, H, I, K, L, N, R, NATO, TC, TN, or TD visa, or granted refugee or political asylum, Family Unity or Voluntary Departure in Lieu of Family Unity status or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 580-010-0030 is otherwise satisfied.

The date of receipt of the immigrant visa, the date of approval of political asylum or refugee status, or the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the 12 months and other residency requirements under OAR 580-010-0030 shall begin to accrue.

(2) Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary (i.e., B, C, D, F, J, or M) visa cannot be classified as a resident.

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 OUS institution, the residence classification of that student shall be reexamined and determined on the same basis as for any other person.

(2) A person whose nonresident legal custodian establishes a permanent Oregon residence as defined in OAR 580-010-0030 during a term when the dependent is enrolled at an OUS institution may register as a resident at the beginning of the next term.

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

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

(5) No Oregon institution is bound by any decision of the IRC decision, appeal the classification to the institution residence classification officer.

Review of Residence Classification Decisions by IRC 580-010-0045
(1) An interinstitutional residency committee (IRC) is established, consisting of the officers determining student residence classification at OUS 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 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 supply written statements to the IRC for its consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs 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 meritorious 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 authorization.

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 OAR 580-010-0045(4).

Contact the WICHE Certification Officer, PO Box 3175, Eugene OR 97403-0175; telephone (541) 346-5718.

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

(2) Consult with the residency officer on the provision of all the required supportive documents and materials.

(3) Submit the affidavit and all other required materials and documents by the last day to register for the term in which resident status is sought. The deadline for UO summer session is the first day of classes.

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 Vice Chancellor for Academic Affairs in writing within ten (10) days of notification of the IRC decision. The decision of the Vice Chancellor is final.

More information or assistance with residency classification may be obtained from Larry Waddell, 1217 University of Oregon, Eugene OR 97403-1217; telephone (541) 346-3201; toll free (800) 232-3825. Send E-mail to <lwaddell@oregon.uoregon.edu>.
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 in each term in the UO Schedule of Classes, which may be purchased for $25 at the UO Bookstore and the Erb Memorial Union main desk store.

This publication, the 2000-2001 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 2000. A student who is admitted and enrolls 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 UO Schedule of Classes.

Grading Systems
The university has two grading systems. When regulations permit, a student may elect to be evaluated for a course with a letter grade or pass/no pass (P/N). Letter-graded work is designated A, B, C, D, or F. Passing work is designated P or N. An asterisk (‘) after the P or N indicates that the course is offered P/N only. See Bachelor’s Degree Requirements for regulations on graded credits.

Each department, school, or special program establishes regulations on pass/no pass courses for its majors. Before exercising the P/N option, students should confer with advisers.

Students must choose their grading option at the time of registration and are permitted to change it only within the period allowed. See the academic calendar in the UO 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 if the director of admissions cannot equate the quality of the work to the UO grading system.

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

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

W (withdrawal). A student-initiated mark. Students may withdraw from a course by using telephone or web registration. See the UO Schedule of Classes for deadlines.

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

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

Grade Point Average
The grade point average (GPA) is computed only for work done at the University of Oregon. Four points are assigned for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.

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

Application for an Undergraduate Degree
Students who plan to receive a bachelor’s degree from the University of Oregon must file an application in the Office of the Registrar by the second week of classes in the term preceding the term of anticipated graduation.

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

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

Applications for graduate degrees are available from the Graduate School.

Bachelor’s Degree Requirements

Candidates for bachelor’s degrees conferred since summer 1995 must satisfy the general university requirements that went into effect after 1995 or later.

See Catalog Expiration and Requirements Policies for more information.

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

University Requirements

Credits
A total of 180 credits with passing grades are required for the bachelor of arts, bachelor of science, bachelor of education, and bachelor of music. A total of 220 credits are required for the bachelor of fine arts and the bachelor of Landscape Architecture. A total of 225 credits are required for the bachelor of interior architecture, and a total of 231 credits are required for the bachelor of architecture.

Concurrent Degrees

Concurrent degrees are awarded under the following conditions:

1. The second degree is awarded by a different school or college
2. The student completes the departmental requirements for each major
3. The student completes the general education requirements for each degree
4. The student completes a minimum of 36 credits at the UO beyond those required for the
degree that has the highest credit requirement.
5. The student submits two Applications for
Degree.

**Academic Major**
All bachelor’s degrees must be awarded with a
major. Minimum requirements are 36 credits in
the major, including 24 in upper-division work.
Specific requirements are listed under individual
departments.
A student 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 require-
ments 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 220 required credits, 165 of the 225
required credits, or 171 of the 231 required cred-
its, each student must complete at least 45 credits
at the university.

**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, or P.
Credits earned in courses offered only pass/no
pass use the P designations.

**UO Credits of A, B, C, D**
A minimum of 45 credits graded A, B, C, or 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 168-credit requirement has
been satisfied.

**Satisfactory Work**
Graduation from the university requires a mini-
imum 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 tran-
scripts to the Office of Admissions as evidence
of formal training in the native language and
satisfactory completion of WR 121 or either
WR 122 or 123

**Bachelor of Science (B.S.)
Requirements**
The B.S. degree requires proficiency in mathe-
matics 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 mathe-
matics can complete the requirement with any
of the combinations of three courses listed below.
   MATH 105, 106, 107, 111 (any three)
   MATH 105, 111, 243
   MATH 111, 425, 426
   HC 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, 133, 134, 210
3. Students who have MATH 111 skills and an
additional prerequisite course or appropriate
skills may complete the requirement with any
one course chosen from the following:
   MATH 232, 233, 242, 251, 252, 253, 271, 272
   CIS 211, 212, 234
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 comprehen-
sive fields of knowledge: arts and letters, social
science, and science. Approved group-satisfying
courses must be at least 3 credits each.
Group-satisfying requirements are determined
according to the degree to be earned.
Only the departments and courses listed below
can be used to satisfy group requirements. Courses
refer to the current year only. For previous years,
consult earlier UO catalogs.

**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 advisors 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 48 credits—
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 48-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 36 credits—
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 36-credit
requirement.

**Group I: Arts and Letters**
See “Double-Dipping” Restriction under Group
Requirements.

**Art (AAA)**
180, 181 Introduction to Visual Inquiry I,II

**Art History (ARH)**
204, 205, 206 History of Western Art I,II,III
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
314, 315 History of Western Architecture I,II
322 Art of Ancient Greece
323 Art of Ancient Rome
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 Nomadic Art of Eurasia
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
314 Gender and Sexuality in Antiquity
321, 322, 323 20th-Century Literature
340 Jewish Writers
391, 392 American Novel
394, 395 20th-Century Literature
350 Introduction to the Humanities
351, 352, 353 Themes in the Humanities

Environmental Studies (ENVS)
203 Introduction to Environmental Studies: Humanities
354 Gender and Sexuality in Antiquity
355 Germanic Languages and Literatures: Danish (DANE)
201, 202, 203 Second-Year Danish
356 Germanic Languages and Literatures: Finnish (FINN)
201, 202, 203 Second-Year Finnish
357 Germanic Languages and Literatures: German (GER)
201, 202, 203 Second-Year German
204, 205 Intensive Second-Year German
221 Postwar Germany: Nation Divided
222 Voices of Dissent in Germany
225 Germany: A Multicultural Society
311, 312, 313 Intermediate Language Training
340, 341 Introduction to German Culture and Society
350 Genres in German Literature
351 Constructions of Identity in German Culture
352 Authors in German Literature
354 German Gender Studies
355 German Cinema: History, Theory, Practice
360, 361, 362 Introduction to German Literature
365, 366, 367, 368 Themes in German Literature

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

Germanic Languages and Literatures: Scandinavian (SCAN)
250 Scandinavian Fantasies
315 Cinematic Traditions in Scandinavia
225 Constructions versus Constrictons of Identity
340 Emergence of Nordic Cultures and Society
341 Revisions of the Scandinavian Dream
351 Periods in Scandinavian Literature
352 Topics in Scandinavian Literature
353 Scandinavian Women Writers
354 Genres in Scandinavian Literature

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

Humanities (HUM)
101, 102, 103 Introduction to the Humanities I, II, III
254 The Ancient City
253 The Modern City
300 Themes in the Humanities

Judaeic Studies: Hebrew (HBRW)
201, 202, 203 Second-Year Modern Hebrew

Linguistics (LING)
150 Structure of English Words

Linguistics: Indonesian (INDO)
201, 202, 203 Second-Year Indonesian
301, 302, 303 Third-Year Indonesian

Linguistics: Thai (THAI)
201, 202, 203 Second-Year Thai
301, 302, 303 Third-Year Thai

Linguistics: Vietnamese (VIET)
201, 202, 203 Second-Year Vietnamese

Music (MUS)
125 Basic Music
207, 208 Introduction to Music and Its Literature
267, 268, 269 Survey of Music History
270 History of the Blues
351 The Music of Bach and Handel
353 Survey of Opera
355 Beethoven
358 Music in World Cultures
359 Music of the Americas
380 Film: Drama, Photography, Music

Music: Jazz Studies (MUJ)
350 History of Jazz

Philosophy (PHIL)
101 Philosophical Problems
102 Ethics
103 Critical Reasoning
170 Love and Sex
211 Existentialism
213 Eastern Philosophy
216 Philosophy and Cultural Diversity
310 History of Philosophy: Ancient and Medieval
311 History of Philosophy: Modern
312 History of Philosophy: 19th Century
322 Philosophy of the Arts

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

Romance Languages: French (FR)
150 Cultural Legacies of France
201, 202, 203 Second-Year French
211, 212 Intensive Intermediate French
301 Culture et langage: la France contemporaine
303 Culture et langage: identités francophones
317 French Survey: Medieval and Renaissance
318 French Survey: Baroque and Enlightenment
319 French Survey: 19th and 20th Centuries
320 French Poetry
331 French Theater
333 French Narrative
361 Francophone Literature and Culture
362 French Film
363 Le français du monde économique moderne

Romance Languages: Italian (ITAL)
150 Cultural Legacies of Italy
201, 202, 203 Second-Year Italian
301 Cultura e lingua: l'Italia contemporanea
303 Cultura e lingua: società, economia, politica
305 Cultura e lingua: arte, music, i mass media
317 Italian Survey: Medieval and Renaissance
318 Italian Survey: Baroque and Enlightenment
319 Italian Survey: 19th and 20th Centuries
341 Dante in Translation
362 Classic Italian Film
363 Contemporary Italian Film
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<td>Romance Languages: Spanish (SPAN)</td>
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<td>150 Cultural Legacies of Spain</td>
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<td>201, 202, 203 Second-Year Spanish</td>
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<td>211, 212 Intensive Intermediate Spanish</td>
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<td>301 <em>Cultura y lengua: identidades hispánicas</em></td>
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<td>303 <em>Cultura y lengua: expresiones artísticas</em></td>
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<td>305 <em>Cultura y lengua: cambios sociales</em></td>
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<tr>
<td>316, 317 Survey of Peninsular Spanish Literature</td>
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<td>318, 319 Survey of Spanish American Literature</td>
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<td>328 Hispanic Literature in the United States</td>
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<td>330 Introduction to Spanish Poetry</td>
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<td>331 Introduction to Spanish Theater</td>
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<td>333 Introduction to Spanish Narrative</td>
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<td>Russian and East European Studies (REES)</td>
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<td>283, 284, 285 Second-Year Polish</td>
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<td>345 Balkan Cultures</td>
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<td>Russian and East European Studies: Russian (RUS)</td>
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<td>201, 202, 203 Second-Year Russian</td>
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<td>204, 205, 206 Introduction to Russian Literature</td>
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<td>240 Russian Culture</td>
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<td>241 Great Russian Writers</td>
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<td>301 Readings in Russian Literature</td>
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<td>316, 317, 318 Third-Year Russian</td>
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<td>350 Russian Cinema</td>
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<td>351 Russian Film and Literature</td>
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<td>Theater Arts (TA)</td>
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<td>271 Introduction to Theater Arts</td>
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<td>367, 368, 369 History of the Theater I, II, III</td>
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<td><strong>Women's Studies (WST)</strong></td>
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<td>351, 352 Women's Literature, Art, and Society</td>
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<td><strong>Group II: Social Science</strong></td>
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<td>Anthropology (ANTH)</td>
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<td>110 Introduction to Cultural Anthropology</td>
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<td>150 Introduction to Archaeology</td>
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<td>160 Introduction to Language and Culture</td>
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<td>222 Life Stories</td>
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<td>314 Women and Culture I: Politics, Production, and Power</td>
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<td>315 Women and Culture II: Creativity and Symbols</td>
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<td>320 Native North Americans</td>
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<td>323 Pacific Basin: Polynesia and Micronesia</td>
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<td>324 Pacific Basin: Melanesia and Australia</td>
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<td>341 Asian Archaeology</td>
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<td>342 Northeast Asia Prehistory</td>
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<td>343 Pacific Islands Archaeology</td>
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<td>344 Oregon Archaeology</td>
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<td>Business Administration (BA)</td>
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<td>101 Introduction to Business Economics (EC)</td>
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<td>101 Contemporary Economic Issues</td>
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<td>201 Introduction to Economic Analysis: Microeconomics</td>
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<td>202 Introduction to Economic Analysis: Macroeconomics</td>
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<td>330 Urban and Regional Economic Problems</td>
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<td>333 Resource and Environmental Economic Issues</td>
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<td>340 Issues in Public Economics</td>
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<td>350 Labor Market Issues</td>
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<td>360 Issues in Industrial Organization</td>
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<td>370 Money and Banking</td>
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<td>380 International Economic Issues</td>
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<td>390 Problems and Issues in the Developing Economies</td>
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<td>393 Historical Foundation of Economics</td>
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<td>Educational Studies (EDST)</td>
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<td>111 Educational Issues and Problems</td>
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<td>211 Historical Foundations of Education</td>
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<td>212 Foundations of Learning and Intervention Environmental Studies (ENVS)</td>
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<td>201 Introduction to Environmental Studies: Social Sciences</td>
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<td>Ethnic Studies (ES)</td>
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<td>101, 102 Introduction to Ethnic Studies</td>
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<td>252, 253 Introduction to the Asian American Experience</td>
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<td>254, 255 Introduction to the Chicano and Latino Experience</td>
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<td>256, 257 Introduction to the Native American Experience</td>
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<td>Geography (GEOG)</td>
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<td>103 Cultural Geography</td>
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<td>104 Geography and Environment</td>
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<td>201 World Regional Geography</td>
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<td>202 Geography of Europe</td>
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<td>204 Geography of Post-Soviet States</td>
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<td>205 Geography of Pacific Asia</td>
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<td>206 Geography of Oregon</td>
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<td>207 Geography of the United States</td>
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<td>209 Geography of the Middle East and North Africa</td>
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<td>341 Population and Environment</td>
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<td>342 Geography of the World Economy</td>
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<td>343 Society, Culture, and Place</td>
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<td>101, 102, 103 Western Civilization</td>
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<td>240 War and the Modern World</td>
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<td>245 Russia, America, and the World</td>
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<td>250, 251 African American History</td>
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<td>273 Introduction to American Environmental History</td>
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<td>290 Foundations of East Asian Civilization</td>
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<td>291 China, Past and Present</td>
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<td>292 Japan, Past and Present</td>
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<td>301, 302, 303 Modern Europe</td>
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<td>308, 309 History of Women in the United States I, II, III</td>
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<tr>
<td>310 Perceptions and Roles of Women from the Greeks through the 17th Century</td>
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<td>311 Women and Social Movements in Europe from 1750 to the Present</td>
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<td>325 Precolumbian Africa</td>
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<td>326 Colonial and Postcolonial Africa</td>
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<td>331, 332, 333 England</td>
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<td>353, 354 American Foreign Relations since 1933</td>
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<td>359 Religious Life in the United States</td>
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<td>380, 381, 382 Latin America</td>
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<td>387 Early China</td>
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<td>International Studies (INTL)</td>
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<td>240 Perspectives on International Development</td>
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<td>250 Value Systems in Cross-Cultural Perspective</td>
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<td>251 Cooperation, Conflict, and Global Resources</td>
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<td>350 International Leadership</td>
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<td>Journalism (J)</td>
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<td>201 The Mass Media and Society</td>
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<td>385 Communication Law</td>
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<td>386 Communication Economics</td>
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<td>387 Communication History</td>
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<td>388 Communication Theory and Criticism</td>
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<td>394 Journalism and Public Opinion</td>
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<td>Linguistics (LING)</td>
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<td>101 Introduction to Language</td>
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<td>211 Languages of the World</td>
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<td>225 Writing Systems</td>
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<td>290 Introduction to Linguistic Analysis</td>
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<td>295 Language, Culture, and Society</td>
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<td>396 Language and Cognition</td>
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<td>Philosophy (PHIL)</td>
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<td>215 Philosophy and Feminism</td>
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<td>307, 308 Social and Political Philosophy</td>
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<td>339 Introduction to Philosophy of Science</td>
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<td>344 Introduction to Philosophy of Law</td>
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<td>Planning, Public Policy and Management (PPPM)</td>
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<td>201 Introduction to Planning, Public Policy and Management</td>
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<td>Political Science (PS)</td>
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<td>101 Modern World Governments</td>
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<td>104 Problems in United States Politics</td>
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<td>203 State and Local Government</td>
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<td>204 Introduction to Comparative Politics</td>
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<td>205 Introduction to International Relations</td>
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<td>207 Introduction to Contemporary Political Theory</td>
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<td>225 Political Ideologies</td>
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<td>230 Introduction to Urban Politics</td>
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<td>240 Introduction to Public Policy and Administration</td>
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<td>255 Mexican Politics</td>
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<td>275 Legal Process</td>
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<td>280 Introduction to Political Psychology</td>
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<td>301 Art and the State</td>
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<td>321 Introduction to Political Economy</td>
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<td>326 United States Foreign Policy I</td>
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<td>331 Social Justice</td>
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<td>344 Public Policy and Citizen Action</td>
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<td>347 Political Power, Influence, and Control</td>
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<td>349 Media and American Politics</td>
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<td>358 United States Social Movements and Political Change</td>
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<td>Psychology (PSY)</td>
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<td>202 Mind and Society</td>
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<td>330 Thinking</td>
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<td>375 Development</td>
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<td>580 Psychology of Gender</td>
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<td>Religious Studies (REL)</td>
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<td>201, 202 Great Religions of the World</td>
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<td>302 Chinese Religions</td>
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<td>303 Japanese Religions</td>
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<td>314 Greek and Roman Religions</td>
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<td>315 Early Judaism</td>
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<td>316 Beginnings of Christianity</td>
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<td>321, 322, 323 History of Christianity</td>
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<td>324, 325 History of Eastern Christianity</td>
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Sociology (SOC)
204 Introduction to Sociology
207 Social Inequality
301 American Society
303 World Population and Social Structure
304 Community, Environment, and Society
305 America's Peoples
313 Social Issues and Movements
317 Sociology of the Mass Media
328 Introduction to Social Psychology
335 Interaction and Social Order
345 Race, Class, and Ethnic Groups
346 Work and Occupations
355 Sociology of Women
580 Introduction: Deviance, Control, and Crime
Women's Studies (WST)
101 Introduction to Women's Studies
301, 302 History and Development of Feminist Theory
321 Feminist Perspectives: Identity, Race, Culture
341 Women, Work, and Class

Group III: Science
See “Double-Dipping” Restriction under Group Requirements.

Anthropology (ANTH)
170 Introduction to Human Evolution
171 Evolution of Monkeys and Apes
172 Evolution of Human Adaptation
173 Evolution of Human Sexuality
361 Human Evolution
362 Human Biological Variation
363 Nutritional Anthropology
367 Human Adaptation

Biology (BI)
120 Reproduction and Development
121 Introduction to Human Physiology
122 Introduction to Human Genetics
123 Biology of Cancer
130 Introduction to Ecology
131 Introduction to Evolution
132 Introduction to Animal Behavior
211 General Biology I: Cells
212 General Biology II: Organisms
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 Ecology
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 (H) Honors General Chemistry

Computer and Information Science (CIS)
120 Concepts of Computing: Information Processing
121 Concepts of Computing: Computers and Computation
122 Concepts of Computing: Algorithms and Programming
123 Multimedia on the Web
133 Introduction to Numerical Computation with FORTRAN
134 Problem Solving in Pascal
210, 211, 212 Computer Science I, II, III

Environmental Studies (ENVYS)
202 Introduction to Environmental Studies: Natural Sciences

Exercise and Movement Science (EMS)
101 Exercise as Medicine
102 Exercise and Wellness across the Life Span
103 Exercise and Performance

Geography (GEOG)
101 The Natural Environment
102 Global Environmental Change
321 Climatology
322 Geomorphology
323 Biogeography

Geological Sciences (GEOI)
101 Earth's Dynamic Interior
102 Environmental Geology and Landform Development
103 The Evolving Earth
201 Earth's Interior Heat and Dynamics
202 Earth Surface and Environmental Geology
203 Evolution of the Earth
213 Geology of National Parks
304 The Fossil Record
306 Volcanoes and Earthquakes
307 Oceanography
308 Geology of Oregon and the Pacific Northwest
310 Earth Resources and the Environment
352 Geologic Hazards

Mathematics (MATH)
105, 106, 107 University Mathematics I, II, III
211, 212, 213 Fundamentals of Elementary Mathematics I, II, III
231, 232, 233 Elements of Discrete Mathematics I, II, III
241, 242 Calculus for Business and Social Science I, II
243 Introduction to Methods of Probability and Statistics
251, 252, 253 Calculus I, II, III
271, 272, 273 Mathematical Structures I, II

Physics (PHYS)
101, 102, 103 Essentials of Physics
151 Waves, Sound, and Light
152 Physics of Sound and Music
153 Physics of Light and Color
154 Lasers
161 Physics of Energy and Environment
162 Solar and Other Renewable Energies
201, 202, 203 General Physics
211, 212, 213 General Physics with Calculus
301, 302 Physics' View of Nature

Physics: Astronomy (ASTR)
121 The Solar System
122 Birth and Death of Stars
123 Galaxies and the Expanding Universe

Psychology (PSY)
201 Mind and Brain
304 Biopsychology

Multicultural Requirement
Bachelor's degree candidates must complete one course in two of the following categories: A: American Cultures; B: Identity, Pluralism, and Tolerance; C: International Cultures. A minimum of 6 credits in approved courses must be earned.

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, Chican o 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 (ARH)
360 American Art
463 Native American Architecture

Comparative Literature (COLT)
474 Culture and Identity in the Americas

English (ENG)
451 Introduction to African American Literature
472 Introduction to Native American Literature
310 African American Prose
311 African American Poetry
312 African American Drama
463 Native American Women Writers
464 Native Americans in Literature and Law
480 Native American Representation in Film
489 Native American Literature: [Topic]

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

Folklore (FLR)
486 African American Folklore

Geography (GEOG)
207 Geography of the United States
250, 251 African American History
253 African Americans in the West
273 Introduction to American Environmental History
360 The American City: [Topic]
449 Race and Ethnicity in the American West
455 Colonial American History
470 American Social History: [Topic]

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 (MUS)
340 History of Jazz
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
222 Life Stories
321 Peoples of India
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asia Prehistory
343 Pacific Islands 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
433 Native Central Americans
434 Native South Americans
436 Cultures of Island Southeast Asia
437 Cultures of Mainland Southeast Asia
Art History (ARH)
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
381 Nomadic Art of Eurasia
382 Art of the Silk Route
384, 385, 386 Chinese Art I, II, III
387 Chinese Buddhist Art

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
222 Life Stories
321 Peoples of India
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asia Prehistory
343 Pacific Islands 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
433 Native Central Americans
434 Native South Americans
436 Cultures of Island Southeast Asia
437 Cultures of Mainland Southeast Asia
Art History (ARH)
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
381 Nomadic Art of Eurasia
382 Art of the Silk Route
384, 385, 386 Chinese Art I, II, III
387 Chinese Buddhist Art

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

Anthropology (ANTH)
173 Evolution of Human Sexuality
314 Women and Culture: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
362 Human Biological Variation
368 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
448 Gender and Prehistory
465 Gender Issues in Nutritional Anthropology

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

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
430 Urban and Regional Economics
431 Issues in Urban and Regional Economics

English (ENG)
315 Women Writers’ Cultures: [Topic]
316 Women Writers’ Forms: [Topic]
340 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)
348 Women and Politics

German (GER)
351, 352 Women’s Literature, Art, and Society

Germanic Languages and Literatures: German (GER)
222 Votes of Dissent in Germany
223 Germany: A Multicultural Society
331 Constructions of Identity in German Culture
354 German Gender Studies

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
430 Urban and Regional Economics
431 Issues in Urban and Regional Economics

English (ENG)
315 Women Writers’ Cultures: [Topic]
316 Women Writers’ Forms: [Topic]
340 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
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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 no 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 policy requires written approval from an academic adviser and a petition approved by the Academic Requirements Committee.
11. Students may not receive credit for courses that are prerequisites for courses in which they are currently enrolled.
12. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit.

Second Bachelor’s Degree

A student who has been awarded a bachelor’s degree from an accredited institution may earn an additional bachelor’s degree at the University of Oregon. The student must satisfactorily complete all departmental, school, or college requirements for the second degree. Of these requirements, the following must be completed after the prior degree has been awarded:
1. The student must complete an additional 36 credits at the university as a formally admitted student if the prior bachelor’s degree was awarded by the University of Oregon, or an additional 45 credits at the university if the prior bachelor’s degree was awarded by another institution.
2. A minimum cumulative UO GPA of 2.00 is required for the second bachelor’s degree.
3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor’s degree was awarded by the University of Oregon, or 23 credits if at another institution.
4. At least 75% 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.

Bachelor’s Degree with Honors

Information about the Clark Honors College, academic honors, Latin honors, and honor 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.

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 Probation. Academic probation 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 Disqualification. Academic disqualification is earned and recorded on the student’s permanent record whenever the following conditions exist:
1. When the cumulative UO GPA is lower than 2.00.
2. Students have earned 45 or more cumulative credits, that student is subject to disqualification at the end of the first term on probation.
3. Students 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. The student may enroll again only if the Scholastic Review Committee allows the student to continue on probationary status.

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

Exceptions to Academic Regulations

1. Two standing university committees review requests in writing for exceptions to university rules, regulations, deadlines, policies, and requirements: the Academic Requirements Committee and the Scholastic Review Committee. For information about how to submit a petition to the Academic Requirements Committee, inquire at the Office of the Registrar, 220 Oregon Hall; telephone (541) 346-3243.
Registration and Academic Policies

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) 346-5211.

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 $2.50 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 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 each term; the dates are published in advance. Students who 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.

Reenrollment

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 by the end of the first week of the term before the term of planned return to allow time for the preparation of registration materials. Reenrollment procedures for graduate students are described in the Graduate School section of this catalog.

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 overtime 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 history, biology, chemistry, computer and information science, economics, English language and composition, 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 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 in 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. The grading option for credit by examination is based on the course listing in the UO Schedule of Classes.

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 599-410; 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 State University policies regarding transfer credits. Students may request evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language Institute. An official copy of the student’s DD 214, DD 295, or an AARTS transcript is required for military education and occupational credits.
Tuition and Fees
Sherri C. McDowell, Director
Office of Business Affairs
(541) 346-3170
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 1999–2000, the health service fee was $86, the incidental fee was $157.75, the technology fee was $65, the recreation office of Business Affairs fees. For more information, see the Continuation Center section of this catalog.

Tuition for resident and nonresident law students 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. Special fees are payable 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. 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 1999–2000. Increases proposed for 2000–2001 had not been confirmed at publication.

<table>
<thead>
<tr>
<th>Tuition Schedule</th>
<th>Undergraduate</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12–18 credits</td>
<td>$1,270</td>
<td>$4,399</td>
<td></td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>317</td>
<td>575</td>
<td></td>
</tr>
<tr>
<td>2 credits</td>
<td>403</td>
<td>922</td>
<td></td>
</tr>
<tr>
<td>3 credits</td>
<td>489</td>
<td>1,269</td>
<td></td>
</tr>
<tr>
<td>4 credits</td>
<td>575</td>
<td>1,616</td>
<td></td>
</tr>
<tr>
<td>5 credits</td>
<td>662</td>
<td>1,964</td>
<td></td>
</tr>
<tr>
<td>6 credits</td>
<td>749</td>
<td>2,312</td>
<td></td>
</tr>
<tr>
<td>7 credits</td>
<td>836</td>
<td>2,680</td>
<td></td>
</tr>
<tr>
<td>8 credits</td>
<td>923</td>
<td>3,088</td>
<td></td>
</tr>
<tr>
<td>9 credits</td>
<td>1,010</td>
<td>3,536</td>
<td></td>
</tr>
<tr>
<td>10 credits</td>
<td>1,097</td>
<td>3,974</td>
<td></td>
</tr>
<tr>
<td>11 credits</td>
<td>1,184</td>
<td>4,052</td>
<td></td>
</tr>
<tr>
<td>Each additional credit beyond 18</td>
<td>75</td>
<td>336</td>
<td></td>
</tr>
</tbody>
</table>

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

Community Education Program
Tuition for Community Education Program students enrolling for 9 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level.

Special Fees
Special fees, fines, penalties, service charges, and other additional charges for specific classes, services, or supplies not covered in the tuition fee are set forth on a list available in many departmental offices or in the Office of Business Affairs. This list is issued each year in accordance with OAR 571-60-005.

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

Application Fee: $50. Required of students not previously enrolled at the University of Oregon and payable when the application for admission is submitted. The fee is not refundable.

Bicycle Registration. Bicycle registration with the Office of Public Safety is mandatory. There is no charge for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths continues both on campus and in the community.

Copies of the complete university bicycle parking regulations and fines are available at the Office of Public Safety at 1319 East 15th Avenue.

Credit by Examination: $40 per course. Assessed for taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credits sought.

Exemptions to Procedures: $50-$25. Approved exceptions to procedural deadlines are subject to this fee.

Late Registration: $100. A $10 fee is charged for registration after the eighth day of class.

Matriculation Fee: $150-$200 for undergraduates; $100 for graduate students

Parking Permits. A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. One-year student parking permits are $75 for automobiles and $56.25 for motorcycles. Student permits are $25 for summer session only. All parking fees are subject to change.

Parking permits may be purchased from the Office of Public Safety, 1319 East 15th Avenue. Parking regulations are enforced at all times.

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

Replacement of Photo ID Card: $15

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

Senior Citizens. There is no charge to Oregon residents 65 years of age and older. Oregon senior citizens who are neither seeking academic credit nor working toward a degree may attend classes
Student Financial Aid

Director
(541) 346-3221
(800) 760-6953
260 Oregon Hall
http://financialaid.uoregon.edu

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 $300 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 1999-2000 ranged from $5,350 to $9,118. 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 1999-2000. Tuition and fee schedules are subject to revision by the Oregon University System. See the Tuition and Fees section of this catalog.

Student Classification

<table>
<thead>
<tr>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate resident</td>
<td>$1,270</td>
</tr>
<tr>
<td>Undergraduate nonresident</td>
<td>4,399</td>
</tr>
<tr>
<td>Graduate resident</td>
<td>2,250</td>
</tr>
<tr>
<td>Graduate nonresident</td>
<td>3,803</td>
</tr>
<tr>
<td>Graduate assistant</td>
<td>222</td>
</tr>
</tbody>
</table>

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.

The expenses in the following tables are used by the Office of Student Financial Aid to estimate a student's educational costs for the 2000-2001 academic year.

Meals and Housing

<table>
<thead>
<tr>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student commuter living with parents</td>
<td>$645</td>
</tr>
<tr>
<td>Student living on or off campus</td>
<td>1,905</td>
</tr>
</tbody>
</table>

Residence halls charges are higher for fall term than for winter and spring.

A dependent child care 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 child care expenses.

Books and Supplies

<table>
<thead>
<tr>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
<td>$242</td>
</tr>
</tbody>
</table>

Law (semester) | 391 |

Miscellaneous

<table>
<thead>
<tr>
<th>Personal Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
</tr>
</tbody>
</table>

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://www.fafsa.ed.gov.
2. List the University of Oregon, code number 003223, as a school to receive the application.
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 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 (a contribution from the student and parents if the student is a dependent; a contribution from student and spouse if the student is married). Students (and their families, if appropriate) are expected to bear the primary responsibility for meeting educational costs. When a student's expected contribution is less than the cost of education, the university attempts to meet the difference with financial aid.
Assessing Financial Aid Eligibility

The university uses a method prescribed by law to determine an expected contribution from the student and family toward 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 an award letter. 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 Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study Program, State Need Grant, Federal Direct Stafford/Ford Loan, or Federal Direct Parent Loan for Undergraduate Students if:

1. The student is in default on any loan made from the Federal Perkins or National Direct Student Loan program or on a loan made, insured, or guaranteed under the Guaranteed Student or Federal Stafford/Ford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students programs for attendance at any institution.
2. The student has borrowed in excess of federal Title IV loan limits.
3. The student owes a refund on grants previously received for attendance at any institution under the Federal Pell Grant, Supplemental Educational Opportunity Grant, State Need Grant, or Cash Award programs, or on a Federal Perkins Loan due to an overpayment.
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 does not determine eligibility for these programs.

The Office of Student Financial Aid determines the student's eligibility for and the amount of assistance the student may receive from the Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study programs, and the Oregon 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

Financial aid award letters 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. Award letters are mailed during the summer to students who have supplied the necessary information between March 2 and July 31.

When aid is accepted, the student (and spouse if married) and the student's parents (if applicable) may be asked to provide the Office of Student Financial Aid with documents, such as income tax forms, to verify the information on the application. Students should read the financial aid award letter 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 financial aid award letter. 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 and 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 1999-2000 academic year were $1,170.

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 Student Assistance 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 instructional fees for 1999-2001. Limited funds may be available in 2000-2001 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.
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 2.625% 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: $2,000 for the first academic year of undergraduate study (up to 44 credits); $3,500 for the second academic year (45-89 credits); and $5,500 an academic year for the remaining years of undergraduate study, up to an aggregate of $23,000. For graduate students the maximum is $8,500 an academic year, with a $6,500 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 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 Stafford/Ford Loan money. 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 receives 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, contacted 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 Direct PLUS loans begins sixty days after disbursement. Borrowers have the right to repay their loans without penalty. Furthermore, they may choose from the following repayment plans:

• a standard repayment plan with a fixed payment amount (at least $50 a month) over a fixed period of time, not to exceed ten years

• an extended repayment plan with a fixed annual repayment of at least $500 ($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) 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.

Deferring Repayment

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

• at least half-time study at an eligible school

• an approved graduate fellowship program or rehabilitation training program for disabled individuals (except medical internship or residency program)

• unemployment (up to three years)

• economic hardship (up to three years)

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

**Forbearance**

A direct loan borrower or endorser may receive forbearance from the federal government if the borrower or endorser is willing but unable to make scheduled loan payments. Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled. Forbearance is granted to medical or dental interns or residents (or limited period of time. Denials 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% 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 sources. Students may also be required to pay the unearned portion of assistance that was directly disbursed to them. 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 on the financial aid web site.

**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. 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 federal direct lending programs. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need.

**Bank Trust Student Loans**

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

**Academic Progress**

Students receiving financial aid are required to maintain satisfactory academic progress. A full-time undergraduate student must satisfactorily complete a minimum of 12 credits a term. A full-time graduate student must satisfactorily complete a minimum of 9 credits a term (or a semester, for a law student).

Students receiving financial aid must complete their degree programs within a reasonable period of time as established by the university. Students may receive financial 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 Army 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, (800) 542-3945. High school students also can contact their school’s counselor.

**Scholarships Awarded through the Office of Student Financial Aid**

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 financial aid web site. 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.

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

The university’s policy when awarding financial assistance is to refrain from discrimination on the basis of race, sex, religion, disability, age, national origin, veteran or marital status, or sexual orientation.
Presidential Scholarship. 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 four-year scholarships, ranging from $500 to $2,000 per academic year, are awarded. Interested high school students should consult their high school counselors and arrange to 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 UO undergraduate and graduate students of color who are United States citizens or permanent residents. Undergraduates must have junior or senior standing with a minimum grade point average of 2.75. Graduate students must have a minimum grade point average of 3.00.

The application deadline 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 students continuing their education, 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; (4) personal statement submitted to the scholarship committee with the application; and (5) 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 February 1. Application forms are available in the Office of Financial Aid and on its web site.

UC 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 Business Affairs. Loans are not disbursed between terms.

Each year the fund grows because of interest on loans or investments of available cash. The fund has short-term loans and UO Student Loans, which are 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 loans.

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

UO Student Loans
This program is for currently enrolled UO students who are experiencing financial difficulties and have exhausted all other financial resources. The program converts a student's unpaid principal balance and interest begins to accrue from the beginning date of the loan. Students make $20 monthly payments while attending the UO and a minimum of $40 per month after they leave school.

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.

Alice Wrisley and Adelaide Church A. P. McKinley Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1967-68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikoff Jr. Student Loan Fund
Class of 1911
Class of 1931
Class of 1932
Class of 1933
Class of 1934
Class of 1940 Endowment
Class of 1941 Endowment Fund
Class of 1942 Endowment Fund
David Turtledove Memorial Loan Fund
Day Churchman Memorial Student Loan Fund
Elizabeth Dudley Whitten Memorial
Eugene Fortnightly Club
Eugene Women's Choral Club Loan Fund
Eulalie Crosby Barrett Loan Fund
George C. Widmer Fund
Ida Lakin Bequest
Iza Stauffer Bequest
J. A. Murray Bequest
Joseph and George Widmer Fund
Lane Trust Loan Fund
Leulata Foss Estate
Loran (Mose) Meidinger Fund
Lucille Gunderson Memorial Student Loan Fund
Mary Ellen Howard Harris
Mary P. Spiller
McDowell-Catt Loan Foundation
Norman Oswald memorial
Patrons Loan Fund of O Phi Epsilon
Pi Lambda Theta
Richard C. Nelson Memorial
Robert Bailey Memorial Endowment
Rose E. Buchanan Memorial Loan Fund
Rose M. Hollandbeck Loan Fund
Schofield Art Student
Selling Emergency Loan Fund
University of Oregon Foundation
University of Oregon Mothers Endowment Grant and Loan Fund
Women's League Loan Fund

Restricted Funds
Funds with special restrictions are described below.

American Association of University Women
Emergency loans to women upon recommendation of the Office of Academic Advising and Student Services, subject to 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 Bussell 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 1990 Loan Fund
Loan preference is given to lineal descendants of the Class of 1890.

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.

Coos Bay-North Bend Rotary Scholarship Fund
General fund available for short- or long-term loans in priority sequence of (1) 4-H scholarship students from Coos Bay, North Bend, or Coos River; (2) other students from Coos Bay, North Bend, or Coos River high schools; and (3) any worthy student.

Douglas and Myrtle Cassman Fund
Long- or short-term loans subject to university loan rules
and regulations. Interest earnings may be used for scholarships.

Edith Kerns Chambers Scholarship Loan Fund. Loans not to exceed $500 to upper-division students maintaining a 3.00 GPA. Interest at the 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 head of the Department of Geological Sciences.

Foreign Student Fund. Loans to be issued to international students in accordance with university loan policy.

Fred and Elva Cuthbert Fund. Loans may be issued to married students in the fourth, fifth, or graduate year as majors in architecture or 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 $200 maximum for graduate students. Applications are made through the Office of Student Financial Aid, and loans are issued in accordance with university loan policy.

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

Indian Student Loan Fund. Maximum loan is $500 for three months.

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

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

J. 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 dean of the School of Music. Interest is 6 percent while a student and 8 percent upon graduation.

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

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

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

Oregon Journal Fund. Long-term loans for students who have a GPA of at least 2.50 in the School of Journalism and Communication. Borrowers must be recommended by the dean of the school. No interest charges while enrolled at the University of Oregon or in internal medicine. Loans are due September 1 of the following year. Interest rate is 6 percent.

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

Panhellenic Emergency. Emergency loans to sophomores, juniors, or seniors. No more than $250 or $500, with annual payments of 4 percent after graduation.

Philadelphia Loan Fund. Loans to students majoring in music or theater arts.

Phi Beta Alumnae Fund. Loans to students majoring in music or theater arts.

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

Ray Ellickson Memorial Fund. Loans, limited to graduate or undergraduate physics students, are approved by the head of the Department of Physics. Loans are for small amounts, $25 to $500, for short periods; university loan regulations apply.

Study Abroad Loan Fund. Loans to students in the study abroad programs. Loans of up to $2,500, repayable within 180 days, are managed through the Office of International Education and Exchange.

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

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

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

Employment Services
(541) 346-3214
Career Center, 244 Hendricks Hall
http://uocareer.uoregon.edu

Employment Services, part of the UO Career Center, provides job listings to students who want part-time or temporary jobs, work-study and technology-fee programs, and full-time job opportunities. All listings are available in 244 Hendricks Hall or on the Career Center's web site.

A majority of UO students are employed in part-time work. Students who want part-time work should visit this office upon arrival at the university, 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 clerical work, childcare, computer support, and general labor. Some jobs are continuing; others are limited to specific projects.

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 web site.

Summer Employment. Summer jobs, and seasonal positions are posted in job boards located in 244 Hendricks Hall and on the Career Center's web site. Through Campus Recruiting, students interview for paid internships or summer work at camps, national parks, businesses, and other summer positions. To participate in Campus Recruiting, students must register on the web site. Help sessions are available. Use the Campus Recruiting link to find a schedule of sessions.

Other Sources of On-campus Employment

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

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, 115B Knight Library.

Residence Hall. Residence hall students are given priority for these positions. Students who want part-time food service positions should consult residence hall food supervisors upon arrival on campus. Resident assistant can room and board in exchange for residence hall counseling and administrative responsibilities. Appointment are generally made by the end of April for the next year. Apply to University Housing, Walton Hall.

Student Union. Various jobs, including food service, are available in the EMU. 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://housing.uoregon.edu/~housing

University Housing supports the academic mission of the university by providing residence-hall family-student housing and related services. Family student housing is intended primarily for student families and nontraditional students. Adapted facilities are available for students who identify a need for accommodation on their applications.

The Office of University Housing is committed to upholding 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."

The following information describes university-owned housing and procedures for residence halls and family housing.

Residence Halls

The purpose of residence-hall housing is to enhance the education of entering first-year students. If space is available, housing is provided for other matriculating students of the university. University Housing also operates a food service for residence-hall students, which includes a dining program and facilities.

The university maintains seven residence-hall complexes, which house approximately 3,250 students. Bean, Canon, Earl, Hamilton Commons and Walton are located on campus. The University Inn and Riley Hall are five blocks west of campus. All halls are coed. Floors are reserved alternately for men and women. Most halls house first-year and upper/division students together. Activities are held to introduce residents to one another and build community.

Special interest halls have been created to place residents with similar interests in the same hall. Choices are creative arts hall, cyber hall, health and fitness hall, honors hall, intensive academic hall, international hall, music hall, quiet hall, outdoor pursuits hall, substance-free hall, community service hall, transfer hall, upper-class hall, and graduate hall.

Double-occupancy rooms are available in all halls, as are a limited number of single rooms. Rooms contain a bed, desk, chair, and closet for each resident and have a free connection to UONet, the Internet, local phone service, and basic cable TV service. Long-distance phone service is available through UO Telecommunication Services.

Residence Hall Services

Residence halls have two meal plans. The standard meal plan, 80 points (approximately sixteen meals), can be distributed as the student chooses throughout the week. The premium meal plan, 95 points (approximately nineteen meals) a week, is the other option. Students may use their meal plans in several dining facilities. The dining centers in Carson Hall and the University Inn offer all-you-can-eat buffet-style dining. The Hamilton Commons houses Flanm's Gourmet Hamburger, a Pizzeria, and the Grab-N-Go, a convenience shop for easy and on-the-go food selections. Pizzaro's is a full-service pizzeria the Bean Complex. Five points purchases an all-you-can-eat meal in one of the dining centers, or individually priced items can be purchased at the Grab-N-Go.

Residence Hall Costs

Students receive a monthly statement of their university account. Payments can be made by mail or at the Cashier's Office in Oregon Hall. Residents are billed by the term in monthly installments for room and board charges. Payments become delinquent after ten calendar days and interest accrues on unpaid balances.

Residence hall rates for 2000-2001 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 prepaid.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Total</th>
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</thead>
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<tr>
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<tr>
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<td>$5,677</td>
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</tbody>
</table>

University Inn

The University Inn, located at 1000 Patterson St, offers larger rooms, walk-in closets, private baths, and weekly cleaning of the private baths.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Total</th>
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</table>

Reservations and Contracts

Students who have applied to the University of Oregon automatically receive the Residence Hall Housing Preview and an application, which is mailed approximately two weeks after application to the university.

The housing application must be returned with a $30 nonrefundable fee. Applications returned by March 31 are guaranteed a space in the residence halls, and students are mailed a housing offer package in April. Students whose housing applications are received after March 31 are mailed a housing offer package on a rolling basis. Housing spaces are offered to these students based on the date the application is received and the number of spaces available.

Students must return the reservation questionnaire, an emergency-notification card, a signed housing contract, and a prepayment of $250 (for full term) by the deadline date stated in the housing offer package. Students who miss this deadline are placed at the end of the waiting list. Late in August, students with a confirmed reservation receive an assignment package with information about their room, mailing address, phone number, roommate information, and check-in procedures.

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

Contracts. Residents must 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.

The contract is an agreement to live in the residence halls for the whole academic year, September 20, 2000, to June 15, 2001, or the remainder of the academic year, ending June 15, 2001, should move-in take place before or after the academic year begins. Students may be released from the housing contract for one of the following reasons: withdrawal, graduation, or participation in a university-planned educational program. Another option is to buy out the contract at a rate of $9 per day for the remaining days of the academic year.

Interim Academic Breaks. Residents may remain during winter and spring breaks for a fee if space is available, but may be relocated with other residents into consolidated living areas.

Residents may remain in their rooms over Thanksgiving break without paying additional room and board charges. Meals are provided during the weeks of partial service and are not served during Thanksgiving or winter or spring breaks.

Summer Session. Summer session students 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 meals rate for each person. In addition, housing and food services are available to workshops and conference groups. Address inquiries to University Housing—Summer.
Housing and Apartments for Families and Graduate Students

University Apartments

The university-owned apartment housing is available to a student 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, has 404 one- and two-bedroom apartments. Rent is $285 and $320 a month (subject to change). Each apartment is wired for high-speed Ethernet connection to COlNet, the university's computer network. Water, recycling, and garbage services are provided. Each apartment has a patio or balcony and individual, locked storage areas.

A short distance from campus, Agate is a twenty-unit complex of one- and two-bedroom apartments. Rent starting at $410 a month (subject to change), includes access to the university's computer network, water, garbage, and recycling service. Units include stove and refrigerator but are otherwise unurnished.

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 $610 a month and includes water, 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 Office of University Housing, Family Housing and Apartments.

Eligibility. To be eligible for family housing, students must enroll full time at the university, maintain full-time status, and be twenty-one years of age or older.

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 and the number and ages of children. No more than two adults may reside in a unit.

Application and Assignment. Applications for family housing must be accompanied by a $30 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; or on the web site, http://greeklife.uoregon.edu.

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 $4,530. In addition, there is a one-time fee of approximately $100 the first year. Members may pay monthly or quarterly.

Membership selection is known as "rush," which includes house visits. 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) 346-1153, or call the Office of Greek Life, (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 recruitment.

Sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Gamma, Gamma Phi Beta, Kappa Delta, Kappa Kappa Gamma, Phi Beta Phi, and Sigma Kappa. All sororities at the UO are substance free and have resident house directors. Five fraternities have live-in adults. The university has established an endorsement program; all nine sororities and three fraternities are endorsed, and five fraternities are conditionally endorsed.

Three national fraternities provide a traditional fraternity experience without proving housing: Alpha Epsilon Pi, Delta Tau Delta, Kappa Sigma, Lambda Chi Alpha, Phi Kappa Psi, Pi Kappa Alpha, Sigma Phi Epsilon.

Nonuniversity Housing

The Rental Information Office provides information to help students who want to rent off-campus housing. Listings of houses, duplexes, apartments, studios, studios, rooms and roommates, and cooperatives are posted on bulletin boards in Ground Floor Lobby East of the Erb Memorial Union. In addition to the referral service, the Rental Information Office provides free model rental agreements, inventory and condition reports, a 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 $500 to $2,500, depending on the number of bedrooms and proximity to campus.

Apartments. Apartment complexes 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, $395-525; two-bedroom, $525-700, and three-bedroom, $700 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.

Studios and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents for studio apartments range from $325 to $495 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 $300 to $395 a month during the fall-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 $200 to $400 a month. Apartment availability and rates are subject to changing market conditions. Students should contact the Rental Information Office a few months before they intend to arrive to get up-to-date information and advice about the rental situation in Eugene-Springfield.

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

For more information call the office, (541) 346-3731, stop by the office on the ground floor of the EMU, or write to Rental Information Office, Erb Memorial Union, Ground Floor Lobby East, 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 must seek the assistance of academic advisors 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 indicates a growing intellectual maturity and sharpening of focus. A poorly planned program demonstrates the lack of clear direction and may appear to be only a collection of randomly assembled, unrelated courses.

The faculty advisor provides the student with an intellectual framework in which intelligent planning and decision-making can be completed, so students are strongly urged to consult advisors 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 advisors in their departments. The Office of Academic Advising and Student Services coordinates advising for students who have not declared majors (classified as undeclared freshmen) and for those interested in low, 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.
4. Meeting prerequisites for courses is the student's responsibility.
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.
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 advisors in the respective departments are the best sources of information about majors.

A minor is another way to focus studies toward career and interest areas. Inquiries about minors should be directed to specific departments.

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

Career Planning

Career Center
220 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, resume writing, and interviewing; job fairs; Career Assessment Program; and job opportunity 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 a resume data 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 406) discusses resume 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 resume 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 practicum 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>
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<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 advisor 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 (CPSY 199). Apply for summer work related to career goals (begin in December). Join curricular clubs. The Career Center’s web site lists part-time and summer jobs.</td>
</tr>
<tr>
<td><strong>Freshman</strong></td>
<td>0-44 credits</td>
<td></td>
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<tr>
<td><strong>Sophomore</strong></td>
<td>45-89 credits</td>
<td></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>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 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><strong>90-134 credits</strong></td>
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<td></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><strong>135+ credits</strong></td>
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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 School

Richard Linton, Vice Provost for Research
and Graduate Studies and
Dean of the Graduate School

(541) 346-5129
125 Chapman Hall
Graduate School
1219 University of Oregon
Eugene OR 97403-1219
http://darkwing.uoregon.edu/gradschool.html

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.
Anthropological linguistics
Archaeology

Biological anthropology
Cultural anthropology
Asian studies: M.A., M.S.
China
Japan
Southeast Asia

Biological and health sciences: M.A., M.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.

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 macroeconomics
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

Film studies

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-petrology-geochemistry

Stratigraphy-sedimentary petrology-paleontology

Structural geology-geophysics, tectonics, volcanology

Germanic languages and literatures: German: M.A., Ph.D.

History: M.A., Ph.D.

Africa

Ancient history

China and Japan

Europe since 1789

Europe 1400–1815

Latin America

Medieval Europe

Russia

Southeast Asia

United States

International studies: M.A.

Linguistics: M.A., Ph.D.

Applied linguistics

General linguistics

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

Algebra

Analysis

Combinatorics

Differential and algebraic geometry

Geometry

Mathematical physics

Numerical analysis

Probability

Statistics

Topology

Philosophy: M.A., Ph.D.

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

Applied physics: M.A., M.S.

Astronomy, astrophysics, cosmology

Atomic, molecular, and optical physics

Biophysics

Condensed-matter physics

Elementary-particle physics

Fluid and superfluid mechanics

Political science: M.A., M.S., Ph.D.

Classical and contemporary political theory

Comparative politics

International relations

Public policy

Research methodology

United States politics

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

Clinical: Ph.D.

Cognitive

Developmental

Graduate Council Faculty

Kenneth S. Calhoon, Germanic languages and literatures
Deborah A. Carver, library (ex officio)
Paul E. Doernbecher, music
Marian Fratia, marketing (ex officio)
Roger Haydock, physics
Linda Kintz, English
Ellen Hawley McWhirter, counseling psychology and human services
James M. O’Fallon, law (ex officio)
Peggy Pascoe, history
Hal Sadovsky, mathematics
Wayne M. Wanta, journalism and communication
Janet Wasik, journalism and communication
Polly Welch, architecture
Peter Wright, marketing
Philip D. Young, anthropology

Richard Linton, Vice Provost for Research and Graduate Studies and Dean of the Graduate School

(541) 346-5129

125 Chapman Hall

Graduate School

1219 University of Oregon

Eugene OR 97403-1219

http://darkwing.uoregon.edu/gradschool.html
Neuroscience
Social and personality
Romance 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.
Community arts
Event management
Performing arts management
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.
Photography: M.F.A.
Printmaking: M.F.A.
Sculpture: M.F.A.
Visual design: M.F.A.
Historic preservation: M.S.
Cultural resources
Design and technology
Preservation theory
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: M.Acc., Ph.D.
Decision sciences: M.A., M.S.
Decision sciences: business statistics: M.A., M.S., Ph.D.
Decision sciences: production and operations management: M.A., M.S., Ph.D.
Finance: M.A., M.S., Ph.D.
Human resources and industrial relations: M.H.R.I.R. (inactive)
Management: M.A., M.S., Ph.D.
Management: general business: M.B.A.
Marketing: M.A., M.S., Ph.D.

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
Family and human services
Individual and family
Marriage and family therapy
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
Integrated teaching: certificate
Initial administrator: certificate
Middle-secondary education: 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: certificate
Special education: rehabilitation: D.Ed., Ph.D.
Interdisciplinary studies: teaching one subject: M.A. (no admission 2000-2001)

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
Music composition: M.Mus., D.M.A., Ph.D.
Music conducting: M.Mus.
Choral
Orchestra
Wind ensemble
Music education: M.Mus., D.M.A., Ph.D.
Music history: M.A., M.Mus., Ph.D.
Music jazz studies: M.Mus.
Music performance: M.Mus., D.M.A.
Violin and viola performance and pedagogy
Music: piano pedagogy: M.Mus.
Music theory: M.A., M.Mus., Ph.D.

Graduate School
Interdisciplinary Programs
Interdisciplinary studies: applied information management: M.S.
Interdisciplinary studies: individualized program: M.A., M.S. (e.g., folklore)

General Information
Students who want to earn a second bachelor's degree should not apply to the Graduate School. They should request an application for Postbac­calauarate Nondegree Student status from the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217; telephone (541) 346-3201.

Graduate Admission
To be admitted to the Graduate School for the purpose of seeking an advanced degree or enrollment in a formal nondegree graduate program, a student must be a graduate of an accredited four-year college or university and must be accepted by the professional school or major department in which he or she proposes to study.

Graduate Classification
Students seeking certificates or advanced degrees are classified as follows:
Graduate postbaccalaureate
Graduate premaster's
Graduate conditional master's
Graduate master's
Graduate postmaster's
Graduate conditional doctoral
Graduate doctoral
Graduate postdoctoral
A student from an unaccredited institution, or one that offers the equivalent of bachelor's degree instruction but not the degree itself, may be considered for admission under special procedures. More information is available from the Graduate School.

The university's schools and departments determine their own specific requirements for graduate admission. Students should become familiar with these requirements before applying. Initial admission may be either conditional or unconditional. If a conditionally accepted
student has not been granted unconditional admission after the completion of 36 credits of graduate course work, the Graduate School may ask why and recommend that a decision on the student's status be made as soon as possible.

A former University of Oregon student must be admitted formally to the Graduate School in the same way as a student from any other college or university. A student who has been admitted and wants to change his or her major must be accepted by the new department. Filling 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 about 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 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 the official application form and official transcripts 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. Students whose native language is not English are required to supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. Each school or department determines its own specific TOEFL requirements (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-proficiency test after arrival on campus. If the score on the English-proficiency test indicates that additional training is necessary, the student must enroll in 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 may 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 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. This 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, 5218 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 MUP subject code denote graduate courses that apply toward advanced academic degrees in the School of Music. 500, 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]

602 Supervised College Teaching

603 Dissertation

604 Internship: [Topic]

605 Reading and Conference: [Topic]

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

607 Seminar: [Topic]

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

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

610 Experimental Course: [Topic]

704 Internship: [Topic]

705 Reading and Conference: [Topic]

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

707 Seminar: [Topic]

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

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

710 Experimental Course: [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 16 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 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 of the students’ academic record under Joint-Campus Course (JC 610). The student must be a matriculated graduate student in an advanced degree program and registered for UO courses in the same term. 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 sciences. For information about the following degree programs, write to the listed coordinators: M.S. in historic preservation—Donald L. Petig, School of Architecture and Allied Arts, 5249 University of Oregon, OR 97403-5249; Ph.D. in exercise and movement science—Louis R. Osternig, 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 advisor and the dean or department head of the academic unit offering the course must approve the student’s petition.
2. The student must pay in advance a special examination fee of $40 per course.
3. The student must complete arrangements for the examination at least one month before the examination date.
4. Graduate credit by examination is recorded as a P (pass) unless the course in question is listed in the most recent Schedule of Classes as graded only.
5. Credit by examination is not awarded for Thesis (503), Research (601), Dissertation (603), Internship (604), Reading and Conference (605), Field Studies, Special Problems (606), Workshop, Colloquium, Special Topics (508, 608), Practicum (609), and Experimental Course (510, 610).
6. Students may not receive graduate credit by examination for (a) courses they have 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 accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B–.

A GPA below 3.00 at any time during a graduate student’s studies or the accumulation of more than 5 credits of N or F grades—regardless of the GPA—is considered unsatisfactory. The dean of the Graduate School, after consultation with the student’s home department, may drop the student from the Graduate School, thus terminating the student’s degree program.

Other Graduate Classifications
A student not seeking a graduate degree may be classified as a graduate student doing graduate-level work as follows:

- postbaccalaureate
- premaster's
- postdoctoral
- nonadmitted Community Education Program

Nonadmitted 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 enrolling school year. These summer students must complete all degree requirements within the seven-year time limit.

Permission to Reregister
A student who fails to maintain continuous enrollment or obtain on-leave status is required to file a Permission to Reregister.
petition in the Graduate School. 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 registration 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 retake 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 course work 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; 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 is saving 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 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 incomplete, and transfer work necessary to complete degree requirements must be filed with the Graduate School 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 1999-2000 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>$906</td>
<td>$1,427</td>
</tr>
<tr>
<td>5</td>
<td>1,120</td>
<td>1,822</td>
</tr>
<tr>
<td>6</td>
<td>1,352</td>
<td>2,217</td>
</tr>
<tr>
<td>7</td>
<td>1,575</td>
<td>2,612</td>
</tr>
<tr>
<td>8</td>
<td>1,798</td>
<td>3,007</td>
</tr>
<tr>
<td>9–16</td>
<td>2,021</td>
<td>3,402</td>
</tr>
<tr>
<td>Each credit over 16</td>
<td>209</td>
<td>381</td>
</tr>
</tbody>
</table>

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, available on the Graduate School web site.

Fellowships and Financial Aid

One purpose of scholarship and fellowship support provided by the University of Oregon 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 based on the student’s position 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 1999-2000, minimum-level stipends at 0.49 full-time equivalent (FTE) range from $8,347 to $9,958 for the academic year. The minimum appointment is 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 teaching-related GTF 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 must attend language support classes. Nonnative speakers of English who accept teaching-related GTF 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 must attend language support classes (at no additional charge to the student) and may be limited in the 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 before 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 federal and state research fellowships, and some departments have federal and state research fellowships.

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 student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not usually allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Education and Exchange, 5219 University of Oregon, Eugene OR 97403-5209, USA.

International students are eligible for the following instructional and teaching 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 those 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 (505). Credit for thesis is given pass/no pass.

Second Master's Degree

Students who earned the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be

in courses taken for letter grades, after official admission as a master's degree candidate in the new major at the university. (This provision does not apply to a second master's degree in the Interdisciplinary Studies: Individualized Program [ISSIP].) 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 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

Transferred 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 UW cumulative grade point average.

Distance Education. Credit earned in distance-education study is considered transferred credit and is not used to meet the requirements for a master's degree. 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 before 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 (605); Supervised Teaching (602); Internship (604); Reading and Conference (604); Field Studies or Special Problems (606); Workshop, Special Topics, or Colloquium (580) and (680); and Practicum, Terminal Project, or Supervised Tutoring (690) do not qualify.

Transfer of Reservated 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 Reservated 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 postbaccalaureate student, a nonadmitted 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, 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
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 an interdisciplinary program approved by the Graduate Council should direct inquiries to the appropriate program: applied information management, folklore, or individualized program. Interdisciplinary programs are 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.

Applied Information Management Program
Linda F. Ettinger, Director
(503) 725-2289
(800) 824-2714
CAPITAL CENTER, 18640 NW Walker Road, Suite 1037, Beaverton OR 97006
aim@continuing.uoregon.edu
http://aim.uoregon.edu

Faculty

Advisory Board and Associates
Janet Cormack, applied information management
Linda F. Ettinger, arts and administration
Steve Knipple, Wacker Siltronics
Curtis D. Lind, Continuation Center
Kim Sheehan, journalism and communication

About the Program
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 Program offered by the Graduate School. Most courses are scheduled during the evening once a week at the Corvallis 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.

Graduate Study in Applied Information Management. To obtain a master of science degree in interdisciplinary studies: applied information management, students must complete a 54-credit program consisting of four components: information management, business management, information design, and research.

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 Examinations (GRE), the Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT).

More information, application materials, and a list of required courses are available from the AIM program coordinator, Janet Cormack.

Applied Information Management Courses (AIM)
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–6R)
607 Seminar: [Topic] (1–5R)
608 Workshop: [Topic] (1–6R)
609 Terminal Project (1–6R)
665 Project Management (3) Presents theoretical and practical applications of scheduling and project management. Topics include planning, budgeting, and evaluation using project management tools.
668 Information Systems and Management (3) Information systems, how they change, the role of management, and the structure of organizations. Topics include the strategic role of information, managing systems implementation, and end-user computing.
669 Data Management and Communications (3) Concentrates on work-group and organizational data management and communications issues with emphasis on goals and applications. Extensive use of case studies reinforces the concepts.

Master's Degrees 41
Interdisciplinary Studies: Individualized Program

The individualized program is the university's most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is intended to meet the needs of students with specific, well-articulated goals that cannot be reached through established departmental programs. Although flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three professional schools, in three departments in the College of Arts and Sciences, or in a combination of three programs from two professional schools and the College of Arts and Sciences.

The Interdisciplinary Studies: Individualized Program (ISIP) requires a total of at least 54 graduate credits, a minimum of 15 graduate credits in each of the three areas of concentration; and 9 graduate credits for an integrated terminal project or thesis determined by the student and three advisers during the course of study. Additional guidelines in the ISIP program include the following:

1. A maximum of 15 credits may be used from practica, 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 609); 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 ISIP program.

Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers at the university. Applicants who have 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 ISIP director. Address inquiries about the individualized program to Director, Interdisciplinary Studies: Individualized Program. Graduate School, 1219 University of Oregon, Eugene OR 97403-1219.

Folklore. This program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the Folklore section of this catalog. Address inquiries to Sharon R. Sherman, Director, Folklore Program, 1287 University of Oregon, Eugene OR 97403-1267.

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 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 all 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 a term in the student's major. 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/NP (pass/no pass). See Dissertation Registration for more information.

Language Requirement

Individual schools or departments may require knowledge of a second language or of 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 adviser or doctoral committee to determine which languages the candidate is expected to know before beginning dissertation research. Guidelines for language proficiency are established by the candidate's home department.

Advisory Committee

The advisory committee is appointed by the department and determines the work to be completed in light of the student's academic background and objectives. This committee usually consists of three or four members, and the student's adviser is chair.

Examinations and Advancement to Candidacy

Every student must pass 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 protocols and procedures from the Human Subjects Compliance Office, located in the Riverfront Research Park. Researchers who want to use vertebrate animals may obtain protocols 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 whether 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 in absentia registration maintains the student’s status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student’s return to active enrollment within the seven-year time limit.

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 foundation 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 for the Ph.D. degree.

**Dissertation**

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

**Advancement to Candidacy**

Advancement to candidacy for the Ph.D. degree in the College of Education is based on the recommendation of a doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) being admitted to the degree program, (2) substantially completing all of the planned course work, and (3) receiving the 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 a minor 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.
3. Completion minimum is 3 graduate credits a term
4. 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
5. Comprehensive examinations, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate’s home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate’s department, school, or college. A minimum of 18 credits of Dissertation (603) are required after advancement
7. In absentia. Postadvancement doctoral students are allowed only a single academic year of registration in absentia following advancement to candidacy
8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School
9. Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and four copies of final abstract must be filed with the Graduate School no fewer than three weeks before the date of defense
10. Dissertation publication, arranged through the Graduate School
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

Robert Donald Clark Honors College

Paul L. Csonka, Director
(541) 346-5414
320 Chapman Hall
1293 University of Oregon
Eugene OR 97403-1293
honors@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~honors

Faculty

Louise M. Bishop, adjunct assistant professor. See English.
Joseph G. Fracchia, associate professor (European intellectual history). B.A., 1972; California, Davis; M.A., 1975; California, Santa Barbara; Ph.D., 1985; California, Davis. (1986)
Dennis Todd, adjunct assistant professor (ecology, evolution). B.S., 1969; Oregon; M.S., 1971; Scripps; Ph.D., 1984; Oregon. (1984)
The data in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Affiliated Faculty

Michael C. Anderson, psychology
Holly Arrow, psychology
Diane B. Baxter, anthropology
Stephen W. Durrant, East Asian languages and literatures
Christopher J. Ellis, economics
Paul C. Engelking, chemistry
Jennifer J. Freyd, psychology
Oakumre George, English
T. Giron, linguistics
Roland Greene, comparative literature and English
Robert S. Haskett, history
Joseph A. Hynes Jr., English
Dominic A. LaRusso, theater arts
Bertram F. Malle, psychology
John M. Orbuch, political science
Robert C. Prudfoot, international studies
Cheyney C. Ryan, philosophy
James M. Schombert, physics
Steven Shanekman, English and classics
Larry D. Singell Jr., economics
Donald S. Taylor, English
Marc Vanecheewicz, music
Louise Wesling, English

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.), bachelor of science (B.S.), or any other bachelor's degree offered at the university. 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 colloquiums 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.

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 from abroad.

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 around the country and the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to endeavors 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. 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 qualifications, 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 itself is a significant part of the education offered at the honors college.

**Full-Year Sequences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>History, Honors College History (HC 107H, 108H, 109H)</td>
<td></td>
</tr>
<tr>
<td>Literature, Honors College Literature (HC 101H, 102H, 103H)</td>
<td></td>
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</tbody>
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**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) or Honors College Introduction to Microeconomics (HC 204H) and Honors College Introduction to Macroeconomics (HC 205H) or Honors College Introduction to Psychology (HC 212H) or approved courses in one of the social science departments.

**Mathematics and Science Requirement**

Students must take a total of four courses in mathematics and science; at least one course must be taken in each area. Courses may be chosen from the list below.

**Mathematics.** Courses chosen from mathematics courses numbered MATH 105 and higher; Honors College Topics in Modern Mathematics (HC 171H, 172H); PSY 302; 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.

**Colloquiums.** The two required colloquiums 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 from the honors college generally do not take the university's required writing courses. Students who transfer out of the honors college before completing work for their degree 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 equivalent to completion of the second college year 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 (CPA) at graduation.

**Honors College Courses (HC)**

101, 102, 103 (H) Honors College Literature (4,4) A 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, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

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, art history, 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; 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.

Freshman Honors Track

The Freshman 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—humanities, social sciences, and 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 Freshman 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 to 134 credits, the last 45 at the UO, and GPAs of 3.75 or higher are named Junior Scholars by the Mortar Board honorary society during winter term.

Latin Honors

Graduating seniors 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

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 members by invitation only; for others, students must submit applications.

Initiation Fees. Many, but not all, honorary societies charge initiation fees. The Olwen William Harris Endowment Fund has been established to help students who cannot afford to pay initiation fees. To receive money from this fund, students must complete a request form, available from the Office of Student Life. An advisory committee reviews all requests and dispenses the awards.

Honorary Societies

Alpha Lambda Delta

Sharon Loschiavo, Adviser

(541) 346-9288

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 45 credits at the university to be invited to membership. A membership reception is held in the fall, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $50

Phi Beta Kappa Society

Nan Coppel-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, Marjone Perloff, 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 UO grade-point average (GPA) of 3.70, or 3.90 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., P without an asterisk; at least two breadth courses outside the major subject code must be taken for letter grades. Liberal courses that are outside the College of Arts and Sciences (CAS) and share the same subject code are assigned to one of the three groups.
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 these 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
Sharon Loschiavo, Adviser
(541) 346-9288
UO freshmen who have a cumulative GPA of 3.50 and at least 12 graded credits a term after winter or spring term are invited to join Phi Eta Sigma. New members are initiated in the spring and are active the following year. Initiation fee: $15 to $30

Honorary Based on Scholarship, Leadership, and Service

(membership by invitation and application)

Ancient Order of the Druids
Beth Pfeiffer, Adviser
(541) 346-6009
Druids is an honorary society for juniors who exhibit outstanding scholarship, leadership, service, character, and participation in student activities. It is open to anyone with a 3.20 GPA or better who will have completed 90 credits by the following fall. Availability of applications is announced each spring in the Oregon Daily Emerald. Membership is limited to approximately twenty-five students. New members are elected by unanimous vote of the active members.

Friars
Office of Student Life 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 alumnus. No application is required. Prospective members are nominated by the active membership. New members are selected each spring.

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

Professional Organizations

Alpa 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: $36

Alpha Kappa Psi
Anne M. Forrestel, Adviser
(541) 346-3458
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: $40

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. Matsunaga, 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
Jonathan S. Skolnik, Adviser
(541) 346-4059
Chartered in 1936, Delta Phi Alpha is a national honorary society dedicated to promoting the study of German language, literature, and civilization; to fostering an interest in and a better understanding of German-speaking people, and to fostering a sympathetic appreciation of German culture. Membership is open to graduates 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
Elizabeth A. Housworth and Allan J. Sieradski, Advisers
(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 K. 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. It aims 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 honorary society, are to promote scholarship and recognition among students and professionals in public affairs and administration and to foster integrity and creative performance in government and related public service. To become members, past or present students or teachers must display high academic achievement or outstanding public service in public affairs or public administration programs of universities that belong to the National Association of Schools of Public Affairs and Administration. Initiation fee: $30

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

Service Organizations
Alpha Phi Omega
Chris Loschavlo, Adviser
(541) 346-1141
A service honorary organization for both undergraduate and graduate students, Alpha Phi Omega develops leadership skills and promotes friendships by serving the local community. Applications are accepted year round in 364 Oregon Hall. Initiation fee: $15

Circle K International
John H. Baldwin, Coordinator
(541) 346-3895
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 Templetton 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 (junior)
Doyle Higdon Memorial Trophy (senior and graduate students)
Emerald Athletic Award (senior student-athlete)
Friendship Foundation Awards (international student)
Gerlinger Cup (junior man)
Global Citizen Award (any student)
Golds Parker Wickham Scholarship (senior woman)
Graduate Service Awards (master's or doctoral students)
Jackson Athletic Trophy (senior woman athlete)
Jewel Hairston Bell Award (person of color)
Koy Cup (junior man)
Mary Hulzlikowicz Award (freshman)
Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)
Mother's Club Scholarships (any student)
Ola Love Fellowship, American Association of University Women (graduate student)
Outstanding International Student Awards (any student)
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)

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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 England Scholarship (senior or first-year graduate student in English or history)

Alice Henson Ernst Scholarship (any student)

Barry M. Goldwater Scholarship (sophomore or junior math and science majors)

Fullbright Grants for Overseas Study (graduate students)

Fullbright-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 in English)

Lloyd Staples Fellowship (undergraduate and graduate students in geological sciences)

Truman Scholarship (junior-year undergraduate student)

James C. Stovall Fellowship Fund (awards to undergraduate students 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 even 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 reeducation 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—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 section of this catalog. The College of Arts and Sciences offers the Clark Honors College and the Freshman 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
Vernon R. Dorjah, anthropology
Rebecca Easton, international education and exchange
Laura Fear, history
Ibrahim J. Gassama, law
Olakunle George, English
Rita Honka, dance
Joanna E. Lambert, anthropology
Doni L. Payne, linguistics
Kathy Fonie, international education and exchange
H. Leslie Steeves, journalism and communication
Peter A. Walker, geography
Stephen B. Wooten, anthropology

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.

UO students may apply to study at the University of Ghana or the University of Cape Town, South Africa through the Council on International Educational Exchange. Students may also choose one of two programs in thirteen African countries sponsored by the School for International Training—Botswana, Cameroon, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Uganda, and Zimbabwe. Financial aid is available for all these programs. Information is available from the Office of International Education and Exchange; telephone (541) 346-3206.

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.

UO 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.

The program offers opportunities for Swahili self-study with the assistance of native speakers. Information is available from the Yamada Language Center; telephone (541) 346-3046.

Each spring the African studies committee coordinates the offering of Introduction to African Studies (HUM 315). HUM 315 is recommended for students considering a study abroad or internship program in Africa or further course work or Africa.

The following courses with content on Africa may be offered at the university during 2000-2001.

**Anthropology**
- Exploring Other Cultures: Ethnology of Africa (ANTH 310), 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), Special Studies: African Drumming (DANC 399), Tribal Dance Cultures (DANC 452/552)
- English, World Literature (ENG 109), Special Studies: African Literature (ENG 399)
- Geography, Geography of Africa (GEOG 475/575)
- History, African Women (HIST 312), Precolonial Africa (HIST 323), Colonial and Postcolonial Africa (HIST 326), Film and Culture in Colonial and Post-Colonial Africa (HIST 417/418)
- Humanities, introduction to African Studies (HUM 315)
- International Studies, Seminar: Development and Social Change in Sub-Saharan Africa (INTL 407/507)
- 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)

**Anthropology**

Aletta Biersack, Department Head
(541) 346-5102
(541) 346-6668 fax
308 Condon Hall
http://darkwing.uoregon.edu/~anthroc/

**Faculty**


Olakunle George, English

Joanna E. Lambert, anthropology

Doni L. Payne, linguistics

Kathy Fonie, international education and exchange

H. Leslie Steeves, journalism and communication

Peter A. Walker, geography

Stephen B. Wooten, anthropology

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Leslie Steeves/ Committee Chair
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 society and culture. Students planning to pursue graduate work in all fields and for anthropology majors, anthropology offers a broad perspective on Western and non-Western cultures and can augment studies in many other fields, including language study; history; international studies; art history; and 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 worth of 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 and prepares the student for citizenship in a multicultural nation.

Students seeking work as professional anthropologists should plan for advanced degrees in anthropology. Graduates with master's or Ph.D. degrees may find work in government, community colleges, or museums. For university teaching and research careers, a Ph.D. degree is necessary.

Bachelor's Degree Requirements

The department offers work leading to the bachelor of arts (B.A.) and 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. ANTH 110, 150, and 4 credits in physical anthropology at the 100- or 200-level
2. 8 credits in physical anthropology at the 300-409 level
3. 8 credits in cultural anthropology at the 300-409 level
4. 8 credits in archaeology or prehistory at the 300-409 level
5. 12 credits in electives at the 300-499 level

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

Of the 48 credits required in anthropology, 40 must be graded and at least 16 must be at the 400 level. No more than 8 credits with grades of D+, D, or D- may be counted. To ensure a liberal education, the department strongly recommends that students limit their undergraduate work in anthropology to a maximum of 52 credits. Students planning to do graduate work are advised to complete two years of one or more second languages. Preparation in statistics and computer science is also desirable.

Sample Program

Major requirements may be met by the following schedule:

- Freshman Year. Three introductory courses in anthropology—including ANTH 110 and 150—are recommended.
- Sophomore Year. 12 credits in 300-409-level anthropology courses from the archaeology, cultural, and physical offerings (in any combination or order)
- Junior Year. 12 credits in 300-409-level anthropology courses
- Senior Year. 12 credits in 300-409-level anthropology courses

Cultural Resource Management Archaeology Option (44 credits)

Undergraduate and graduate anthropology majors may choose this option, which satisfies most of the requirements listed above.

Required Courses

- Workshop: Archaeological Field School (ANTH 404/508) or equivalent
- Cultural Resource Management (ANTH 449/549)

Elective Courses

Two courses selected from each of the following areas:

- Cultural Anthropology, ANTH 320, 323, 344, 407/507, 417, 425/525, 607, 695
- Regional Prehistory, ANTH 310, 341, 342, 434, 407/507, 410/510, 422/542, 443/543, 444/544, 607

Method and Theory, ANTH 306, 407/507, 446/546, 447/547, 471/571, 607, 681, 697

Practical Applications. Special Problems:
- Cultural Resource Management Archaeology Internship (ANTH 406, 606), Practicum: Cultural Resource Management Archaeology (ANTH 409, 609)

The following complementary courses are recommended:

- Geography, Cartographic Methods (GEOG 311)
- Advanced Cartography (GEOG 411/511), Introductory Geographic Information Systems (GEOG 416/516)
- Historic Preservation, Introduction to Historic Preservation (AAP 411/511), Historic Survey and Inventory Methodology (AAP 451/551)

Honors

Application for graduation with honors must be made through the student's departmental adviser no later than during the 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 adviser

Minor Requirements

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

- 4 credits in 100- or 200-level courses
- 16 credits in 300- or 400-level courses of which 8 credits must be at the 400 level
- 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 fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the College of Education 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.

Graduate students are members of the Association of Anthropological Graduate Students and are represented in the Student Senate.

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 earn 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. 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 unless 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 anthropology specialization. Drawing on faculty expertise in the UO Department of Anthropology and in anthropology departments from other schools in the Oregon University System, anthropologists in the specialization comprises paleoanthropology, primateanatomy and morphology—skeletal and dental; medicine and disease; human adaptation, biology, and nutrition; and forensic anthropology.

Museum of Natural History

The UO's Museum of Natural History and its research division, the Oregon State Museum of Anthropology, provide opportunities for students to gain research experience through field projects and museum experience through the natural history museum's public programs. The rich resources of the state museum of anthropology's collections are available to anthropology students, faculty members, and other qualified researchers. Both museums are described in the Campus and Community Resources section of this catalog.

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 Ehr 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) Homo sapiens 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 relations, 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.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R)

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

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 comparative study of selected cultures. R when topic changes.

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


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.

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. Prereq: ANTH 110 or 180.

324 Pacific Basin: Melanesia and Australia (4) General introduction to the area emphasizing traditional political, gender, and marriage systems; exchange; modern social beliefs and ritual; and the effects of and responses to contact. Biernack.

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 Paleolithic times to the early imperial civilizations. Emphasis on functional and adaptive characteristics and ecological factors. Aikens.

343 Pacific Islands Archaeology (4) Archaeology and prehistoric cultural development of Eastern Polynesia and Micronesia. Emphasizes Southeast Asian cultural foundations and ecological adaptations. ANTH 150 recommended. Aikens.

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. Moore.

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 biology 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. Prereq: 3 credits in physical anthropology or biology or instructor's consent. Lukacs.

363 Nutritional Anthropology (4) Human nutrition and adaptation. Evolution of human...
364 Evolutionary Biology of Primates (4) Comparative biology and anatomy of the nonhuman primates with special emphasis on evolutionary trends and adaptive complexes.

365 Food and Culture (4) Anthropological approach to the role of nutrition in human development (individual and group); cultural determinants and differences among populations; world food policy; and applied nutritional anthropology. Moreno.

366 Human Osteology Laboratory (4) Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Coreq: ANTH 360 or 361 or 362. Lukacs.

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

368 Scientific Racism: An Anthropological Exploration of the theoretical convergences and divergences between the two disciplines, mutual topical fact, and historical connections. Emphasizes the period 1968 to the present. Prereq: 3 credits in cultural anthropology or instructor's consent. Silverman.

421/521 Anthropology of Gender (4) Overview of the anthropology of gender as an emerging focus in anthropology: strengths, weaknesses, promises, possibilities. Prereq: sophomore standing; 8 credits in social sciences, humanities, and/or women's studies. Kelsay. Stephen.

425/525 Topics in Pacific Ethnology (4R) Introduction to various topics bearing on historical and/or contemporary regions 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. Dorjahn.

427/527 Peoples of Central and East Africa (4) Central and eastern ethnology of contemporary African peoples in Central and East Africa. Prereq: 8 credits in social science or instructor's consent. Dorjahn.

428/528 Peoples of West Africa and the Sahara (4) Societies of the West African coast, the Sudan, and the Sahara from the 19th century to the present. Prereq: 8 credits in social science or instructor's consent. Dorjahn.

429/529 Jewish Folklore and Ethnology (4) Traditional expressive culture of East European Jews including narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States. Silverman.

430/530 Balkan Society and Folklore (4) Explores ethnic groups of the Balkans with attention to the roles of folklore, nationalism, rural-urban relationships, gender, music, and folk arts. Silverman.

433/533 Native Central Americans (4) Contact period and contemporary ethnography of native peoples' ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent. Stephen.

434/534 Native South Americans (4) Contact period and contemporary ethnography of native peoples' ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent. Stephen. Sugiyama.

435/535 Approaches to the Symbolic (4) Surveys the frameworks used in and outside anthropology: structuralism, hermeneutics, symbolic interactionism, and performance, cultural Marxism, and the new ecologies. Prereq: junior standing. 8 credits in social science or humanities or both. Biersack.

436/536 Cultures of Island Southeast Asia (4) Peoples and cultures of Indonesia, Malay, and the Philippines. Topics include precolonial state systems; colonialism; gender, kinship, and religion; local economies and industrialization. Biersack.

437/537 Cultures of Mainland Southeast Asia (4) Peoples and cultures of Thailand, Burma, Vietnam, Laos, and Cambodia. Overview of precolonial state systems and impact of colonialism, Indigenous gender, kinship, religious, economic systems. Prereq: 8 credits of social science or instructor's consent.

439/539 Feminism and Ethnography (4) Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicings, and the politics of fieldwork and the text. Prereq for 439: instructor's consent; prereq for 539: 8 credits in social science or humanities. Silverman.

440/540 Topics in Old World Prehistory: [Topic] (4R) Archaeology of prehistoric cultures in selected regions of the Middle East, Southeast Asia, and Africa, from the first human cultures to the historic periods. Prereq: 3 credits in archaeology or prehistory 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 Alaska to northern California, from earliest settlement through Western contact. Prereq: ANTH 150. Moss.

443/543 North American Prehistory (4R) Survey of interdisciplinary research applied to prehistoric cultures and environments in North America. Prereq: 3 credits in archaeology or prehistory or instructor's consent. Moss.

444/544 Middle American Prehistory (4) Archaeology and prehistory of Mexico and Central America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

445/545 Laboratory in Archaeological Analysis (4) Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet, and ancient technology; interdisciplinary research strategies. Prereq: 3 credits in archaeology or prehistory or instructor's consent.


448/548 Gender and Prehistory (4) Discussion of gender as an emerging focus of archaeological theory, method, and interpretation. Examination of case studies from around the world during prehistory. Prereq: ANTH 150. Moss.

449/549 Cultural Resource Management (4) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq for 449: ANTH 443 and 4 credits of upper-division archaeology or prehistory, or instructor's consent; prereq for 549: graduate standing in anthropology or instructor's consent. Moss.

450/550 The Anthropology Museum (3) Introduction to the operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding. Prereq: ANTH 150. Simonds.

461/561 Primate Systematics and Taxonomy (4) Development of taxonomy, methods, and principles of evolutionary classification; numerical and phenetics and taxonomic theory; primate and humanid classification. Prereq: ANTH 360, 361; or instructor's consent. P. Simonds.

462/562 Paleoprimatology (4) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations, locomotion, special senses, dentition. Prereq: ANTH 361 or instructor's consent. Lukacs.
463/563 Primate Behavior (4) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of the living primates; social structure and social organization of a variety of species. Prereq: instructor's consent.

P. Simons.

464/564 Methods and Perspectives in Human Biology (4) Biological study of human populations with practical experience in analysis and interpretation of data on growth and development, nutrition, health, and demography. Prereq: ANTH 363 or 367 or instructor's consent. Moreno.

465/565 Gender Issues in Nutritional Anthropology (4) Discussion of gender differences in nutritional status, dietary requirements, and diet-related diseases. Topics include gender-related aspects of food, politics, economics, and policies. Prereq: ANTH 365 or instructor's consent. Moreno.


471/571 Zooarchaeology (4) Hands-on experience with analysts and interpretation of bone and shell animal remains from archaeological sites, skeletons, laboratory. Prereq: ANTH 150, one upper-division prehistory course, instructor's consent. Moss.

473/573 Palaeoanthropology of South Asia (4) Traces the development of the peoples and cultures of the Indian subcontinent through a survey of the main fossil discoveries, archaeological sites, and human skeletal collections. Prereq: ANTH 150, 170. Lukacs.


486/586 Japanese Society and Culture (4) Introduction to contemporary Japan; covers the family, work, gender, media, nationalism and transnationalism, and popular culture. Kelsky.

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


492/592 World Health Problems (4) Provides information on world health problems and international programs, the World Health Organization, and its supporting agencies; intensive study of a regional health problem. Moreno.

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

504 Research [Topic] (1-16R) P/N only

506 Supervised College Teaching (1–5R)

507 Dissertation (1–16R) P/N only

508 Reading and Conference: [Topic] (1–16R) P/N only

509 Special Problems: [Topic] (1–16R)

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

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

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

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

682 Social Theory (5) Advanced theoretical topics in social anthropology and cultural studies. Topics and readings vary. Prereq: background in cultural anthropology or instructor's consent.

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

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

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. Biessack.


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

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

C. Melvin Aikens, anthropology (Japan)
William S. Ayres, anthropology (Southeast Asia)
Aleta Biersack, anthropology (Southeast Asia)
Cynthia J. Brokaw, history (China)
Steven T. Brown, East Asian languages and literatures (Japan)
Kathie Carpenter, linguistics (Southeast Asia)
Scott DeLancy, linguistics (Southeast Asia)
Janet W. Desteiner, dance (Southeast Asia)
Stephen W. Dunn, East Asian languages and literatures (China)
Maram Epstein, East Asian languages and literatures (China)
Robert H. Felsing, library (East Asia)
Michael B. Fichten, East Asian languages and literatures (China)
Noriko Fuji, East Asian languages and literatures (Japan)
Andrew E. Goble, history (Japan)
Bryn Goodman, history (China)
Jeffrey E. Hanes, history (Japan)
Jyoti Hosagali, architecture (South Asia)
Esther Jacobson, art history (Central Asia, China)
Karen L. Keisly, anthropology (Japan)
Stephen W. Kohl, East Asian languages and literatures (Japan)
Richard Kraus, political science (China)
Robert Kyr, music (Southeast Asia)
Charles H. Lachman, art history (China)
Wendy Larson, East Asian languages and literatures (China)
John R. Lukacs, anthropology (South Asia)
Glenn A. May, history (Southeast Asia)
Geraldine Moreno, anthropology (Southeast Asia)
Robin Paynter, library (Southeast Asia)
Robert C. Proudfoot, international studies (East Asia)
Tae-Lan Sang, East Asian languages and literatures (China)
Richard M. Steers, management (Korea)
Richard P. Sutheimer, political science (China)
Sarah Thompson, art history (Japan)
Andrzej M. Weisner, international studies (Southeast 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 majoring in Asian studies often complement their course work with a year or more of residence in Asia or double major to combine a proficiency with their area of expertise. Job possibilities are increasing in such fields as
business, journalism, government, and education. Many students go on to graduate studies. The curriculum includes courses in anthropology; art history; Chinese language and literature; dance; 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.

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 with 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) above. 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 Southeast Asia in Modern Times (PS 338) or up to two courses in anthropology.
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 (8 credits). 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.
5. Seminar (at least 3 credits). One 400-level seminar 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. 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 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 must take appropriate preparatory courses, for which no graduate credit is earned.

Prior to registration, the Asian studies committee assigns each student an adviser, 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 advisers 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 course work, 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. Supplementary Application and Financial Statement for International Students must be submitted by international students
7. 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. Nonnative 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, including Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), which should be taken during the third 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, history

3. To ensure a cross-regional awareness, at least 8 credits of the 44 must be in courses about a
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 Asian-related), submit two substantial research papers on Asian topics developed in seminars or colloquia, and pass all 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. Language training is a required part of the program and must be planned from the outset of graduate study. Particularly if the student has no training in an Asian language. Languages offered at the University of Oregon are Chinese and Japanese. 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)
405 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)
Explores the diverse perspectives that define Asian studies. Samples conflicts, controversies, and areas of consensus that characterize the field.

Prereq: instructor’s consent.

612 Issues in Asian Studies: [Topic] (3R)
Selected Asian studies issues. Prereq: instructor’s consent. R once when topic changes for maximum of 6 credits.

Biology

Janis C. Weeks, Department Head
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Faculty


George C. Carr, professor (fungal and microbial ecology, mycology), B.A., 1962, Swarthmore; Ph.D., 1966, Texas. (1967)


Alan C. Dickman, senior instructor with title of research assistant professor (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., 1970, Canisius; M.S., 1972, Maine at Orono; Ph.D., 1977, State University of New York at Albany. (1985)


Alan Shanks, associate professor (marine and intertidal ecology, larval biology, zooplankton), B.A., 1977, California, Santa Cruz; Ph.D., 1985, California, San Diego. (1993)


Terry Takezaki, assistant professor (analysis of neural circuitry), B.S., 1975, California, Irvine; Ph.D., 1981, State University of New York, Downstate Medical Center. (1983)


Janis C. Weeks, professor (neurophysiology, endocrinology, and development), B.S., 1973, Massachusetts Institute of Technology; Ph.D., 1980, California, San Diego. (1986)


Courtesies


Emeriti

Andrew S. Baker, professor emeritus, Ph.D., 1950, D.Sc., 1956, Cracow. (1964)


Peter W. Frank, professor emeritus, B.A., 1944, Earnham; Ph.D., 1951, Chicago. (1957)
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 bulletins from many schools.

Nonmajors
Nonmajors courses, offered at the 100 level, are intended for students with little or no college background in biology or chemistry. Content may vary from year to year, but focus on the biological basis of topics in ecology, evolution, behavior, human physiology, and genetics. Students who are contemplating a major in the sciences are advised to begin their biology courses with either of the 200-level introductory sequences. Students who want an overview of biology as part of preprofessional training for health-related fields, psychology, education, 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 appropriate courses they intend to 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 for 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: wetlands biologist, biology preparator at a university, quality-control biologist, physician's assistant, science teacher with the Peace Corps, pharmaceutical sales representative, medical technologist, marine-biology research scientist, environmental educator, biotechnology research scientist, U.S. Forest Service botanist, high school biology teacher, physical therapy assistant, owner of a software company, forensic scientist with the state police crime lab, owner of an oyster farm, fisheries biologist.

Biology majors are encouraged to become involved in a variety of learning experiences in addition to their college courses. Internships, community service, or similar experiences are increasingly important in securing jobs or a position in professional programs. Career-related information is available in the Career Center, 244 Hendricks Hall; students are also encouraged to pursue resources in the biology undergraduate advising center.

Major 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 meet the major requirements in effect at the time they are accepted as majors or complete subsequent major requirements. Specific courses required for a major in biology are listed below.

1. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 224H1, 224H2)
2. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239)
3. Mathematics, to include Calculus I (MATH 251, 252) courses designed for life scientists; a course in statistics is recommended
4. General Physics (PHYS 211, 212, 213) or General Physics with Calculus (PHYS 211, 212, 213)
5. Organic chemistry sequence (CH 331, 332 or CH 331, 336, 336)
6. Foundations of Biology (ULULULIV BI 261-264). This curriculum is essential to understanding modern biology regardless of a student's intended area of specialization. Because the sequence has specific and stringent prerequisites for enrollment, students should consult advisers in the biology undergraduate advising center for help in evaluating eligibility
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

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, developmental biology, ecology and evolution, marine biology, and neurobiology offer students opportunities to learn from and work with scientists who are making important contributions to knowledge in these broad areas. 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 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.

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http://biology.uoregon.edu/Biology_UWU/Advising/
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.

**Animal Use in Teaching Laboratories.** Students should be aware that the biology major program requires them to take courses in which they may have to perform experiments on a variety of organisms, including vertebrate animals.

Prospective biology majors who are concerned about this should discuss it with their advisers before beginning the biology program. Students are encouraged to review the syllabi for laboratory courses before enrolling. Each syllabus contains a list and brief descriptions of the laboratory exercises for that course or sequence. Syllabi are available in the biology undergraduate advising center and on the department’s web page.

Department and university policies require that the use of live vertebrate animals be minimized in teaching laboratories and be approved by the curricular committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon. Students who have ethical objections to animal use in a course that requires it should consult the director of undergraduate advising before enrolling.

**Recommended Program.** Each student should consult an adviser in the biology undergraduate advising center for help with determining a program of study. Freshman biology majors enrolled in a calculus course typically take general chemistry with laboratories, and the first two terms of the biology sequence for majors (BI 261, 262). In the sophomore year, these majors take organic chemistry (CH 331, 332 or CH 331, 335, 336) and complete the last two terms of the major’s introduction sequence (BI 263, 264).

Upper-division biology electives and General Physics (PHYS 201, 202, 203) are typically taken by majors after successful completion of the major’s introductory sequence.

Students who start with the lower levels of mathematics typically defer registering for the major’s biology sequence until the sophomore year.

By the end of the sophomore year, each student should have met with a biology adviser to develop a program that satisfies both the interests of the student and the major requirements.

Unless stated otherwise, biology courses taken to meet major requirements must be passed with grades of C+ or better. Grades of N or D+ or lower are unacceptable, and students with such grades should consult the director of undergraduate advising to determine corrective action. Students should choose the pass/no pass (P/IN) 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 science or 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 395), Invertebrate Biology (BI 451), Marine Biology: Biology of Estuaries, Biology of Fishes, or MarineEnvironmental 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 455), Marine Ecology (BI 474), and some two-term courses. A seminar and a weekend workshop series are 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.

**Malheur Field Station.** The University of Oregon is a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides an excellent opportunity for students to study a variety of terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the UO and included in the total credits required for a University of Oregon degree. 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 field station web site or 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 nonmajors. For the second degree, all departmental and 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 and an honors committee member, before beginning research.
5. Complete a minimum of 9 credits in Research (BI 491) 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; spend a term at OIMB; 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 interested in marine biology may spend one or more terms at OIMB, the university’s marine laboratory. Interested students should plan to attend during their junior or senior years. 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 summary questions are available in electronic format in
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 earned on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.

Candidates for the master’s degree complete one of the following sets of requirements:

1. A minimum of 60 credits of course work and the preparation of a critical essay
2. 45 credits of course work and the completion of a research project that is presented as a thesis

Two years are typically required for completion of the master’s degree. More information is available from the biology department graduate secretary.

A two-year master’s degree with a specialty in marine biology is offered 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 variety of careers in aquatic or marine biology or serve as preparation for advancement to a Ph.D. program. Students may be able to accelerate completion of a master’s degree program by completing graduate courses while still in the undergraduate program. For information see Reservation of Graduate Credit in the Graduate School 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 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.

Admission

An application, reference forms, and additional information may be obtained from the department’s web site or from the department office. Requirements for admission to the graduate program include the following:

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

Completed application forms, copies of college transcripts, and letters of reference should be sent to the department’s graduate secretary. Official transcripts of all college work must be sent directly to the UO Office of Admissions.

Application Deadline. All application material must be received by the department by January 10, when the graduate admissions committee begins reviewing applications.

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 adviser. 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 ecology and evolution program is particularly strong in the areas of population biology and evolutionary genetics. Active research programs emphasize life-history evolution, photoperiodism and seasonality, ecological genetics, plant-insect interactions, genetic conservation, molecular evolution, behavior, theoretical ecology, and microbial 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 an fertilized egg to an adult organism. Various laboratories in the Institutes of Neuroscience and of Molecular Biology emphasize how vertebrate embryos develop their axes and their brains; how signals program cell fate 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 session 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 evolution, the biology of intertidal organisms 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 constitute the program.

Address inquiries to the Director, Environmental Studies Program, 10 Pacific Hall, 5223 University of Oregon, Eugene OR 97403-5223.

Biology Courses (BI)

Current course syllabi, detailed course descriptions, and a 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.

120 Reproduction and Development (4)
intended to help nonscientists understand biomedicale information encountered in daily life.

Human reproduction and development in the light of modern scientific experience. Lectures, laboratory. For nonmajors.

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

122 Introduction to Human Genetics (4)
Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussion. For nonmajors.

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. Lectures, discussion. For nonmajors.

130 Introduction to Ecology (4)
The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems. Lectures, discussion. For nonmajors.

131 Introduction to Evolution (4) Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanics of evolution, speciation, and extinction. Lectures, discussion. For nonmajors.

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. Lectures, discussion. For nonmajors.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R) Topics include Introduction to Health Professions, Medical Terminology, and a variety of Freshman Seminars.

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. Precore: one term of college-level general chemistry (CH 111 or higher) or equivalent.

212 General Biology II: Organisms (4) How cells develop and interact within complex organisms. Comparative anatomy and physiology of plants, animals, and fungi. Lectures, laboratory-discussion. Precore: C– or better in BI 211.

213 General Biology III: Populations (4) How organisms interact with their environments and with each other; ecology, evolution, and behavior. Lectures, laboratory-discussion. Precore: C– or better in BI 211, MATH 95 or higher.

261 Foundations I: Genetics and Evolution (5)
Genetic basis of life and evolutionary basis of biological diversity. Precore: grade of P or C– or better in first or third term of college-level general chemistry; precore: second term of college-level general chemistry. For biology majors and others planning life-science careers.

262 Foundations II: Molecular Genetics (5)
Biological processes of reproduction and variation at the molecular level. How genes and proteins interact. Lectures, laboratory. Precore: grades of P or C– or better in BI 261 and second term of general chemistry. For biology majors and others planning life-science careers.

263 Foundations III: Biochemical Basis of Life (5)
How macromolecules generate the structural elements of living cells and direct universal cellular functions such as the interconversion of food and energy. Lectures, laboratory. Precore: grades of P or C– or better in BI 262 and third term of general chemistry. Precore: CH 331. For biology majors and others planning life-science careers.

264 Foundations IV: Biological Interactions (5)
How living organisms develop, function as a whole, and interact with each other. Lectures, laboratory. Precore: grade of P or C– or better in BI 263. For biology majors and others planning life-science careers.

307 Forest Biology (4)
Structure and function of forested ecosystems and emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratory. Precore: BI 213 or 264 or instructor's consent.

308 Freshwater Biology (4) Environments of lakes and streams. Effects of physical and chemical factors on organisms, biological interactions, nutrient cycles, results of human activities. Lectures, laboratory. Precore: BI 213 or 264 or instructor's consent.

318 Bacteriology (5)

320 Genetics (4)
Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translation control, and genetic rearrangement. Precore: BI 264 or instructor's consent.

322 Cell Biology (4) Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, endocytosis, endocytosis, cell signaling, cell division mechanics and controls, aging and death. Lectures, laboratory-discussion. Precore: BI 211–213 or BI 264 or instructor's consent.

328 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neotopia. Lectures, laboratory. Precore: BI 264 or instructor's consent.

330 Microbiology (3) Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O2-producing photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Precore: BI 263 or instructor's consent.

331 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Precore: BI 330 or instructor's consent. Two scheduled laboratories per week; additional unscheduled time required.

340 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant divisions, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Lectures, laboratory. Precore: BI 211–213 or BI 264 or instructor's consent.

351 Invertebrate Biology (4)
Representative invertebrate groups, with emphasis on marine forms, morphology, systematics, life history, and ecology. Precore: BI 213 or 264 or instructor's consent. Students cannot receive credit for both BI 351 and BI 451. Offered at Oregon Institute of Marine Biology.

354 Vertebrate Form and Function (4) Evolution of the skeleton and locomotor adaptations. Comparative anatomy and evolution of major body systems of vertebrates and their adaptations to various environments. Lectures, laboratory. Precore: BI 213 or 264 or instructor's consent. Offered at Oregon Institute of Marine Biology.

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 be traced in regulatory gene activities. Precore: BI 264.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, temperature 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 264 or instructor’s consent. Not open to students who have credit for BI 458 or 474.

360 Neurobiology (4) Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 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 211–213 or BI 264 or instructor’s consent. Calculus or statistics 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 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) R when topic changes.

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

401 Research: [Topic] (1–16R). PIN 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) PIN only

406 Field Studies: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–2R) PIN 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) PIN only

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


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 involved genetic problems such as genomic imprinting, position effects, and gene silencing. Prereq: BI 320 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.

429/529 Developmental Patternning 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.


442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Lectures, laboratory. Prereq: BI 340 or instructor’s consent.

446/546 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 sessions only.

451/551 Invertebrate Zoology (5–8) 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.


458/558 Biological Oceanography (5) Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world’s oceans. Lectures, laboratory. Prereq: BI 264 or instructor’s consent. Offered at Oregon Institute of Marine Biology.

459/559 Field Ornithology (4) Natural history and identification of birds. Fieldwork emphasizes adaptation, behavior, breeding, distribution, migration, and ecology. Offered summer session only.


CH 461/561, 462/562, 463/563 Biochemistry (4,4,4) See Chemistry

463/563 Cellular Neuroscience (4) Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360 or instructor’s consent.


466/566 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 328, or instructor’s consent.


CH 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. Not offered 2000–2001.

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.

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
Gaylene Carpenter, arts and administration
Bryan T. Downes, planning, public policy and management
Paul Goldman, educational leadership
Steven Hocker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Glen A. Love, English
Madonna L. Mess, anthropology
Larry L. Neal, academic affairs
Deanna M. Robinson, 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 2000-2001:

Anthropology. Native North Americans (ANTH 320)

English. Western American Literature (ENG 326)

Geography. Urban Geography (GEOG 452/542), 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 (PPTM 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

Faculty

Ralph J. Barnhard, senior instructor, B.S., 1959, Oregon State; M.S., 1963, Oregon; Ph.D. (1966)

Virgil C. Bockelheide, professor (organic), A.B., 1959, Ph.D., 1943, Minnesota; (1960)


Jeffrey A. Cina, associate professor (physical), B.S., 1979, Wisconsin; M.S., 1985, California; Berkeley. (1995)


O. Hayes Griffith, professor (physical, biophysical). A.B., 1960, California; Riverside; Ph.D., 1964, California Institute of Technology. (1965)


James W. Long, senior instructor. B.S., 1965, Washington (Seattle); Ph.D., 1969, California; Berkeley. (1978)


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


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

The Department of Chemistry offers bachelor of arts and bachelor of science degrees in 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, geochemistry, materials 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 to three years of preparatory course work typically precede the research experience. The department enrolls twenty to thirty undergraduate students each term in Research (CH 401).

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

Two-year college students planning to transfer to the university to major in chemistry should prepare by taking courses equivalent to those outlined for the freshman and sophomore years.

The department offers three general-chemistry sequences—Introductory General Chemistry (CH 211, 212, 213), General Chemistry (CH 221, 222, 223), and Honors General Chemistry (CH 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, biology, pharmaceuticals, physics, 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 UO 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 227, 228, 229) or Advanced General Chemistry Laboratory (CH 227, 228, 229) .... 6

Organic Chemistry I (CH 331, 335, 336) .... 3

Organic Chemistry Laboratory (CH 337, 338) .... 6

Organic Analysis (CH 339) .... 10

Physical Chemistry (CH 411, 412, 413) .... 13

Physical Chemistry Laboratory (CH 417, 418, 419) .... 12

Advanced electives described below .... 9-12

Instrumental Analysis (CH 429) .... 5

Related Science Requirements

38 credits

Calculus I and II (MATH 251, 252, 253) .... 12

Introduction to Differential Equations (MATH 256) .... 8

Several-Variable Calculus I (MATH 281) .... 8

General Physics with Calculus (PHYS 211, 212, 213) .... 12

General Physics (PHYS 201, 202, 203) .... 12

Introductory Physics Laboratory (PHYS 204, 205, 206) .... 6

Advanced Electives

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

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 86 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) ........................................... 6

Organic Chemistry III (CH 331, 335, 336) .................................................. 12

Organic Chemistry Laboratory (CH 337, 338) .................................................. 12

Organic Analysis (CH 339) ................................................................. 10

Physical Chemistry (CH 411, 412, 413) .................................................. 12

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

Electives ................................................................. 8-12

Honors Program

The criteria used for the selection of students who graduate with departmental honors in chemistry or biochemistry are

1. Grade point average (GPA) of 3.50 or higher in all graded courses

2. Suitable accomplishment in undergraduate chemical or related research. Specifically, the student must pursue a research problem for one academic year or longer and be recommended as worthy of honors by the faculty supervisor. Positive accomplishment and publishable results are expected but not required

3. Completion of two years of a college-level second language

4. Endorsement for a major with honors by a faculty member of the university faculty

5. Completion of all course requirements for the B.S. degree in chemistry. Waivers or substitutions allowed with the chemistry faculty’s approval

Chemistry Minor

A minor in chemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional upper-division courses. Five possible options 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 408), and laboratory projects (CH 409) may not be applied as required course work for the minor.

Analytical-Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 417, 429

Inorganic Chemistry Option: General chemistry with laboratories plus CH 311, 412, 413, 431

Organic Chemistry Option: General chemistry plus CH 331, 335, 336, 337, 338

Organic Chemistry-Biochemistry Option: General chemistry with laboratories plus CH 331, CH 335, CH 336, CH 337, CH 338, CH 461

Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 417

Biochemistry Minor

The Department of Chemistry offers a minor in biochemistry. A total of 38 credits are required, distributed as follows:

**Lower Division**

General chemistry sequence .............................................. 12

General chemistry laboratories .............................................. 6

**Upper Division**

Organic Chemistry I (CH 331) .............................................. 4

Organic Chemistry of Biological Molecules (CH 332) or Organic Chemistry II (CH 335) .... 4

Biochemistry (CH 461, 462) .............................................. 8

Biochemistry (CH 463) or Biochemistry Laboratory (CH 467) .............................................. 4

Other courses may be submitted for consideration and approval by the department. At least 12 credits for the biochemistry minor must be completed at the University of Oregon. All courses applied to the minor must be completed with grades of C- or better. Credit for Seminar (CH 407), Reading and Conference (CH 408), and Special Laboratory Projects (CH 409) may not be applied as required courses or credits for the biochemistry minor.

Academic Minors for Chemistry Majors

A carefully chosen minor can complement and enhance undergraduate study in chemistry. Following is a selection of academic minors that chemistry majors might want to consider: biology, business administration, computer and information science, economics, environmental studies, exercise and movement science, geological sciences, mathematics, or physics.

Middle and Secondary School Teaching

The College of Education offers a fifth-year program for middle-secondary teaching license in chemistry and integrated sciences. This program is described in the College of Education 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 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 cell biology and in molecular synthesis, structure, and dynamics.

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 1999-2000 research projects in the Department of Chemistry were sponsored by the American Cancer Society, American Chemical Society,

An illustrated publication, University of Oregon Doctoral Program in Chemistry, may be requested from the department. The booklet presents information about the program, facilities, financial support, members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information about admission and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology
One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the program 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.

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.

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 conformations to changes in 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 word 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 on 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 composites, 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 force and scanning tunneling microscopy of modified surfaces and biological molecules, and electronic 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.

Graduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover the breadth of recent advances in organic, organometallic, inorganic, and materials research. Of foremost importance is the contiguous location of all research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal 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
The thrust of research in physical chemistry is to elucidate molecular structure, chemical dynamics, the properties of molecular solids, polymer structure and dynamics, and interfacial phenomena in terms of physical laws. The discipline draws upon and contributes to many areas of chemistry, physics, and materials science.

Research groups in physical chemistry develop and make use of sophisticated experimental techniques including linear and nonlinear optical spectroscopy, magnetic resonance spectroscopy, microscopy, surface science, gas dynamics, electrochemistry, and optics to prepare and characterize samples and measure their physical properties. These groups seek to explain new chemical phenomena in physical terms and to reconcile experimental findings with theoretical predictions.

Theoretical groups develop analytical and computational approaches to a broad range of research problems from vibrational dynamics and ultrafast nonlinear optical control of molecular processes to polyelectronic structure and dynamics, protein folding, cooperative dynamics in complex fluids, and the analytical theory of molecular potential energy surfaces.

Faculty members in physical chemistry participate in a number of interdisciplinary institutes and centers at the university, including the Institute of Theoretical Science, the Institute of Molecular Biology, the Materials Science Institute, and the Oregon Center for Optics.

Industrial Internships for Master's Degrees in Chemistry or Physics
Internship in Polymers. This internship introduces the fundamental concept, 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. 12 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 162: 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, biopolymers, and organic functional groups. Lecture, demonstration. Prereq: MAT 95.

196 Field Studies: [Topic] (1-2R)

199 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R) R when topic changes.

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry for students without high school chemistry or mathematics preparation. Topics include atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Prereq or coreq: MAT 111, or 112. Concurrent CH 227, 228, 229 recommended. Students can receive credit for only one of the following sequences: CH 211–213 or 221–223 or 224–226H.

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: MAT 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 dynamics, reactions, thermodynamics, and an introduction to quantum chemistry. Prereq or coreq: calculus. Coreq: CH 237, 238, 239. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students. Students can 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 analyses, voltametric cells, exercises in kinetics and inorganic chemistry. Prereq or coreq: CH 211, 212, 213 or CH 221, 222, 223 or instructor’s consent.

237 Advanced General Chemistry Laboratory (2) Experiments in chemistry emphasize gravimetric techniques, periodic relationships, chemical equations, phase diagrams, volumetric and spectrophotometric techniques. Coreq: CH 224H or instructor’s consent.

238, 239 Advanced General Chemistry Laboratory (2,2) Experiments in chemistry use spectrophotometric, titrimetric, and electrochemical techniques and culminate in a laboratory research project. Coreq for 238: CH 225H; coreq for 239: CH 226H; or instructor’s consent.

331 Organic Chemistry I (4) Structure, properties, and bonding of organic molecules. Prereq: CH 213 or 223 or 226H. Concurrent CH 337 recommended.

332 Organic Chemistry of Biological Molecules (4) Organic chemistry of the major classes of biomolecules (carbohydrates, lipids, amino acids, proteins, nucleic acids) with a focus on biological aspects. Prereq: CH 331. Concurrent CH 338 recommended. For biology majors and students in prehealth sciences, environmental sciences, and programs that do not require a full-year sequence in organic chemistry. Students cannot receive credit for both CH 332 and 336.


336 Organic Chemistry III (4) Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335. Concurrent CH 339 recommended. For chemistry majors, premedical and predental students. Students cannot receive credit for both CH 332 and 336.

337, 338 Organic Chemistry Laboratory (3,3) Principles and techniques of laboratory practice in organic chemistry. Prereq: CH 229 or 239 or coreq: CH 331, 332 or CH 331, 335.

339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Prereq 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, and bioenergetics, integration and regulation of metabolism, cytoskeleton, muscle and hormone action, and muscle physiology. Prereq: CH 332 or instructor’s consent.

399 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)

407/507 Seminar: [Topic] (1-5R) P/N only. No credit for both CH 407 and 507. Prereq: or coreq: 407 or 507. Seminar is limited to students who have completed or are enrolled in CH 461, 462, 463. No graduate credit.

408/508 Workshop: [Topic] (1-21R)

409 Special Laboratory Problems (1-21R) Nonresearch-oriented laboratory instruction and off-campus research and laboratory experience. 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, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 211, 212, 213 or PHYS 201, 202, 203, MATH 283; MATH 256, 281, 282 strongly recommended.

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,4) Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy to illustrate theoretical principles. Prereq: PHYS 204, 205, 206 or pre- or coreq: CH 411/511, 412/512, 413/513.

425 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 theory of transition metal compounds. 432/532, 433/533: syntheses, structures, reactions, and reaction mechanisms of coordination complexes, solid state materials, and bioinorganic molecules. 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.

442/542, 443/543 Quantum Chemistry and Spectroscopy (4,4) 442/542: molecular structure theory, perturbation theory, time-dependent quantum mechanics, theory of spectra, selection rules. 443/543: experimental spectra of atomic and molecular systems and surfaces. Prereq CH 441/541 or equivalent.

444/544 Chemical Thermodynamics (4) The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 413/513 or equivalent.

445/545 Statistical Mechanics (4) 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 and non-linear 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 applications of computer graphics and computational chemistry; asymmetric synthesis and catalysis. 453/553: strategies and tactics for the synthesis of complex organic molecules. Sequence.

461/561 Biochemistry (4) Structure and function of macromolecules. Prereq: CH 336 or CH 332 and BI 263. Prior exposure to calculus and physical chemistry recommended.

462/562 Biochemistry (4) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 441/541 or CH 332 and BI 263 or instructor’s consent.

463/563 Biochemistry (4) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemistry genetics. Prereq: CH 462/562 or CH 332 and BI 263 or instructor’s consent.

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Prereq: 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/N only
501 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-16R)
606 Field Studies: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.
608 Workshop: [Topic] (1-15R)
610 Terminal Project (1-16R)

610 Experimental Course: [Topic] (1-5R)
613 Organic-Inorganic Chemistry: [Topic] (1-4R)
618 Physical Chemistry: [Topic] (1-4R)
616 Biochemistry: [Topic] (1-4R)
615 Physical Methods of Spectroscopy (4)

608 Workshop: [Topic] (1-16R) Topics include catalysis, surface chemistry, organometallic chemistry, free radical chemistry, natural products, alkali metal chemistry, materials science, photochemistry, bioorganic-organic chemistry, synthetic methods, electrochemistry. R when topic changes.
614 Physical Chemistry: [Topic] (1-4R) Topics include group theory, rotational and vibrational spectroscopy, magnetic resonance, electronic spectroscopy, statistical mechanics, theory of polymers and complex fluids, kinetics of complex systems, solution thermodynamics. R when topic changes.
615 Biochemistry: [Topic] (1-4R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis. R when topic changes.

624 Physical Chemistry Journal Club: [Topic] (1R) Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature. R for maximum of 12 credits.
625 Physical Methods of NMR Spectroscopy (4) Principles of pulsed Fourier transform nuclear magnetic resonance, Bloch equations, density matrix formalism, spin relaxation, one- and multidimensional methods, data analysis, and analysis of both small and macromolecules.
626 Physical Methods of Spectroscopy (4) Theory and practice of infrared spectroscopy, electron absorption spectroscopy, electron spin resonance spectroscopy, magnetism, and mass spectroscopy with applications to organic, organometallic, inorganic, and solid state chemistry.
662 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.
664, 665 Physical Biochemistry (4,4) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics.

Classics

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Faculty

Jeffrey M. Hurwit, professor. See Art History
John Nichols, professor. See History
Steven Shankman, professor. See English

Emeriti

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

Participating

Martha J. Bayless, English
Marianne S. Nicolas, arts and sciences

Undergraduate Studies

The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval periods. The study of the Greek and Latin languages is essential to the discipline.

The undergraduate’s primary aim in studying classics at the university is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of classical literature in the original and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the languages and institutions of Western civilization.

Students who intend to major in classics begin the study of one or both of the classical languages as early as possible in their undergraduate careers. Those who expect to do graduate work should take French or German while they are undergraduates.

Careers. A bachelor’s degree in classics prepares students for entry into graduate programs in classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, fieldwork, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

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 C- or better.

Greek

In preparation, students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Greek Major Requirements 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 .................. 32

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

In preparation, students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Latin Major Requirements 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 .................. 32

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

In preparation, students must complete one year of college Greek and one year of college Latin or demonstrate proficiency in both languages at the introductory level. For the major, students must complete the following:

Classics
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 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: .............. 8
Ancient Greece (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-C 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 44 credits
Ancient Greece (HIST 412) and Ancient Rome (HIST 414) ..................................................... 8
Two courses in classical literature in translation (e.g., CLAS 301, 302, 303, 304 or, with department head's consent, HUM 101) .......... 8
Two courses in ancient art, selected from ARH 322, 323, 422, 423, 424 .................................. 8
Chosen in consultation with a classics department adviser, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARK), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL) ........................................... 20
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. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 or better in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee
Minor Requirements
Greek. The minor in Greek requires 24 credits distributed as follows:
8 credits in 400-level courses in Greek (GRK)
8 credits in 300-level courses in Greek (GRK)
16 upper-division credits in related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARK), English (ENG), philosophy (PHIL), religious studies (REL)
Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.
Latin. The minor in Latin requires 24 credits distributed as follows:
8 credits in 400-level courses in Latin (LAT)
16 upper-division credits in related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARK), English (ENG), philosophy (PHIL), religious studies (REL)
Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Secondary School Teaching
The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Licensure as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed before entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the department adviser. The College of Education offers a five-year program for teaching licensure in a second language. This program is described in the College of Education section of this catalog.

Interdisciplinary Program in Classical Archaeology
With the existing curricular resources of the university, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the program, 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 (ARTH 322) or Art of Ancient Rome (ARTH 323), Aegean Art (ARTH 422), Classical Greek Art (ARTH 423), Classical Greek Architecture (ARTH 424), Greek Architecture (ARTH 427), Roman Architecture (ARTH 428)
Courses recommended in addition to the major: Ancient Greece (HIST 412), Ancient Rome (HIST 414), two years of Greek or Latin

Classics. Departmental major in Latin, Greek, or classics (Latin and Greek) beyond the second year. Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: seminars in Greek or Roman art (ARTH 407), Aegean Art (ARTH 422) or Art of Ancient Greece (ARTH 322) or Art of Ancient Rome (ARTH 323), Classical Greek Art (ARTH 423), Classical Greek Architecture (ARTH 424), Greek Architecture (ARTH 427), Roman Architecture (ARTH 428)

History. Departmental major, with an option in the history of Greece and Rome, to include Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: Art of Ancient Greece (ARTH 322) or Art of Ancient Rome (ARTH 323), Aegean Art (ARTH 422), Classical Greek Art (ARTH 423), Greek Architecture (ARTH 424), Roman Architecture (ARTH 427), two years of Greek or Latin

Students who plan to pursue a career in classical archaeology are reminded that most graduate departments require familiarity with both classical languages and a reading knowledge of French and German.

An interdisciplinary major of arts (M.A.) degree is available for students interested in advanced study or careers in classical archaeology.

Graduate Studies
The Department of Classics offers the master of arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree may be earned with thesis or without a comprehensive examination.

The option in Greek or Latin is earned with a concentration in one of the classical languages, but students concentrating in one language typically take some work in the other.

The option in classics is earned with work approximately evenly divided between Greek and Latin.

Programs of study are arranged in consultation with two advisers, at least one of whom is a member of the Department of Classics, and are selected from graduate courses in Latin, Greek, classics, history, art history, religion, philosophy, and English.

Admission
Procedures for admission to do graduate work in classics include the following:
1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

Several graduate teaching fellowships are available each year for entering graduate students.

Master of Arts Degree
Requirements
1. Complete at least 45 credits of graduate coursework, which must include one Seminar (ARTH 407), History (HIST 412), or Classics (CLAS 507)
2. Complete surveys of Greek history (HIST 412) and Roman history (HIST 414). Equivalent courses taken as an undergraduate may fulfill this requirement
3. Pass a translation examination in one modern language, usually French or German. This requirement may be fulfilled with a standardized examination offered by the university or by the successful translation of a significant scholarly text.
4. Choose one of two plans for completing the master of arts degree in classics with specialization in Greek, Latin, or both:

**Plan 1:** Write a thesis in one of the fields mentioned above. Up to 9 credits of Thesis 503 may be counted toward the 45-credit minimum.

**Plan 2:** Pass a comprehensive examination in three parts: translation, textual interpretation, and culture. The candidate must, in consultation with his or her advisors, 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 and medieval authors. The candidate must satisfy requirements (1), (2), and (3) required for the master of arts degree in classics; pass with a grade of B- or better; 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 Mycenean times to the conquest of Rome. Wilson.
- 202 Roman Life and Culture (4) Examines Roman civilization from the founding of Rome in the 8th century B.C. to the victory of Constantine and his religion early in the 4th century A.D. 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, with particular emphasis on their tradition and intellectual history. Lowenstam.
- 302 Greek and Roman Tragedy (4) Examines Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and the history of literature. Bowditch.
- 304 Classical Comedy (4) Analysis of Old Comedy (Aristophanes), Middle Comedy (Aristophanes and New Comedy (Menander, Roman drama)) in juxtaposition with European fairy tales and "melodrama." Bowditch.
- 314 Gender and Sexuality in Antiquity (4) Introduction to construction of the categories of Western sexuality through study of Greek and Roman attitudes toward gender roles, homo- and heterosexualitiy, 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 Greek 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)
- 301, 302, 303 Authors: [Topic] (4,4,4) Second-year Latin: selections from major Latin authors with focus on reading and syntax. 301: Caesar. 302: Virgil’s Aeneid. 303: Recent authors are Caesar, Cicero, Virgil. R when reading material changes. Bowditch, Jaeger, Lowenstam, M. Nicolas, Wilson.
- 347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers.
- 399 Special Studies: [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)
- 411/511 Authors: [Topic] (4R) Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire. R when topic changes.
- 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 Seminar: [Topic] (1-5R)
- 608 Colloquium: [Topic] (1-21R)
- 609 Terminal Project (1-16R)
- 610 Experimental Course: [Topic] (1-5R)
Comparative Literature

Roland Greene, Program Director
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Faculty

Kenneth S. Calhoun, associate professor (German literature, psychoanalysis, Romanticism). See Germanic Languages and Literatures


Karen Fracchia, honors college

John T. Lysaker, philosophy

Olakunle George, English

Garrett I. Himmelfarb, emeritus

John McCole, history

Maram Epstein, East Asian languages and literatures

Peggy Pascoe, history

Karen S. McPherson, Romance languages

Massimo Lolli, Romance languages

Wendy Larson, East Asian languages and literatures


Emeritus


Etcetera


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

F. Regina Pakki, Romance languages

Steven Shankman, English and classics

Participating

Aye Agli, women's studies

Barbara K. Alkman, Romance languages

Zoe Borovsky, Germanic languages and literatures

P. Lowell Bowditch, classics

Carl R. Bybee, journalism and communication

David R. Castello, Romance languages

Suzanne Clark, English

Diane M. Dugaw, English

Ian Duncan, English

Matan Epstein, East Asian languages and literatures

Laura Fair, history

Joseph G. Fracchia, honors college

Lisa Freinkel, English

Leonardo Garcia-Pabón, Romance languages

Oskarge George, English

Evelyn Gould, Romance languages

Garrett K. Hong, creative writing

Shari M. Huhndorf, English

Kathleen Rowe Karlyn, English

Karen L. Kolb, anthropology

Linda Knitz, English

Robert Kyriakos, music

Wendy Larson, East Asian languages and literatures

Massimo Lolli, Romance languages

John T. Lysaker, philosophy

John McCrie, history

Karen S. McPherson, Romance languages

Andrew Morrogh, art history

Paul W. Peppis, English

Forest Pyle, English

Judith Raskin, women's studies

George Rowe, English

Cheyne Y. Ryan, philosophy

Tze-Lan Sang, East Asian languages and literatures

Kathy Satrapi, Germanic languages and literatures

Gordon M. Sayce, English

George J. Sheridan Jr., history

Shelley Simmons, art history

Jonathan S. Skolnik, Germanic languages and literatures

Atlene Stein, sociology

Mónica Szurmuk, Romance languages

Julian Webb, Romance languages

Elizabeth A. Wheeler, English

Eleny B. Worsham, English

Virgil Zuck, Germanic languages and literatures

About the Program

The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (B.A.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees.

Comparative literature is perhaps the central discipline of the humanities, a field of and for our times. Closely allied with literary and critical theory, philosophy, history, and cultural studies, 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 to 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 focused on the national literatures. Two honors options are described later in this section.

Required Courses

The program provides maximum flexibility for developing the major. Working with the chair of undergraduate studies or an adviser, the student plans a course of study suited to her or his interests. Two honors options are described later in this section.

Major Requirements

Required Courses

- Literature, Language, Culture (COLT 101) ... 4
- One course selected from The World of Epic (COLT 201), The World of Drama (COLT 202), The World of Poetry (COLT 203), The World of Fiction (COLT 204), The World of Autobiography (COLT 206), Genre (COLT 208) .... 4
- Approaches to Comparative Literature (COLT 301) .................................................. 4

At the time of declaring the major, a student designates two national-linguistic traditions in which to concentrate (e.g., French and Italian, German and Russian, Japanese and English).

Major Focus. Within one year of declaring the major, but no later than the beginning of the junior year, the student designates a focus. The focus defines the comparative literature major for the student. It does not represent additional course work; rather, the focus is a way to coherently organize it. The focus may be defined as a genre (the novel, tragedy, autobiography), a period or movement (Romanticism, the Baroque), a theoretical or methodological problem (literature and psychoanalysis, art and politics), or an issue (literature and resistance, nationalism).

Upper-Division Requirements. The upper-division requirements are divided into three core areas. This structure ensures that the student (1) achieves both linguistic and literary depth and comparative breadth through course work, (2) acquires methodological tools appropriate to the core areas, and (3) develops a focus that is personal and consistent with overall course work. To satisfy these requirements, the student chooses from a variety of courses in the Comparative Literature Program and in other departments. Given the number of choices, the student should confer regularly with the undergraduate adviser, who can help identify courses that meet the criteria of each core area.

Core Areas

Comparative Literature. Four upper-division courses, three of which must be taken under the COLT prefix. A fourth course, taken in another department or program, and subject to the approval of the undergraduate adviser, is chosen in accordance with the student's focus and should contribute to the definition of that focus.

Primary National Literature. Four upper-division courses in the student's primary national-linguistic tradition. In three of these courses, the literature is read in the original language, and the courses will likely be offered by the department that teaches the language. The fourth course should be one offered under the COLT prefix and intersect with the primary national literature.
Secondary National Literature. Four upper-division courses in the student’s secondary national-linguistic tradition. In at least two of these courses, the literature is read in the original language, and the courses will likely be offered by the department that teaches the language. The other two may be courses offered under the COLT prefix and should intersect with the secondary national literature.

Foreign Language Proficiency
Completion of three years of a foreign language or the equivalent is required. Entry-level advising ascertains what each student needs to become linguistically proficient.

Honors in Comparative Literature
Majors may request approval to pursue one of the two honors options.

Second Foreign Literature Honors. Completion of three upper-division courses in a second foreign language, 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 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 of 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, Latinf, 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 theory and methodology field, and a professional course. Graduate Studies in Comparative Literature (COLT 614); pass the relevant language examinations; submit the first-year statement; have a satisfactory second-year report; identify a committee of advisors; and pass the qualifying examination. Course work must be completed with a minimum grade point average (GPA) of 3.25.

The requirements after candidacy are an approved prospectus, enrollment in Comparative Literature in the Academy (COLT 612), at least one term of Dissertation Work in Progress (COLT 611), and the dissertation.

Primary Field. The primary field is the basis of the student’s graduate education and may become the fundamental element in his or her professional identity. The primary field reflects the conventions of a chosen national 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., English novel) or in other ways (e.g., modern Japanese, contemporary Latin-American). This field typically consists of five courses.

Contextual Field. The contextual field builds international, multilingual, and interdisciplinary contexts around the primary field. Where the primary field is a period in a national literature (e.g., 19th-century French), the contextual field may treat that period in wider perspective (e.g., 19th-century western Europe, including courses in German and English literature and European history). The contextual field largely entails literature courses in the student’s second and third languages.

Focus Field. The focus field establishes a basis for scholarship and teaching in an area that isn’t defined in national or period terms: it is often 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 interest. Typically involves 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 Field. This field ensures that the student has at least four courses in these areas, as defined by his or her interests.

Professional Field. The professional field consists of three courses, two of which are taken after the qualifying examinations. Graduate Studies in Comparative Literature (COLT 614) must be taken within the student’s first two years in the program. Comparative Literature in the Academy (COLT 612) should be taken within a year of completing the examination: Dissertation Work in Progress (COLT 611) is required at least once, but may be repeated. Students with the GTF appointment require course work in pedagogical methodology and may count one such course toward this field.

Timetable from Entrance to Examinations
Language Examinations. Work in at least three languages and their respective literatures is required in each phase of the program. As early as possible in the first year (and no later than the start of spring term), students must be examined for their knowledge of at least one language of which they are not native speakers. No one is examined on English. Students holding a GTF in a language typically have that language requirement waived with the approval of the chair of graduate studies. Language examinations are set by members of the participating faculty and administered through the program office in the sixth week of the term. Typically the examination consists of passages of primary or secondary literature, to be translated in two hours with the use of a dictionary. In unusual circumstances this examination may be waived on the recommendation of a qualified faculty member and with the approval of the chair of graduate studies. Language examinations may be retaken, but competence in all 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 in consultation with his or her advisor submits a brief statement of purpose to the chair of graduate studies. No one is examined on English. Students holding a GTF in a language typically have that language requirement waived with the approval of the chair of graduate studies. Language examinations are set by members of the participating faculty and administered through the program office in the sixth week of the term. Typically the examination consists of passages of primary or secondary literature, to be translated in two hours with the use of a dictionary. In unusual circumstances this examination may be waived on the recommendation of a qualified faculty member and with the approval of the chair of graduate studies. Language examinations may be retaken, but competence in all relevant languages must be demonstrated before the end of the second year.

First-Year Conversation. In weeks three or four of spring term, the student, his or her advisor, and two participating faculty members meet for a conversation about the statement of purpose. The student’s progress to date is evaluated, including course work and language examinations, the intended fields are discussed, and guidance for the remaining two years leading to the qualifying examination is offered. With approval of the statement and the student’s general plan and the completion of first-year coursework with a GPA of 3.25, the student may proceed to the second year.

Second-Year Report. In spring term of the second year, the advisor writes a detailed report on the student’s progress, based on performance in courses as reflected in 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 against continuing the program.

Qualifying Examinations and Dissertation
Students take qualifying examinations upon completion of at least sixteen courses, between the third and seventh weeks of the following term. The examination has two parts, written and oral.

Committee. The student identifies three faculty members who represent the primary, contextual, and focus fields and obtains their agreement to participate in the qualifying examination. Filling the form for this purpose, the Proposal to Form a Committee. The examination committee must be approved by the chair of graduate studies no later than three months before the date of the examination.

Reading List. For the primary, contextual, and focus fields the student compiles, in consultation...
with advisers, a comprehensive reading list of not fewer than fifty titles. This list must be submitted to the examiner and the chair of graduate studies one month before the examinations.

Written Examination. The student writes three essays, one on each of the three relevant fields, over three periods of twenty-four hours. At the student's option, the minimum extent of the essays, one on each of the three relevant fields, with advisers, a comprehensive reading list of titles. This list must be submitted to the examiner and the chair of graduate studies one month before the examinations.

If one of these essays is judged unsatisfactory, the student retakes that part of the examination no later than the seventh week of the following term. The examination may be retaken no more than once. If two or three fields are judged unsatisfactory, the student does not continue in the program, but may be eligible for a terminal M.A.

Oral Examination and Doctoral Candidacy. The oral examination takes place after the committee has evaluated the written examinations—typically within two weeks. In preparation for the oral, the student compiles a shorter list, synthesized from the reading list for the written examination. This list should form the basis of the bibliography for the dissertation. In the oral, the student goes over the written examination, discussing areas of strength and weakness. The oral examination itself is neither passed nor failed, but contributes to the student's plans for the dissertation. If successful completion of written and oral examinations, the student advances to doctoral candidacy.

Prospectus. The prospectus for the dissertation should be submitted to the adviser and committee during the term following the written and oral examinations. A prospectus typically fifteen to twenty pages long and should include a clear, concise examination of the problem to be studied: a statement of the project's argument or hypothesis; a consideration of the larger issues at stake in the project; both for the immediate topic and for the field at large; an account of how the chosen authors and/or works address the topic of the project; a selective bibliography of the primary and secondary texts most important to the dissertation.

Once a prospectus is approved by the student's committee, it is forwarded to the graduate committee for final approval. The graduate committee may offer advice, make suggestions for the bibliography, or otherwise comment on the project.

Dissertation. The dissertation is typically completed within two years of advancement to candidacy and is defended in a final oral presentation. Dissertations in a discipline such as comparative literature can hardly be said to follow exact specifications, but as a general principle such projects should involve at least two authors, works, and national literatures, and an explicit methodological orientation.

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. Calhoon.

198 Workshop: [Topic] (1-2R)
199 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. Examines 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.
301 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.
350 Comparative Literature: [Topic] (4R) Topics for 2000–2001 are Intersections of Race, Gender, Nation, Mourning and Remembrance; Colonial Histories, R when topic changes.
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. The focus for 2000–2001 is Russian women writers. Hokanson.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-2R)
403 Thesis (1-2IR)
405 Reading and Conference: [Topic] (1-2IR)
408/508 Workshop: [Topic] (1-2IR)
410/510 Experimental Course: [Topic] (1-5R)
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 twice 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, cyberpunk. The topic for 2000–2001 is Postmodernities: Speed, Trauma, Nuclear Desire. Agg. R twice when topic changes for maximum of 15 credits.
423/523 Early Modern Prose Fiction (4) Uses historical and contemporary narrative theory to chart a critically articulated episode in early modern European literature: the emergence of the novel or prose fiction before the novel. Greene.
424/524 Medieval Lyric or Petrarch (4) Examines, in whole or in significant part, the corpus of representative poets of the medieval tradition in several national literatures. Paki.
433/533 Early Modern Lyric (4) Examines European and American poetry after Petrarch, from 1500 to 1700, with attention to generic innovation, differentiation of modes and styles, emerging theories of lyric, and social contexts. Greene.
439/539 Lyric Theory and Interpretation (4) Literary and cultural theory of Western lyric. Topics include temporality, person, figuration, materiality, openness and closure, and lyric in the age of popular music video. Greene.
440/540 Comparative Lyric Theoreticalities: [Topic] (4-5R) Drama and other manifestations of the dramatic in literature and culture, considered in comparative context. Brown, Kints, Söhlch. R twice when topic changes for maximum of 15 credits.
450/5050 Cinematic Representations: [Topic] (4-5R) Film treated in broad aesthetic (including literary) and cultural contexts. Leys. R twice when topic changes for maximum of 15 credits.
462/562 Cultural Intersections: [Topic] (4-5R) Studies designated issues between literatures and societies remote from one another, e.g., "minor" and "major" cultures, Asia and the West, developing and developed countries. R twice when topic changes for maximum of 15 credits.
463/563 Comparative Feminism (4) Uses a comparative feminist approach on a series of important debates within feminism to find the commonalities and differences among various European and American voices. Lees.
464/564 Cross-Cultural Investigations of Gender: [Topic] (4-5R) Advanced study of gender in settings of historical and/or cultural difference with explicit attention to the theoretical premises underlying comparative research. 60 credits

472/572 The Body in History (4) Survey of the subject of the body in late antiquity to early Renaissance writing in the light of current theories of gender. 60 credits

473/573 New World Poetics (4) Sixteenth-century European discourse about the Americas and responses to it by the first generations of colonial, criollo, and mestizo writers. Particular attention to race, nation, and nation. Greene. 60 credits

474/574 Culture and Identity in the Americas (4) The formation of American cultural, racial, and national identity from Whitman and Marti to Ginsberg, Tropicallia, and Anzaldua. Greene. 60 credits

475/575 Nation and Resistance (4) Explores how people of four continents have used language, literature, and film to resist imperialism, neocolonialism, racism, sexism, and other forms of group oppression. 60 credits

476/576 Suicide and Literature East and West (4) Investigates the phenomenon of suicide, from history to literature. In the United States, Europe, and Japan. Includes the warrior's "honorable suicide" and the "love suicide" ideals. 60 credits

477/577 Literature and Testimony (4-5) The literature of testimony as both a historical phenomenon and a challenge to the critical and ethical canons of comparative literature. Lollini. 60 credits

478/578 Philosophical Problems and Literary Contexts: [Topic] (4-5R) Establishes a dialogue between philosophy and literature— as disciplines, as historical constructions, as value systems. R twice when topic changes for maximum of 15 credits.

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

601 Reading: [Topic] (1-16R) P/N only.

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


606 Colloquium: [Topic] (1-16R) Recent topics include Contemporary Science and Literary Theory, Global Cultural Studies, The Frankfurt School, The Nature of the Literary.

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

611 Dissertation Work in Progress (2R) P/N only. Presentation of work in progress and related intellectual matters by doctoral candidates. Pre- or concurrent enrollment required. R once for a maximum of 4 credits.

612 Comparative Literature in the Academy (1-2) P/N only. Explores professional issues for graduate students who plan careers in college and university teaching and scholarship. Prereq: instructor's consent.


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**Computer and Information Science**

**Sarah A. Douglas, Department Head**

(514) 346-4408

120 Deschutes Hall

**Faculty**


Eugene M. Lukas, professor (algebraic algorithms, computational complexity, symbolic computation). B.S., 1980, City University of New York; City College; Ph.D., 1984, Massachusetts Institute of Technology. (1985)


**Courtesy**

William M. Kantor, courtesy professor (mathematics, finite geometries, finite groups). See Mathematics.


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

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**General Information**

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every arena of modern life. Computer science is the study of the computer as a machine, both concrete and abstract: it is the study of the management of information, and it involves the design and analysis of algorithms, programs, and programming languages.

The Department of Computer and Information Science is committed to 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 two undergraduate minors 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 workstations. The main servers are two Sun SPARC and several 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 DecTalk 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 video-editing equipment, and high-performance Unix and PC graphics workstations.

Research in high-performance computing is supported by the facilities in the Computational Science Institute. The Institute has a Power Onyx with 8 R10000 CPUs, Reality Engine graphics, and Silicon Video and two Silicon Graphics Power Challenge systems with ten and twelve CPUs. These machines are connected with 100mb Fast Ethernet to a dedicated Ethernet switch. Research the institute is 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 100-Base-T network, connected to the UO’s on-campus 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 exposing the fundamentals of concepts needed to be successful computer scientists 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 fields 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 and a minor in computer and information science. Major and minor requirements are listed below.

Beginning on or after 2001, the CIS department will admit all new students as premajors. Admission to the major will require application to the department and completion of specific CIS courses with a minimum grade point average (GPA). New GPA requirements for majors will also be instituted at that time. More information is available from the department.

For students who are not CIS majors or minors, the department offers a minor in computer information technology (CIT). The minor is particularly well suited to students majoring in architecture; business; economics; education planning, public policy and management; or psychology.

The minor, which prepares students for current developments and evolving technologies in work environments outside a university setting, takes a practical approach, using up-to-date software tools throughout the curriculum. Students who add a CIT minor to their major field of study are highly qualified for jobs that require development and management of business databases, computer networks, web applications and software systems.

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 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 will 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 (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 313), 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 pregraduate studies.

**Mathematics.** Thirty credits including Elements of Discrete Mathematics (MATH 231, 232, 233), Calculus II (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 (MATH 271, 272) and a course in probability or statistics for MATH 231, 232, 233.

**Writing.** In addition to the two terms of writing required of all undergraduate majors, the Department of Computer and Information Science requires a third course: either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

**Science.** 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.
Upper-division mathematics electives .......... 6-8
Upper-division CIS elective .......................... 4
CIS-major science requirement .......... 12
Electives ............................................ 9-12
Senior Year 43-46 credits

Scientific and Technical Writing (WR 320) or Business Communications (WR 321) .......... 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,II or III (WR 121, 122 or 123) .......... 6
Arts and letters group-satisfying course .......... 6-12
Multicultural requirement or elective .......... 4
Social science group-satisfying course .......... 8
Sophomore Year 40-48 credits

Computer Science I,II,III (CIS 210, 211, 212) .......... 12
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) .......... 12
Arts and letters group-satisfying course .......... 4-8
Social science group-satisfying course .......... 4-8
Multicultural requirement or elective .......... 4-8
Electives .......... 4-8

Junior Year 40-50 credits

Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Lab (CIS 322) .......... 14

Honors Program

Students with at least a 3.50 grade point average (GPA) in computer and information science and a cumulative GPA of 3.00 or higher are encouraged to apply to the department honors program when they have completed Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), and Introduction to Algorithms (CIS 315). To graduate with department honors a student must write a thesis under the supervision of a faculty member. An honors committee reviews the courses during the senior year before making a final decision on the granting of the honors distinction.

Minor Requirements

Computer and Information Science

The minor in computer and information science requires completion of 24 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I,II,III (CIS 210, 211, 212), and Introduction to Data Structures (CIS 313). Courses applied to the minor must be completed with grades of C- or better. CIS 409 may not be used to fulfill requirements for the minor.

Before enrolling in CIS 313 or other upper-division CIS courses, students who plan a CIS minor should register their intention with an application form available in the CIS office. This allows students to consult a faculty adviser and prepare a minor program.

Before graduating, the student must supply the Department of Computer and Information Science with an up-to-date transcript. More information is available in the department office.

Computer Information Technology

Lower Division 12 credits

Advanced Business Systems (CIT 291) ........ 4

Upper Division 12 credits

Database Systems (CIT 381) .......... 4
Information Architectures and Internets (CIT 382) .......... 4
Enterprise Networking (CIT 383) .......... 4

Required lower-division courses must be completed with grades of B- or better. After completing the lower-division courses, students must declare a CIT minor by completing the declaration application and dropping it off at the department office. The student’s record is reviewed at this time; if all requirements are met, the student is considered a declared CIT minor, is assigned a faculty adviser, and may begin the upper-division course work. Upper-division courses must be taken in sequence and completed with grades C- or better.

Graduate Studies

The Department of Computer and Information Science offers programs leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). The department also offers a master of software engineering
Master's Degree Program

Admission. Admission to the master's degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission with graduate master's status are:

1. Documented knowledge of the following:
   a. Principles of computer organization
   b. Assembly and structured programming languages
   c. Program development and analysis
   d. Data structures and algorithms analysis and design

2. GRE score on the general test is required; the computer science test is recommended, especially for Ph.D. applicants and international students seeking graduate teaching or research assistantships.

3. A score of at least 600 on the Test of English as a Foreign Language (TOEFL) is required for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the university's English as a Second Language (ESL) center before taking any graduate work in the department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE).

Application materials should be submitted by February 1 for admission the following fall term. Admission to the master's degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor's degree program can be used to gain the required level of computer science background.

Basic Degree Requirements

The 54-credit master's degree program consists of 12 credits, cluster depth-and-breadth courses (12 credits), and elective courses (30 credits).

Core Courses (12 credits). Students must take the required courses from each of the three core clusters:

1. Theoretical computer science—Algorithms and Complexity (CIS 621)
2. Programming languages—Structure of Programming Languages (CIS 624)
3. Computer architecture—Computer Architecture (CIS 629)

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 clusters. 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 adviser; 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 600), with prior approval by the adviser
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

Complex Software Systems. Students must show competency 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 cluster courses must be passed with grades of B+ or better. Up to 12 of the 30 elective credits may be taken pass/no pass (PiN); 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 9 to 12 credits in Thesis (CIS 503). Thesis research is supervised by a faculty adviser; 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 entail a group effort involving several master's degree students. The project is subject to approval by the department's graduate affairs committee.

Accelerated Master'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, 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 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 complete the 24-credit core and cluster requirements for breadth and depth.

Oregon Master of Software Engineering

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The Oregon Master of Software Engineering (OMSE), a professional degree program, provides advanced, state-of-the-art knowledge and skills that are needed by Oregon software, software-intensive, and computer-related industries. The program is intended for individuals who work in software development, software maintenance, or software engineering support activities such as quality assurance, configuration management, or process improvement. The program consists of highly structured curriculum oriented towards a specific set of professional competencies. Emphasis is placed on project-planning teamwork and quality-assurance techniques essential to effective software engineering. Courses are taught at the Capital Center.

Degree Requirements. The M.S.E. degree requires 48 graduate credits. 21 credits in software engineering foundations, 12 credits in software development in context, 9 credits in program integration and strategic development skills, which include a 6-credit practicum, and 6 credits of electives. A final oral examination is required.

Admission. Application is made first to the OMSE program at the Capital Center. The applicant selects one of the four participating institutions as his or her home campus. The OMSE is offered jointly by Oregon Graduate Institute and three Oregon University System institutions: University of Oregon, Oregon State University, and Portland State University. The admitting institution is considered the student's degree-granting institution. Students admitted to UO for the M.S.E. degree are assigned a UO faculty member who serves as the student's graduate adviser.

Doctoral Degree Program

The doctor of philosophy in computer and information science is above all else a degree of quality that is not conferred simply for the successful completion of a specified number of courses or years of study. It is a degree reserved for students who demonstrate both a comprehensive understanding of computer science and an ability to do creative research. Each Ph.D. student produces a significant piece of original research, presented in a written dissertation and defended in an oral examination.

The Ph.D. program is structured to facilitate the process of learning how to do research. Students begin by taking required courses to build a foundation of knowledge that is essential for advanced research. Early in the program the student gains research experience by undertaking a directed research project under the close supervision of a faculty member and the scrutiny of a faculty committee. In the later stages of the program, students take fewer courses and spend most of their time exploring their dissertation area in order to learn how to identify and solve open problems. The
final steps are to propose an independent research project, do the research, and write and defend a dissertation.

Admission. Application materials should be submitted by February 1 for the following fall term. Materials should include everything that is required for admission to the master's program as well as a discussion of the anticipated research area. 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 one 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 adviser to learn the area in depth by surveying the current research and by learning research methods, significant achievements, and how to pose and solve problems. The student gradually assumes a more independent role and prepares for the oral comprehensive examination, which tests depth of knowledge in the research area. The graduate education committee appoints the oral comprehension examination committee, typically three members, after considering nominations from the student and the adviser. 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 comprehension 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 considering nominations from the student and the adviser. In addition to members from the department, the dissertation committee typically includes an outside examiner. This outside examiner should be a leader in the 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 the committee presenting the research and answering questions about the methods and results. The dissertation committee, augmented by outside members according to university regulations, may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense.

8. Seminar Requirement. In any three consecutive terms in residence at the UO, doctoral candidates must register for 3 credits each of Seminar (CIS 607) and Colloquium (CIS 608), or candidates may register for either Seminar or Colloquium and a course numbered 510 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 word processing, spreadsheets, database, 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 tools 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 III, III, 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 modularity, 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.

315 Introduction to Algorithms (4) Algorithm design, worst-case and average-behavior
analysis, correctness, computational complexity. Prereq: CIS 313, MATH 233.

323 Data Structures Laboratory (2) P/N only. 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) P/N 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) P/N only. The student assists other students who are enrolled in introductory programming courses. For each four hours of scheduled weekly consulting, the student is awarded 1 credit. Prereq: departmental consent. R for maximum of 4 credits.

410/510 Experimental Course: [Topic] (1–5R) New courses are offered under this number the first year or two, before final definition of the courses and pending permanent approval by the University Senate and the State Board of Higher Education. 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. Student teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk throughs. Prereq: CIS 422/522.


429 Computer Architecture (4) RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis. Prereq: CIS 313, 314.

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) Covers central database issues such as access methods, security, tuning, and concurrency control. examines alternative database models. Prereq: CIS 451/551.

455/559 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 413, 422 or instructor’s consent.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribute, 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

505 Reading and Conference: [Topic] (1–16R)

506 Field Studies: [Topic] (1–16R)

507 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.

508 Colloquium: [Topic] (1R) P/N only

509 Final Project (1–16R) Final project for master’s degree without thesis.

510 Experimental Course: [Topic] (1–5R) New graduate 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.

611 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.

630 Advanced Operating Systems (4) Principles of operating systems for multiprocessor and distributed computer systems: concurrent processing, synchronization, communication, process scheduling and migration, reaching agreement, time. Prereq: CIS 415.

631 Parallel Processing (4) Advanced topics in parallel processing including massively parallel computers, 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 of software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.


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.

Computer Information Technology Courses (CIT)

281 Advanced Business Systems (4) Introduction to information systems technology and the role of business-information processing in organizations. Laboratories include advanced application of current business software tools. Prereq: MATH 111, either CIS 120 or 121.

Hennessey, Miller, Ritter.

381 Database Systems (4) Introduction to database systems with emphasis on database design and access. Database concepts, data modeling, normalization, data warehousing, query languages, and formulation of complex queries. Prereq: CIT 281, two from CIS 120, 121, 122, 123.

Clements, Wilson.

382 Information Architectures and Intranets (4) Organization of information on the web and applications of Internet technology. Emphasis on planning, implementation, and issues that apply to building and maintaining business Intranets. Prereq: CIT 381. Fickas, Miller.


Oregon Master of Software Engineering Courses (OMSE)

These courses are offered at the Capital Center.

500 Principles of Software Engineering (3) Graded only. Introduction to engineering of software processes in industry. Emphasizes process modeling and improvement and current best practice in core software engineering activities.

511 Managing Software Development (3) Graded only. Introduction to software engineering. Emphasizes the nature of software engineering, the software process, and the problems and solutions in real development and modification projects. Prereq: OMSE 500.

512 Understanding the Software Business (3) Graded only. Introduces the business and economic aspects of software development. Topics include the basics of product marketing, pricing, finance, strategic planning, and business law. Prereq: OMSE 500.

513 Professional Communication Skills for Software Engineers (3) Graded only. Covers communication and other leadership skills. Includes technical writing, effective presentations, effective meetings, team and decision-making skills, and professional ethics. Prereq: OMSE 500.

521 Quantitative Decision-Making (3) Graded only. Provides knowledge and skills in applying quantitative metric-based tools to decision-making under uncertainty. Topics include measurement and statistical concepts, decision-making, and models and metric development. Prereq: OMSE 500.

522 Modeling and Analysis of Software Systems (3) Graded only. Provides the fundamental mathematical concepts needed to understand abstract models, which are used to formalize specifications of software systems, and to reason about them. Prereq: OMSE 500.

528 Software Quality Analysis (3) Graded only. Processes, methods, and techniques for producing and assessing high-quality software. Inspections, static analysis and dynamic, and integrating high quality into software development processes. Prereq: OMSE 500.

532 Software Architecture and Domain Analysis (3) Graded only. Principles, tools, techniques for required elicitation, specification analysis. Requirements development role, requirements goal, requirement difficulty for real systems. Techniques for formally modeling, specifying software requirements. Prereq: OMSE 522, 525.

533 Software Design Techniques (3) Graded only. Covers the principles of software design and a survey of design methods, techniques, and tools. Includes in-depth and hands-on study of at least one method. Prereq: OMSE 522.


535 Strategic Software Engineering (3) Graded only. Principles, methods, and tools for strategic software development. Includes process modeling and improvement, developing software families, and approaches to the generation and reuse of artifacts. Prereq: OMSE 511-513, 521, 531-533, 535.

555, 556 Software Development Practicum III (3, 3) Graded only. Problem analysis, planning, requirements definition, and implementation. Applying advanced software engineering techniques to a disciplined development of a realistic product and evaluating the results. Prereq: OMSE 511-513, 521, 531-533, 555. Sequence.

607 Seminar: [Topic] (3R) Graded only. Topics vary according to the interests and needs of students and the availability of faculty members.

610 Experimental Course: [Topic] (3R) Graded only. New courses are offered under this number for a year or two before final definition and approval by the University Senate and the State Board of Higher Education.

Creative Writing

Garrett K. Hongo, Program Director
(541) 346-3944
144 Columbia Hall

Faculty


The date in parentheses at the end of each entry is the last 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 from participants, accommodates highly flexible and individualized study of fiction, poetry, and literary nonfiction 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
Degree Requirements

1. The candidate for the M.F.A. degree must complete 72 credits of graduate work during six consecutive terms in residence at the university.

2. The candidate for the M.F.A. degree must be in graduate creative writing (CRWR) courses in residence each term. The candidate must take at least 18 credits in the same writing program each term.

3. The candidate for the M.F.A. degree must complete 72 credits of graduate work during six consecutive terms in residence at the university.

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
   c. Application materials must be received by February 1 for admission to the program for the following fall term.

Creative Writing Courses (CRWR)

199 Special Studies: [Topic] (1-5R)


244 Introduction to Creative Writing: Literary Nonfiction (4) Techniques of writing creative nonfiction. Development of a critical appreciation of the art of writing.

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.

334, 335, 336 Intermediate Creative Writing: Literary Nonfiction (4,4,4) Examination of the basic techniques and structure of the literary nonfiction (the literary essay). Extensive analyses of student work and established models. Prereq: CRWR 244 or instructor’s consent.

341, 342, 343 Intermediate Creative Writing: Poetry Writing (4,4,4) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: CRWR 243.

401 Research: [Topic] (1-21R)

403 Thesis (1-21R)

405 Writing and Conference: [Topic] (1-21R)

407 Seminar: [Topic] (1-5R)

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

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 poetics study literary models. Designed to broaden and deepen student writers’ understanding of the pragmatics of the literary tradition. Prereq: CRWR 341 or 342 or 343.

421 Craft of Fiction (4) Advanced undergraduate writers 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.

422 Craft of Literary Nonfiction (4) Advanced writers study literary models. Designed to broaden and deepen student writer’s understanding of the pragmatics of the literary tradition. Prereq: CRWR 334 or 335 or 336.

430, 431, 432 Advanced Creative Writing (4,4,4) Advanced study in short story, poetry, and literary nonfiction writing. Prereq: one course selected from CRWR 324-343 or instructor’s consent. Hongo, Long, Lyons, Triplett.

451/551, 452/552, 453/553 Projects in Writing (3,3,3R) Advanced instruction and practice in writing short stories, novels, dramas, or nonfiction. Prereq: instructor’s consent. R with instructor’s consent.

503 Thesis (1-16R) P/N only. Prereq: instructor’s consent.

601 Research: [Topic] (1-16R) P/N only

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.

630, 631, 632 Graduate Creative Writing: Poetry (6,6,6R) Concentration on student writing in a workshop setting. Prereq: instructor’s consent. Hongo, Long, 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 of fiction 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
1246 University of Oregon
Eugene OR 97403-1248

Faculty


Emerita


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

Undergraduate Studies

The Department of East Asian Languages and Literatures offers undergraduate programs in Chinese and Japanese languages and literatures. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country. 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 advisor-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 Chinese Literature (CHN 305, 306, 307); Literary Chinese (CHN 436, 437); and three courses chosen from Fourth-Year Chinese (CHN 411, 412, 413), Advanced Chinese (CHN 431, 432, 433), Literary Chinese Texts (CHN 438).

Japanese

Culture-Intensive Option. Forty-seven graded credits are required, including third-year Japanese (JPN 301, 302, 303), 8 credits of upper-division Japanese-language courses beyond the third-year level (which may include JPN 434, 435, 436, 437, 438, 439), Introduction to Japanese Literature (JPN 305, 306) and 16 advisor-approved credits of upper-division course work in Japanese 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 Japanese (JPN 301, 302, 303). Introduction to Japanese Literature (JPN 305, 306, 307), Advanced Japanese Language (JPN 308, 309, 310) and two terms of Fourth-Year Japanese (JPN 411, 412, 413), Japanese Language (JPN 414, 415, 416), and either the third term of Fourth-Year Spoken Japanese (JPN 411, 412) or the third term of Fourth-Year Reading and Writing Japanese (JPN 414, 415) or the third term of Fourth-Year Reading and Writing Japanese (JPN 416). The remaining credits may be earned in any other upper-division Japanese language or literature course, or in a comparative literature (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 pass/no pass (PIN) credits in Theses (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and PIN credits are not included in determining the GPA.

Minor Requirements


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.


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 the minor in East Asian studies.

Overseas Study

The University of Oregon has one overseas study program in China and one in 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 five-year program for teaching licensure in a second language. This program is described in the College of Education 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 cover the major fields and chronological divisions of Chinese and Japanese literature. They 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 and pedagogy degree allows students to pursue advanced training and research in Japanese language teaching, learning, and linguistics. These 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 and the university’s Yamada 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 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 $30 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 630 for international students
   e. Applicants to the literature programs must submit a substantial writing sample
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 following the 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 and Literatures 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 590), 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 general numbers and titles. Students who elect the thesis option must register for 9 credits of Thesis (CHN 503). 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 503) 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 613)
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).

Students specializing in premodern Japanese literature may include both terms of Classical Japanese (JPN 537, 538)
4. The final term of Classical Japanese (JPN 539).

Students without training in classical Japanese must take the first two terms of Classical Japanese (JPN 537, 538)
5. Japanese Bibliography (JPN 550)

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 other 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:
   a. Completing two additional graduate courses and one reading course in which the specific approach is used to write a paper about Chinese literature and
   b. 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, the dissertation committee may include up to an additional 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 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 doctoral 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)
410 Experimental Course: [Topic] (1–5R)
Pre requisite: instructor's consent.
460/560 Teaching East Asian Languages and Literatures at College Level (2R) Training in Chinese and Japanese language instruction through lectures, observations, and teaching.
practica. Prereq for non-GTPs: instructor's consent. R for maximum of 8 credits.

**Chinese Courses (CHN)**

Placement examinations are required for new students who have exposure 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 oral-oral skills. For students with no background in Mandarin Chinese.

150 Introduction to the Chinese Novel (4) Introduction to one long or several short novels. Focuses on plot, character, cultural difference. No background in Chinese necessary; taught in English.

151 Introduction to Chinese Film (4) Introduction to fifth-generation films by directors Zhang Yimou, Hu Mei, 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.
201, 202, 203 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 Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.
350 Women, Gender, and Chinese Literature (4) Theoretical and literary texts by and about women with Chinese cultures in various geographic locales. Special section on Chinese-American women writers. Readings in English.
399 Special Studies: [Topic] (1-5R) Topic varies from term to term. R for maximum of 12 credits.
401 Research: [Topic] (1-4R)
403 Thesis (1-6R) 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 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 (14R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.
410/510 Experimental Course: [Topic] (1-5R) Prereq: instructor's consent.
411/511, 412/512 Fourth-Year Chinese (4,4R) Study of contemporary Chinese using 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 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 modern Chinese literature and culture; 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.
431/531, 432/532, 433/533 Advanced Chinese (4,4,4) Exclusively for 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.
450/550 Chinese Bibliography (2) Reference works in Chinese studies covering Western sinology, major sources in Chinese, and training in research methods. Prereq: two years of Chinese or instructor's consent.
451/551 Post-Mao Fiction and Debate (4) Covers major cultural and literary debates of post-Mao China with emphasis on selected representative writers. Prereq: instructor's consent.
454/554 Early Chinese Poetry, Scholar's Lament (4) Explores the archetypal literature of long suffering. Readings from the Shi ji and Ca o and on questions of the literature and linguis­
455/555 The Han-Tang Poetic Tradition (4) Examines Han interpretations of Chinese poetry 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 group of texts came to dominate Chinese education for 2,000 years. Prereq: instructor's consent.
465 Research: [Topic] (1-4R) P/N only.
468 Workshop: [Topic] (1-21R)
469 Supervised Tutoring (14R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.
470/570 Seminar: [Topic] (1-4R) Studies and projects in Japanese literature, linguistics, or pedagogy. Sources are in Japanese, English, or both. R when topic changes.
486/586 Workshop: [Topic] (1-21R)
489 Supervised Tutoring (14R) P/N only. Prereq: instructor's consent. R for maximum of 18 credits.
491/510 Experimental Course: [Topic] (1-5R) Prereq: instructor's consent.
491/511, 412/512, 413/513 Fourth-Year Spoken Japanese (4,4,4) Development of speaking and listening skills related to concrete and abstract
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites/Comments</th>
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<tbody>
<tr>
<td>414/514, 415/515, 416/516</td>
<td>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: JPN 311 or JPN 303 or instructor's consent.</td>
<td>R when topic changes</td>
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<tr>
<td>415/515, 416/516</td>
<td>Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, case marking, typological characteristics, passives, and causatives. Prereq: JPN 321 or JPN 321, three years of Japanese or instructor's consent.</td>
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<td>421/521, 425/525</td>
<td>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 when topic changes for maximum of 12 credits.</td>
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<tr>
<td>437/537, 438/538</td>
<td>Advanced Readings in Classical Japanese: [Topic] (4R) Selected advanced texts in classical Japanese from Nara through Edo periods. Special attention to poeticism, gender, narrative perspective, and structure, and the institutional mechanisms of transmission and reception. Prereq: JPN 417/517 or JPN 417/517 or instructor's consent.</td>
<td>R when topic changes</td>
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<tr>
<td>439/539</td>
<td>Advanced Readings in Classical Japanese: [Topic] (4R) Selected advanced texts in classical Japanese from Nara through Edo periods. Special attention to poeticism, gender, narrative perspective, and structure, and the institutional mechanisms of transmission and reception. Prereq: JPN 417/517 or JPN 417/517 or instructor's consent.</td>
<td>R when topic changes</td>
</tr>
<tr>
<td>441/541</td>
<td>Japanese Discourse Structure (4) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, referential choice, and sentence styles. Prereq: JPN 441/541 or instructor's consent.</td>
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<tr>
<td>443/543</td>
<td>JapaneseDiscourse Structure (4) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, referential choice, and sentence styles. Prereq: JPN 441/541 or instructor's consent.</td>
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<tr>
<td>471/571</td>
<td>The Japanese Cinema (4) Major film-makers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists' efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English. Prereq: JPN 441/541 or instructor's consent.</td>
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<tr>
<td>493/593</td>
<td>Thesis (1-6R) P/R only. Prereq: Research: [Topic] (1-4R) P/R only.</td>
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<tr>
<td>493/594</td>
<td>Dissertation (1-6R) P/R only.</td>
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<tr>
<td>494/594</td>
<td>Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent. R as approved by the faculty.</td>
<td></td>
</tr>
<tr>
<td>495/595</td>
<td>Practicum: [Topic] (1-4R) Prereq: instructor's consent. R for maximum of 18 credits.</td>
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Economics

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 complete this preparation. Those seeking to transfer to the University should have completed the course equivalents of the 28 credits listed in the section entitled "Required Preparation." 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 II (MATH 241, 242) or Calculus III (MATH 251, 252). Should be completed by the end of the sophomore year.
3. Introduction to Methods of Probability and Statistics (MATH 243) 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 University of Oregon.
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 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, the student cannot use International Economic Issues (EC 380) 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. Suggested course work for seven professional concentrations is 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 center 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 Course: Multinational Corporations (EC 410) or Theories of Industrial Organization (EC 460) or Industrial Organization and Public Policy (EC 461)
   c. International Economics (EC 380) or 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 Experimental Course: Multinational Corporations (EC 410) 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 Experimental Course: Multinational Corporations (EC 410) 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 353) 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)
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 who 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.

**Major 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 503 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.

All courses taken to satisfy the master's degree requirements (except EC 503, 601, and 605) must be taken for letter grades with a minimum of 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 biology, economics, geography, planning, public policy and management and other disciplines make up the program.
The economics department requires that every student's first year must include three terms of full-time enrollment. The Graduate School's seven-year Doctor of Philosophy degree requires in eight years, beginning with the student's first term of enrollment in the Economics doctoral program.

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.

Support Services

Social Science Data Services Laboratory
Cathleen S. Leue, Director
(541) 346-1335
12 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 studies 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, Census, 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 sub-sets of those data, training users to use the basic system and the SAS statistics package, and moving data to the University's VMSdusty. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory
Cathleen S. Leue, Director

The Social Science Instructional Laboratory is a state-of-the-art microcomputer laboratory. Staff members assist social science instructors with educational technology applications and help students publish on the World Wide Web and design multimedia presentations. Staff members teach social science instructors in educational technology applications and help students publish on the World Wide Web and design multimedia presentations. Staff members teach social science instructors in educational technology applications and help students publish on the World Wide Web and design multimedia presentations. Staff members teach social science instructors in educational technology applications and help students publish on the World Wide Web and design multimedia presentations.

Address inquiries to the Director, Environmental Studies Program, 10 Pacific Hall, 3223 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 microeconomics and macroeconomics 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 early 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 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.

6. A Ph.D. dissertation of significant contribution to the field must be completed in conjunction with at least 18 credits of Dissertation (EC 603). A formal, public defense must take place on the UO campus at a date set by the graduate committee 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. program 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.

390 Problems and Issues in the Developing Economies (4) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South debate." Prereq: EC 201, 202. Chakraborty.

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 vary depending on interests and needs of students and on 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) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these 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.


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. Whitelaw.

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, Whitelaw.

432/532 The Pacific Northwest (4) Location factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the regions of taxation, environment, 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 structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 311. Blonigen, 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. Blonigen, van den Nouweland, Wilson.


481/581 International Trade (4) Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs, unions, free versus restricted trade. Prereq: EC 311, 313. Blonigen, Davies, Stone.
English

John T. Gage, Department Head

(541) 346-3911
(541) 346-1509 fax
118 Prince Lucien Campbell Hall
1286 University of Oregon
Eugene OR 97403-1286
http://darkwing.uoregon.edu/~engl

Faculty


Roland Greene, professor. See Comparative Literature


Roland Greene, professor. See Comparative Literature


Roland Greene, professor. See Comparative Literature


Roland Greene, professor. See Comparative Literature

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.

Career. The study of English opens doors to
careers in education, journalism, or
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.

credits

Introduction to the English Major (ENG 220,
221, 222) .......................................................... 12
One Shakespeare course (ENG 207 or 208) ....... minimum of 3
Two lower-division elective courses (excluding
ENG 103, 104, 105, 106 and courses with the
WR subject code) ........................................... minimum of 6
36 credits in upper-division courses distributed
as follows:
One English literature course, pre-1800 .......... minimum of 3
Two literature courses, 1800 to 1789 ................. minimum of 6
Two literature courses, 1789 to the present ........ minimum of 6
One literary theory or criticism course
(not limited to ENGL 300) ................ minimum of 3
One folklore, ethnic literature, or women's
literature course ......................................... minimum of 3
Additional upper-division course work in litera-
ture 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 work on an extended writing
project of their own choosing, under the supervi-
sion of one or two faculty members. The honors
program is fully compatible with courses and
requirements in the department.

Honors Program Admission. Students are rec-
commended 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 deter-
mined 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.

Senior Honors Project. The senior honors
project consists of a thirty- to forty-page essay, creative work, or the
equivalent, and is due at the end of the second
term of ENG 403. The project is evaluated, along
with the rest of the student's work, to determine
if he or she will be awarded the degree of bach-
elor 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 Introduc-
tion to Literature (ENG 103, 104, 105, 106); ENG
401, 403, or 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. 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 license-
ure in language arts. This program is described in
the College of Education 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 Degree
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. The depart-
ment also offers an emphasis in film studies.

Admission Requirements
1. An undergraduate grade point average (GPA)
of at least 3.30 (B+), or if the student has 12 or
more credits of graduate work in English, a
3.30 or better graduate GPA.
2. A minimum score of 550 on the verbal section
of the general test of the Graduate Record
Examinations (GRE).
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 copies 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 objec-
tives in pursuing the course of study.
d. A copy of a course paper that demonstrates
the applicant's ability in literary studies.

The application deadline for fall-term admission
is July 1; for winter term, October 1; for spring
term, January 10; for summer session, April 1.
The completed file is reviewed by the depart-
ment's graduate admissions committee, which
notifies the applicant of its decision. All admis-
sions are conditional.

Degree Requirements
Completion of the degree requires reading
competence in one foreign language. Reading
competence may be demonstrated by a B+ or
average in the yearlong Old English sequence; a
grade of mid-B or better in the last term of a
second-year language course or an approved
300-, 400-, or 600-level literature course with
readings in target language; scoring at the
25th percentile or better on the Graduate Student
Foreign Language Test (GSFLT); or passing the
Toronto 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.

Emphasis in Film Studies

The emphasis in film studies is a way to focus course work for the M.A. in English. The emphasis is oriented toward students who want a career in the media or who plan advanced graduate work in film studies. Candidates work closely with a faculty adviser whose specialty is film studies. The advisor oversees Reading and Conference (ENG 605) during the first term; helps during the final term of study.

The Graduate School requires three consecutive terms (fall, winter, spring) with a minimum of nine graduate credit hours of formal course work per term for the Ph.D. year of residency; graduate teaching fellows must also enroll for a minimum of nine graduate credits each term they hold a GTF appointment.

Degree Requirements

Second Language

The graduate language requirement for the doctoral degree is reading competence in two languages or high proficiency in one. Reading competence may be demonstrated in each of two foreign languages as specified under the language requirement for the M.A. degree. High proficiency may be demonstrated by a grade of A- or better in an approved 400-, 500-, or 600-level literature course, with readings in the target language; scoring at the 75th percentile or better on the TOEFL; or passing the Toronto Medieval Literature examination at the Ph.D. level.

The student must take eighteen seminars, six in designated distribution areas:
- Introduction to Graduate Studies in English (ENG 690)
- Pre-1500
- Renaissance
- 1600-1800
- 19th Century
- Literary Theory

Individual Plan of Study. The twelve remaining seminars, constituting the individual plan of study, may be distributed among any areas, and the plan must be approved by the student's graduate faculty adviser and the director of graduate studies before the second year of study.

Structured Emphasis. Students may define their individual plan of study according to one of three structured emphasis options: medieval and the environment, rhetoric, and the written word. Each emphasis has a focused set of courses and may have a special section on the qualifying examination.

Qualifying Examination

Doctoral candidates 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 changed periodically. 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.

Students who pass the qualifying examination complete their remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed twelve graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a 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 twelve 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 course work, they must take a two- and a half-hour oral examination. Typically taken fall term following completion of all course work and the language requirement, the Ph.D. oral examination provides the opportunity to present and defend a short paper on a topic related to the 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 that is related to the dissertation, 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 advisor 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’s Appointment and Reappointment of Graduate Teaching Fellows 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 three students to help them improve their ability to commit to writing, a collection of three substantial essays 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—course work, by examination, or by waiver examination—early in their studies.

Exemptions. A score of 710 and above on the College Board (CB) recentered Scholastic Assessment Test (SAT 1) waives the first-term writing course. No credit is given for this waiver. A test score of 650 on the SAT 1 Verbal examination taken before recentering (April 1995) 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 22 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, fall through spring terms, at the University Counseling Center Testing Office, 238 University Health and Counseling Center Building; telephone (541) 346-3230. 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 three members of the Department of English composition committee. Students who do not pass may not retake the examination and should 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 examinations are not returned to students, nor are they used as a teaching device. Additional help and special tutoring is available to students through the Center for Academic Learning Services.

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 Academic English for International Students office in the American English Institute, 112C Pacific Hall, for placement test dates.

Transfer Students. Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and 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.


151 Introduction to African American Literature (4) Reading and critical analysis of African American fiction, poetry, and drama in historical and thematic perspective; examination of the black experience that influenced the literature. Coleman, Mance.

199 Special Studies: (Topic) (1-5X)

207, 208 Shakespeare (4, 4) The major plays in chronological order with emphasis on the first term on the early and middle plays through Hamlet and the second term on the later plays beginning with Twelfth Night. Freinkel, Grudin, Rockett, Rowe, Saunders.


220, 221, 222 Introduction to the English Major (4, 4, 4) Chronological study of literary works in English considered in the context of cultural histories. 220: beginnings to 17th century. 221: 17th to 19th centuries. 222: 19th century to present. Bohns, Earl, Stein.

240 Introduction to Native American Literature (4) The nature and function of oral literature; the traditional literature as background for a study of contemporary Native American writing. Hundord, Larson.

250 Introduction to Folklore (4) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherwin, Weisberg.

260 Media Aesthetics (4) Conventions of visual representation in still photography, motion pictures, and video. Karlyn, Lesage.

265, 266 History of the Motion Picture (4, 4) History of the motion picture as an art form. 265: beginnings to 1945. 266: 1945 to present. Karlyn, Lesage.

Sophomore standing or above is a prerequisite for 300-level courses.

300 Introduction to Literary Criticism (4) Various techniques and approaches to literary criticism (such as historical, feminist, formalist, deconstructionist, Freudian, Marxist, semiotic) and their applications. Clark, Crosswhite, Hundord, Pyle.


310 African American Prose (4) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and African American Novels, short stories, essays, autobiographies, and other narratives. Coleman, Mance.


312 African American Drama (4) Major achievements in African, West Indian, and African American drama. Coleman, Mance.

315 Women Writers’ Cultures: (Topic) (4R) Women’s writing in a particular cultural matrix (race, ethnicity, class, sexual orientation, region, religion) examined in the context of feminist theories. Clark, Freinkel, Karlyn, Kintz, Wood.

316 Women Writers’ Forms: (Topic) (4R) Women’s writing in a particular genre or form (prose, fiction, drama, poetry, autobiography, folk-songs) examined in the context of current feminist literary theories. Clark, Freinkel, Karlyn, Kintz, Wood.


325 Literature of the Northwest (4) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Clark, Love.

326 Western American Literature (4) Major literary works of the American West from frontier times to the present. Hundord, Kintz, Love, Pyle.

340 Jewish Writers (4) Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present. Stein.


399 Special Studies: [Topic] (1-5R) R when topic changes.

401 Research: [Topic] (1-21R)

403 Thesis (1-21R)

404 Internship: [Topic] (1-60) Off- or on-campus internship in a variety of writing or literacy-related settings in connection with designated courses. Prereq: instructor’s consent.

405 Reading and Conference: [Topic] (1-21R)


408/508 Workshop: [Topic] (1-21R)

410/510 Experimental Courses: [Topic] (1-5R) Selected courses offered each year.


415/515 Literary Theory and Pedagogy (4) Literary theory and practices of reading from the point of view of pedagogy. Examines professional issues involved with teaching and learning in literary studies. Clark.


419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Criticism. Crosswhite, George, Kintz, Pyle.

421/521 The Bible and Literature (4) The Bible, Old and New Testaments, as a model for and its use in modern times. Clark, Pyle, Shankman.

425 Medieval Romance (4) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English, Boren.


431/531 Renaissance Thought (4) Major Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Petrarch, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Freinkel, Grudin, Rowe.

432/532 16th-Century Poetry and Prose (4) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney and Shakespeare. Freinkel, Greene, Grudin, Rowe.

434/534 Sidney (4) Examines the works of Edmund Spenser. Greene, Rowe.

436/536 Advanced Shakespeare (4) Detailed study of selected plays and/or poetry. Freinkel, Grudin, Rowe, Saunders.

437/537 Medieval and Tudor Drama (4) Development of English drama from its medieval origins to the death of Christopher Marlowe. Rowe.


446/546, 447/547, 448/548 Restoration and 18th-Century Literature (4, 4, 4) 446/546: Restoration period. 447/547: primarily Swift, Gay, Defoe, and Pope. 448/548: Johnson and his circle; classic to romantic; relations between English and the Enlightenment in France. Bohls, Dugaw, Shankman.

449/549 19th-Century Studies: [Topic] (4R) Comparative studies of selected problems and figures on both sides of the Atlantic; treating topics in literature, the fine arts, and social history. Duncan, Pyle, Ross, Stein, Stevenson, Teich. R when topic changes.


457/557, 458/558 Victorian Literature and Culture (4, 4) A survey of major works, 1837-1901. Readings primarily in Victorian poetry and fictional prose; study current anthologies of drama, fiction, and visual arts. Duncan, Stein.

461/561 American Literature to 1800 (4R) Readings in American poetry, nonfiction prose, drama, and fiction. Ross, Sayre.


464/564 Native Americans in Literature and Law (4) Explores the relationship between truth and fiction in legal writings and literature as they depict Native American experience. Prereq: junior standing or above. Larson.


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, Love, Wymharn.

471/571 Modern British Literature (4) A historical survey of dominant British genres, movements, works, and authors from 1900 to the present. Gage, Peplis, Wikkes.

475/575 Modern Poetry (4) 20th-century British and American poetry with emphasis on the modernist period, 1910-45. Representative authors include Yeats, Pound, Eliot, H. D., Williams, and Stevens. Ford.

476/576 Modern Fiction (4) Representative modern fiction: writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann. Peplis, Wikkes.

477/577 Modern Drama (4) Growth of the modern theater in Europe, development of European and American drama and experimental theater from an international perspective. Kintz.

479/579 Major Authors: [Topic] (4R) In-depth study of one to three major authors from medieval through modern periods. R when topic changes.

480/580 Native American Representation in Film (4) Examines the representation of Native Americans in films from 1910 to the present, focusing on issues of identity, colonialism, and liberation movements. Prereq: junior standing or above. Huhndorf.

481/581 Theories of the Moving Image: [Topic] (4R) Film, television, and video theory and criticism from formative film criticism to the present. Prereq: ENG 260 or instructor’s consent. Karlyn, Lesage. R when topic changes.

482/582 Studies in Mythology (4) Survey of comparative mythologies of many cultures through time, with attention to world views, theoretical schools of interpretation, and myth in literature. Sherman.

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, Woyt.

487/587 American Popular Literature and Culture (4) Surveys cultural aesthetics reflected in historical romances, dime novels, detective fiction, westerns, and new journalism as expressions of popular and folk culture and the American experience. Huhndorf, Sherman.

488/588 Race and Representation in Film (4) Screening, interpretation, and analysis of films from Latin America and other developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. Huhndorf, Karlyn, Lesage.
### Expository Writing Courses (WR)

WR 49 is a self-support course offered through the Continuation Center, 333 Oregon Hall. A separate fee for that is assessed for students enrolled in these courses and must be paid in addition to regular tuition. This course carries credit toward graduation. **Note:** This course is only available when topic changes. 

#### 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.
- AEIS 110 Beginning Writing for International Students (3) See Linguistics
- AEIS 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 theses in response to complex questions. Attention to critical reading 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 121 or equivalent.

#### 198 Independent Writing Project: (Topic) (1–3R)
- Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

#### 312 Principles of Tutoring Writing (4)
- Graded only. The practice and ethics of tutoring writing in the context of writing in various academic disciplines. Theories of teaching, tutoring techniques, and assessment of writing. Prereq: instructor's consent. Laskaya.

#### 320 Scientific and Technical Writing (4)
- Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of university writing requirement, upper-division standing. Fagan, MCBride.

#### 321 Business Communications (4)
- Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of university writing requirement, upper-division standing. Fagan, MCBride.

#### 399 Special Studies: (Topic) (1–5R)
- When topic changes. Prereq: nonhome standing or above.

#### 408/508 Independent Writing Projects (1–4R)
- Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

#### 410 Experimental Course: (Topic) (1–5R)
- When topic changes. Prereq: junior standing or above.

#### 423/523 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, Teich.
Environmental Studies

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Faculty
Daniel Udovic, associate professor See Biography

Courtesy

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

Program Committee
Gregory D. Bothun, physics
Alan Dickman, biology
Galen R. Martin, environmental studies
Mark H. Reed, geological sciences
Robert G. Ribe, landscape architecture
Nancy Tanna, philosophy
Daniel Udovic, biology
Peter A. Walker, geography

Participating Faculty
William S. Ayres, anthropology
Michael D. Azline, law
John H. Baldwin, planning, public policy and management
Patrick J. Bartlett, geography
Carol Ann Bassett, journalism and communication
Ann Bennett, landscape architecture
Alicette Biersack, anthropology
James Blanchard, physical activity and recreation services
Shawn Bole, education
John E. Bonine, law
William E. Bradshaw, biology
G. Z. Brown, architecture
Aileen R. Buckely, geography
George C. Carroll, biology
Lawrence R. Carter, sociology
Katharine V. Cashman, geological science
Richard W. Casterholt, biology
Suzanne Clark, English
Sheel E. Cohen, geography
Robin Morris Colton, law
John S. Comley, computer and information science
James R. Crosswhite, English
Robert G. Darst, political science
Jane I. Dawson, political science
Matthew Dennis, history
Irene Diamond, political science
Jerome Dietlhen, landscape architecture
Rebecca J. Dorsey, geological science

Bryan T. Downes, planning, public policy and management
Michael C. Dreiling, sociology
Richard B. Emlet, biology
Paul C. Engelking, chemistry
Arthur M. Farley, computer and information science
John B. Foster, sociology
John T. Cage, English
Marcel K. Gale, planning, public policy and management
Daniel Goldsby, political science
William T. Harbaugh, economics
Kenneth J. Helpman, landscape architecture
Michael Hibbard, planning, public policy and management
Richard G. Hildreth, law
Janet Hodder, Oregon Institute of Marine Biology
Garrett K. Hongo, creative writing
Carl J. Hovland, planning, public policy and management
David Huhe, landscape architecture
James E. Hutchinson, chemistry
Jon L. Jacobson, law
Bart Johnson, landscape architecture
Mark Johnson, philosophy
Lauren J. Kessler, journalism and communication
Joanna E. Lambert, anthropology
Kenneth B. Liberman, sociology
Glen E. Love, English
Michael R. Lynch, biology
John T. Lysaker, philosophy
Michael Manga, geological sciences
Enriqa P. Martin, biology
Patricia F. McDowell, geography
Gregory McLaughlin, sociology
Jerry E. Medler, political science
Robert Z. Melnick, landscape architecture
Grant A. Meyer, geography
Ronald B. Mitchell, political science
Geraldine Moreno, anthropology
Madonna L. Moss, anthropology
Alexander B. Murphy, geography
Jeffrey Oester, history
Stephen E. Ondrei, journalism and communication
Daniel A. Pope, history
David C. Povey, planning, public policy and management
Robert C. Proudfit, international studies
Gregory J. Retallack, geological sciences
John S. Reynolds, architecture
Elizabeth M. Rocha, planning, public policy and management
William Rossi, English
Charles W. Rusch, architecture
Michael V. Russo, management
Gordon M. Sattler, English
Alan Shatz, biology
Lynda P. Shapiro, biology
Paul Slavics, psychology
Michael Strong, physical activity and recreation services
Lawrence S. Sugiyama, anthropology
Richard R. Suttmeier, political science
Nora E. Terridinger, biology
Dennis Todd, honors college
Douglas R. Toomey, geological sciences
Terri Warpsine, fine and applied arts
Peter B. Wetherex, biology
Ray J. Weidman, geological sciences
Louise Westling, English
Cathy Whitlock, geography

Ronald Wixman, geography
A. Michelle Wood, biology
Mary C. Wood, law
Philip D. Young, anthropology

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 through two majors, leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. A minor in environmental studies is also offered.

The environmental studies majors provide a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Their 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. The program's majors learn the skills necessary to contribute to understanding the relationship between humans and nature and the complex problems of environmental challenges and to help meet these challenges. Majors in the program gain an appreciation of the interdisciplinary nature of environmental studies, and they master content and skills associated with a variety of different disciplines.

Majors and minors in the Environmental Studies Program have considerable latitude in designing a course of study that combines theory and practice, invites active participation, and fits specific interests, needs, and aptitudes. The majors, which provide a well-rounded basic education, prepare 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.

The environmental studies major 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 major is designed for students 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 advisor. 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.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences, and humanities; to build on those foundations in advanced course work in 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 that help students prepare for active participation in the work force and in local and global communities. 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.

Environmental Studies Major

This major requires a minimum of 84 credits including 40 lower-division credits and a minimum of 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.

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 advisor 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: Earth's Dynamic Interior (GEO 101), Environmental Geology and Landform Development (GEO 102), The Evolving Earth (GEO 103) or Earth's Interior Heat and Dynamics (GEO 201), Earth Surface and Environmental Geology (GEO 202), Evolution of the Earth (GEO 203)
      Life Sciences: Introduction to Chemical Principles (CH 111) and General Biology (BIO 211, 213) or General Biology I, II, III: Cells, Organisms, Populations (BIO 211-213) or equivalent
      Foundations I, II, III, IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Organismic Biology (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 equivalent

   c. 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 172); Introduction to Ecology (BI 130), not in conjunction with BI 213; Introduction to Evolution (BI 131), not in conjunction with BI 213

3. Upper-Division Electives
   a. Science Courses (8 credits). Choose two courses from the upper-division environmental science core listed under the environmental science major
   b. Social Science and Humanities Courses (8 credits in preparatory courses and 32 upper-division credits). Courses must be taken from a minimum of two departments in each theme. No more than four courses may be taken from any one department
      (1) Complete one preparatory course and three upper-division courses in two thematic groups listed below
      (2) Complete two elective courses selected from the other themes. One elective must be a humanities course

4. Capstone Experience (minimum of 4 credits)
   a. Environmental Issues (ENVS 411)
   b. Practical learning experience—complete upper-division course work that involves significant practical experience in sustainable living or participate in an approved practical learning experience, examples of which are listed below
      • Environmentally oriented internship or practicum; must be approved by the program adviser
      • Student-initiated project; must be approved by the coordinator for student-initiated projects
      • One term of study abroad; must include a substantial environmental component
      • One term of study at a field station (e.g., Oregon Institute of Marine Biology or Malheur Field Station); must include a substantial environmental component
      • Approved course work selected from Urban Farm (LA 390), Outdoor Pursuits—Land or Water (PEOL or PEOW 301-398), Community Planning Workshop (FPFM 415), Adventure Education (PEOL 451), Environmental Education (PEOL 452), Principles of Outdoor Leadership (PEOL 455)
   • Other experiential learning opportunities approved by the program’s director or head adviser
Thematic Groups
Built Environment Sustainability, Health, and Quality of Life
Preparatory Courses. Introduction to Planning, Public Policy and Management (PPPM 201), Introduction to Urban Politics (PS 230), Survey of Real Estate (FINL 240)
Upper-Division Courses
Social Science. Site Analysis (LA 361), International Community Development (INTL 420), Urban and Regional Economic Problems (EC 430), Urban Politics (PS 438), Architectural Form and Urban Quality (ARCH 439), Introduction to Landscape Planning Analysis (LA 440), Land Use Planning (PPPM 440), Urban Geography (GEOG 442), Urbanization and the City (SOCI 442), Social and Behavioral Factors in Design (ARCH 445), Communities and Regional Development (PPPM 445), Socioeconomic Development Planning (PPPM 446), Geography and Development (GEOG 465)
Environmental Economics, Policy, and Politics
Preparatory Courses. Introductory Microeconomics (EC 201), Introduction to Environmental Politics (PS 297), Intermediate Microeconomic Theory (EC 311)
Upper-Division Courses
Social Science. Coastal Resources Management Policy (PS 317); Resource and Environmental Economic Issues (EC 333); Introduction to Public Law (PPPM 418); Science, Technology and International Relations (PS 421); Strategies for Environmental Management (MGMT 422); Economics of the Pacific Northwest (EC 432); Resource and Environmental Economics (EC 433); Natural Resource Policy (PPPM 443); Community Development (PPPM 448); Environmental Politics in Industrialized Societies (PS 461); International Environmental Politics (PS 477); Environmental Politics (PS 497)
Environmental Representations and Values
Preparatory Courses. Ethics (PHIL 102), Introduction to Literature and Environment (ENG 230)
Upper-Division Courses
Humanities. Introduction to Chinese Literature (CHIN 305, 306), Introduction to Japanese Literature (JPN 305, 306), Literature of the Pacific Northwest (ENG 325), Environmental Philosophy (PHIL 341), Twentieth-Century Art (ARCH 351), Nomadic Art of Eurasia (ARCH 381), Art of the Silk Route (ARCH 382), Chinese Art II (ARCH 385), Romanticism (ARCH 451), Native American Philosophy (PHIL 451), Specialized Reporting: Environmental Writing (J 463), Literature and the Environment (ENG 469)
Social Science. Experimental Course: Perspectives on Nature and Society (ENVS 410), American Environmental History (HIST 473), World Value Systems (INTL 430), Feminism and Ecology (EC 434)
Landscape. History, and Place
Preparatory Courses. Cultural Geography (GEOG 103), Introduction to Environmental History (HIST 273)
Upper-Division Courses
Humanities. Native American Architecture (ARCH 463), History of Landscape Architecture (ARCH 477, 478) Landscape Perception (LA 484), Contemporary American Landscapes (LA 485)
Social Science. Community, Environment, Society (SOC 304); Native North Americans (ANTH 320); Environmental Topics: Wilderness (ENVS 411); Environmental Alteration (GEOG 461); Historical and Contemporary Views of the Environment (GEOG 462); Geography, Law, and the Environment (GEOG 463); Topics in American Indian History (HIST 469); American Environmental History (HIST 472)
Science Studies and the Environment
Upper-Division Courses
Humanities. Philosophy of Science (PHIL 339), Literature and the Environment (ENG 469)
Social Science. Science, Technology, and Gender (WST 331); Sociology of the Environment (SOC 416); Science, Technology and International Relations (PS 421); Environmental Alteration (GEOG 461)
Society and the Environment
Preparatory Courses. Western Civilization (HIST 103), Introduction to Sociology (SOC 204), Introduction to Environmental Politics (PS 297)
Upper-Division Courses
Social Science. World Population and Social Structure (SOC 303); Community, Environment, and Society (SOC 304); Food and Culture (ANTH 365); Experimental Courses: Environmental Justice, Perspectives on Nature and Society, Political Ecology (ENVS 410), Social Demography (SOC 415), Issues in Sociology of the Environment (SOC 416), Political Economy (SOC 420), Environmental Alteration (GEOG 461), Geography, Law, and the Environment (GEOG 463), Water Politics and Policy (GEOG 466), American Environmental History (HIST 473), Feminism and Ecology (PS 434), Environmental Politics of Industrialized Societies (PS 461), Environmental Politics (PS 497)
Environmental Science Major
The environmental science major 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 advisor for possible substitutions.

2. Basic Requirements in Mathematics and Natural Science (48-54 credits)
   a. Mathematics (12 credits). Calculus I (MATH 251, 252) and a 300-level statistics or data analysis course (e.g., GEOG 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. Earth’s Interior Heat and Dynamics (GEOI 201), Earth Surface and Environmental Geology (GEOI 202), Evolution of the Earth (GEOI 203) or The Natural Environment (GEOI 101), Global Environmental Change (GEOI 102), Evolution of the Earth (GEOI 203)
      Life Sciences. General Biology I, II, III: Cells, Organisms, and Populations (BI 211–213) or transfer equivalent or Foundations I, II, III, IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261–264) or Introduction to Chemical Principles (CH 111), General Biology I, II, Cells, Populations (BI 211, 213)
      Physical Sciences. General Physics (PHYS 201–203) or transfer equivalent. Introductory Physics Laboratory (PHYS 204–206) is strongly recommended
   c. Upper-Division Environmental Science Core (24 credits). Six natural science
upper-division courses from the core areas listed below. Courses must be taken from at least four core areas, including at least one course from Human Dimensions and one course from Analytical Approaches. Consult the program’s term-by-term list sheet about courses numbered 399, 407, or 410 that fulfill core area requirements.

**Analytical Approaches.** Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Modeling and Simulation (CIS 445), Computational Science (CIS 455), Population Ecology (BI 471), Quantitative Ecology (BI 473)

**Atmosphere.** Climatology (GEOG 321), Biosphere. Forest Biology (BI 307), Biogeography (GEOG 329), Marine Biology (BI 357), Ecology (BI 370), Biological Diversity (BI 375), Principles of Applied Ecology (LA 411), Marine Biology (BI 457), Marine Ecology (BI 474)

**Geosphere.** Earth Materials (GEOG 311), 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 423), Hydrogeology (GEOG 451), Marine Biology (BI 457), Biological Oceanography (BI 458), Aqueous Geochemistry (GEOG 472)

**Human Dimensions.** Population and Environment (GEOG 341), Geologic Hazards (GEOG 353), Human Ecology (ANTH 360), Climatic Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461)

3. Upper-Division Electives (16 credits).

Choose four approved electives. Two courses must be from the natural sciences listed below and two from the social sciences or humanities listed under Thematic Groups in the environmental studies major. 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 major.

4. Capstone Experiences (a minimum of 4 credits).

a. Environmental Issues (ENVS 411) or approved course

b. Practical learning experience—may be satisfied in any of the following ways:
   - One term of study at a field station such as Oregon Institute of Marine Biology 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; requires approval by the program’s internship coordinator
   - A science-oriented student-initiated project; 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 list 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 1 (CHEME 331)

**Computer and Information Science.** Modeling and Simulation (CISE 445), Computational Science (CISE 455)

**Geography.** Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 332), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 428), Soil Genesis and Geography (GEOG 434), 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 Alteration (GEOG 461)

**Geological Sciences.** Earth Materials (GEOG 311), Geophysics (GEOG 325), Sedimentology and Stratigraphy (GEOG 334), Structural Geology (GEOG 356), Geologic Hazards (GEOG 353), Sedimentary Petrology (GEOG 410), Geology of Ore Deposits (GEOG 425), Paleozoic I: Paleozoic Marine Fossils (GEOG 431), Paleontology II: Mesozoic and Cenozoic Marine Fossils (GEOG 432), Paleontology III: Nonmarine Fossils (GEOG 433), Paleopedology (GEOG 435), Hydrogeology (GEOG 451), Neotectonics and Quaternary Geology (GEOG 452), Tectonics (GEOG 453), Geological and Environmental Fluid Mechanics (GEOG 454), Environmental Field Geophysics and Geotec (GEOG 464), Aqueous Geochemistry (GEOG 472)

**Landscape Architecture.** Landscape Ecology (LA 412), Principles of Applied Ecology (LA 441)

Mathematics (only for environmental science majors): Matrix Algebra (MATh 440)

Physics. Physics of the Atmosphere (PHYS 311)

**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 Practicum (ENVS 409) for work that focuses on an environmental theme or issue and leads to a written product.

Environmental studies majors may substitute the project for the two upper-division social science elective courses.

Environmental science majors may substitute the project for the two upper-division natural science elective courses.

**Honors**

Students who want to graduate with honors in environmental studies must have a 3.0 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 adviser. 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 be substituted for one upper-division elective. 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.

**Minor Requirements**

The interdisciplinary minor in environmental studies includes five required courses and five upper-division elective courses for a minimum of 40 credits. Courses applied to the minor, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C- or better. At least 16 of the 40 credits must be taken at the University of Oregon. No more than 8 upper-division credits from the major may be applied to minor requirements. With the advisor’s consent, a course numbered 407, 408, or 410 can be substituted for one of the elective courses. Students may also submit a petition to the minor adviser to substitute other courses.

**Required Courses: 20 credits**

Choose two courses from Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202); Introduction to Environment-
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 post-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 in 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 assessment of competency. After passing assessment of competency in the focal department, applications are reviewed independently by the admissions committees in the focal department. Applications are reviewed independently by the admissions committees in 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.

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 real contribution to knowledge, show a mastery of the literature, 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)

198 Laboratory Projects: [Topic] (1–2R) P/N only. R with instructor's consent.
199 Special Studies: [Topic] (1–5R).
201 Introduction to Environmental Studies: Social Sciences (4) Contributions of the social sciences to analysis of environmental problems. Topics include human population; relations between social institutions and environmental problems; and appropriate political, policy, and economic processes.
202 Introduction to Environmental Studies: Natural Sciences (4) Contributions of the natural sciences to analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery.
203 Introduction to Environmental Studies: Humanities (4) Contributions of the humanities and arts to understandings of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse.
399 Special Studies: [Topic] (1–5R).
401 Research: [Topic] (1–3R) P/N only. R with instructor's consent.
403 Thesis (1–6R) P/N only.
404 Internship: [Topic] (1–18R) P/N only.
405 Reading and Conference: [Topic] (1–18R).
406 Field Studies: [Topic] (1–5R) P/N only. R with instructor's consent.
408/508 Workshop: [Topic] (1–5R) P/N only.
409 Practicum: [Topic] (1–5R) P/N only.
410/510 Experimental Course: [Topic] (1–5R) P/N only.
411/511 Environmental Issues: [Topic] (4R) In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, environmental justice, ethics, or environmental literature. R twice when topic changes for maximum of 12 credits.
503 Thesis (1–9R) P/N only.
601 Research: [Topic] (1–9R) P/N only. R with instructor's consent.
602 Supervised College Teaching (1–5R) P/N only. R with instructor's consent.
603 Dissertation (1–16R) P/N only.
604 Internship: [Topic] (1–5R) P/N only. R for maximum of 10 credits.
605 Reading and Conference: [Topic] (1–5R) P/N only. R with instructor's consent and faculty approval.
606 Field Studies: [Topic] (1–5R) P/N only. R for maximum of 10 credits.
608 Workshop: [Topic] (1–5R) P/N only.
609 Terminal Project (1–9R) P/N only.
610 Experimental Course: [Topic] (1–5R).
Ethnic Studies

Interim Program Director
(541) 346-0900
(541) 346-0904 (fax)
201 Grayson Hall
5268 University of Oregon,
Eugene OR 97403-5268

Faculty

Program Committee
Steven W. Bender, law
Roland Greene, comparative literature
Shari M. Huhndorf, English
Forest Pyle, English
Jannoin Lee Shiao, sociology
Mia Tuan, sociology

Participating Faculty
Carlos Aguirre, history
Sandra L. Morgen, sociology
Jeffrey Osler, history
Peggy Pasoe, history
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 or minor in ethnic studies; the certificate program is inactive. A primary goal of the Ethnic Studies Program is to encourage students to become more aware of the ethnic and culture-based dimensions and applications of their particular major fields.

Ethnic Studies Courses (ES)

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 27 credits
Introduction to Ethnic Studies (ES 101, 102) 8
Special studies course (ES 199) 4
Related upper-division courses from areas such as anthropology (ANTH), comparative literature (COLL), East Asian languages and literatures (EALL), English (ENG), folklore (F/PL), geography (GEGG), history (HIST), international studies (INTL), law (LAW), religious studies (RELS), sociology (SOC), Spanish (SPAN), theater arts (TA), and women's studies (WST) 15

The minor program must be planned in consultation with an ethnic studies adviser at least two terms before graduation.

With the consent of ethnic studies faculty members, students may use appropriate courses numbered 405, 406, 407, and 410, taught in participating departments, as electives. A grade of mid-C or better must be earned in any course applied to the minor; at least four of the courses must be taken at the University of Oregon.

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.

199 Special Studies: [Topic] (1-2R)

200 Semester: [Topic] (1-2R)

250, 251 African American History (4,4)

252, 253 Introduction to the Asian American Experience (4,4)

525 Introduction to the Chicano and Latino Experience (4,4)

526 Introduction to the Native American Experience (4,4)

254, 255 Introduction to the Chicano and Latino Experience (4,4)

256, 257 Introduction to the Native American Experience (4,4)

258, 259 Introduction to the Asian American Experience (4,4)

260, 261 Introduction to the African American Experience (4,4)

Related upper-division courses from areas such as anthropology (ANTH), comparative literature (COLL), East Asian languages and literatures (EALL), English (ENG), folklore (F/PL), geography (GEGG), history (HIST), international studies (INTL), law (LAW), religious studies (RELS), sociology (SOC), Spanish (SPAN), theater arts (TA), and women's studies (WST) 15

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200 Semester: [Topic] (1-2R)

250, 251 African American History (4,4)

252, 253 Introduction to the Asian American Experience (4,4)

525 Introduction to the Chicano and Latino Experience (4,4)

526 Introduction to the Native American Experience (4,4)

254, 255 Introduction to the Chicano and Latino Experience (4,4)

256, 257 Introduction to the Native American Experience (4,4)

258, 259 Introduction to the Asian American Experience (4,4)

260, 261 Introduction to the African American Experience (4,4)

Related upper-division courses from areas such as anthropology (ANTH), comparative literature (COLL), East Asian languages and literatures (EALL), English (ENG), folklore (F/PL), geography (GEGG), history (HIST), international studies (INTL), law (LAW), religious studies (RELS), sociology (SOC), Spanish (SPAN), theater arts (TA), and women's studies (WST) 15
European Studies

Program Director
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European Studies Committee
Kenneth S. Calboon, Germanic languages and literatures
Roger A. Chopco, accounting
Robert G. Darst, political science
Evlyn Gould, Romance languages
Massimo Loffini, Romance languages
Grant F. McKernie, theater arts
Alexander B. Murphy, geography
George J. Sheridan Jr., history
Marian Elizabeth Smock, music
Malcolm Wilson, classics
Ronald Wixman, geography
Virpi 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 European region, 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 an adviser. 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 (6 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 electives 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.

Additional Courses
European studies courses are offered in an upper-division course of related subject matter, in which topics relevant to European studies are explored in a thematic context. These courses are designed to complement the student's major.

European Studies Courses (EURO)

Other upper-division courses with related subject matter may be included in an ethnic studies major or minor program by arrangement with a course's instructor and the director of ethnic studies.
Exercise and Movement Science

Marjorie Woollacott, Department Head

First year on the University of Oregon faculty, 1970

Marjorie Woollacott, Department Head

Exercise and Movement Science

Gary A Klug, professor (physiology or exercise).

Emeritus

Dorothy Jan Jasiewicz, courtesy assistant professor. See Biology

Major Requirements

Preparatory courses required for major courses as indicated above. Students must maintain at least a 2.0 grade point average in all courses required for the major.

The introductory chemistry sequence should be taken in the first year.

Prerequisites

General Biology II (LII), Cells, Organisms, Populations (BI 211, 212, 213) or Foundations II (LII), Genetics and Evolution, Molecular Genetics, Biocellular Basis of Life (BI 261, 262, 263) ... 12-15

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

Calculus I (MATH 251) ... 4

General Physics (PHYS 201, 202, 203) ... 12

General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206) ... 6

Mind and Brain (PSY 201) or Mind and Society (PSY 202), and either Thinking (PSY 330) or Development (PSY 375) or Abnormal Psychology (PSY 427) ... 4

Major Requirements

Course Title Credits

Human Anatomy (LII) (ANAT 311, 312) ... 8

Motor Control (EMS 333) ... 4

Motor Development (EMS 335) ... 4

Sports Medicine (EMS 361) ... 4

Physiology of Exercise (EMS 371) ... 4

Biomechanics (EMS 381) ... 4

Human Physiology II (PHYP 313, 314) ... 8

Minimum of two 400-level courses excluding courses numbered 402, 403, 404, and 409. Majors must obtain departmental permission before they may use courses numbered 406, 407, 408, and 410 ... 8

Health Science Option

Students who plan careers in medicine, physical therapy, nursing, or other allied health sciences may want to choose this option. Most of the standard requirements for admission to medical schools or allied health science programs are included in the course work for the major in Exercise and Movement Science. In addition to the EMS prerequisites and core requirements, the health science option in the Department of Exercise and Movement Science includes the following courses:

Organic Chemistry I (CH 331) ... 4

Organic Chemistry of Biological Molecules (CH 332) ... 4

Organic Chemistry Laboratory (CH 337, 338) ... 6

Physiological Biochemistry (CH 360) ... 4

Internship (EMS 434) ... 1-15

Students who choose the health science option should work closely with their faculty advisers and plan their programs of study to meet the specific admission requirements of the postgraduate schools in which they are interested.

Honors

To apply to graduate with departmental honors, a student must have an overall GPA of 3.50 or better. Candidates must complete an honors thesis under the supervision of a thesis committee, which consists of two exercise and movement science 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 graduate programs leading to 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 advisor 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 teach 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 0.20 full-time equivalent (FTE) receives a monetary stipend based on the level of the appointment and pays no 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 135 credits beyond the bachelor's degree, with 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 portion of the program of study. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation (EMS 603). A final oral defense is held after completion of the dissertation and after all other degree requirements have been met.

Admission Requirements
Applications for admission to either the master's or the doctoral degree program are available from the director of graduate studies. Admission to 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, 550 quantitative or combined GRE verbal and quantitative scores of 1500 with neither below 550
   b. Doctoral degree program: 520 verbal, 560 quantitative or combined GRE verbal and quantitative scores of 1100 with neither below 500

2. A minimum GPA of 3.00

3. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English

4. Candidate's statement of up to 500 words that indicates:
   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

5. At least two letters of recommendation from individuals who can attest to the applicant's potential for master's or doctoral study

6. Acceptance by a department faculty member who agrees to serve as the student's advisor

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 2000-2001. 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) Process 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.
109 Special Studies: [Topic] (1-14R)
333 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. Prereq: EMS 335; pre- or coreq: ANAT 311, HPHY 313.
335 Motor Development (4) The development of motor skill: understanding the integration of neurophysiological, morphological, and cognitive function in producing changes in motor skills across the life span.
361 Sports Medicine (4) Analysis of exercise as a physical stressor and resulting bodily adaptations. Prereq: ANAT 311, 322; pre- or coreq: ANAT 311, HPHY 313.
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: HPHY 331, 334.
399 Special Studies: [Topic] (1-14R)
401 Research: [Topic] (1-21R)
403 Thesis (1-4) P/N only. For honors students during the term in which they conduct research or write a thesis.
404 Internship: [Topic] (3-16R) 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)
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
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.
### Anatomy Courses (ANAT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>311</td>
<td>Human Anatomy I: Bones, Muscles, Nerves (4)</td>
<td>Gross human anatomy, the skeletal, muscular, and neural systems. Lectures, laboratory. Prereq: BI 212 or 264 or instructor’s consent.</td>
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<td>Physiological principles as they operate in normal function. Neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, reflexes, and central processing of information. Lectures, laboratory. Prereq: BI 212 or 264 or instructor’s consent. College anatomy strongly recommended.</td>
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### 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 folk lore receive both 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 W. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio and visual materials including audiotapes, videotapes, and more than 7,000 slides. A six-part indexing and cross-referencing system makes the data easily retrievable. Located in 453 Prince...
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 12 credits
- 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 20 credits
- 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] (1–2R)
199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–6R)
403 Thesis (1–6R) P/N only
404 Internship: [Topic] (1–6R)
405 Reading and Conference: [Topic] (1–6R)
406 Field Studies: [Topic] (1–6R)
407/407 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–5R)
409 Practicum: [Topic] (1–6R)
410/510 Experimental Course: [Topic] (1–5R)
411/511 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 relation of folklore to subcultural identity and communication, and the ways folklore may challenge or reinforce dominant ideologies. Wojcik.
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.
483/583 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 development of use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnographic films. Sherman.
486/586 African American Folklore (4) Analysis of African American customs, language, beliefs, sayings, and tales expressed through oral tradition. Colman.
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, 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); Anthropology and Folklore (ANTH 419/519); Topics in Southeast Asian Studies (ANTH 426/526); Peoples of Central and East Africa (ANTH 427/527); Peoples of West Africa and the Sahara (ANTH 428/528); Jewish Folklore and Ethnology (ANTH 429/529); Native Central Americans (ANTH 433/533); Native South Americans (ANTH 434/534); Cultures of Island Southeast Asia (ANTH 436/536)
Architecture. Vernacular Building (ARCH 434/534)
Art History. Museumology (ARTH 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), Native American Women Writers (ENG 463/563), Native Americans in Literature and Law (ENG 464/564), Native American Representation in Film (ENG 480/580), Studies in Mythology (ENG 482/582), American Folklore (ENG 484/584), American Popular Literature and Culture (ENG 487/587), Race and Representation in Film (ENG 488/588), Native American Literature (ENG 489/593), Topics in Folklore (ENG 689)

Geography. Geography of Languages (GEOG 441/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. African American History (HIST 250, 251), Pre-colonial Africa (HIST 323), Colonial and Post-colonial 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)


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/~genasc/

Program Committee Faculty
Ralph J. Barnhard, chemistry
Gordon G. Gales, geological sciences
Gary A. Klug, exercise and movement science
Richard M. Koch, mathematics
John V. Leahy, mathematics
John R. Lukaas, anthropology
James M. Schombert, physics
Karen L. Sprague, biology
Cathy Whittlock, 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 advisor 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: anthropology, biology, psychology
Biophysical sciences: biology, chemistry, exercise and movement science, physics
Cognitive sciences: computer and information science, mathematics, psychology
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. Students 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 advisor 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

1. Calculus I/II (MATH 251, 252)
2. One course in computer and information science selected from Concepts of Computing: Computers and Computation (CIS 121), Multimedia on the Web (CIS 123), 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), Human Biology Variation (ANTH 262), 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 263), Biological Interactions (BI 264)
   Chemistry. Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229) or General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)
   Geology. Physical Geology (GEOL 101), Environmental Geology and Landform Development (GEOL 102)
   Geography. The Natural Environment (GEOG 103), and one from Climatology (GEOG 213), Geomorphology (GEOG 212), Biogeography (GEOG 212)
   Physics. General Physics (PHYS 201, 202, 203)
   Psychology. General Psychology (PSYCH 201, 202, 203) or two from Foundations I, II, III: Genetics and Evolution (PSYCH 261, 262, 263)

Upper Division

The upper-division requirements listed below are for students who declared the general science major fall 2000 or later. At least 24 of these credits must be taken for letter grades and passed with grades of C- or better
1. Complete a minimum of 32 credits in approved science courses numbered 300 and above. At least 24 of these credits must be taken for letter grades and passed with grades of C- or better
2. Two areas of emphasis are required. At least 12 upper-division credits must be completed in each of two sciences. Courses applied to the emphasis requirement must be taken for letter grades
3. Tutorials 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:

- Anatomy, ANAT 311, 312
- Anthropology. Courses in human and primate anatomy and evolution (ANTH 461-463, 467, 469, 471, 473)
- Biology. BI 307 or a higher numbered course (including Oregon Institute of Marine Biology courses)
- Chemistry. CH 331-339, CH 360, and CH 411-470

- Computer and Information Science. CIS 313-315 and CIS 413-471
Exercise and Movement Science. EMS 333–341, 423, 463, 471

Geography. Physical geography courses (GEOG 421–432)

Geological Sciences. GEOL 315–350 and GEOL 471–475

Human Physiology. HPHY 313, 314

Mathematics. MATH 315–352 and MATH 411–466

Physics. Physics and astronomy courses (PHYS 351–359; PHYS 411–460; and PHYS 492, 493)

Psychology. Courses in the experimental and physiological areas (PSY 302–304, 439–450, 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 advisor. The advisor does not need to be a member of the general science committee.

To graduate with honors, students must have at least a 3.50 overall grade point average and a GPA of 3.50 or better in the sciences. In addition, they must complete 9 credits of Research (401) or Thesis (402) 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 advisor 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 who choose the general science major should design their programs to meet the admission requirements of the professional school of their choice. See also the Preparatory Programs section of this 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 fifth-year program for middle-secondary teaching licensure in science. See the College of Education section of this catalog.

Geography

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Faculty


Special Staff


Emeriti


Edward T. Price, professor emeritus. B.S., 1957, California Institute of Technology; Ph.D., 1932, California, Berkeley. (1963)


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

Undergraduate Studies

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. 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, 112, 122—emphasizes the analysis of data
3. MATH 241, 242 or MATH 251, 252, 253—calculus sequences that should be taken by student's 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 details see Group Requirements in the Registration and Academic Policies section of this catalog.

Geography majors should consult their advisors to determine which group-satisfying courses best support their major.

Major Requirements

A grade of at least C- or P (pass) is required in each of the twelve geography courses used to fulfill a major in geography. A grade point average (GPA) of 2.25 or better in graded geography courses is required for majors. At least eight courses in the major must be taken for letter grades.

Introductory Geography. Four courses: The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Cultural Geography (GEOG 103), and Geography and Environment (GEOG 104)

Techniques for Geographers. Two courses selected from Cartographic Methods (GEOG 311), Geographic Field Studies (GEOG 313).
Geographic Data Analysis (GEOG 314), Experimental Course: Remote Sensing (GEOG 410), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 410), Advanced Geographic Information Systems (GEOG 472)

Physical Geography. Two courses selected from: Climatology (GEOG 313), 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)

Human Geography. Two courses selected from: Population and Environment (GEOG 341), Geography of the World Economy (GEOG 342), Society, Culture, and Place (GEOG 343), Political Geography (GEOG 441), Urban Geography (GEOG 442), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446), Environmental Aderation (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geogray, Law, and the Environment (GEOG 463), Environment and Development (GEOG 465), Geography of Water Policy and Politics (GEOG 466)

Regional Geography. One course selected from: World Regional Geography (GEOG 201), Geography of Europe (GEOG 202), Geography of Post-Soviet States (GEOG 204), Geography of Pacific Asia (GEOG 205), Geography of Oregon (GEOG 206), Geography of the United States (GEOG 207), Geography of the Middle East and North Africa (GEOG 209), Advanced Geography of European-American Regions (GEOG 470), Advanced Geography of Non-European-American Regions (GEOG 475)

Upper-Division Elective. One additional upper-division course selected from the above categories.

Honors Programs
The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography. The Department of Geography also offers an honors option for its majors. More information is available in the department office.

Minor Requirements
Students who minor in geography must complete six geography courses with grades of C- or better. The six courses must include one regional geography course, one upper-division physical geography course, and one upper-division human geography course. At least four courses applied to the minor must be taken for letter grades.

Middle and Secondary School Teaching
The College of Education offers a five-year program for middle secondary teaching licensure in social studies. See the College of Education section of this catalog.

Graduate Studies
Graduate work leading to the master of arts (M.A.), master of science (M.S.), and 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 geography faculty. 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 the 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.

Areas of emphasis in physical geography include long-term climate change, Quaternary environments, vegetation history, palynology, plant ecology, fluvial geomorphology, and arid lands geomorphology. Environmental studies in the department focus on historical, cultural, political and legal dimensions of human-environment relations, political ecology, and environment and development. In geographic techniques, data analysis and visualization, cartography, and geographic information systems are emphasized. The department also offers course work and faculty expertise in North America, Southeast Asia and China, Europe (both West and East), the former Soviet Union, the Middle East, and Africa.

To ensure breadth of knowledge in the discipline, the department requires Ph.D. and master's degree candidates to complete the following courses or their equivalents: Cartographic Methods (GEOG 311) or Introductory Geographic Information Systems (GEOG 516); Geographic Data Analysis (GEOG 314); two upper-division courses in physical geography from different subfields; and two upper-division courses in human geography from different subfields.

Theory and Practice of Geography (GEOG 620) must be taken during the first fall term. The graduate student is in residence, and Current Trends in Geography (GEOG 621) must be taken in the spring term. Each graduate student must take 1 credit of Workshop (GEOG 698) every winter and spring term that the student is in residence.

For students following the master's degree option in geography and education, some substitutions for these course requirements may be authorized by the departmental coordinator for that option.

Master's Degree Program
The general master's degree in geography emphasizes broad understanding of physical and human geography and basic techniques in geography. Students develop specialized research skills during work on the thesis. Beyond the general requirements for all graduate students in geography, two graduate seminars in geography (GEOG 507 or 607), one in human geography and one in physical geography, are required of each candidate. Students must demonstrate skill in a second language, which may be met either by passing a second-year college-level second-language course during the seven-year period prior to the receipt of the master's degree or by passing the Graduate Student Foreign Language Test (GSFLT) in the twenty-fifth percentile or better. Where appropriate for the thesis or dissertation topic and with the approval of the advisory committee, computer programming skills may be substituted for the second language. These skills are typically demonstrated by completing a minimum of two approved courses and writing a program used in the thesis research.

A committee of two geography faculty members supervises the research and writing of a master's thesis that shows evidence of original research and writing. The student must enroll for 9 credits of Thesis (GEOG 533) at least 3 of which must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.
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 second-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 itself does not lead to additional licensure in the state of Oregon.

Doctoral Program

The Ph.D. program requires competent understanding of 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 501 and Reading and Conference (GEOG 505) 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 507 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 required level or 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 course work, 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. The student, in consultation with a faculty committee, writes four questions in each area for the comprehensive examination. Two or three questions in each area are then selected by the advisory committee, and the student prepares written answers to them during a six-week period. Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) are available. Fellows receive a modest stipend and a tuition waiver but must pay a small fee for each credit. 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 funding for students from low-income families provides an alternative means of financial assistance. To apply for loans or grants or for work-study funding for students from low-income families provides an alternative means of financial assistance. To apply for loans or grants or for work-study funding for students from low-income families provides an alternative means of financial assistance.

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. Meyer, Whitlock.
103 Cultural Geography (4) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of various cultural elements. Cohen, Murphy, Searl.
104 Geography and Environment (4) Ways in which various environments have been modified by human actions. Emphasizes human systems.
196 Field Studies: [Topic] (1-2R)
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.
202 Geography of Europe (4) Physical and cultural processes that have shaped the physical and cultural 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. Wixman.
205 Geography of Pacific Asia (4) Physical, cultural, and economic processes that have shaped the physical and cultural landscapes of Pacific Asia.
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.
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 physical and cultural 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. Backley.
313 Geographic Field Studies (4) Research techniques in geography applied to local areas and problems. Field trip fee. Major only.
322 Biogeography (4) Relation of plants and animals to the 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 the United States and international contexts. Includes methods and theory. Prereq: GEOG 103 or 104 or instructor's consent.
342 Geography of the World Economy (4) Geographical evolution of the world economy. Patterns and processes of trade, manufacturing, multinational corporations, and cultural society in the creation of economic landscapes. Prereq: GEOG 103 or 104 or instructor's consent.
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 104 or instructor's consent.
344 Research: [Topic] (1-21R) P/N only
401 Thesis (1-21R) P/N only
403 Research: [Topic] (1-21R) P/N only
405 Reading and Conference: [Topic] (1-21R) P/N only
406 Field Studies: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R) Loy
408/508 Workshop: [Topic] (1-16R)
409 Practicum: [Topic] (1-21R) P/N only
410/510 Experimental Course: [Topic] (1-4R)
Topics offered in 2000-2001 are Environmental Measurement and Mapping, Maps and...


416/516 Introductory Geographic Information System (4) Covers fundamental topics as data sources, input, manipulation, analysis, 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 323. Whitlock. R when topic changes.

424/524 Soil Genesis and Geography (4) Pedogenic processes; description of soil profiles, soil classification; Quaternary soil stratigraphy and geomorphology; applications of soil information. Prereq: GEOG 324 or instructor's consent. Required field trips. McEachern.


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 330 or BI 136 or 370 or instructor's consent. Whitlock. 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 331 or BI 136 or 370 or instructor's consent. Whitlock.

432/532 Climatological Aspects of Global Change (4) Role of the climatic system in global change, the Earth's climate history, and potential future climatic changes. Prereq: GEOG 332, 322, 323; or instructor's consent. Bartlein.

441/541 Political Geography (4) Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: GEOG 313 or instructor's consent. Murphy.

442/542 Urban Geography (4) Urbanization throughout the world, the structure of urban settlements: cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Special fee. Prereq: GEOG 313 or instructor's consent. Cohen.

444/544 Geography of Languages (4) Present distribution of languages in the world—where, when, and how many. Historical evolution of present linguistic patterns. The significance of other cultural phenomena to languages. Prereq: GEOG 314 or instructor's consent. Wiman.

445/545 Culture, Ethnicity, and Nationalism (4) Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: GEOG 315 or instructor's consent. Murphy, Wiman.

446/546 Geography of Religion (4) Origin and diffusion of religions; religion, world-view, environmental perception and alteration; religion, territory, the organization of space. Prereq: GEOG 316 or instructor's consent. Wiman.

461/561 Environmental Alteration (4) Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: GEOG 104, 114 or instructor's consent.

462/562 Historical and Contemporary Views of the Environment (4) Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: upper-division standing and instructor's consent. Walker.

463/563 Geography, Law, and the Environment (4) Values underlying American legal approaches to environmental issues, the role of law in reflecting and shaping human understanding and use of the environment. Special fee. Prereq: GEOG 104 or ENVS 201 or instructor's consent. Murphy.


466/566 Geography of Water Policy and Politics (4) Examines water conflicts at various scales and in differing political and cultural contexts. Case studies from the Pacific Northwest, elsewhere in the United States, and in international contexts. Prereq: GEOG 341 or GEOG 342 or instructor's consent. Murphy.

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 equivalent or instructor's consent. R when region changes.

472/572 Advanced Geographic Information Systems (4) Use of advanced geographic information systems (GIS) software packages for analytical and cartographic purposes. Special fee. Prereq: GEOG 416/516 or equivalent; instructor's consent. Buckley.

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 worlds. Prereq: GEOG 201, another course on the region of study, or instructor's consent. Walker. R when region changes.


481/581 Progress in Human Geography (IR) P/N only. Recent developments in cultural, economic, environmental, and political geography. Lectures, reading, presentation of faculty and student works in progress. R with five times with instructor's consent for maximum of 6 credits. Bartlein, Cohen, McDowell, Meyer, Murphy, Walker, Whitlock.

503 Thesis (1–15R) P/N only

601 Research: [Topic] (1–16R) P/N only

602 Supervised College Teaching (1–5R) P/N only

603 Dissertation (1–15R) P/N only

605 Reading and Conference: [Topic] (1–16R) P/N only

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Changing State Systems, Colorization, Migration, and Extinction; Environmental Change: Place and Region. Bartlein, Meyer, Murphy, Whitlock.

608 Workshop: [Topic] (1–16R) P/N only, Murphy.

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

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 metacourse. Prereq: graduate standing in geography. Murphy.

Geological Sciences

A. Dana Johnston, Department Head

Geological Sciences Curriculum

The Department of Geological Sciences offers a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree with a major in geological sciences.

Grade Options and Standards. Undergraduate majors must take at least two consecutive courses (the pass/no pass option is not acceptable) all courses required in their degree program. Required courses must be completed with grades of C- or better. Exemptions for honors students are noted under Honors in Geological Sciences.

Major Options in Geological Sciences. Earth science is an unusually broad subject. It addresses everything from the chemical processes that make rocks and minerals to the physics and geophysics that underlie plate tectonics and the travel of earthquake shock waves through the planet. It explores the history of evolution of life revealed in fossils, and it probes the earth processes that affect how humans can survive on the surface of the planet.

All of the options require a common core of general chemistry, calculus, general geology, and physics, except that the paleontology-option students may take biology in place of physics.

Every option includes introductory geology—either GEOL 201-203 or GEOL 101-106. The courses in each option are divided into three categories: core, additional requirements, electives. Several 2- and 3-credit courses are half-term (five-week) courses.

Geology Option

Core 59-62 credits

Earth's Interior and Dynamics (GEOL 201)
Earth Surface and Environmental Geology (GEOL 202)
Evolution of the Earth (GEOL 203)
Earth's Dynamic Interior (GEOL 101)
Environmental Geology and Landform Development (GEOL 102)
The Evolving Earth (GEOL 103) with Introductory Geology Laboratory (GEOL 104, 105, 106)

General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213)
Introduction to General Chemistry (CH 121, 122, 123)

Additional Requirements 27 credits

Essentials of Mineralogy (GEOL 321)

Determineable Minerals in Mineralogy (GEOL 322)

Introduction to Petrology (GEOL 323)

Sedimentology and Stratigraphy (GEOL 334)

Structural Geology (GEOL 350)

Structural Geology Problems (GEOL 351)

Geology Laboratory and Field (GEOL 352)

Field Geology (GEOL 450)
Electives  
20 credits
Geological Sciences. Geological sciences courses numbered 325 and higher........... 5-20
Up to 15 credits may be selected from the following courses outside of geological sciences:

Biology. Biology courses numbered 261 or above
Chemistry. Advanced General Chemistry Laboratory (CH 313, 314, 314), Organic Chemistry I (CH 313, 314, 314), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)
Computer and Information Science. Introduction to Numerical Computation with FORTRAN (CIS 133), Computer Science II, III (CIS 210, 211, 212), Algorithms (CIS 315)

Geography. Geomorphology (GEOG 322), Introduction to Geographic Information Systems (GEOG 416), Advanced Geomorphology (GEOG 422), Soil Genesis and Geography (GEOG 424), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430)

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of Complex Variables I (MATH 411, 412), Differential Equations I (MATH 420, 421), Statistical Methods I (MATH 425, 426)

Physics. Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Geophysics Option
Core 59-62 credits
See requirements under Geology Option Core

Additional Requirements 28 credits
Geophysics (GEOI. 325) ...................................... 4
Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281, 282) ............................................. 12
Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) .............................. 12

Electives 16 credits
Structural Geology (GEOI. 350), Structural Geology Problems (GEOI. 351), Structural Geology Laboratory and Field (GEOI. 352), Hydrogeology (GEOI. 451), Tectonics (GEOI. 453), Geologic and Environmental Fluid Mechanics (GEOI. 454), Environmental Fluid Geophysics (GEOI. 464), Geodynamics (GEOI. 466), Introduction to Seismology (GEOI. 468), Aqueous Geochemistry (GEOI. 472), Physical Chemistry (CH 411); Geographic Information Systems (GEOI. 416) ................................................. 16

Environmental Geoscience Option
Core 59-62 credits
Requirements are the same as for the geology option except PHYS 201, BI 211 and BI 212 or 213 may be substituted for that option’s physics requirement

Additional Requirements 17 credits
Earth Resources and Environment (GEOI. 310) 4
Sedimentology and Stratigraphy (GEOI. 334) 4
Structural Geology (GEOI. 350), Structural Geology Problems (GEOI. 351), Structural Geology Laboratory and Field (GEOI. 352) 5
Geologic Hazards (GEOI. 353) ................................ 4

Electives 28 credits
Up to 8 credits can be from outside the geosciences. The remainder must be selected from the geological sciences or geography courses listed in Group A.

Group A (at least 20 credits)

Geology. Geology of Ore Deposits (GEOI. 425), Paleopedology (GEOI. 435), Hydrogeology (GEOI. 451), Neotectonics and Quaternary Geology (GEOI. 452), Geologic and Environmental Fluid Mechanics (GEOI. 454), Environmental Fluid Geophysics (GEOI. 464), Aquatic Geochemistry (GEOI. 472)

Geography. Introduction to Geographic Information Systems (GEOI. 416), Advanced Climatology (GEOI. 421), Advanced Geomorphology (GEOI. 422), Soil Genesis and Geography (GEOI. 424), Hydrology and Water Resources (GEOI. 425), Fluvial Geomorphology (GEOI. 427), Long-Term Environmental Change (GEOI. 430), Climatological Aspects of Global Change (GEOI. 432)

Group B (up to 8 credits). Same as Geology Option electives with addition of engineering courses offered at Oregon State University.

Paleontology Option
Core 55 credits
Earth’s Interior Heat and Dynamics (GEOI. 201), Earth Surface and Environmental Geology (GEOI. 202), Evolution of the Earth (GEOI. 203) or Earth’s Dynamic Interior (GEOI. 101), Environmental Geology and Landform Development (GEOI. 102), The Evolving Earth (GEOI. 103) with Introductory Geology Laboratory (GEOI. 104, 105, 106) .............................................. 12
General Biology I, II, III; Cells, Organisms, Populations (BI 211, 212, 213) or General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) or General Physics (PHYS 203), General Biology I, II, III; Cells, Organisms, Populations (BI 211, 212, 213) or General Biology I, II, III; Cells, Organisms, Populations (BI 213) .......................... 12
Introductory Geology Laboratory (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223) .......................... 12
Calculus I, II, III (MATH 251, 252, 253) .......................... 12
Earth Materials (GEOI. 311) .................................. 5

Introduction to Geosciences (GEOI. 318) .................................. 2

Additional Requirements 39 credits
Essentials of Mineralogy (GEOI. 321) .................................. 2
Determinative Methods in Mineralogy (GEOI. 322) .................................. 3
Introduction to Petrology (GEOI. 323) .................................. 3
Sedimentology and Stratigraphy (GEOI. 334) .................................. 4
Structural Geology (GEOI. 451), Structural Geology Problems (GEOI. 351), Structural Geology Laboratory and Field (GEOI. 352) .......................... 5
Paleontology I: Paleozoic Marine Fossils (GEOI. 431) .................................. 4
Paleontology II: Mesozoic and Cenozoic Marine Fossils (GEOI. 432) .................................. 4
Paleontology III: Nonmarine Fossils (GEOI. 433) .................................. 4
Field Geology (GEOI. 450) .................................. 10

Electives 12 credits
Additional courses in geological sciences, biology, chemistry, geography, mathematics, or physics; Select from geology option electives, Earth Physics (GEOI. 315), and Introduction to Hydrogeology (GEOI. 316) .................................. 12

Honors in Geological Sciences
Application for graduation with honors in geological sciences must be made no later than the 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 and evaluated by a committee consisting of three faculty members including the supervisor. The thesis should be presented no later than three weeks before final examinations during the term the student plans to graduate

Honors students should register for 3 credits of Research: Thesis (GEOI. 401) the term before they intend to graduate, and for 3 credits of Thesis (GEOI. 403) the term of graduation. These 6 credits may be applied toward the option electives.

Minor Requirements
Students with majors in other departments who want a minor in geological sciences must begin with either of the introductory sequences: GEOI. 201-203 or GEOI. 101-105. In addition, a minimum of 15 credits must be earned in other geological science courses numbered 213 or 300-499. Any such geological science courses listed in the UO Catalog may be used to meet this requirement, except that no more than 8 credits in GEOI. 213, 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
Science Majors
Science majors should begin with Earth’s Interior Heat and Dynamics (GEOI. 201), Earth Surface and Environmental Geology (GEOI. 202), Evolution of the Earth (GEOI. 203), then earn at least 15 credits in courses listed under the appropriate major.

Biology Majors. The Fossil Record (GEOI. 304), Oceanography (GEOI. 307), Geology of Oregon and the Pacific Northwest (GEOI. 308), Sedimentary and Stratigraphy (GEOI. 334), Paleontology I, II, III (GEOI. 431, 432, 433)

Chemistry Majors. Earth Materials (GEOI. 311), Essentials of Mineralogy (GEOI. 321), Determinative Methods in Mineralogy (GEOI. 322), Introduction to Petrology (GEOI. 323), Igneous and Metamorphic Petrology (GEOI. 414), Introduction to Geochemistry (GEOI. 471), Thermodynamic Geochemistry (GEOI. 171), Aquatic Geochemistry (GEOI. 472), Isotope Geochemistry (GEOI. 473)

Physics Majors. Geophysics (GEOI. 325), Structural Geology (GEOI. 350), Neotectonics and Quaternary Geology (GEOI. 452), Tectonics (GEOI. 453), Geologic and Environmental Fluid Mechanics (GEOI. 454), Environmental Field Geophysics (GEOI. 364)

Nonscience Majors
Earth’s Dynamic Interior (GEOI. 101), Environmental Geology and Landform Development (GEOI. 102). The Evolving Earth (GEOI. 103) with Introductory Geology Laboratory (GEOI. 104, 105, 106) or Earth’s Interior Heat and Dynamics (GEOI. 201), Earth Surface and Environmental Geology (GEOI. 202), Evolution of the Earth (GEOI. 203), plus at least 15 credits of course work compatible with the student’s
with a graduate committee consisting of three
additional examinations, course work, seminar, and thesis requirements. Applicants should write to
the Department of Geological 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
course work from all of these areas. Independent thesis research may be pursued in any area with
the consent of a faculty thesis advisor.

Mineralog~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 unsur-
passed 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 Range 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 prop-
eries); studies of igneous petrogenesis; calcula-
tions of multicomponent equilibria in aqueous
systems and volcanic gases; and geochemistry,
tectonics, and fluid mechanics of the lithosphere
and the atmosphere.

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 bionstratigraphy 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 paleontology are also available through cooperation with the Departments of Biology
and Geography.

Structural Geology-Geophysics
Graduate work in the structural geology-
geoophysics 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 indicate that subduction
zones are resulting in constraints, unavailable
from surface geology, for detailed dynamical
models of plate-lithospheric deformation. The
more general study of mantlewide convection,
particularly the large-scale role of subduction,
is a rapidly developing field. Geophysical
observations including long wavelength gravity, seismic studies of large-scale mantle heterogeneity, and
plate tectonic reconstructions are being combined
with theoretical fluid mechanics to map roughly
the global pattern of convection and plate
motions.

Structural geology focuses on applying modern
field and analytical techniques to solving problems
in Cenozoic tectonics and active Faulting. Detailed
field mapping, trench logging, and geomorphic
analysis are combined with seismic array data, land-
and space-based geodetic data, electromagnetic imaging, and theoretical modeling to
address problems including Oregon'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 investi-
gate the nature of seafloor 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
acquisition, 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 seismics
associated with bathic 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
geochemical systems. These research efforts com-
bine field mapping, petrography, and chemical
analyses with theoretical chemical modeling of
processes of ore fluid generation, alteration, and
mineralization (e.g., redbed-brine reaction, bol-
ing epithermal solutions, effects of cooling hy-
drothermal solutions).

Related Research Activities
The Condon Museum of Geology, administered
by the geological sciences department, contains
an extensive collection of vertebrate fossils, paleo-
botanical specimens, and recent vertebrates that
are available to interested researchers for study.

Research Facilities
Students may use a variety of analytical facilities
and equipment including a three-component
broad-band (0.03-500 Hz) seismic array, an
electron microscope, 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 kibarc and 1500°C are available for studying
crystalline, partially molten, and molten silico-
ates under mantlelike conditions. Other equip-
ment 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 geochimnery 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 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 UONET 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 palaeontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-ray diffraction unit, photomicroscopes, a Leitz Astrophot unit, a fully maintained catalog of foraminifera, an acid room, and a convoluted-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate 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 on the department's payroll.

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)


102 Environmental Geology and Landform Development (4) Landforms, surface processes, and interactions between humans and the environment. Weathering, erosion, sedimentation, groundwater, streams, glaciers, deserts, oceans, and coastlines; geologic hazards.

103 The Evolving Earth (4) History of the Earth. Geologic time, sedimentary environments; oceans, mountains, and climate through time; stratigraphic history 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)

199 Special Studies: Topic (1-6R) Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

201 Earth's Interior Heat and Dynamics (4) Processes that cause earthquakes, volcanism, mountain building, and plate tectonics. Includes Earth's origin and internal structure, rocks and minerals, gravity and magnetism. Weekly lectures, two-hour laboratory. For students with majors or backgrounds in science, or Clark Honors College students. Toomey.

202 Earth Surface and Environmental Geology (4) Earth materials, the rock record, human interactions with surface environment. Sedimentary rocks and environments, chemical and physical weathering, mineral and energy resources, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory. For students with majors or backgrounds in science, or Clark Honors College students. Toomey.

203 Evolution of the Earth (4) Origin, history, and physical evolution of the Earth; geologic time scales, development of the global stratigraphic record. Weekly lectures, two-hour laboratory. For students with majors or backgrounds in science, or Clark Honors College students. Toomey.

204 The Fossil Record (4) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geological sciences majors. Savage.

213 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.

304 The Fossil Record (4) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geological sciences majors. Savage.

305 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States. Prereq: any geology course. Cashman.

307 Oceanography (4) Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans. Orr.

308 Geology of Oregon and the Pacific Northwest (4) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Gole.

310 Earth Resources and the Environment (4) Geology of energy, mineral, and water resources and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution. Reed.

311 Earth Materials (5) Chemical and mineralogical composition of rocks, sediment, and soil. Properties of common minerals; origin of ore deposits; microscopic study of rock textures; environmental issues. Prereq: GEOL 201, 202 or GIOL 101, 102, 104, 105; coreq: CH 211 or 221 or 245. Rice.

315 Earth Physics (2) Physics of basic Earth processes. Application of physics to analysis of convection in Earth, plate tectonics and lithospheric deformation, movement of magma or water through Earth. Prereq: MATH 112, PHYS 201 or 211. Humphreys, Toomey, Waff.

316 Introduction to Hydrogeology (2) Focuses on the interrelationships of geologic materials and processes with water. Topics include ground water, soil water, the water cycle, and water quality. Prereq: MATH 112, PHYS 201 or 211. Manga, Waff.

318 Introduction to Field Methods (2) Introduction to geologic mapping and related field skills: rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101 or 201-203. Dorsey, Miller, Revich.

319 Earth, Gravity, and Mineralogy (2) Crystal chemistry, mineral structures, relationship between structure and physical properties, systematic of important rock-forming, ore, and alteration minerals. Prereq: GEOL 311, coreq: CH 212 or 222 or 225. Cashman, Johnston, Rice.

321 Determinative Methods in Mineralogy (3) Principles of optical mineralogy, use of the petrographic microscope to identify minerals; introduction to X-ray diffraction; use of powder diffraction to identify minerals. Prereq: GEOL 321, coreq: CH 212 or 222 or 225. Cashman, Johnston, Rice.


325 Geophysics (4) Origin and composition of the Earth, gravity and seismicity, heat flow, tectonic processes, seismic wave propagation, and its application to the study of the Earth. Coreq: MATH 252, PHYS 202 or 212. Humphreys, Toomey, Waff.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy, magnetostratigraphy, seismic stratigraphy, and chronostratigraphy. Prereq: GEOL 101-106 or 201-203, GEOL 311, 323. Dorsey.

350 Structural Geology (3) Description, analysis, and origin of geologic structures including folds, faults, and tectonics. Focus on kinematic analysis and dynamic analysis of deformation of earth materials. Prereq: GEOL 101-105 or 201-202, GEOL 311, 323 or instructor's consent. Coreq: GEOL 351 or 352. Weldon.


352 Structural Geology Laboratory and Field (1) Collection and interpretation of field and map data for structural analysis. Includes field trips, map and cross-section generation, and some computer-based exercises. Coreq: GEOL 350. Weldon.

353 Geologic Hazards (4) Graded only. Examines geologic hazards, including both the physical processes that cause them and society's attempt to mitigate them. Prereq: GEOL 311. Cashman.


425/525 Geology of Ore Deposits (5) Porphyry copper-molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration, and ore mineral assemblages, and geochemistry of ore formation. Prereq: CH 221, 222, 223; GEOL 311, 323. Reed.


432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (4) Mesozoic and Cenozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent. Retallack.


435/535 Paleopedology (4) Soil formation, mapping and naming fossil soils, features of soils in hand specimen and in thin section; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311, 321. Retallack.


450 Field Geology (10) Geological fieldwork in selected parts of Oregon; emphasizes mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air photo bases. Prereq: GEOL 334, 350. A course in mineralogy and lithology recommended. Offered summer session only, meets in the field for six weeks immediately after spring term.

451/551 Hydrogeology (4) Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with various hydrologic systems. Prereq: GEOL 101, 102, 103 or instructor's consent; MATH 256; one year each of calculus, chemistry, and physics. Manga. Not offered 2000-2001.


453/553 Tectonics (3) Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings. Prereq: GEOL 350 and calculus or instructor's consent. Trenches.


464/564 Environmental Geophysics (4) Application of reflection and refraction seismology, electrical conductivity, and magnetic methods to problems in subsurface environmental contamination, contaminant migration, groundwater characterization, and geological structure determination. Prereq: PHYS 201, 202 or PHYS 211, 212 or equivalents. Waff.


470/570 Introduction to Geochemistry (4) Analytical techniques of geochemistry; distribution of elements; lunar and planetary geochemistry; overview of terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 323 or CH 411/511, 412/512, 413/513 or instructor's consent. Gole.
Germanic Languages and Literatures

Virpi Zuck, Department Head
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Faculty


Andrea Watten, assistant professor (German applied linguistics, conversation analysis, pedagogy). Diplomwissenschaftleistungen, 1992, Johannes Gutenberg University (Mainz); Ph.D., 1997, Texas at Austin. (1997)

Emeriti

Roger A. Nicholls, professor emeritus. B.A., 1949, Oxford; Ph.D., 1953, 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 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 being accepted into graduate programs in German, Scandinavian, languages, history, and comparative literature. Many professional schools look favorably on a student with a degree in German 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 327, 328, 329); Special Studies (GER 199); Reading and Conference (GER 415); Special Problems (GER 496); Workshop (GER 498); Practicum (GER 499). Courses taken outside the Department of Germanic Languages and Literatures may not be used to satisfy major requirements.

Majors must be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205).

German Language, Literature, and Culture Focus

1. Five upper-division German-language courses (20 credits)
2. Seven upper-division German literature and culture courses (28 credits)
3. Of the twelve courses from (1) and (2):
   a. Six courses must be taken on the UO campus
   b. At least four must be 400-level GER-subject code courses, two of which must be taken at the UO
   c. One course may be taken pass/no pass
   d. Only one course taught in English may count toward the major
4. One credit in the German advising conference, taken pass/no pass (PIN)
5. Two credits in the foreign language retreat workshop

640 Topics in Global Stratigraphy: [Topic] (3R)

650 Advanced Structural Geology: [Topic] (3R)

651 Ground Water in Geologic Processes: [Topic] (3R)

667 Advanced Seismology (3)

675 Hydrothermal Geochemistry (3)

677 Topics in Terrestrial Igneous Geochemistry and Tectonics: [Topic] (3R)

692 Volcanology (3)
   Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to erosion and tectonic processes. Cashman.

Undergraduate Studies

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Majors must be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205).

German Language, Literature, and Culture Focus

1. Five upper-division German-language courses (20 credits)
2. Seven upper-division German literature and culture courses (28 credits)
3. Of the twelve courses from (1) and (2):
   a. Six courses must be taken on the UO campus
   b. At least four must be 400-level GER-subject code courses, two of which must be taken at the UO
   c. One course may be taken pass/no pass
   d. Only one course taught in English may count toward the major
4. One credit in the German advising conference, taken pass/no pass (PIN)
5. Two credits in the foreign language retreat workshop
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 graded 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. One upper-division German literature or culture course may be substituted for a Scandinavian course.

4. One credit in the German advising conference workshop, taken pass/no pass (P/N). 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 a thesis approved by the departmental honors committee (for 4 credits in Thesis (GER 402)). 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, sociology, political science, journalism, linguistics, art history, music history, other languages, theater, and related fields.

The German minor requires seven 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 count toward the minor in German. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass. At least three courses (12 credits) must be taken on the UO campus. One credit in the foreign language retreat workshop is strongly recommended.

The following courses do not count toward the German minor: Special Studies (GER 199), German for Reading Knowledge (GER 327, 328, 329), Reading and Conference (GER 403), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate German advisers.

German Area Studies Minor. The German area studies minor requires—in addition to second-year language proficiency—28 credits distributed as follows:

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, 367, 368), Special Studies (GER 399), Seminar (GER 407), Experimental Course (GER 410), Advanced Language Training (GER 411, 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 (ART 454), Germany (HIST 340, 341, 342), Early Modern German History (HIST 442), Modern German History (HIST 443), The Music of Bach and Handel (MUS 351), 17th- and 18th-Century Philosophers (PHIL 393), 19th-Century Philosophers (PHIL 453) — both on German philosophers only; Political Systems of Postwar Germany (PS 356), 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, generic 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 arts, 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 addressed to departmental undergraduate advisers in Scandinavian.

General-Education Requirements

The Department of Germanic Languages and Literatures offers many courses, including several taught in English, that satisfy university general-education requirements. See the Group Requirements and Multicultural Requirement sections of this catalog under Registration and Academic Policies.

Study Abroad

The department encourages students of German to study in Germany on one of the University of Oregon-sponsored exchange programs—the yearlong 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 Deutschen Sommerenschule am Pizifik in Portland.

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 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.

Denmark, 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 Scandinavian.

Secondary School Teaching

The College of Education offers a five-year program for teaching licensure in foreign language. This program is described in the College of Education 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 discourses, such as romanticism, idealism, historicism, psychoanalysis, expressionism, and criticism of ideology, 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 discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses:

1. **GER 621, 622, 623, 624**
   - 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.

2. **GER 204**
   - Intensive Second-Year German (4,4A)
   - Prereq: GER 103 or equivalent.

3. **GER 221**
   - Postwar Germany: Nation Divided (3)
   - Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany.

4. **GER 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.

5. **GER 230**
   - Germany: A Multicultural Society (3)
   - Examines complexities of the increasingly multi-ethnic German society through the writings of African, Turkish, and Jewish Germans.

   - Extensive practice in speaking and writing German; complex grammatical structures in writing. Prereq: GER 203 or equivalent.

**Study in Germany (4)**
- Intensive German grammar review in preparation for PNDS (Prüfung zum Nachweis der deutschen Sprache), a required test for students in German exchange programs. Prereq: GER 203 or equivalent.

237, 238, 239 German for Reading Knowledge (4,4,4)
- Intensive practice in grammar, reading, and writing in the student's own field. 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)
- Writings by such figures as Kant, Marx, Freud, and Weber. Prereq: two years of college German or instructor's consent. Readings, discussion, and written assignments in German.

350 Genres in German Literature (4)
- Studies on such genres in German literature as the novel, drama, political poetry, the German crisis of modernization. Prereq: two years of college German or instructor's consent. Readings, discussion, and written assignments in German.

351 Constructions of Identity in German Culture (4)
- Examines the social construction of identity in German literature and culture. Addresses topics of pluralist 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, Hübßhof, Kafka, Flieser, Brecht, and Nietzsche. No knowledge of German required; readings and discussions in English. Not offered 2000-2001.

353 German Gender Studies (4)
- Student oral presentations and written papers on such topics as men and women writers of German romanticism, mothers and daughters in German literature, comparison of men and women dramatists. No knowledge of German required; readings and discussions in English.

355 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 American exile. 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 1800 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—clime and society, travel and exploration, nature and technology, relationships between the sexes, the Nazi past. Prereq: two years of college German or instructor's consent. Not offered 2000-2001.

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.

401 Research: [Topic] (1-16R)

403 Thesis (1-16R)

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

406 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 Doppelganger, Postcolonial 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. Prereq: college German or instructor's consent.

414, 415, 416 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. Prereq: college German 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.

425 Play: Performance: [Topic] (4R)
- Extensive practice in effective oral communication with emphasis on character 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: GER 340 or 341 or instructor's consent. R when topic changes.

450/550 German Literature to the End of Enlightenment (4)
- 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 2000-2001.

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.

498/598 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. Not offered 2000-2001.

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

601 Research: [Topic] (1-6R) P/N only

602 Supervised College Teaching (1-5R) P/V only

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

605 Reading and Conference: [Topic] (1-16R)
Scandinavian Courses (SCAN)

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
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.
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 Fennic folklore, Shamanic traditions of polar peoples, folk art and music. Conducted in English.
351 Periods in Scandinavian Literature (4) Possible topics are modern breakthroughs 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 in fiction written by women. Readings range from 13th-century Icelandic sagas to works 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.

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.
199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–16R) 403 Thesis (1–16R) 405 Practicum: [Topic] (1–16R)

Finnish Courses (FINN)

101, 102, 103 First-Year Finnish (4,4,4) Thorough grammatical foundation in idiomatic Finnish with emphasis on reading and speaking the language. Sequence.
199 Special Studies: [Topic] (1–5R)

Norwegian Courses (NORW)

199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)

Swedish Courses (SWED)

101, 102, 103 First-Year Swedish (4,4,4) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Sequence.
199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
History

Daniel A. Pope, Department Head
(541) 346-4802
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Faculty


Matt J. Garcia, assistant professor. See Ethnic Studies


Emeriti

Edwin R. Bingham, professor emeritus. B.A., 1941, Occidental; Ph.D., 1951, California, Los Angeles. (1951)


Leslie Decker, professor emeritus. B.A., 1951, California, Los Angeles. (1951)


James D. Fo)l.,library


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

Participating

James D. Fox, library

Joseph G. Fracchia, honors college
Marianne S. Nichols, arts and sciences
Barbara Conrado Pope, women's studies

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, accounts by witnesses to past events, and historical records, students come to appreciate more fully the complexity of human experience. By examining changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Preparation. Students 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 programs 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 entered 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 baccalaureate 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 one 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.
5. A grade point average (GPA) of 2.50 or higher in 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 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. The grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements
The minor requires 25 credits in history taken for letter grades. Of these credits 21 must be upper-division and include one course in history before 1800 in any field. Thirteen of the upper-division credits must be in 400-level courses. Twenty-one upper-division history credits, including two courses numbered 410-499 and a seminar (HIST 407), must be taken at the University of Oregon.

Students must have earned a grade point average (GPA) of 2.50 or higher 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 five-year program for middle-secondary teaching licensure in social studies. This program is described in the College of Education 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 sample of written work and a statement of academic purpose
A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study
The primary fields are ancient history, medieval Europe, Europe 1400-1815, Europe since 1789, Russia, United States, East Asia, Southeast Asia, Latin America, and Africa.

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.

Students must write a master's thesis or complete two substantial research papers in the primary field and defend the thesis or research papers in an oral examination.

Doctor of Philosophy
Applicants are expected to have completed a master's degree in history or a closely allied field. All first-year doctoral students without equivalent training must take Historical Methods and Writings (HIST 612, 613, 614). Doctoral students must take two seminars or colloquia (HIST 507 or 607, HIST 508 or 608). They must pass a comprehensive oral examination in a primary field in history, complete a dissertation in their major field, and demonstrate mastery of a minor field. Mastery of the minor field, which must be in history, is demonstrated by completing three courses and preparing either a course syllabus or a bibliographic or historiographic essay of at least twenty-five pages. Before advancing to candidacy, students must demonstrate competence in at least one second language. Additional language requirements may be set by individual faculty advisers according to the demands of their fields. After satisfactorily completing the field and syllabus requirements and demonstrating language competence, the doctoral student advances to candidacy. The doctoral candidate must write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

History Courses (HIST)
101, 102, 103 Western Civilization (4,4,4) Historical development of the Western world, major changes in value systems, ideas, social structures, economic institutions, and forms of political life. 101: ancient and medieval societies. 102: from the Renaissance to Napoleon. 103: from Napoleon to the present.
199 Special Studies: [Topic] (1-5R) Problem-oriented course designed for students interested in history who might or might not become majors.
201, 202, 203 United States (4,4,4) Creation and development of the United States socially, economically, politically, culturally. 201: Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. 202: Jacksonian era, expansion, commercial and industrial revolution, slavery. 203: imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments.
240 War and the Modern World (4) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.
245 Russia, America, and the World (4) U.S.A.-USSR shared historical experiences that extend far beyond diplomacy, trade, and international rivalry or alliance. Focus includes frontier expansion, revolution, industrialization, imperialism, ways of seeing the world. Kimball.
253 African Americans in the West (4) Focuses exclusively on the African American population west of the Mississippi with particular reference to Blacks in the Pacific Northwest.
273 Introduction to American Environmental History (4) Introduction to concepts, concerns, and methods of environmental history, especially in the context of American history to the present.
290 Foundations of East Asian Civilization (4) Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class: samurai; Mongols and Manchus. Brokaw, Golbe, Hanes.
291 China, Past and Present (4) Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, genre, art, economics. Good command of the language required.


301, 302, 303 Modern Europe (4,4,4) Political, social, cultural, and economic trends from the 18th century to the present. 301: 18th century. 302: 19th century. 303: 20th century. McCooe.

307 The Study of History (4) Introduction to historical reasoning and research methods.

308, 309 History of Women in the United States I, II, (4,4) Survey of the diverse experiences of American women from colonial times to the present. 308: 1600 to 1870. 309: 1870 to the present.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (4) The ways in which perceptions about women's role in society partially reflected and partially contrasted with their actual role. Male.

311 Women and Social Movements in Europe from 1750 to the Present (4) Methods used by women to improve their position in society (e.g., participation in revolution and voting). Reasons for success or failure of these methods. B. Pope.

312 African Women (4) Overview of differences and similarities in African women's experiences from 1850 to the present. Explores women's changing economic, social, and political positions over time. Fair.


325 Precolonial Africa (4) Survey of African history to the mid-19th century, analyzing processes of state formation, regional and long-distance trade, religion, oral tradition, and systems of slavery. Fair.

326 Colonial and Postcolonial Africa (4) Survey of African history since the late 19th century. Emphasis on the internal dynamics of change as well as the impact of colonialism. Fair.

327 The Age of Discoveries (4) European exploration and seaborne empires, 1270-1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese empires; Spanish conquest of Mexico. HIST 101, 102 or equivalents recommended.

328 The Crisis of the 17th Century (4) Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspersons; traditional culture, science and rationalism.

331, 332, 333 England (4,4,4) British history from Roman times to the 20th century. 331: Institutional, constitutional, and economic development of England from the Roman-British period to the 16th century. 332: economic, political, religious, and social change from the Tudor age to the Industrial Revolution. 333: the Victorian age and the 20th century with emphasis on the background of modern Britain's social and economic problems and position in Europe and the world. McGowan.

335, 336, 337 France (4,4,4) The Middle Ages to the French Revolution—establishment of centralized monarchy; society in l'ancien régime; 17th-century classicism; collapse of the old order: 1789-1870—French Revolutions of 1789, 1830, and 1848; Napoleon to empire; republicanism, and dictatorship; society, art, and religion in post-Revolutionary France. 337: 1870 to the present—the Paris Commune and Third Republic; the Dreyfus affair; popular front; fall of France and Resistance: Algeria, de Gaulle, the 1968 student movement. Binn, Sheridan.

340, 341, 342 Germany (4,4,4) Germany in the late Middle Ages and Reformation from 1410 to 1648. 341: Germany in the Old Regime and Age of Revolution from 1648 to 1848. 342: modern Germany from 1848 to 1945. Luebke.

345, 346, 347 Russia and the Soviet Union (4,4,4) The Kievan state and the emergence of Muscovy. 346: creation of the Russian Empire; political, social, and economic developments to 1917. 347: revolutionary Russia, 1917 to the present. Hissler, Kimball.


353, 354, 355 American Foreign Relations since 1933 (4,4) 353: origins of U.S. entry into World War II; military and diplomatic developments during that war. 354: Cold War; U.S. and the underdeveloped world; post-Cold War foreign relations. May.

357 The South (4) Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddox.

359 Religious Life in the United States (4) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the colonial period to the present. Maddox.

360 The American City: [Topic] (4R) I: To 1900. Growth of port, river, canal, and railroad towns; role of city government, bosses versus reformers; urban economies, cultural leadership, expanding populations. II: 20th Century. Progressive reforms, city planning, urban-federal relations in the Depression, experience of Blacks and immigrants in cities, suburban growth and the urban prospect. Wade. R twice when topic changes.

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. D. Pope.

369 Latin America (4,4,4) Major economic, political, and cultural trends and continuities. 360 pre-Columbian and Iberian history, the colonial period up to 1790. 361: 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. Aguirre, Haskett.

385, 386 India (4,4) 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. McGowan.

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. Brown.

388 Vietnam and the United States (4) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-9R) Pr/N only

403 Thesis (1-9R) Pr/N only

405 Reading and Conference: [Topic] (1-6R)

407 Seminar: [Topic] (5R) Current topics include Ancient Slavery, Japan, Machiavelli, Marxism, 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.


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. Male.

420/520 The Idea of Europe (4) The concept and experience of "Europe" explored creatively throughout history from multiple disciplinary perspectives. Sheridan.

425/525 Economic History of Modern Europe: [Topic] (4R) Industrial revolution, economic transformation, growth, and integration in political and social contexts. Focuses on Britain, France, Germany, and Russia. I: European Economies to
Aguire, Haskell. R thrice when topic changes for maximum of 16 credits.
401/501 Philippine History from the pre-Hispanic times to the present with particular emphasis on the past hundred years. May.
403/503 Southeast Asian History: [Topic] (4R) Examines lower-class rebellions in the 19th and 20th centuries. Refers to key theoretical texts; focuses on specific uprisings. Topics include Indonesian revolution and the first Indo-China war. Prereq: instructor’s consent. R twice when topic changes for maximum of 8 credits.
405/505 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.
420/520 Postwar Japan: [Topic] (4R) Postwar political, social, economic, and cultural developments in historical perspective. Topics include industrialization, the new middle class, mass culture, economic superpowers, internationalization. I: The American Occupation. II: The Postwar Experience. III: The Information Age. Hanes. R twice when topic changes for maximum of 12 credits.
425/525 Issues in Southeast Asian History: [Topic] (4R) Topics include historiography, gender, warfare, and premodern Southeast Asia. Prereq: instructor’s consent. R twice when topic changes for maximum of 12 credits.
599 Thesis (1-12R) PIN only
601 Research: [Topic] (1–9R) PIN only
602 Supervised College Teaching (1–6R) PIN only
603 Dissertation (1–12R) PIN only
605 Reading and Conference: [Topic] (1–9R)
607 Seminar: [Topic] (5R)
609 Colloquium: [Topic] (1–6R) Recent offerings include Consumer Culture in the U.S., Creation of the Modern City, Theory and History of Power, Western U.S. Readings.
610 Supervised Tutoring Practicum: [Topic] (1–3R) PIN only
610 Experimental Course: [Topic] (1–4R)
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. Pascoe.
620 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 Nichols, Program Director  
(541) 346-4069  
837 Prince Lucien Campbell Hall

Program Committee
Martha J. Bayless, English  
James W. Earl, English  
Roland Greene, comparative literature  
Charles H. Lachman, art history  
Lauren J. Kessler, journalism and communication  
James C. Mohr, history  
John Nichols, history  
Scott Pratt, philosophy  
Steven Shankman, English  
George J. Shepherd, Jr., history  
Martin Elizabeth Smith, music  
Marc Vanscheidt, music

General Information

The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. To meet these goals, the humanities program is pluralistic and 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 major in humanities 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 (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, and all four courses must be group satisfying.

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 of the seven 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, 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 464), Contemporary American Landscape (LA 465)
- Philosophy, Philosophy in Literature (PHIL 331), 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 fifth-year program for middle-secondary teaching license in language arts and social studies. This program is described in the College of Education 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 UO 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.

251 The Ancient City (4) Examines urban cultures of the ancient world, particularly the relationships between law, culture, and systems of belief. Hurwit, Jaeger, Nicol.

253 The Modern City (4) Examines urban cultures of the modern world, particularly the relationships between law, culture, and systems of belief. McCole.

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 as Drama, 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, philosophy, music, and daily life. Geographic areas or motifs vary. Typical offerings are Revival of Greek in Renaissance Florence, Venice, Cultural Anatomy, Renaissance Music and 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)

403 Thesis I (1-6R)

405 Reading and Conference: [Topic] (1-6R)

407 Seminar: [Topic] (1-6R) 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 analysis of current issues and critical methodologies in humanities study.

Independent Study

The undergraduate Independent Study Program, administered by the Humanities Program, is designed for students who wish to pursue extended scholarly studies in an area not represented in established academic departments or schools. This program is open to any UO undergraduate student.

Students working for a bachelor of arts (B.A.) with a major in independent study are usually juniors or seniors. In addition to Thesis (HUM 403) or Reading and Conference (HUM 415) and one Seminar (407) in an appropriate department, independent study majors must complete basic university B.A. requirements including group requirements, the multicultural requirement, two years of college-level second-language study, and writing. They must have specific, coherent plans for independent work. A proposal of these plans—demonstrating that this program of study is not available through any other department or school—must be presented to the director of the Humanities Program and then to a faculty committee. Applicants must demonstrate that there are adequate resources at the UO for their program’s completion. In consultation with the committee, each student sets individual goals and designs a schedule of courses and research that culminates in a senior thesis or project.

Before being considered for the program, applicants must have completed at least two-thirds of the university’s group requirements and maintained at least a 3.50 grade point average in college-level work.

Applications for the Independent Study Program are available in the Humanities Program office.
International Studies

Program Director
541-346-5051
(541) 346-5041 fax
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, OR 97403-5206
isp@oregon.uoregon.edu
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Faculty
Lydia Capraro, professor (gender and ethnicity, social movements, Latin America). See Anthropology. (1990)

Executive Committee
M. O'Brien, sociology
David A. Frank, honors college (rhetoric and communication)
H. Leslie Steeves, journalism and communication

Advising about specific requirements and cocurriculum to the student’s course of study is tailored to meet career objectives, leading to opportunities in education, government, law, communications, business, nongovernmental organizations, philanthropic organizations, and private voluntary organizations.

International Studies Program offers interdisciplinary bachelor of arts (B.A.) and master of arts (M.A.) degrees. Fundamental themes of the program are cross-cultural communication and understanding, gender, and international development, and a societal and cultural perspective on international relations. A student's course of study is tailored to meet career objectives, leading to opportunities in education, government, law, communications, business, nongovernmental organizations, philanthropic organizations, and private voluntary organizations.

The International Studies Program is a member of the Association of Professional Schools in International Affairs (APSA), the Association for Women in Development (AWID), and the International Studies Association. These links help us provide increased access for our students to opportunities for research, internships, funding, and employment.

The completed thesis must be awarded a grade of B or better by the adviser (P, or pass, for a Clark Honors College thesis) and be approved by two additional members of the faculty. 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.

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 cultural, historical, geographic, and linguistic experiences. In satisfying the Block B requirement, students concentrate on one cultural area. To satisfy the language requirement for the major, students choose one that is relevant to their regional specialization. Areas of focus may include Africa, East Asia, Europe, Latin America, the Middle East, Pacific Islands, Russia and Eastern Europe, South Asia, and Southeast Asia. In developing a program of study, a student may want to consult the area studies sections of this catalog.

Appropriate Block B courses should have significant course content on the region of study.

Block C: Professional Concentration Area. Students select one of fourteen professional concentration areas. Students may design their own professional concentration area if none of the predefined areas fits the student's professional goals. Students who choose this option must designate one of the four core 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 faculty two terms prior to graduation. Students may apply up to 6 Thesis (403) 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, or pass, for a Clark Honors College thesis) and be approved.

Major Requirements
The major consists of work in three core blocks: international core foundation, regional cultures and area studies, and professional concentration area. A minimum of 48 credits, 24 of which must be upper division, are required in these blocks.
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 examination.

Overseas Experience. Majors are required to have a significant international experience to complete the requirements of the major. This is usually satisfied by at least one term of study or work in another country. 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 credit for work done as interns. Interested students should inquire at the international studies internship office.

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 435), Planning, Public Policy and Management, Environmental Planning (PPPM 446), Managing Nonprofit Organizations (PPPM 480), Sociology, World Population and Social Structure (SQC 303), Political Economy (SQC 420), Sociology of Developing Areas (SQC 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 the 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 211), Sociology, Systems of War and Peace (SOC 464)

Culture and Art

Required Course (4 credits)
Art and Human Values (AAD 250) or Music in World Cultures (MUS 358)

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 (ARHI 300), Museumology (ARHI 411)

Arts and Administration, Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), Arts Administration (AAD 460)

Arts, Dance and Folk Culture (DAN 301), Folklore, Folk Art and Material Culture (FLR 413), Dance and Folklife (FLR 485)

Historic Preservation, Introduction to Historic Preservation (AAP 441)

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), Non-Western Theater (TA 473)

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 340), United States Foreign Policy II (PS 326), Theories of International Politics (PS 455), United States-China Relations (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)
Managing across Borders (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, Derivative Markets and Financial Institutions (FIN 462), International Finance (FIN 463)

International Studies, Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)

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 Economics (EC 420), Public Economics (EC 443), 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 Environment

Required Courses (4 credits)
International Community Development (INTL 420) or Community Development (PPPM 448)

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), Environment and Development (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 Ethnicity (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 Courses

Media: Journalism and Communication

World Development Communication (ANTH 455), Second-Language Teaching Practice (LING 448), 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)


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 75 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 courses.

Interdisciplinary concentrations include comparative development, international business, international community development, international education, international tourism, journalism, management, nongovernmental 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 3.30 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 the unique 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 depth 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 theory, 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 concentration 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, forestry, and public health may take courses at Oregon State University. For information on concurrent enrollment, see the Registration and Academic Policies section of this catalog.

Proseminar Series. The International Studies Program conducts three required 1-credit proseminar 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 the first year of graduate study.

Geographic Focus. Students must take a minimum of 12 credits in their area of geographic focus (e.g., Africa, East Asia, Europe, Latin America, the Middle East, South Asia, or Southeast Asia). 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 language other than English.
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 course work in Chinese, Japanese, Russian, or other non-European languages; study languages through self-instruction at the Yamada Language Center; or 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 or 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 competed 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. Proudfoot.

251 Cooperation, Conflict, and Global Resources (4) Sociocultural, economic, and political perspectives on resource management strategies for coping with global imbalances. Focuses on how people seek to improve their quality of life. Stephen.

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.

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.

408/508 Workshop: [Topic] (1–12R)

409 Practicum: [Topic] (1–12R) Prereq: Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.
410/520 International Community Development (4) Introduction to community villages 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.
430/530 World Value Systems (4) Compares and analyzes major belief and value systems. Examines how societies construct value systems and the emergence of a global value system. Carpenter.
431/531 Cross-Cultural Communication (4) Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, education, development, politics, and environment as central to cross-cultural understanding. Prereq: INTL 250. Proudfoot.
432/532 Indigenous Cultural Survival (4) A study of 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.

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) Prereq: exit project committee's consent. Majors only.
602 Supervised College Teaching (1–5R) Prereq: instructor's consent.
605 Reading and Conference: [Topic] (1–12R) Prereq: instructor's consent.
606 Field Studies: [Topic] (1–12R) Prereq: graduate standing and exit project committee's consent.
607 Seminar: [Topic] (1–5R) A current topic is Cultural Conflict, Meditation, and Peace.
608 Special Topics: [Topic] (1–12R)
609 Practicum: [Topic] (1–12R) Prereq: Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.
610 Experimental Course: [Topic] (1–5R)
655 Proseminar (1) Introduction to the field of international studies and the international studies graduate program.
656 Research and Writing in International Studies (1) Prereq: Focus on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.
657 Ethical Issues in International Research (1) Prereq: Focus on ethical issues and dilemmas that may arise in conducting field research in cultural settings outside the United States.
Judaic Studies

Judith R. Baskin, Program Director


Executive Committee

Judith R. Baskin, Judaic studies
Shaul E. Cohen, geography
Matthew Dennis, history
Daniel R. Falk, religious studies
Kenneth I. Helphand, landscape architecture
Esther Jacobson, art history
Don S. Levit, philosophy
Judith Raiskin, women's studies
Kara L. Schultz, Germanic languages and literatures
Jonathan S. Skolnik, 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.) and a minor, and it 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. Introduction 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 Writers (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 (PS 410). The program director has information about courses that satisfy this requirement.

The two discipline-based courses (in which Judaic studies-related issues are discussed but do not provide the main focus of the 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), Geography of 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 201), Religious Life in the United States (HIST 359), Themes in German Literature (GER 368), 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

First-Year Hebrew (HBRW 101, 102, 103) .... 12
Introduction to the Study of the Bible (REL 111) ................................................................. 4
Second-Year Hebrew (HBRW 201, 202, 203) .... 12
Select two courses from Western Civilization (HIST 101, 102, 103), Introduction to the Humanities I, II, III (HUM 101, 102, 103), Philosophical Problems (PHIL 101), History of Western Art I, II, III (ART 204, 205, 206), Great Religions of the World (REL 201, 202) ........ 8
Foundations of Judaic Thought (JDST 201) .... 4
Foundations of Judaic History (JDST 202) .... 4
Foundations of Judaic Culture (JDST 203) .... 4

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
Judaic Studies Capstone (JDST 414) .... 4
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

Foundations of Judaic Thought (JDST 201) .... 4
Foundations of Judaic History (JDST 202) .... 4
Foundations of Judaic Culture (JDST 203) .... 4

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)

101, 102, 103 First-Year Modern Hebrew (5,5,5) Elementary modern Hebrew with emphasis on the development of listening, speaking, reading, and writing skills, using a communicative approach. Conducted in Hebrew. Sequence. 199 Special Studies: [Topic] (1-12R)

Latin American Studies

Leonardo Garcia-Pabón, Program Director

Participating Faculty
Carlos Aguirre, history
Juan A. Epple, Romance languages
Linda O. Fuller, sociology
Leonardo Garcia-Pabón, Romance languages
Amalia Gladhart, Romance languages
Daniel Goldrich, political science
Roland Greese, comparative literature, English
Robert S. Haskett, history
Kenneth M. Kempner, educational leadership
Linda Kirtz, English
Julia Lesage, English
Barbara D. May, Romance languages
Lyres Stephen, anthropology
Monica 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. A minor in Latin American studies is available at the university. An emphasis on Latin America is available 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).

Minor Requirements

Students who want to earn a minor in Latin American studies at the University of Oregon must satisfy the following requirements.

Language Requirement
All students must satisfactorily complete, with grades of P or C- or better, two years of college-level Spanish- or Portuguese-language courses. The University of Oregon does not offer Portuguese.

Language credits may be earned at the University of Oregon or on an approved overseas program, or transferred from another accredited college or university. Alternatively, students may satisfy the language requirement by examination, demonstrating a level of competence equivalent to two years of college Spanish or Portuguese. Students whose native language is either Spanish or Portuguese may substitute equivalent competence in English in lieu of this requirement.

Credit Requirement
In addition to the language requirement, all students must satisfactorily complete, with grades of P or C- or better, 28 credits of course work in Latin American studies. Latin American courses are, generally, those with a minimum of 50 percent content related to Latin America.

Of these 28 credits:
• A minimum of 20 credits must be earned in University of Oregon courses; the other 8 credits may be earned through successful completion of preapproved courses in an approved overseas program at an accredited Latin American college or university. Transfer credits from universities outside Latin America are considered individually, following existing procedures in appropriate departments for determining their equivalence to UO courses.
• A minimum of 16 credits must be in upper-division (300- or 400-level) courses
• A minimum of 20 credits must be taken for letter grades.
Linguistics

Doris L. Payne, Department Head
(541) 346-3906
233 Straub Hall
1250 University of Oregon
Eugene OR 97402-1290
http://logos.uoregon.edu

Faculty


W. Madison. (1971)


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 Fahlgren, Center for Applied Japanese Language Studies
Noriko Fujii, East Asian languages and literatures
Mark Johnson, philosophy
Sarah Klinghammer, American English Institute
Helen Neville, psychology
Michael L. Paul, psychology
Patricia L. Rounds, American English Institute
Theodore Stern, anthropolgy
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. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it verges on logic and philosophy. As a computational system it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with society. 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 nexus 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 290</td>
<td>Introduction to Linguistic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>LING 351</td>
<td>Analytical Methods in Morphology and Syntax</td>
<td>4</td>
</tr>
<tr>
<td>LING 411</td>
<td>Phonetics</td>
<td>4</td>
</tr>
<tr>
<td>LING 450</td>
<td>Introduction to Phonology</td>
<td>4</td>
</tr>
<tr>
<td>LING 451</td>
<td>Syntax and Semantics I</td>
<td>8</td>
</tr>
<tr>
<td>LING 452</td>
<td>Syntax and Semantics II</td>
<td>8</td>
</tr>
<tr>
<td>LING 460</td>
<td>Historical and Comparative Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>LING 480</td>
<td>Sociolinguistics</td>
<td>4</td>
</tr>
</tbody>
</table>

32 credits

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.

Graduate Studies

Students who want to minor in Latin American studies should frequently consult a Latin American studies adviser to determine which courses offered during any given academic year count toward fulfillment of the requirements for the minor.

In Spanish, only upper-division literature and culture courses count toward satisfaction of the 28-credit requirement. Below is a representative sample—not a comprehensive list—of regularly offered courses that count toward the minor.

Sample Courses that Satisfy Minor Requirements

Any 407 Seminar in any department or program, that focuses on Latin America

Anthropology. Native Central Americans (ANTH 433), Native South Americans (ANTH 434)

History. Latin America (HIST 380, 381, 382), Latin American Regional History (HIST 481), Latin America's Indian Peoples (HIST 482), Latin America (HIST 483)

Political Science. Mexican Politics (PS 255), Government and Politics of Latin America (PS 463, 464)

Spanish. Survey of Spanish American Literature (SPAN 318, 319), Hispanic Literature in the United States (SPAN 228), Colonial Latin American Literature (SPAN 450), 20th-Century Latin American Literature (SPAN 490)

In addition, many departments and programs periodically offer courses that might satisfy minor requirements. Among these departments and programs are art history, ethnic studies, geography, international studies, sociology, and women's studies.

Individual departments or programs may allow courses counted toward the minor in Latin American studies to count also toward the disciplinary major. Students should inquire at their major departments about this.

College of Arts and Sciences
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 better in linguistics courses and at least 3.50 overall. At the end of the senior year, have a GPA of 3.75 or better in linguistics courses.

Senior Thesis. Write an original honors thesis under the guidance of a 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 course work. Under special circumstances, students may substitute at least one course for this purpose.

Students should obtain permission from the undergraduate adviser to pursue an alternative program of study.

Minor Requirements 28 credits

Introduction to Linguistic Analysis (LING 290) ....... 4
Two courses chosen from Languages of the World (LING 211), Language, Culture, and Society (LING 295), Language and Cognition (LING 396) ............................................. 8
Phonetics (LING 411) ........................................ 4
Introduction to Phonology (LING 450) .............. 4
Syntax and Semantics I, II (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.

To earn a certificate, the student must complete an approved set of courses in consultation with the certificate adviser, including at least 2 approved credits in second-language acquisition theory and methodology, 8 to 15 approved credits in linguistic description of a target language, 3 to 4 courses 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

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, both in 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 falls below what the faculty considers minimal standards of performance in the graduate program, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Financial Aid

The department offers several graduate teaching fellowships (GTFs) in linguistics and at the American English Institute (AEI) as well as a number of graduate research fellowships. Other forms of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Master of Arts

The master of arts (M.A.) program in linguistics offers two options—one in 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 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—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 27 credits in core courses.

Core Courses 17 credits

Introduction to Phonology (LING 550) .............. 4
Syntax and Semantics I, II (LING 551, 552) .......... 8
One approved Seminar (LING 507 or 607) ........ 3
Linguistic Theory: Phonology (LING 614) ........ 4
Linguistic Theory: Syntax (LING 615) ............... 4
Linguistic Theory: Semantics (LING 616) ........... 4
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. degree in linguistics is granted upon successful completion of required course work, maintenance of a university-prescribed grade point average, and the passing of a written examination. M.A. examinations are administered twice a year, at the end of the fall and spring terms. No course with a grade lower than B—can be used to satisfy degree requirements.

M.A. Thesis. Students in good standing in the program may be invited by the faculty to write an M.A. thesis rather than take the written examination. The faculty sitting as a committee of the whole must approve such an option, and one linguistics department faculty member must be willing to serve as thesis adviser. The thesis adviser makes recommendations to the faculty about the acceptability of the M.A. thesis, and the faculty either accepts or rejects the thesis.

Doctor of Philosophy

The doctor of philosophy (Ph.D.) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields at the university and beyond. The program may include—but are not limited to—animal communication, anthropological linguistics, applied linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language data processing, neurolinguistics, psycholinguistics, and sociolinguistics.

Admission Requirements. Applicants must have an M.A. in linguistics or its equivalent. Applicants without an M.A. may be admitted conditionally and must complete all prerequisite M.A.-level linguistics courses before they 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 must demonstrate proficiency in two second languages, either by examination or through course work. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish, but the student may submit a petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

Required Courses. A student must complete at least 32 credits of graduate courses in linguistics or related fields approved by a doctoral adviser. Courses applied to the MA degree cannot count toward Ph.D. course requirements.

The 32-credit doctoral program must include (1) and either (2) or (3):
1. At least two seminars, one of which must be in syntax, semantics, or pragmatics.
2. Field Methods (LING 617, 618, 619) or
3. Applied and experimental linguistics sequence consisting of a course in statistics approved by the doctoral adviser, a cognitive science laboratory course, and Empirical Methods in Linguistics (LING 621)

Doctoral Adviser. The department head appoints a doctoral adviser for each student upon admission to the Ph.D. program.

Doctoral Examination. Upon completion of all preceding requirements, the candidate may submit a petition to the department to take the doctoral examination. The examination consists of three original research papers of substantial length and publishable quality on topics approved by the faculty. At least two of the papers must be in two separate subfields of linguistics; the third may be in a related field. The linguistics faculty accepts or rejects the papers. Upon successful completion of this examination, the student is advanced to candidacy.

Doctoral Dissertation. The Ph.D. is granted upon completion of the preceding requirements, writing an original dissertation acceptable to the doctoral committee, and passing an oral examination on the dissertation. A student may submit a petition to the department to waive the oral examination under special circumstances. The doctoral committee must include at least three linguistics faculty members, and it must be either chaired or exchaired 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.

Academic 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.

103 Comprehending Oral Academic Discourse (4) Explores elements of aural comprehension, focusing on classroom-based academic discourse; listening strategies based on oral linguistic cues; identification of topics, use of schema(s), discourse genre(s). Prerequisite: TOEFL score of 500-574, English proficiency examination administered by UO Testing Office.

105 Producing Oral Academic Discourse (4) Covers conventions of oral academic discourse including negotiating meaning, information gathering, reporting, and small-group interaction. Prerequisite: 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 content schema(s), and use of context in resolving ambiguity. Prerequisite: 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. Prerequisite: TOEFL score of 500-574, English proficiency examination administered by UO Testing Office.

112 Written Discourse II (4) Intermediate writing for narrative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Prerequisite: TOEFL score of 500-574, AEIS 110 or English proficiency examination administered by UO Testing Office.

114 Written Discourse III (4) Advanced writing for narrative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Prerequisite: TOEFL score of 500-574, AEIS 111 or English proficiency examination administered by UO Testing Office.

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.

150 Structure of English Words (3) Word structure and derivation in English; Greek- and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon: prefixes, suffixes, and morphology.

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R) Survey of various topics in linguistics.

211 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.


230 Introduction to Linguistic Analysis (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.

351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prerequisite: 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. Prerequisite: 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. Prerequisite: instructor's consent.

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Topos include history of linguistics, language contact, morphological and syntactic analysis, 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. Prerequisite: 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.


490/590 Sociolinguistics (4) 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, and 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) 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.

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) Supervised practicum in teaching English as a second language to adults or to children. Prereq: LING 444/544, 445/545.

610 Experimental Course: [Topic] (1–5R)


615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: 405/505.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 452/552.

617, 618, 619 Field Methods II, III (5,5,5) Supervised linguistics fieldwork with language informants. Both in and out of class. Application of language universal 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 statistical 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
Mathematics
Gary M. Seitz, Department Head

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Faculty


Claudia Polini, assistant professor (comutative algebras). B.S. 1990, Università degli Studi di Padova (Italy); Ph.D. 1995, Rutgers. (2000)


Yuan Xu, associate professor (numerical analysis). B.S., 1982, Northwestern University (China); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1986, Temple. (1992)


Courtesy


Emeriti

Fred C. Andrews, professor emeritus. B.S., 1946, M.S., 1949, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)


Robert R. Tate, professor emeritus. B.A., 1944, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley. (1965)


Lewis E. Ward Jr., professor emeritus. A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
The department offers undergraduate preparation in mathematics. Completing the four required upper-division standard sequence recommended to most students credit restrictions contact a mathematics adviser, Algebra (MATH 111). For more information about MATH 271, 272. The sciences. The choice between these two sequences students in the business, managerial, and social sciences. The choice between these two sequences is an important one; choosing MATH 241, 242, 243 effectively closes the door to most advanced mathematics courses. Students need to consult an advisor in mathematics or their major field about which sequence to take.

Mathematics majors usually take calculus in the freshman year. It is useful to complete the mathematical structures requirement as well during that year, because these courses show another side of mathematics.

In the sophomore year, majors often take MATH 256, 281, 282, or MATH 315, 341, 342. Usually students interested in a physical science take the first sequence, while students in pure mathematics or in computer and information sciences find the second more appropriate. The sequences can be taken simultaneously, but it is possible to graduate in four years without taking both at once.

In the junior and senior years, students often take two mathematics courses a term, finishing MATH 256, 281, 282 or MATH 315, 341, 342 and completing the four required upper-division courses.

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).

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 III (MATH 420, 421), Fourier Series and Orthogonal Functions (MATH 422), Fourier and Laplace Integrals (MATH 423), Introduction to Numerical Analysis I,III (MATH 451, 452, 453), Mathematical Modeling (MATH 455), Networks and Combinatorics (MATH 456). Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Methods of Statistics II (MATH 461, 462), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463).

Option Two: Pure Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus 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), Geometries from an Advanced Viewpoint I (MATH 394, 395), Introduction to Analysis 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 (MATH 464, 465, 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), Geometries from an Advanced Viewpoint I (MATH 394, 395), Introduction to Mathematical Methods of Statistics I (MATH 461), and Problem Solving in Calculus (CIS 134) or another programming course approved by an advisor.

Mathematics Courses Recommended for Other Areas

Actuarial Science. Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis 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 II (MATH 464, 465, 466). Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.


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 III,IV (MATH 451, 452, 453) or Introduction to Mathematical Methods of...
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, they 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 taken 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 697). 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 from each 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 Requirements. The department expects Ph.D. candidates to be able to read mathematical material in two second languages, at least one of which is 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, etc.
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. 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) Nontraditional 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, 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 trigonometric functions; mathematical induction. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score. Prereq: MATH 110 or instructor's consent.

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 271, MATH 232 and 272, MATH 233 and 273.

241, 242 Calculus for Business and Social Science I, II (4, 4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. 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.


254 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 253 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.

345, 346 Elementary Linear Algebra (4, 4) Vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear dependence 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.


391, 392, 393 Fundamentals of Abstract Algebra I, II, III (3, 3, 3) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: upper-division standing or instructor's consent.

394 Geometries from an Advanced Viewpoint I (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. For prospective secondary and middle school teachers. Offered alternate years 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 teachers. Offered alternate years 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 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 281 or instructor's consent.

413/513, 414/514, 415/515 Introduction to Analysis. III (4,4,4) Differentiation and integration on the real line and in n-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence. Prereq: MATH 282, 315 or instructor's consent.


422/522 Fourier Series and Orthogonal Functions (4) Convergence and summability of Fourier series, Hilbert spaces and orthogonal sets, Legendre polynomials and Bessel functions, applications to differential equations. Prereq: MATH 252.

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 II (4,4) Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Prereq: MATH 111 or satisfactory placement test score. Only nonmajors may receive upper-division or graduate credit. Students cannot receive credit for both MATH 243 and 425.

427/527 Multivariate Statistical Methods (4) Multiple linear regression, analysis of variance, correlation techniques, applications to problems and data from various fields, use of statistical software. Prereq: MATH 426/526. Only nonmajors may receive upper-division or graduate credit.

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, Gauss-Bonnet formula, introduction to manifolds. Prereq: MATH 281, 341.


455/555 Mathematical Modeling (4) Introduction to discrete and continuous models for various problems arising in the application of mathematics to other disciplines, e.g., biological and social sciences. Prereq: MATH 341. MATH 256 recommended.

456/556 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory, networks, trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras. Prereq: MATH 231 or 271 or 345.

457/557 Discrete Dynamical Systems (4) Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton’s method, bifurcation and chaos, introduction to higher-order systems. Applications to economics, genetics, ecology. Prereq: MATH 256 or instructor’s consent.

461/561, 462/562 Introduction to Mathematical Methods of Statistics I (4,4) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence. Prereq: MATH 252.


464/564, 465/565, 466/566 Mathematical Statistics III (4,4,4) Random variables; generating functions and characteristic functions; weak law of large numbers and central limit theorem; point and interval estimation; Neyman-Pearson theory and likelihood tests; sufficiency and exponential families; linear regression and analysis of variance. Sequence. Pre- or coreq: MATH 282, 341, 342.

503 Thesis (1-12R) P/N only

601 Research: [Topic] (1-9R) P/N only

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

605 Reading and Conference: [Topic] (1-5R)


619 Complex Analysis (4-5) The theory of Cauchy, power series, conform integration, entire functions, and related topics.

634, 635, 636 Algebraic Topology (4-5,5,5) Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

637, 638, 639 Differential Geometry (4,5,5-4,5) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.


681, 682, 683 Advanced Topics in Algebra: [Topic] (4,5,5-4,5) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Topics in Analysis: [Topic] (4,5,5-4,5) 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] (4,5,5-4,5) 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] (4,5,5-4,5) 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.
Mathematics and Computer Science

Richard M. Koch and Eugene M. Luks, 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 sciences 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, often without a clear idea of what the field of study is actually like. The joint major 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 single-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 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 both to transfer students and to students who wish 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 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 I, II, III (MATH 251, 252, 253)
Elements of Discrete Mathematics II (MATH 231, 232)
Elementary Analysis (MATH 315)
Elementary Algebra (MATH 341, 342)
Elementary Numerical Analysis I, II (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I, II (MATH 461, 462)

One or two upper-division mathematics courses excluding Statistical Methods I, II (MATH 425, 426), and Multivariate Statistical Methods (MATH 427)

Mathematics courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better. 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 I (CIS 422), Introduction to Computer Graphics (CIS 441), and Modeling and Simulation (CIS 445)

Principles of Programming Languages (CIS 425)

Two other 4-credit 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 (P/N). 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. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223).


4. 12 credits in psychology courses at the 200 level or above, of which at least 8 must be from the experimental and physiological fields (PSY 430-450).

Advising and Program Planning

Each student seeking a degree in this major is assigned two advisers, one in the Department of Mathematics and one in the Department of Computer and Information Science. One of the two is designated as the adviser of record for the student, but 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 advisers. 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 advisers.

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 122. 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 I, II, III (MATH 251, 252, 253) ........................................ 12
- Major science requirement ....................................................... 12
- College Composition I and either II or III (WR 121, 122 or 123) ... 12
- Social science group-satisfying courses ................................... 8–12
- Multicultural requirement or electives .................................... 4–6
- Elements of Discrete Mathematics I, II (MATH 231, 232) and Computer Science I, II (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 science sequence for later.

**Sophomore Year** 40–48 credits
- Computer Science I, II, III (CIS 210, 211, 212) ................................ 12
- Elements of Discrete Mathematics I, II (MATH 231, 232) .............. 8
- Major writing requirement (WR 320 or 321) ................................. 4
- Arts and letters group-satisfying courses ................................... 8–12
- Electives .................................................................................. 8–12

**Junior Year** 40–48 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** 20–28 credits
- CIS upper-division requirements (CIS 425 and CIS 422, 441 or 445) ................................................................. 8
- Mathematics upper-division requirements (MATH 351 and MATH 351, 352 or MATH 461, 462) ............................... 12
- CIS upper-division electives ......................................................... 8
- Mathematics upper-division electives ........................................ 8
- 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**

Martha J. Bayless, Program Director
(541) 346-3939
837 Prince Lucien Campbell Hall
http://darkwing.uoregon.edu/~medstd

**Participating Faculty**
- Barbara K. Altman, Romance languages
- Martha J. Bayless, English
- Louise M. Bishop, honors college
- Cynthia J. Bogel, art history
- James L. Boren, English
- Zoe Borovsky, Germanic languages and literatures
- Susan Boynton, music
- Mary-Lynn Dolcet, art history
- James W. Earl, English
- Andrew B. Dobbs, history
- Charles L. Huchman, art history
- Claire A. Lees, comparative literature, English
- F. Regina Psaki, Romance languages
- Christine L. Sontek, library
- Richard A. Sundt, art history
- Cynthia M. Vakarelyeva, 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 500 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 mid-C or better. Variations in these requirements can be approved by the program director and the Medieval Studies Committee.

**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 advisor. 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 II (ARH 205), Japanese Art II (ARH 205), Byzantine Art (ARH 430), Romanesque Sculpture (ARH 432), Gothic Architecture (ARH 437), Text and Image: Medieval Manuscripts (ARH 438), Romanesque Architecture (ARH 437), Gothic Architecture (ARH 438, 439), Islamic Art and Architecture (ARH 439)

**Comparative Literature**
Comparative Literature: The Literature of Conversion (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 423), Medieval Romance (ENG 425), Chaucer (ENG 427), Old English Literature (ENG 428, 429, 430), Medieval and Tudor Drama (ENG 437)

**Germanic Languages and Literatures**
Periods in Scandinavian Literature: In- Laws and Outlaws in Medieval Icelandic Literature (SCAN 351)

**History**
History, Perceptions, and Roles of Women from the Greeks through the 17th Century (HIST 310), Western Europe in the Middle Ages (HIST 318), The Age of Discovery (HIST 327), Social and Economic History of Medieval England, 1050–1530 (HIST 418)

**Humanities, Special Topics in the Humanities**
Introduction to the Middle Ages (HUM 210), Studies in Medieval Culture (HUM 351)

**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**
Study of Christianity (REL 231, 232, 233), 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), Medieval Italian Culture (ITAL 411), Medieval and Renaissance Literature (ITAL 444), Introduction to Medieval Spanish Literature (SPAN 444)

**Russian**
Russian Folklore (RUSS 420)
Neuroscience

William Roberts, Institute Director
(541) 346-4556
222 Huskies Hall
Institute of Neuroscience, 1254 University of Oregon, Eugene OR 97403-1254
http://www.neuro.uoregon.edu

Participating Faculty
Edward Awh, psychology
Paul Dasso,VCville, psychology
Christopher Q. Droe, biology
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, exercise and movement science
Shawn R. Lockery, biology
Richard Marrorco, psychology
Helen Neville, psychology
Peter M. O'Day, biology
Michael P. Posner, psychology
John H. Postlethwait, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tziblitz, biology
Paul van Donkelaar, exercise and movement science
Janis C. Weeks, biology
Monroe Westeringfield, biology
James A. Weston, biology
Marjorie Woodlauo, 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 lecture and laboratories in neumatomy and cellular neurophysiology. Most students also take lecture courses in neurotransmitter, neurochemistry, and development. Neurobiology. Elective courses are available in a large variety of subjects (see Neuroscience Courses below).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. 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 the departmental admissions 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

<table>
<thead>
<tr>
<th>Biology</th>
<th>Neurobiology (BI 460), Systems Neuroscience (BI 461/561), Cellular Neuroscience (BI 463/563), Developmental Neurobiology (BI 465/565), Hormones and the Nervous System (BI 467/567), Neuroeconomics (BI 468/568)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry Laboratory (CH 467/567), Advanced Biochemistry (CH 462, 663), Physical Biochemistry (CH 664, 665)</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>Artificial Intelligence (CIS 671)</td>
</tr>
<tr>
<td>Exercise and Movement Science</td>
<td>Motor Development (EMS 331), Motor Control (EMS 332)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Biopsychology (PSY 304), Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/548), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)</td>
</tr>
</tbody>
</table>

Pacific Island Studies

William S. Ayres, Program Director
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Program Committee

William S. Ayres, anthropology
Aleta Biersack, anthropology
Shirley Ann Coyle, Western Regional Resource Center
Molly Elder, Center for Asian and Pacific Studies
Maradel K. Gale, planning, public policy and management
Gordon G. Gofers, geological sciences
Richard G. Hilldrett, law
Stephen M. Johnson, sociology
Kathy Poole, international education and exchange
Robin Parmenter, library
Richard A. Sundt, art history
Eliado 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 Studies: Individualized Program (ISIP) 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-study modules for Pohnpeian and Kosraean. 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 (ARCH 391, 392)
Geological Sciences. Oceanography (GEOL 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.

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 McLauchlan, sociology
Cheyney C. Ryan, philosophy

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 undergraduate students. There are no requirements for admission to the program. Graduate students who want to concentrate on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

Minor Requirements
The interdisciplinary minor in peace studies requires a minimum of 32 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the eight required courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three core courses and five elective courses selected from the three groups listed below.

Core
Choose three courses for a total of 12 credits:
Value Systems in Cross-Cultural Perspective (INTL 250) or World Value Systems (INTL 450)
Social and Political Philosophy (PHIL 307)
Systems of War and Peace (SOCI 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 (SOC 345), Sociology of Race Relations (SOC 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 (PPPM 322), Communities and Regional Development (PPPM 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: Politics, Production, and Power (ANTH 314)
History, American Radicalism (HIST 350, 351)
International Studies, International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)
Planning, Public Policy and Management, Socioeconomic Development Planning (PPPM 446)
Political Science, International Organization (PS 420)
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 adviser'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 codirector.
Philosophy

Nancy Tuana, Department Head
(541) 346-5547
(541) 346-5544 fax
338 Prince Lucien Campbell Hall
1295 University of Oregon
Eugene OR 97403-1295
http://darkwing.uoregon.edu/~n-tuana/

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 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 sensibility. 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 and in the schedule of classes. 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 103 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 3.00 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in philosophy courses at the end of the senior year.

Courses. Besides the courses required of 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 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 professional 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 master's 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 the completion of three distribution-requirement courses or the acceptance of a master's thesis by a thesis adviser.

The distribution requirements can be satisfied by receiving a mid-B or better in (1) three courses in each of three sub-disciplinary fields; (2) one course from each of three historical periods; and (3) two courses from each of the four philosophical traditions that ground the diverse philosophical perspectives of the department. Each course taken may be used to satisfy up to two distribution requirements.

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 603). Students must demonstrate proficiency in a second language, complete three course distribution requirements, and pass two comprehensive examinations—one in history and one in the student's area of specialization.

The distribution requirements may be satisfied by receiving a mid-B or better in (1) three courses in each of three sub-disciplinary fields; (2) one course from each of four historical periods; and (3) two courses from each of the four philosophical traditions that ground the diverse philosophical perspectives of the department. Each course taken may be used to satisfy up to two distribution requirements.

The comprehensive examinations are passed by completing two substantial research papers under the supervision of faculty. Students are advanced to candidacy upon completion of the comprehensives. A dissertation prospectus must be approved by the candidate's committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final 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 Exam.
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 study 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 an external world.

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: [Topic] (1–5R)

211 Existentialism (4) Basic ideas of the Christian and atheistic sections 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 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 theories 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 role 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 concepts of rationality 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 Literature (4) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one philosophy course.

339 Introduction to Philosophy of Science (4) 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, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course or instructor's consent.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)


410/510 Experimental Course: [Topic] (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.


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.


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: [Topic] (4R) Examines contemporary feminist contributions to philosophy. R once 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.


455/555 Philosophy of Logic (4) Writers in the philosophy of logic (e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson). Prereq: junior, senior, or graduate standing.

458/558 Philosophy of Mind (4) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: junior, senior, or graduate standing.

461/561 Symbolic Logic (4) The critical results of mathematical logic (e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory). Prereq: PHIL 221 or equivalent.
Physics

Dietrich Belitz, Department Head

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Faculty

John T. Moseley, professor (molecular physics); provost and vice president for academic affairs. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology. (1979)
David R. Sokoloff, professor (physics education). B.A., 1966, City University of New York; Queent; Ph.D., 1972, Massachusetts Institute of Technology. (1975)

Special Staff


Emeriti

Jack C. Overby, professor emeritus. B.S., 1954, Massachusetts Institute of Technology; Ph.D., 1962, California Institute of Technology. (1968)
John L. Powell, professor emeritus. B.A., 1943, Reed; Ph.D., 1948, Wisconsin. (1955)
George W. Rayfield, professor emeritus. B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

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 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 transfer after two years should prepare themselves for upper-division course work in physics by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of either PHYS 201, 202, 203 or PHYS 211, 212, 213 and PHYS 214, 215, 216), 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 the following required lower-division courses or their equivalents:
- Foundations of Physics I (PHYS 251, 252, 253)
- Calculus I, II, III (MATH 251, 252, 253)
- General chemistry with laboratories (CH 211, 212, 213 or CH 221, 222, 223 and CH 227, 228, 229)
- Introduction to Differential Equations (MATH 256)
- Several-Variable Calculus II (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)
- Advanced Physics Laboratory (PHYS 490)

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/fail (P/F). 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 211, 212, 223) with laboratories (CH 227, 228, 229) .......... 18
- Foundations of Physics I (PHYS 251, 252, 253) ........ 12
- Calculus I, II, III (MATH 251, 252, 253) .......... 12

Sophomore Year 27 credits
- Foundations of Physics II (PHYS 351, 352, 353) ........ 12
- Intermediate Physics Laboratory (PHYS 390) ........ 12
- General Chemistry (CH 227, 228, 229) .......... 12

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
- Physics or mathematics electives or both .......... 16

Sample Program for Transfer Students

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general physics with laboratories, one year of general chemistry with laboratories, and as many as possible of the university requirements for the bachelor's degree. In addition to graduation requirements for the bachelor's degree, transfer students should plan to take the following courses:

Junior Year 27 credits
- Foundations of Physics II (PHYS 351, 352, 353) ........ 12
- Calculus I, II, III (MATH 251, 252, 253) ........ 12
- Introduction to Differential Equations (MATH 256) ........ 3
- Several-Variable Calculus II (MATH 281, 282) ........ 8

Honors

To be recommended by the faculty for graduation with honors in physics, a student must complete at least 40 credits in upper-division physics courses, of which at least 40 credits must be taken for letter grades, and earn 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 five-year program for middle-secondary teaching licensure in physics and integrated sciences. This program is described in the College of Education section of this catalog.

Graduate Studies

The Department of Physics offers graduate programs leading to the master of science degree in applied physics or to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in physics 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 southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes—fifteen inches, twenty-four inches, and thirty-two inches in diameter—the largest governed by computer. All are Cassegrain reflectors. The site has an astronomers’ residence building and a caretaker’s house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year-round.

**Admission and Financial Aid**

For admission to graduate study, a bachelor's degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is required. Students from non-English-speaking countries 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 one 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 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 the fall 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 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 in Applied Physics**

The program in applied physics leads to a master of science (M.S.) degree, a professional alternative to the research-based Ph.D. degree. Qualified students can complete the program in one year.

**Requirements**

1. A total of 45 graduate credits must be completed, including 36 in graded courses from a list approved by the department. Other courses may be substituted with approval of the adviser for the applied physics program.

2. Research practicum for 9 credits, which may be fulfilled in the following ways:
   a. Participation in an industrial internship program
   b. A master's thesis, which is defended orally
   c. Development of a new module for the graduate-level of Advanced Physics Laboratory (PHYS 500)

Candidates who choose (a) or (c) above must submit and orally present a technical report to the applied physics oversight committee for evaluation.

3. Pass the physics master’s final examination

**Master of Science or Arts**

Course requirements for a master of science in physics typically include, in addition to the equivalent of the undergraduate physics degree, at least one three-term physics sequence taken at the 600 level and three 500- or 600-level mathematics courses selected from a list of approved courses, or others with the preregistration approval of the director of graduate studies.

A total of 45 graduate credits must be completed, including 32 in graded physics courses. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credits earned at another accredited graduate school may be applied, and a 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 3 credits in Thesis (PHYS 599) or 3 credits in Research (PHYS 593) and 6 credits in Thesis (PHYS 593). The specified-courses option requires 40 graduate credits in physics, 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 few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competency 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 graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, electromagnetic theory, methods of mathematical physics). After rectifying any deficiencies in undergraduate background, students typically prepare for the qualifying examination by taking 600-level courses in the core areas. Students are encouraged to take the examination as early as possible. The examination may be taken several times but must be passed by the beginning of the fourth year of graduate study.

Within one year of passing the master’s and qualifying examinations, students should secure a dissertation research advisor. Before taking the comprehensive examination, students must round out their personal knowledge of physics and pursue advanced studies in at least three specialized fields. Typically, the advanced studies requirement is satisfied by taking eight terms of coursework 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 Proficiency.** 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...
Astronomy Courses (ASTR)

121 The Solar System (4) Naked-eye astronomy, development of astronomical concepts, and the solar system. Primarily for nonscience majors.


123 Galaxies and the Expanding Universe (4) Galaxies and the universe. Primarily for nonscience 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 nonscience 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, energy storage, 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. Pre- or coreq: PHYS 203, 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 251, 252, 253 or equivalent. For science majors and preengineering and prehealth science students.
251, 252, 253 Foundations of Physics I (4,4,4) 251: kinematics including relativistic treatments; force; energy; momentum; 252: relativistic energy and momentum; collisions; photonic electric effects; Compton scattering, rotational motion; Bohr atom. 253: electricity and magnetism. Coreq: MATH 251, 252, 253 or equivalent. Recommended for majors.
301, 302 Physicists' View of Nature (4,4) Physics illustrates physics concepts through the work of prominent physicists. 301: the classical view—mechanics, electrical science, thermal physics. 302: the 20th-century view—relativity, cosmology, and quantum physics. Pre- or coreq: junior or senior standing. Primarily for nonscience majors.
311 Physics of the Atmosphere (4) Introductory treatment of physical processes governing the structure and circulation of our atmosphere. Topics include thermodynamics, general circulation, clouds, winds, and observational tools. Prereq: PHYS 201, 202, MATH 251, 252.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-16R) P/N only
403 Thesis (1-21R)
405 Reading and Conference: [Topic] (1-16R) P/N only
406 Field Studies: [Topic] (1-21R)
407/407 Seminar: [Topic] (1-4R)
408/408 Workshop: [Topic] (1-21R)
409 Supervised Tutoring (1-3R) P/N 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 Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecule structure and elements, nuclei and elementary particles. Sequence. Pre- or coreq: 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 413/513.
423/523 Introduction to Statistical Physics (4) Development of statistical techniques to describe physical systems with application to classical and quantum ideal gases, nonideal gases, phase transitions, photon gas, and transport. Prereq: PHYS 413/513.
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 electronic optical instrumentation. Prereq: PHYS 425/525.
427/527 X-ray Crystallography (4) X-ray diffraction, Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier synthesis, the phase problem; small and macromolecular crystal structures. 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 block 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 258.
433/533 Physics Instrumentation (4) Basic components of a personal computer and interface implementations. Applications to scientific instrumentation. Prereq: PHYS 432/532.
Political Science

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Faculty

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*Design of Experiments (4) Applies to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes statistical design.


**Advanced Laboratory: [Topic] (1-16R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Prereq: instructor's consent.

**Stellar Structure and Evolution (4) Introduction to the physics of stars. Topics include equations that govern stellar structure and evolution, thermodynamics, radiation transport, intersystem medium, nebulae and supernovae. Prereq: MATH 282, PHYS 355.

**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.

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

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

**Internship (1-16R) P/N only

Coreq: good standing in applied physics master's degree program.

**Reading and Conference (1-16R) P/N only

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

**Seminar: [Topic] (1-4R) P/N only. Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.

**Workshop: [Topic] (1-16R)

**Supervised Tutorial (1-3R) P/N only

**Experimential Course: [Topic] (1-4R) Current topics are listed in the UO Schedule of Classes.

**Theoretical Mechanics (4,2)

**Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies.

**Statistical Mechanics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.

**Electromagnetic Theory (4,4)

**Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation by given sources, coupled motion of sources and fields, the electromagnetic field in dense media.


**Advanced Quantum Mechanics (4) Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization, Fock space.

**Elementary Particle Phenomenology (4,4) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Sequence. Prereq: PHYS 633. Offered alternate years, not offered 2000-2001.


**Solid State Physics (4,4,4)

**Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence. Prereq: PHYS 635.


**Semiconductor Device Physics (4) Theory of inorganic solids; particularly semiconductors; transport phenomena and electrical characteristics of positive-negative junctions, unipolar devices, photonic devices, and integrated circuits. PHYS 671 recommended. Offered summer session only.

**Semiconductor Processing and Characterization Techniques (4) Structure, crystal growth, and epitaxy of solid-state materials; reactivity of inorganic surfaces; doping and solid-state diffusion; phototransistors and etchants; surface analysis. Prereq: PHYS 677. Offered summer session only.

**Atomic and Molecular Physics (4,4,4) Survey of atomic and molecular physics including angular momentum and multiplet theory, relativistic and quantum-electrodynamic effects, atomic collisions, the spectroscopy and structure of simple molecules, and selected applied topics. Sequence.


Bachelor Degree Requirements

Undergraduates must satisfy the university's general-education requirements described under Bachelor Degree Requirements in the Registration and Academic Policies section of this catalog.

Major Requirements

1. A minimum of 46 credits in undergraduate political science courses; of these a minimum of 32 credits must be upper division.

2. The 48 credits used to satisfy major requirements must be taken for letter grades and passed with C- or better. Thesis (PS 403), offered pass/no pass (PIN) only, may be applied to the 48 credits.

3. 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 to the 48-credit requirement. These courses do not fulfill the subfield requirement.

4. 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, must approve and set up academic criteria to evaluate the work. The student must be registered at the university to earn credit. Credits earned in Practicum (PS 409) may not be applied to the major.

5. Work completed in Special Studies (PS 199 or 399), Seminars (PS 407), or Experimental Courses (PS 410) may be included in the 48-credit requirement and counted toward the subfield requirement. A complete list of courses and their subfields is available on the political science web site.

6. Of the 48 credits, 8 must be taken in each of three subfields listed below for a total of 24 credits. Some courses may appear in more than one subfield, but a course may only be used once to satisfy major requirements.

Political Theory (minimum of 8 credits)

Introduction to Contemporary Political Theory (PS 207); Introduction to the Tradition of Political Theory (PS 208); Political Ideologies (PS 225); Introduction to Political Psychology (PS 280); United States Political Thought (PS 360); Introduction to Political Economy (PS 321); Social Justice (PS 331); Political Power, Influence, and Control (PS 347); Introduction to Political Science Research (PS 360); Political Theory: Ancient and Medieval (PS 430); Political Theory: Renaissance, Reformation, and Early Modern (PS 431); Political Theory: Modern and Contemporary (PS 432); Marxism and Radical Thought (PS 433); Feminism and Ecology (PS 434); Evolution, Cooperation, Ethics (PS 439); How to Construct Social Theory (PS 444); Methods for Politics and Policy Analysis I (PS 445); Methods for Politics and Policy Analysis II (PS 446); Democratic Processes (PS 456); Outsider Jurisprudence (PS 471); Introduction to Rational Choice I (PS 480); Introduction to Rational Choice II (PS 481); Feminist Theory (PS 483); Politics of Everyday Life (PS 491); Decision-Making (PS 492)

United States Politics (minimum of 8 credits).

Problems in United States Politics (PS 104), United States Politics (PS 201), State and Local Government (PS 203), Introduction to Urban Politics (PS 250), American Political Fiction (PS 270), Legal Process (PS 275), Introduction to Environmental Politics (PS 297), Art and the State (PS 301), United States Political Thought (PS 308), Women and Politics (PS 348), Mass Media and American Politics (PS 349), Campaigning (PS 353), Oregon Government and Politics (PS 355), United States Social Movements and Political Change (PS 386), Public Opinion and Foreign Policy (PS 429), The United States Presidency (PS 467), Congress (PS 468), Constitutioal Law (PS 470), Outsider Jurisprudence (PS 471), United States Supreme Court (PS 484), Civil Rights and Civil Liberties (PS 485), American Political Development (PS 487), United States Political Economy (PS 490), Environmental Politics (PS 497), World Politics (minimum of 8 credits).

Modern World Government (PS 101); Introduction to Comparative Politics (PS 204); Introduction to International Relations (PS 205); Mexican Politics (PS 255); Art and the State (PS 301); United States Foreign Policy I (PS 326), Southeast Asia in Modern Times (PS 338); International Political Economy (PS 340); Politics of China I (PS 342); International Organization (PS 420); Science, Technology, and International Relations (PS 421); Politics of Western Europe (PS 424); Polities of the European Union (PS 425); United States Foreign Policy II (PS 426); Public Opinion and Foreign Policy (PS 429); Feminism and Ecology (PS 434); Politics of China II (PS 442); Japanese Politics (PS 454); Theories of International Politics (PS 455); United States China Relations (PS 459); Environmental Politics in Industrialized Societies (PS 461); Politics of Russia and the Newly Independent States (PS 462); Government and Politics of Latin America I (PS 463); Government and Politics of Latin America II (PS 464); International Environmental Politics (PS 477); Comparative Public Policy (PS 489); International Security (PS 496); Environmental Politics (PS 497)

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 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.

Second Bachelor's Degree or Second Major. Students who want to obtain a second bachelor's degree or a second or double major in political science must complete 48 credits in political science, as outlined above under Major Requirements.

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 439) 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 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 a minor peer adviser in 907 Prince Lucien Campbell Hall.

**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 College of Education section of this catalog.

**Graduate Studies**

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and 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 study of rational choice, north-north and north-south issues in economic and political development, political parties, political change in East Asia, and voting behavior.

**Admission**

Minimum admission requirements for the master's and doctoral degree programs include the following:

1. Official transcripts 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. Official scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1100 are required. International students from non-English-speaking countries must also attain a score of at least 213 on the computer-based Test of English as a Foreign Language (TOEFL) or 550 on the paper-based version
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 the department's web site or sending an E-mail request. The deadline for graduate teaching fellowship applications and fall-term admission is February 15. The deadline for winter-term admission is October 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

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, 602, 605, 606, 608, 609, and 610 may be taken pass/no pass, but no more than 8 credits may be counted toward the total of 81. All other course work 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 area 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 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 603), as required by the Graduate School. These credits must be taken while completing the Ph.D. dissertation, which is written after passing the comprehensive examination
9. Defense of the written dissertation in an oral examination

A complete description of graduate requirements, including an explanation of themes and field requirements, is available on the department web site.

**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.

101 Modern World Governments (4) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations in Africa and Latin America. Suttmeyer
104 Problems in United States Politics (4) Current policy issues in American politics (e.g., unemployment, education, crime). Medler
105 Crisis and Response in International Politics (4) Not offered 2000–2001
199 Special Studies: [Topic] (1–5R)
201 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. Berk, Southwell
203 State and Local Government (4) Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy. Diamond
204 Introduction to Comparative Politics (4) Major concepts and approaches in the study of comparative government and politics. Dawson, Kraus, Suttmeyer
205 Introduction to International Relations (4) Introduction to theoretical and methodological tools for the analysis of world politics. Baugh, Darst, Kraus, Mitchell, Skalnes.
207 Introduction to Contemporary Political Theory (4) Theories of collective action, power, conflict of interest in the context of political institutions. Orbell, Southwell
208 Introduction to the Tradition of Political Theory (4) Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories. Baugnold
225 Political Ideologies (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism
230 Introduction to Urban Politics (4) Conflict in cities; power structures, protest movements
and political participation, urban political institutions, critiques of urban politics, black politics.


255 Mexican Politics (4) Introduction to contemporary Mexican politics: historical overview, government and politics, political economy, globalization, social movements, popular struggles, human rights politics, militarization, United States role, border politics. Goldrich.


275 Legal Process (4) Overview of the United States legal system. Covers a range of sociological writing and provides a context for the legal system under which the U.S. operates. Novkov.


297 Introduction to Environmental Politics (4) United States environmental policy and alternative environmental political futures. Diamond, Goldrich.

301 Art and the State (4) Comparative analysis of issues raised by state intervention in production and distribution of art, censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism. Kraus.


328 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. Baugh, Kraus, Mitchell.


340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macroeconomics recommended.


347 Political Power, Influence, and Control (4) Survey of the use of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Baugh, Southwell.

353 Campaigning (4) Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Medler.

355 Oregon Government and Politics (4) Current political issues in Oregon with particular attention to political races and ballot measures before the Oregon electorate as well as the state's major political institutions.

360 Introduction to Political Science Research (4) Formulating explanations for phenomena as process models; drawing conclusions to test the models; revising and refining models. Applications from many sociopolitical processes. Prereq: PSW 111 or equivalent or instructor's consent. Baugh.

366 United States Social Movements and Political Change (4) Causes and consequences of American social movements. Considers theoretical perspectives. Topics may include agrarian populism, labor movement, civil rights movement, 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 maximum of 10 credits.

407/507 Seminar: [Topic] (1–4R) Offerings vary from year to year, depending on student needs and faculty interests.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R) P/N only

410/510 Experimental Course: [Topic] (1–4R) Offerings vary from year to year, depending on student needs and faculty interests.


421/521 Science, Technology, and International Relations (4) Examines weapons development, economic competitiveness, and environmental issues to learn how advances in science and technology have influenced international relations. Suttmeier.


426/526 United States Foreign Policy II (4) Processes by which United States foreign policy is made and executed; problems leading to suboptimal results, predicting future policy problems and outcomes. Prereq: PS 326 or instructor's consent. Baugh.


430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baugh.


432/532 Political Theory: Modern and Contemporary (4) Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions. Baugh.

433/533 Marxism and Radical Thought (4) Surveys utopian socialist thought, anarchism, Marxism, and Leninism. Central themes include the nature of radical theory, the role of the state, human nature and the new society.

434/534 Feminism and Ecology (4) Ecotopianism 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 ENV'S, INTL, or WST recommended. Diamond.
459/559 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. Orbel.

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 recommended. Kraus.


455/555 Theories of International Politics (4) Competing theories of international relations and strategies for testing the theories. Baugh, Mitchell, Skalnos.


459/559 United States–China Relations (4) Examines the sources and consequences of China's foreign policies since 1949. Kraus.

461/561 Environmental Politics in Industrialized Societies (4) Compares the characteristics and political impact of environmental movements in the advanced capitalist democracies and the communist/postcommunist world. 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, Goldrkh.


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. Kraus.

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 Supreme Court. Southwell.

470/570 Constitutional Law (4) Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government. Prereq: PS 275 or instructor's consent. Novkov.

471/571 Outsider Jurisprudence (4) Surveys critiques of American legal theory. Covers criticisms from thinkers who perceive themselves as outsiders in the legal system because of their beliefs. Prereq: PS 470/570 or 465/565 or instructor's consent.


480/580, 481/581 Introduction to Rational Choice I,II (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. Myagkov.


487/587 Topics in American Political Development (4) Historical study of American exceptionalism, state building, political culture, class formation, and political economy from new institutionalist, new constitutionalist, and possible worlds perspectives. Prereq: graduate standing or instructor's consent. Berk.


491/591 Politics of Everyday Life (4) Examines how we try to influence each other's behaviors in the course of everyday life. Readings from several disciplines. Myagkov, Orbel.

492/592 Decision-Making (4) Introduces problems of collective decision-making and modern theories of individual decision-making under risk and uncertainty. Orbel.

495/595 United States Political Economy (4) Examines United States political-economic institutions from a comparative and historical perspective. Topics include the rise and fall of mass production, labor and the law, and regional development. Berk.

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.


503 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.

621 United States Politics (4) Survey of major works in the field of American government.

622 Classical and Contemporary Political Theory (4) Survey of major works in the field of classical and contemporary political theory.

623 Comparative Politics (4) Survey of major works in the field of comparative politics.

624 International Relations (4) Survey of major works in the field of international relations.

625 Public Policy (4) Survey of major works in the field of public policy.

Psychology

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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 units and at least 12 taken at the University of Oregon. A maximum of 4 credits in field studies (PSY 401), Practicum (PSY 402), or Practicum II (PSY 403) 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:
   - At least 8 credits selected from EMS 333, PSY 430-450, PSY 494
   - At least 8 credits selected from EMS 335, 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 may design programs directed toward one of three options: liberal arts, professional, or honors.

**Sample Program**

The sample program below provides an idea of a typical course load during the freshman year.

### Fall Term

- **Arts and letters elective** 4
- **College Composition I (WR 121)** 4
- **Mathematics** 4
- **Science elective** 4

### Winter Term

- **Arts and letters elective** 4
- **College Composition II or III (WR 122 or 123)** 4
- **Mathematics** 4
- **Science elective** 4
- **Social science elective** 4

### Spring Term

- **Arts and letters elective** 4
- **Mind and Brain (PSY 201) or Mind and Society (PSY 202)** 4
- **Mathematics** 4
- **Science elective** 4
- **Social science elective** 4

### Preparation for Graduate Study

A bachelor’s degree is seldom sufficient qualification for professional work in psychology; at least a master’s degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (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 centers on an independent research project, which the student develops and carries out under the supervision of a departmental committee.

**Minor Requirements**

The department offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of C- or better. Special Studies (PSY 199) does not count toward the minor.

The psychology option requires 28 credits in psychology, the cognitive science option requires 37 credits in psychology, to be distributed as follows:

**Psychology Option** 28-29 credits

- **Mind and Brain (PSY 201) and Mind and Society (PSY 202) or Honors College Introduction to Experimental Psychology (HC 211H, 212H)** 8
- **Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303)** 8
- **Introduction to Linguistics (LING 290)** 4
- **Three courses selected from EMS 333, 335, PSY 420, 430-478, 494**—including at least one course from EMS 333, PSY 430-450, PSY 494—and at least one course from EMS 335, PSY 420, PSY 451-478 12-13

At least 16 of the 28 credits must be taken for letter grades, and at least 16 must be upper division.

**Cognitive Science Option** 37-41 credits

Any two 4-credit courses in computer science and information science 6

- **Language, Mind, and Culture (LING 421)** 4
- **Mind and Brain (PSY 201) or Honors College Introduction to Experimental Psychology (HC 211H, 212H)** 4
- **Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303)** 8
- **Cognitive Science (PSY 430)** 4
- **Brain Mechanisms of Behavior (PSY 445)** 4
- **Human Neuropsychology (PSY 449)** 4

One additional course from PSY 451-478 4

The departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviser.

**Peer Advising**

The psychology department's peer advisers attempt to make academic advising more effective, welcoming, 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 an informal yet informative advising session.

Questions about any aspect of the university system—how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule, and similar matters—and specific inquiries about the department's norms, opportunities, facilities, and faculty members are welcome at these sessions. After meeting with a peer adviser and designing a tentative term course schedule and a concise list of specific questions, students make appointments with their assigned faculty advisers.

**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 advisable 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 a more attractive job candidate and give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through 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 not 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 centers on an independent research project, which the student develops and carries out under the supervision of a departmental committee.

Information about admission criteria and how to apply is available from the department.

**Minor Requirements**

The department offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of C- or better. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 28 credits in psychology, the cognitive science option requires 37 credits in psychology, to be distributed as follows:

**Psychology Option** 28-29 credits

- **Mind and Brain (PSY 201) and Mind and Society (PSY 202) or Honors College Introduction to Experimental Psychology (HC 211H, 212H)** 8
- **Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303)** 8
- **Introduction to Linguistics (LING 290)** 4
- **Three courses selected from EMS 333, 335, PSY 420, 430-478, 494**—including at least one course from EMS 333, PSY 430-450, PSY 494—and at least one course from EMS 335, PSY 420, PSY 451-478 12-13

At least 16 of the 28 credits must be taken for letter grades, and at least 16 must be upper division.

**Cognitive Science Option** 37-41 credits

Any two 4-credit courses in computer science and information science 6

- **Language, Mind, and Culture (LING 421)** 4
- **Mind and Brain (PSY 201) or Honors College Introduction to Experimental Psychology (HC 211H, 212H)** 4
- **Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303)** 8
- **Cognitive Science (PSY 430)** 4
- **Brain Mechanisms of Behavior (PSY 445)** 4
- **Human Neuropsychology (PSY 449)** 4

One additional course from PSY 451-478 4
At least 20 of the 37 credits must be taken for letter grades, and at least 16 must be upper division.

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 College of Education section of this catalog.

Graduate Studies

The department emphasizes graduate work at the doctoral level, but an individualized master’s degree program is available to a limited number of students.

Master’s Degree Program

The individualized master’s degree program does not lead to a Ph.D. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits of course work. Application materials and information may be obtained from the department’s graduate secretary. Clinical training is not available in the master’s program.

Doctoral Degree Programs

The five chief Ph.D. program options are cognitive, physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; developmental; and social-personality.

The department maintains a psychology clinic, specialized facilities for child and social research; experimental laboratories for human research, including a variety of large and small computers for on-line experimental control; and well-equipped animal laboratories.

All students applying for admission to a Ph.D. program in psychology must take the aptitude test and submit the score from the Graduate Record Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information about admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. Each student’s program is planned in relation to background, current interests, and future 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 intrapersonal and interpersonal problems. Committed to integrating science and practice, the program is designed to train students as clinical scientists through a wide range of activities, all in the context of science and scientific skepticism.

The first year of graduate study includes department courses required of all students: a year-long sequence surveying the areas of psychology, a statistics sequence, and a research project. In addition, clinical students must take a practicum (PSY 609) in clinical methods, assessment, and ethics. Program requirements include six additional courses: Psychopathology (PSY 620), Clinical Psychobiology (PSY 621), and Psychological Interventions: Science and Practice (PSY 625); the other three courses are assessment, intervention, and a clinical elective.

Two-year-long clinical practicums are required. Practicum are available through the department’s psychology clinic as well as in various settings in the community. Departmental practicums train students in the delivery of empirically supported psychotherapies. The program’s supporting area requirement can be completed through a selection of course work, research, and teaching. Recent examples of supporting areas have been women’s studies and developmental psychopathology. By the end of the third year, a student is expected to have completed all required course work, the supporting area, and a preliminary examination. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a year-long clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences

Neuroscientists in the biology, chemistry, computer and information science, exercise and movement science, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-granting program of instruction and research is available to students through any of the participating departments.

For more information see the Neuroscience section of this catalog.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduates and graduate students can receive training in cognitive science while pursuing studies in the psychology department. For more information see the Institute of Cognitive and Decision Sciences in the Research Institutes and Centers section of this catalog.

Psychology Courses (PSY)

Transfer students should have the psychology head adviser evaluate courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

159 Special Studies: [Topic] (1–5R)

201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.

202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.

211, 212 (H) Honors College Introduction to Experimental Psychology (4, 4) See Honors College

302 Statistical Methods in Psychology (4)

304 Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

370 Development (4) Survey of social, intellectual, and personality development.

380 Psychology of Gender (4) Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

383 Psychoactive Drugs (4) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants.

385 Human Sexuality (4) The nature of human sexuality, hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

401 Research: [Topic] (1–21R) P/N only

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R) P/N only

407/507 Seminar: [Topic] (1–5R)

408 Laboratory Projects: [Topic] (1–9R) P/N only

409 Practicum: [Topic] (1–9R) P/N only

410/510 Experimental Course: [Topic] (1–5R)

412/512 Applied Data Analysis (4) Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Prereq: PSY 303 or instructor’s consent.

420/520 Psychology and Law (4) Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law. Prereq: PSY 302, 303 or instructor’s consent. Not available for credit to psychology Ph.D. candidates.

427/527 Abnormal Psychology (4) Unusual behavior including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the “neurotic” person. Prereq: PSY 201 or 202 or HC 211, 212. PSY 302 recommended. Psychology majors may not receive credit for both PSY 427/527 and 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; instructor's consent.

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 intellectual 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.


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, 304.


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.


469/569 Psychopathology (4) Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics. Prereq: PSY 302, 303. Majors may not receive credit for both PSY 475/575 and 468/568.

470/570 Psychological Assessment (4) Application of psychological methods to the study of the individual: rationale of test construction and interpretation; problems in the prediction of human behavior; psychological assessment techniques. Prereq: PSY 302, 303.

471/571 Personality (4) Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality. Prereq: PSY 302, 303.


475/575 Cognitive Development (4) Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition. Prereq: PSY 302, 303.

476/576 Language Acquisition (4)

478/578 Social Development (4) Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development. Prereq: PSY 302, 303.

490, 491, 492 Honors in Psychology (1,1,1R) Reading and conference. R twice for maximum of 3 credits each. Honors psychology majors only.


503 Thesis (1-21R) P/N only

601 Research Topics: [1-21R] P/N only

602 Supervised College Teaching (1-5R) P/N only

603 Dissertations [1-16R] P/N only

605 Reading and Conference: [Topic] (1-21R)

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

609 Practicum: [Topic] (1-9R)

610 Experimental Course: [Topic] (1-21R)

611 Data Analysis I (4) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. Prereq: graduate standing in psychology or instructor's consent. With laboratory.

612 Data Analysis II (4) Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. Prereq: PSY 611. Graduate standing in psychology or instructor's consent. With laboratory.

613 Data Analysis III (4) Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. Prereq: PSY 612. Graduate standing in psychology or instructor's consent. With laboratory.
Religious Studies

Andrew E. Goble, Department Head
(541) 346-4971
837 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene OR 97403-5206

Faculty

Judith R. Baskin, professor. See Judaic Studies

Emeriti


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

Participating

James W. Iat, English
Andrew E. Goble, history
Marion Sherman Goldman, sociology
Benton Johnson, sociology
Kenneth B. Liberman, sociology
Jack P. Maddex, history
Elizabeth Reis, history
Sharon R. Sterman, English
Anita M. Weiss, international studies
Ronald Wixman, geography
Daniel N. Wojcik, English

About the Department

The Department of Religious Studies offers courses on 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 lectures 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 courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis. The candidate for honors typically registers for 4 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 4 credits of Thesis (REL 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term.

Minor Requirements

The minor in religious studies requires 24 credits, including 8 in Great Religions of the World (REL 201, 202) and 16 upper-division credits in religious studies courses. All courses must be taken for letter grades. Grade requirements for the minor are the same as those for the major.

Graduate Studies

The University of Oregon does not offer formal graduate degrees through the Department of Religious Studies. However, students may work with faculty members from religious studies as well as other university departments toward an Interdisciplinary Studies: Individualized Program (IS-IP) master’s degree (M.A. or M.S.) focusing on religious studies, offered through the Graduate School. Information is available in the Graduate School section of this catalog.

Advanced Degrees in Other Departments

Another possibility for students interested in graduate work in religious studies is to fulfill requirements for an advanced degree in another university department or program. After each department below are listed the available degrees in a relevant study area and names of participating faculty members (in the given department, unless specified otherwise). Each faculty member’s areas of specialization are provided in his or her home department’s section of this catalog. Additional information is available from the listed departments.

Anthropology, Ph.D. (general anthropology M.A. presupposed). Comparative religions, religion and symbol in particular cultures. Aletta Biersack, Kenneth M. George, Carol T. Silverman


Asian Studies, M.A. East Asian religions. Andrew E. Goble (history), Cynthia J. Brokaw (history)

Classics, M.A. Classical civilization. Ancient religions in or related to ancient Greece and Rome. Jeffrey P. Hurwit (art history), Steven Lowenstein, 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, Elizabeth Reis, 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: Topics (1–5)R

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.

302 Chinese Religions (4) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Hsü 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.

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 in 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

Additional Courses


Romance Languages

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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.

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 French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.), 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 and international careers.

Preparation: The department recommends the following preparation for study leading to a major in any of the Romance languages:

1. A strong working knowledge of the student’s major language. Knowledge of a second Romance language is helpful but not required.
2. Knowledge of the history and geography of the European, Latin American, or African 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. Fluency 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, European studies, 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 languages student. The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university’s overseas study program. The Helen Fe Jones Spanish Student Fellowship supports study abroad. The Leona M. Kall 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, literature, and cultural studies. Admission 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. Majors 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 advisors to create balanced programs.

Romance Languages

Forty-eight credits in 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**
  - Culture et langage: la France contemporaine (FR 301) .......................... 4
  - Culture et langage: identités francophones (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**
  - Cultura e lingua: l’Italia contemporanea (ITAL 301) .................. 4
  - Cultura e lingua: società, economia, politica (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 Spanish—passed with grades of C− or better—are required beyond second-year Spanish, distributed as follows:

- **48 credits**
  - Cultura y lengua: identidades hispanas (SPAN 301) .................. 4
  - Cultura y lengua: expresiones artísticas (SPAN 303) .................. 4
  - Cultura y lengua: cambios sociales (SPAN 305) .................. 4
  - Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319) .................. 12

Minor Requirements

Majors in Romance languages must complete at least 36 credits in upper-division courses, passed with grades of C− or better, in one language area. Students who do not wish to complete a major may complete a minor in Romance languages. Minors are awarded upon request and require that students complete 12 credits beyond the survey level.

Departmental Honors

Application for graduation with departmental honors in the major must be made through the student’s departmental advisor no later than the end of the term preceding the term of graduation.

Transfer credits and overseas 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 reading 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
The Department of Romance Languages offers programs at the 300 level.

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 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.

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 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.

Bachelor of Arts in Romance Languages

The bachelor of arts degree program has three additional components: two written examinations and an essay. For the Spanish major, two of the four components must address Spanish American literature and two must address Peninsular literature.

Distribution of Course Work: As part of the 48 credits required for the M.A., students must complete one course in each of 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 of the essay.

Examinations: M.A. candidates take two four-hour written examinations over a two-day period—one examination each day—typically during the seventh week of the spring term of the second year. Students who fail one or both examinations have one chance to take all or part of 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, or an intellectual issue. At least one of the questions must be answered in the primary language. 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

4. Spanish
   (1) Peninsular literature: Middle Ages and Golden Age, 18th and 19th centuries, 20th century
   (2) Spanish American literature: colonial, 19th century, 20th century

5. 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 honored persuasive strategies. If the essay is deemed unsatisfactory, it may be replaced by an examination question on the same topic.

6. Overseas Study and Teaching
   Several opportunities for study and teaching abroad are available each year. One position is graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. Another is an assistantship to teach English in a French secondary institution while pursuing studies at a French university. Whenever the appointment location allows, a third is an assistantship to direct a one-term study program in Querétaro, Mexico.

7. 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.

8. Ph.D. program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

   a. 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 (FR, ITAL, SPAN 605) may be applied to the Ph.D. degree

9. 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 course work and determines whether additional work is necessary to fill any gaps in a student's preparation. This may result in a student having to take more than 40 credits at the UO—up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master's degree is in a field other than Romance languages, the graduate committee may 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 graduate 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.

10. 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 subfields represented on the comprehensive examination.

11. The comprehensive examination consists of two written examinations and an oral examination. Each written examination 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.

12. The written examinations take the form of essays that respond to 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 two essays.

13. Two weeks after the successful completion of the written examinations, 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.

14. 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 least the oral examination should produce a tentative dissertation topic.

15. It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

   a. 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.

   b. 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.

   c. 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.

16. Funding
   Work for the Ph.D. beyond the master's degree, including the dissertation, is typically completed in three to four years of study. Students who enter the Ph.D. program with a master's degree from the UO are typically eligible for a maximum of three years of funding. Students entering the Ph.D. program with a master's degree from another institution are typically eligible for a maximum of four years of funding.

17. 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.

18. Romance Languages Courses (RL)

   a. 199 Special Studies: [Topic] (1-5R) R when topic changes.

   b. 315 Phonetics for Romance Languages (4)
      Introduction to contrastive 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.

   c. 407/507 Seminar: [Topic] (1-5R) Changing topics on issues relevant to study in two or more
301 *Culture et langage: la France contemporaine* (4) Language skills with emphasis on strategies for reading different types of text in French (e.g., current press, short stories, poetry); vocabulary enrichment activities. Prereq: FR 203 or equivalent. Albert-Galtier, Altmann, Gould, McPherson.

303 *Culture et langage: identités francophones* (4) Language skills with emphasis on styles in different genres, grammar review. Prereq: FR 203 or equivalent Albert-Galtier, Altmann, Gould, 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. Prereq: 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 literature.

315 French Pronunciation and Phonetics (4) Introduction to French phonetics designed to help develop better pronunciation and to introduce the French sound system. Special attention to individual sounds. Albert-Galtier, Altmann, Gould, McPherson.


318 French Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in French literature from the Baroque and Enlightenment periods through the reading of representative texts. Albert-Galtier, Altmann, 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, Gould, McPherson, Sohlich.

320 Intensive French Grammar Review (4) Promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. Prereq: FR 203 or equivalent. Weibe.


361 Francophone Literature and Culture (4) Examines French culture outside of France—Sub-Saharan Africa, the Caribbean—through literature and film. 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.

415/515 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 listening, 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 maximum of 4 credits.

420/520 French Linguistics (4) Variables in French linguistics. Recent topics include French Phonology, History of the French Language. FR 315 recommended. R once when topic changes for maximum of 8 credits.

435/535 Autobiographical Writings by Women (4) Autobiographical works by authors such as George Sand, Colette, Simone de Beauvoir, Marguerite Duras, and Nathalie Sarraute. Specific works and writers vary.


490/590 20th-Century Literature [Topic] (4R) Changing topics concerning trends or particular
Italian Courses (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Italian (5,5,5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. Sequence. Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.

150 Cultural Legacies of Italy (4) Tuir's contributions to world culture; modern Italian life; Itali ans in America, Italian cinema and its influence, Italian Renaissance at home and abroad. Lollini. Psaki. Conducted in English.

199 Special Studies: [Topic] (1-5R)


301 Cultura e lingua: l'Italia contemporanea (4) Language skills with emphasis on strategies for reading different types of text in Italian (e.g., current papers, short stories, poetry); vocabulary enhanced. Prereq: ITAL 203 or equivalent. Cuccacci, Lollini, Psaki.

302 Cultura e lingua: società, economia, politica (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: ITAL 203 or equivalent. Cuccacci, Lollini, Psaki.

305 Cultura e lingua: arte, musica, i mass media (4) Studies various artistic expressions through time and the influence of the mass media on the social structure and language. Prereq: ITAL 203, 303. Cuccacci, Lollini, Psaki.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Prereq: ITAL 203 or equivalent. Cuccacci, R twice for maximum of 6 credits.

309 Literary Skills (4) Acquisition of critical vocabulary and concepts through readings in major genres and multiple writing assignments. Prereq: ITAL 203. 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. Giustina, Psaki. Conducted in English. Offered 2000-2001 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.

320 Intensive Italian Grammar Review (4) Bridges second- and third-year culture and literature courses. Provides review, synthesis, consolidation, and elaboration of linguistic knowledge gained from lower-division courses. Cuccacci, Lollini, Psaki.


342 Italian Literature in Translation (4) Examines Italian literature from the sublime to the merely curious. 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 Poincini, Pasolinii, 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 Poincini, Pasolinii, Bertolucci, Antonioni, and Wertmuller. Lollini.

403 Thesis (1-6R) 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, Maristini and Futurism, Women Renaissance Poets.

408 Workshop: [Topic] (1-6R) 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 18th and 19th centuries. Prereq: reading knowledge of Italian. Lollini.

441/541 Medieval Italian Culture: [Topic] (4-6R) Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Psaki. R twice when topic changes for maximum of 12 credits. Conducted in Italian.

444/544 Medieval and Renaissance Literature: [Topic] (4-6R) Focuses on a topic from 13th- to 16th-century Italy (e.g., medieval foundations of the Renaissance, Petrarch and Petrarchism, literary subjectivity, the body in literature). Psaki. R twice when topic changes for maximum of 12 credits. Conducted in Italian.

449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Leonardo, Machiavelli, Michelangel0, Tasso). Includes essays in criticism and theory. Prereq: work in literature. Psaki.

461/561 Vico and the Settecento (4) Focuses on Giambattista Vico's "New Science and Autobiography" in the context of the philosophical and
aesthetic debates of the 18th century. Prereq: reading knowledge of Italian. Lollini.

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 jail, the lager, 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 polemical engagements with established genres of poetry and fiction, from Gaspara Stampa to Dacia Maraini. Pink.

RL 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 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 of 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, Arabic, and Christian relations in medieval Iberia; the encounter with the New World; Hispanic experience in the United States. García-Pabón, Gladhart, May, Szurmuk, Verano, Weiss. Conducted in English. Offered 2000-2001 and alternate years.

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 capable language learners. Prereq: SPAN 103 or 112, placement or departmental approval. Sequence. Cannot be combined with SPAN 201, 202, 203 for more than 12 credits of second-year Spanish.

301 Cultura y lengua: identidades hispanas (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). 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 counterrevolution. 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 when content changes 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: SPAN 203 or equivalent or instructor's consent. Designed for students with limited exposure to literature.

315 Spanish Pronunciation and Phonetics (4)

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. Castillo, Powell, Verano, Weiss.

317 Survey of Peninsular Spanish Literature (4) Introduction to major themes and ideas from 1800 to the present through the reading of representative texts. Prereq: SPAN 301, 303. Castillo, May, Powell, Weiss.

318 Survey of Spanish American Literature (4)
Introduction to main currents and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected works from colonial times. Prereq: SPAN 301, 303. Eppler, García-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 poems, short fiction, and plays. Prereq: SPAN 301, 303. Eppler, García-Pabón, Szurmuk.

320 Intensive Spanish Grammar Review (4)
Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203, Davis, Heinrich, Verano, Weiss. Offered 2000-2001 and alternate years.

328 Hispanic Literature in the United States (4)


331 Introduction to Spanish Theatre (4) Explores important aspects of Spanish theater. Reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: SPAN 301, 303. Castillo, García-Pabón.


399 Special Studies: [Topic] (1-5R) R when topic changes.

403 Thesis (3-6R)

405 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, Essays of Matías José de Larra and Lidia Falco, Spanish American Novel, Spanish American Theater.

416/516 Advanced Writing in Spanish (4)
Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition. Study of specialized
435/535 Spanish American Short Story (4) The short story in Latin American literature. Readings from major Spanish American authors such as Arredondo, Borges, Cortázar, Donoso, García Márquez, Quiroga. R. Prereq: SPAN 316, 319. Epple, Garcia-Pabón. R thrice when topic changes for maximum of 16 credits.
437/537 Contemporary Latin American Verse: [Topic] (4R) Explores major aesthetic trends, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity, poetry and modernism. Prereq or (437: SPAN 318, 319. Garcia-Pabón, Epple. R thrice when topic changes for maximum of 16 credits.
444/544 Introduction to Medieval Hispanic Literature (4) Key texts and cultural issues in medieval Iberian literature. 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 Don Quijote (4) Careful reading of Don Quijote along with discussion of major critical topics and the 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.
465/566 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 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. Szumuck. R thrice when topic changes for maximum of 16 credits.
480/580 19th-Century Spanish American Literature: [Topic] (4R) Topics include issue of literary periods, authors, narrative and nation, genres, and individualism. Prereq: SPAN 318, 319. R twice when topic changes for maximum of 12 credits.
481581 19th-Century Spanish Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics include Naturalism in its Spanish form, Galácta, Cimar, Vallejo. Prereq: work in Spanish literature. R thrice when topic changes for maximum of 16 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: SPAN 318, 319. R twice when topic changes for maximum of 16 credits.
601 Research: [Topic] (1-6R) Open topics in Latin American Studies. Recent topics include the avant-garde, post-Franco Spain, regional and national identities, representations of women. Prereq for 620: 12 credits in 300-level language or literature, or instructor's consent. May. R thrice when topic changes for maximum of 16 credits.
600 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.
601 Research: [Topic] (1-6R) Open topics in Latin American Studies. Recent topics include the avant-garde, post-Franco Spain, regional and national identities, representations of women. Prereq for 620: 12 credits in 300-level language or literature, or instructor's consent. May. R thrice when topic changes for maximum of 16 credits.
609 Praxicums: [Topic] (1-4R) Open topics in Spanish language and culture. Topics selected from major texts of the period. Weiss. R when topic changes.
644 Medieval Iberian Cultures: [Topic] (4R) Cultural and ideological readings of medieval Iberian literature. Topics selected from major texts 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 Theatre, 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, Marxist approaches, psychoanalytic perspectives) applied to the Spanish Golden Age.
660 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.

Russian and East European Studies

R. Alan Kimball, Center Director
(541) 346-4078
(541) 345-1327 fax
227 Friendly Hall
http://darking.uis.edu/~reees/

Faculty


Courtesies


Emeriti


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

Participating

John H. Baldwin, planning, public policy and management.
Mieczyslaw "Micha" E. Buczkowski, library.
Robert G. Darse, political science.
Jane I. Dawson, *political science.
Mary-Lynn Dolezal, art history.
Julie M. Flesher, history.
Katya E. Hokanson, comparative literature.
Esther Jacobson, art history.
Ron. Alan Kimball, *history.
Mark Levy, music.
Michael Myagkov, political science.
James L. Rice, comparative literature.
Carol T. Silverman, anthropology.
Shoshin Simmons, art history.
Cynthia M. Vakarelyeva, *linguistics.
Marc Weinsine, management.
Ronald W. Woman, geography.

*Executive Committee

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 the historical drama of what some call "modernization" with 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 Goscclo, Lev Loseff, Andrei Sinyavsky, Tatjana Tolstaya, and Ruth Zernova. Catherine Chvarry was the Lindholm Professor in 1999. Vladimir Ufliand holds the post in 2000.

The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from Russia and Eastern Europe. Recently, Boris Mironov 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 New York 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-Irkutsk Sister City Committee. 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, business, economics, geography, environment, anthropology, library sciences, religion, philosophy, journalism, and sociology
   c. A designated number of elective courses
   d. A designated number of research 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 field of concentration or elective requirements.

Advising. Students must plan and complete their programs under the guidance of REESC faculty advisers 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 languages, 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 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 major 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 five-year program for teaching licensure in foreign language. This program is described in the College of Education 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 the 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 first day of classes.

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 49 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 49-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. Three 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) and are strongly advised to take at least one year of a second Slavic language. These students must pass a reading examination in French or German, administered by the center, before they can receive the M.A. degree. Students who plan to continue graduate study are strongly advised to select option (a).

2. Field of Concentration. Six graduate-level courses, 24 credits, selected in consultation with their graduate adviser. In the term prior to submission of the thesis, candidates take a written comprehensive exam on their field of concentration.

3. Research and Thesis. Candidates research and write a thesis, earning 9 credits of Thesis (503). 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 define 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 consultation with one of their courses or as a separate reading course in the 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 (8,8)
Covers in two terms the work of RUSS 101, 102, 103.

121 Spoken Russian: [Topic] (1-2R) R twice for maximum of 6 credits.

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)


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.

241 Great Russian Writers (4) Introduction to Russian literature by author and/or genre. Lectures and readings in English.

301 Readings in Russian Literature (4)
Readings, lectures, and discussion of fundamental literary works. Prereq: second-year Russian or equivalent. Conducted in Russian.

304, 305, 306 Doing Business in Russia (4,4,4)


316, 317, 318 Third-Year Russian (5,5,5)
Intensive study of literary works by representative 19th- and 20th-century writers: extensive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Conducted in Russian. Kripkov.

330 Women in Russian Literature (4) Women in Russian folklore and the classics of Russian literature to 1910.

350 Russian Cinema (4) Introduction to major Russian and Soviet filmmakers and their works. Leong.

351 Russian Film and Literature (4) Explores contemporary Russian and Soviet culture through film and fiction. Leong.

399 Special Studies: [Topic] (1-5R) Current topics are Business Russian and Russian Lexicology. R when topic changes.
401 Research: [Topic] (2-6R) Prereq: instructor’s consent.
403 Thesis (3-6R)
405 Reading and Conference: [Topic] (1-6R) Prereq: instructor’s consent. R when topic changes.
407/507 Seminar: [Topic] (2-4R) Recent topics are Turgenev and the St. Petersburg Myth. R when topic changes.
408/508 Colloquium: [Topic] (2-4R) Special on-campus activities. R when topic changes.
409 Practicum: [Topic] (1-5R) P/N only
410/510 Experimental Course: [Topic] (2-6R) Recent topics are Joseph Brodsky and Russian Crisis in Texts. R when topic changes.
411/511 Russian History and Literature: [Topic] (4R) Readings, lectures, and texts from the 10th through the 20th centuries. R twice when topic changes for maximum of 12 credits.
419/519 Pushkin (4) Narrative and lyric poetry, dramas, prose fiction, folk stylizations, and Eggeni Onegin by Pushkin, Russia’s first great writer. Readings in Russian; lectures and discussions in English. Rice.
420/520 Russian Folklore (4) Russian folklore in its social and aesthetic functions. The paradigmatic 18th-century collection attributed to Kirsha Danilov and various literary adaptations of folklore forms. Rice.
421/521 Old Russian Literature (4) Introduction to three fields of Russian verbal art before Pushkin: early manuscript culture, folklore, and 18th-century literature. Translation and discussion of texts. Prereq for 421: two years of college Russian; prereq for 521: three years of college Russian. Rice.
422/522 Modern Russian Poetry (4) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. Readings in Russian. Rice.
424/524 Dostoevsky (4) Dostoevsky’s intellectual and artistic development; context and structure of The House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov, and other works. Readings in English. Rice.
432/532 Russian Prose Classics: [Topic] (4R) Comprehensive study of works by one or two authors: Gogol’, Turgenev, Chekhov, Nabokov.

Readings in English; Russian selections for majors. Rice. R thrice when topic changes for maximum of 16 credits.
440/540 Russian Phonology and Morphology (4) Russian phonology and morphology (sound system and word formation). Vakarelyiska.
441/541 Russian Syntax and Semantics (4) Issues in Russian syntax (generative and non-generative models), semantics (grammatical case), and pragmatics (discourse analysis, gender, and composition). Study of representative texts. Sequence.
442/542 Gender Issues in Russian (4) Differences in male and female modes of communication in Russian. Gender-based patterns in intonation, syntax, and pragmatics, and their cultural significance. Conversations from literature, film, and real life. RUSS 203 or LING 290 recommended. Vakarelyiska.
443/543 Russian Phonetics (4) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice. Prereq: two years of college Russian or equivalent.
444/544 Introduction to Slavic Languages (4) Comparative survey of Slavic languages, their relationships to one another, and the characterizing features of each individual language. Prereq: RUSS 203 or LING 290. Vakarelyiska.
445/545 Old Church Slavonic (4) Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Prereq: second-year Russian or LING 290 or equivalent. Vakarelyiska.
446/546 History of Russian Literary Language (4) Development of Russian language from Indo-European to the present. Focus is Early East Slavic or Old Russian. Medieval and early modern ecclesiastical and historical texts (11th to 19th centuries). Prereq: second-year Russian or LING 290 or equivalent. Vakarelyiska.
503 Thesis (3-6R) P/N only. Prereq: instructor’s consent.
601 Research: [Topic] (2-6R) P/N only. Prereq: instructor’s consent.
602 Supervised College Teaching (1-5R)
605 Reading and Conference: [Topic] (1-6R) Prereq: instructor’s consent.
606 Field Studies: [Topic] (1-21R)
607 Seminar: [Topic] (1-3R)
608 Colloquium: [Topic] (2-4R) R when topic changes.
609 Practicum: [Topic] (1-5R) P/N only
610 Experimental Course: [Topic] (1-5R)

**Russian and East European Studies Courses (REES)**

170, 171, 172 First-Year Bulgarian (4,4,4) Elementary grammar, conversation, and reading in areas of students’ interests. Introduction to Bulgarian culture. Vakarelyiska.
183, 184, 185 First-Year Polish (4,4,4) Elementary Polish grammar, conversation, reading, and composition. Sequence.
196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R) R when topic changes.
345 Balkan Cultures (4) Examines the cultural clashes underpinning the violence in the Balkans. Compares the folk, religious, popular, and high cultures of the Balkan peoples. Vakarelyiska.
399 Special Studies: [Topic] (1-5R) R when topic changes.
401 Research: [Topic] (2-6R) Prereq: instructor’s consent.
403 Thesis (3-6R)
405 Reading and Conference: [Topic] (1-6R) Prereq: instructor’s consent.
406 Field Studies: [Topic] (1-21R)
407/507 Seminar: [Topic] (2-4R) R when topic changes.
408/508 Colloquium: [Topic] (2-4R) R when topic changes.
409 Supervised Tutoring Practicum: [Topic] (1-3R) Prereq: instructor’s consent.
410/510 Experimental Course: [Topic] (2-6R) A recent topic is Introduction to the Slavic Languages. R when topic changes.
420/520 Slavic Civilization (4) Introduction to the cultures and civilizations of Russia, the independent States of the former Soviet Union, and East Europe and their contributions to world culture.
440/540 Slavic Linguistics: [Topic] (4R) Structure, historical development, grammar. Discourse analysis and other linguistic topics as applied to Slavic languages or Romanian, individually or comparatively. Prereq: RUSS 203 or LING 290. Vakarelyiska. R thrice when topic changes for maximum of 16 credits.
503 Thesis (3-6R) P/N only. Prereq: instructor’s consent.
601 Research: [Topic] (2-6R) P/N only. Prereq: instructor’s consent.
605 Reading and Conference: [Topic] (1-6R) Prereq: instructor’s consent.
606 Field Studies: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Colloquium: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)
Scandinavian Studies

Sergio Koreisha, Committee Chair
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Steering Committee Faculty
Zoe Borovsky, Germanic languages and literatures
Robert G. Dant, political science
James W. Earl, English
Paul S. Holbo, history
Sergio Koreisha, decision sciences
Thomas Mills, international education and exchange
(ex officio)
Kenneth D. Ransing, decision sciences
Kathy Saranpa, Germanic languages and literatures
Richard A. Sondt, art history
Bruce Harwood Tabb, library
Virpi 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 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 International Study Program in Copenhagen, the University of Tampere 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.

Curriculum

Courses appropriate for Scandinavian studies have been offered in anthropology, comparative literature, English, Germanic languages and literatures, political science, sociology, and other departments. The Department of Germanic Languages and Literatures offers language instruction in Danish, Finnish, Norwegian, and Swedish.

Sociology

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Faculty

Steven Deutsch, professor, See Labor, Education, and Research Center

Emeriti


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

Participating

Paul Goldman, educational leadership
Judith H. Hribard, planning, public policy and management
Anita M. Weiss, international studies

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology 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 language is also desirable. Two-year transfer students are advised to come with a year’s work in introductory-level sociology courses as well as courses that fulfill university group requirements.

Careers

Recent graduates with bachelor's degrees in sociology are found in all the pursuits traditionally open to liberal-arts graduates—especially beginning positions in social work, personnel work, and recreation. Some graduates go on for additional training in graduate professional schools of social work, business administration, and law. A bachelor's degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

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-semester 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 or 410-491. 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 grades and passed with grades of C- or better. At least a 2.0 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). P 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)
   d. Inquire at the department office about the possibility of substituting other specific courses in statistics for 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 undergraduate students 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 set out a model program that emphasizes experiences most useful for the student’s educational and career objectives. It is essential, however, that students consult their advisers concerning the selection of courses. Students with specific career plans may also go to the Career Center, 244 Hendricks Hall, for advice about suitable course programs.

**General Sociology**

Students who want a broad liberal-arts education should begin with SOC 204 and 207. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues. Students specializing in general sociology may then take courses that provide a more in-depth study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide 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 with grades of C- or better. Students who successfully complete a concentration receive formal recognition upon graduation. In addition to the 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.

**Crime and Delinquency.** Introduction: Deviance, Control, and Crime (SOC 380), Urbanization and the City (SOC 442), Crime and Social Control (SOC 480), Issues in Deviance, Control, and Crime (SOC 484).

**Culture, Education, and Religion.** American Society (SOC 301), Sociology of Mass Media (SOC 317), Sociology of Family (SOC 330), Sociology of Religion (SOC 461), Sociology of Education (SOC 491).

**Environment, Population, and Society.** American Society (SOC 301), World Population and Social Structure (SOC 303), Community, 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).

**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).

**International Systems.** Political Economy (SOC 420), Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464), Political Sociology (SOC 465).

**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), Marxist Sociological Theory (SOC 475).

**Race, Ethnicity, and Social Change.** American Society (SOC 301), America’s Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Courses: Contemporary Asian American Issues, Contemporary Immigration (SOC 411), Social Demography (SOC 415), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451).

**Social Interaction.** Introduction to Social Psychology (SOC 328), Interaction and Social Order (SOC 335), Advanced Topics in Social Psychology (SOC 428), Ethnomethodology and Conversation Analysis (SOC 435).

**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 301), 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), Marxist Sociology (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 in 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 first term of their 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 for advanced studies in sociology. A GPA no lower than 3.40 in sociology courses or nominally higher is required. 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 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 school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisors about programs at various schools, experiences that increase chances for admission, and requirements for students in graduate programs in sociology.

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 College of Education section of this catalog.

Graduate Studies
The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree. Students seeking an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any undergraduate work in sociology. Students admitted to the graduate program with a bachelor's degree are required to complete 60 credits of graduate-level work—all taken for letter grades except work in Research (SOC 603), Dissertations (SOC 605), Reading and Conference (SOC 605), or Supervised Field Study (SOC 606). Students should be able to complete the 60-credit requirement in their first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a master of arts (M.A.) or a master of science (M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the departmental qualifying examination in theory and methods. Next, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the department. A booklet, Information for Graduate Students, 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.

196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
204 Introduction to Sociology (4) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.
207 Social Inequality (4) Overview of social inequality, cross-culturally and within the United States. Examines relationships 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.
305 America's Peoples (4) Examines how the size, composition, and distribution of America's ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 204.
310 Development of Sociology (4) Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on 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 nonexperimental 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) relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204.
355 Sociology of Women (4) Position of women in contemporary society: 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.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring Practicum: [Topic] (1-21R) P/N only

410/510 Experimental Course: [Topic] (1-5R)


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 503 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 Family Sociology (4) Analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 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 commonsense sources, methods, and practices through which members of a culture construct and make sense of social activities, especially conversation. Prereq: SOC 310, 339 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.


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; Women 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 in 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.

465/565 Political Sociology (4) Analysis of political theory and behavior, social bases of power and policy determination, institutional interrelations, intellectual and ideological, political trends and change, political participation and membership. Prereq: 12 credits in sociology.

474/574 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.

475/575 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.

480/580 Crime and Social Control (4) Emphasizes major substantive areas of crime and control in the United States and developing societies, especially in Pacific Rim areas. Prereq: SOC 380 or instructor's consent.

484/584 Issues in Deviance, Control, and Crime: [Topic] (4R) Topics vary. Examples are modern policing, hate crimes, cross-national research in crime. Prereq: SOC 380 or instructor's consent. R twice when topic changes for maximum of 12 credits.

491/591 Sociology of Education (4) The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education. Prereq: 12 credits in sociology.

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] (1-6R)

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

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

607 Seminar: [Topic] (1-5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Feminist Sociological Theory, Philosophy and Epistemology of Social Science, Time-Series Analysis.

608 Workshop: [Topic] (1-16R) Topics vary.

609 Supervised Tutoring Practicum: [Topic] (1-3R)

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

612 Overview of Sociological Methods (5) Examines the research process—framing research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanatory power.

613 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.

615 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.

616 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.

617 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,
Southeast Asian Studies

Geraldine Moreno, Associate 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 patterns 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. Individualized and self-instructional study of 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), as a concentration in international studies, or as the basis for a 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'Blen, sociology
Larry E. Richards, decision sciences
Daming 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 advisors 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)


Psychology. Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)

Sociology. Quantitative Methods in Sociology (SOC 312), Sociological Research Method (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)
Theater Arts

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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.

About the Department

The Department of Theater Arts offers a number of undergraduate courses in theater to provide an appreciation of the different areas of theater. Students may gain practical experience in theater studies through Second Season and University Theatre productions in the Robinson Theatre.

Theoretical 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 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.

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 230); Theatre Production I-II (TA 211, 212); Acting I (TA 250); Introduction to Theatre Arts (TA 271); Play Direction (TA 364); History of the Theatre I-II (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.
3. Letter grades
The 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 advisors 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 acting, directing, design, history, literature, criticism, and theater history. All course work for the minor must be completed with letter grades of mid-C or better.

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 a comprehensive examination. The M.S. degree requires 36 credits in graduate courses, and both require a comprehensive examination. The comprehensive examination may require that all or part of the examination be taken 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 70 credits in history, theory, and literature of the theater after obtaining a master’s degree.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is diagnostic and is used to determine a study program for the student. Each student’s study program is planned in consultation with an advisor and a diagnostic committee. This program constitutes a contract that must be fulfilled by the student unless it is amended in consultation with the diagnostic committee.

The graduate student is expected to show ability in both academic and production areas. During residence at the university, each student is expected to make a significant contribution in three areas out of the following seven: acting, directing, technical, management, playwriting, teaching, design.

Candidates for an M.A. degree in theater arts must demonstrate their ability to read a second language. Students seeking the Ph.D. degree must acquire two research tools, one of which must be the knowledge of a second language. The other may be a third language or 9 credits of graduate-level study outside the department in a field related to the student’s research interest.

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)
210 Introduction to Design (4) Introduction to the principles of design as applied to the arts of theater design, scenery, costumes, and lighting. Creative projects to develop concepts of visual imagery. Bonds, Gilg. 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, beards, wands, and fantasy. Bonds, Williams. Includes laboratory.
250 Acting I (4) Principles of warm-ups, individual inventory, Stanislavsky system, character analysis, and rehearsal procedure.
251 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.
252 Acting III (4) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: TA 251, instructor’s consent.
271 Introduction to Theater Arts (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual.
321 Scenery Production (1-4R) PIN only. Production or performance crew head for scenery. Prereq: TA 210, 211, 212. R thrice for maximum of 16 credits.
322 Costume Production (1-4R) PIN only. Production or performance crew head for costumes. Prereq: TA 210, 211, 212. R thrice for maximum of 16 credits.
323 Lighting Production (1-4R) PIN only. Production or performance crew head for lighting. Prereq: TA 210, 211, 212. R thrice for maximum of 16 credits.
324 Production (1-4R) PIN only. Stage manager, assistant director, or dramaturgy position. R thrice for maximum of 16 credits.
325 Performance (1-4R) PIN only. Preparation, rehearsal, and performance of an acting role. R thrice for maximum of 16 credits.
364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of plays, production organization. Prereq: TA 250 or equivalent and instructor’s consent. Watson.
367, 368, 369 History of the Theater I,II,III (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.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-2R)
405 Reading and Conference: [Topic] (1-2R)
406 Field Studies: [Topic] (1-2R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-2R)
409 Practicum: [Topic] (1-2R) Rehearsal and performance is a current topic.
410/510 Experimental Course, [Topic] (1-4R)
411/511, 412/512, 413/513 Costume History I,II,III (4,4,4) History of Western clothing in cultural context. 411/511: Egyptian to Renaissance.
412/512: mid-Renaissance to romanticism.
413/513: Victorian to the present. Bonds.
Women's Studies

Judith Raiskin, 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, art
Barbara K. Altmann, Romance languages
Aleta Biersack, anthropology
Pamela Birrell, psychology
Elizabeth A. Bohle, English
Susan Boynton, music
Cynthia J. Brokaw, history
Sara N. Brownmiller, library
Gaylèe Carpenter, arts and administration
Suzanne Clark, English
Frances B. Cogan, honors college
Excene Diamond, political science
Dianne M. Dugaw, English
Linda E. Ettlinger, arts and administration
Laura Fair, history
Melanthi Farwell, English
Lisa Freinkel, English
Jennifer J. Friedl, psychology
Caroline Fouell, law
Linda O. Fuller, sociology
Agnieszka Gladhart, Romance languages
Marion Sherman Goodman, sociology
Bryna Goodman, history
Patricia A. Gwirtznight, sociology
Leslie J. Harris, law
S. Marie Harvey, anthropology
Ellen Herman, history
Judith H. Hibbard, planning, public policy and management
Jocelyn Hollander, sociology
Shani M. Huhndorf, English
Kathleen Rowe Karlyn, English
Karen L. Kelsky, anthropology
Laura J. Kessler, journalism and communication
Linda Kintz, English
Lisa A. Kloppeenberg, law
Wendy Larson, East Asian languages and literatures
C. Anne Laskey, English
Claire A. Lee, comparative literature
Julia Leage, English
Mavis Hovey, history
Barbara D. May, Romance languages
Randall E. McGowen, history
Debra L. Merkin, journalism and communication
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.

Electives

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 necessary. 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 childcare. 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 Seminar: Feminist Research Issues (WST 407) and Thesis (WST 403) 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 emphasis 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 Special Studies: Self-Defense for Women (WST 399), Thesis (WST 403), Reading and Conference (WST 405), Field Studies (WST 406), Practicum (WST 409), and Feminist Pedagogy (WST 413); no more than 13 credits taken pass/no pass in these generic courses may be counted toward the major. 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 mid-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 301) 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. No more than 8 credits may be taken pass/no pass.
Women’s Studies Courses (WST)

101 Introduction to Women’s Studies (4)
Interdisciplinary investigation of the status and contribution of women connects the public issues raised by the feminist movement with the personal experiences of women.

198 Colloquium: [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.

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 course or seminar course or ES 101 or 102.

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 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.

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.

359 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)

411/511 Feminist Practice (4) Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice. Prereq: any WST or other approved course. Raskin.

413/513 Feminist Pedagogy (1) P/N only. Surveys strategies for facilitating discussions in women’s studies classes and the special problems of teaching about gender, race, and sexuality. Prereq: WST 101 or equivalent.

421/521 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 instructor’s consent. R twice when topic changes for maximum of 12 credits.

422/522 Lesbian and Gay Studies: [Topic] (4R)
Various topics in lesbian and gay studies, including the relationship between gender and sexuality and between lesbian-gay studies 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. Raskin.

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)
School of Architecture and Allied Arts

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About the School

The School of Architecture and Allied Arts, founded in 1914, is the principal center in Oregon for the study of architecture, art, planning and design. The school is a unique interdisciplinary setting for the study of the history, theory, practice and management of the arts, which—in its broadest meaning—reaches from the creation of visual art to the making of public policy.

Architecture and Allied Arts (A&AA) is a close association of five departments and three programs: the Departments of Architecture; Art; Art History, Landscape Architecture; and Planning, Public Policy and Management; and the Interior Architecture, Historic Preservation, and Arts and Administration Programs. Undergraduate and graduate degrees are offered in art, art history, architecture, interior architecture, landscape architecture, and public affairs. Additional graduate degrees are offered in community and regional planning, arts administration, and historic preservation. The professional degrees in architecture, community and regional planning, interior architecture, landscape architecture, and public affairs are all fully accredited. Approximately nine percent of the students on campus are A&AA majors.

Students in the school participate extensively in art and environmental design studios—an educational environment that provides direct exploration of ideas and the development of imaginative thinking and creativity. The school has a long and valued tradition of innovative and collaborative education, community involvement, and direct student responsibility for the student's university education. The school aims to educate visually literate citizens and support a sustainable environment.

Research, Scholarship, and Creative Work

Research and creative work bring together people in the school's various disciplines and provide links with scholars elsewhere at the university, in the local community, and throughout the world.

Program diversity enhances the faculty's scholarly activity and creative endeavor. Faculty members 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 internationally in exhibitions of their creative work. Scholarly work in art history, arts administration, planning, and public affairs has produced significant publications and enhanced human understanding in those fields.

Members of the school's faculty participate in many of the university's 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.

The school hosts two national journals: Landscape Journal, which is the principal refereed journal for the discipline of landscape architecture, and Journal of Planning Education and Research, which is the journal of the Association of Collegiate Schools of Planning. Faculty members in the School of Architecture and Allied Arts edit both journals.

Extended Programs

The School of Architecture and Allied Arts supports off-campus programs that enhance learning and research opportunities and enrich the ties between the university and the local, state, national, and international communities.

The University of Oregon has extended centers in the Portland area, which are used by various departments and programs in the school. The Urban Architecture Program is permanently located in downtown Portland. In addition, the school maintains historic property in Portland, the Watson House, and in the Columbia Gorge, The Shire, that support research and teaching.

Off-campus learning and research include field course work in art, historic preservation, architecture, landscape architecture, and planning. Internship opportunities are available for students to explore their disciplines beyond the structure of the university setting.

International study programs include summer programs in Kyoto, Rome, Siena, and Florence offered by the Departments of Landscape Architecture, Architecture, and Art. The Department of Architecture has active exchange programs with the Universities of Stuttgart and Copenhagen. Various departments participate in the National Student Exchange of which the University of Oregon is a member.

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 Department of Planning, Public Policy and Management is located in Hendricks Hall. 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 school provides equipment not normally available to individuals such as studio furniture, easels, looms, and shared resources. Students supply their own personal equipment such as computers, graphic tools, and course materials. The school supports these purchases by providing infrastructure, secure rooms, and lockers.

Resources

Computer Support Services

Dennis Bishop, Director
(541) 346-2082
dbishop@oregon.uoregon.edu

Many schools teach students to use software, but the School of Architecture and Allied Arts teaches students to be designers and creative decision-makers regardless of the tools they use. Students learn to explore new ideas through a combination of traditional methods and experimental techniques. Through work in animation, multimedia, graphics, computer-aided design, geographic information systems, and web publishing, students learn how computers can extend capabilities and enhance understanding.

Most lecture rooms, studios, and review rooms are networked to support instructional technology and Windows, Macintosh, or UNIX workstations. The university provides server accounts for E-mail and web pages and maintains a high-speed Internet2 computer network. The school provides access to a full array of computing applications through its instructional and research laboratories located in Lawrence Hall, Pacific Hall and the north site complex. A technical staff maintains these resources as well as shared large-scale color plotters and high-resolution printers. Technical support is available through the Computing Center, A&AA Computer Support services, and informal peer consulting.
Much faculty research involves the application of emerging technology to specific domains. Research groups in planning, public policy and management, architecture, and landscape architecture have developed methods for using Internet, geographic information systems, graphics, and database applications to facilitate community problem solving. Tools being developed help make planning and design decisions easier to understand by putting their consequences in graphic terms. Art faculty members have created award-winning animations and interactive multimedia projects that range from avant-garde artwork to pragmatic educational projects. The school maintains a close relationship with the New Media Center, which offers technical expertise in digital media.

Office of Research and Development
Karen J. Johnson, Assistant Dean
(541) 346-4064
dj@arch.oregon.edu

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 represented on the staff 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.

Interdisciplinary Research
Center for Housing Innovation
Donald B. Corneal, Director
(541) 346-4064
dcorneal@arch.oregon.edu

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.

Energy Studies in Buildings Laboratory
G. Z. Brown, Director
(541) 346-2331
gbrown@arch.oregon.edu

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 the artificial sky and computer simulations to recommend proposed building design changes.

Institute for a Sustainable Environment
John H. Baldwin, Director
(541) 346-1167
jabaldwin@arch.oregon.edu

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) 346-3339
2131 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, educational, 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 the School of Music.

Student Information
Admission
Admission, major requirements, and course offerings are described 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. Underdeclared premajors who want to explore programs in the school should seek advice from the major adviser. Courses open to nonmajors are listed below under the AAA course heading.

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, PPPM) 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.

ART 116 Basic Design (4R) P/N only. See Art
180 Introduction to Visual Inquiry I (3) Studio seminar increases awareness of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions, reflecting on their meaning.

181 Introduction to Visual Inquiry II (3) Exploration of drawing and thinking skills as applied to a number of subject areas. Study of graphic systems used by artists and designers.

Field Studies: [Topic] (1–2R)
Workshop: [Topic] (1–2R)
Special Studies: [Topic] (1–5R)

ARCH 201 Introduction to Architecture (4) See Architecture

PPPM 201 Introduction to Planning, Public Policy and Management (4) See Planning, Public Policy and Management

ART 204, 205, 206 History of Western Art II, III (3, 4, 4) See Art History

ART 207 History of Indian Art (4) See Art History

ART 208 History of Chinese Art (4) See Art History

ART 209 Foundation: [Topic] (3–4R) See Art

ART 210 History of Japanese Art (4) See Art History

ARCH 222 Introduction to Architectural Computer Graphics (4) See Architecture

ART 333 Drawing (4) See Art

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

ART 314, 315 History of Western Architecture II, III (4, 4, 4) See Art History

LA 390 Urban Farm (2–4R) See Landscape Architecture

401 Research: [Topic] (1–21R)
405 Reading and Conference: [Topic] (1–21R)
406 Special Problems: [Topic] (1–21R)
407/407 Seminar: [Topic] (1–5R)
408/408 Workshop: [Topic] (1–21R)
409 Supervised Tutoring (1–21R)

110/110 Experimental Course: [Topic] (1–5R)

440/440 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.

ART 474, 475, 476 History of Interior Architecture 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)
Architecture

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(503) 725-3682

Architecture

Faculty


Continued...
Community and neighborhood planning, urban planning, and architectural programming and administration.

Accreditation. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the bachelor of architecture and the master of architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master’s degree programs may consist of a professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. The professional degree is not, by itself, recognized as an accredited degree.

At the University of Oregon, both the bachelor of architecture (B.Arch.) and the master of architecture (M.Arch. first professional degree; Options II and III) programs are accredited by NAAB.

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, at the corner of Yamhill and Second Streets in downtown Portland, is 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 the 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 the department 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 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 elective: 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. Students who do not file a leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School 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 for 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 course work 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 sciences, and science (36 credits); the multicultural requirement (3 credits); and additional credits if the selected courses do not also satisfy group requirements. Architecture majors must take General Physics (PHYS 201, 202), 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) 1 4
Architectural Contexts: Places and Culture (ARCH 430) 4
Human Context of Design (ARCH 440) 4
Spatial Composition (ARCH 450) 8

Courses in architectural subject areas ...... 12
History of Western Architecture I (ARCH 314, 315) 8
History of Western Architecture II (ARCH 316, 317) 8
One additional upper-division architectural history course from the Department of History 8
Building construction course (inquire 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 course work in building design but are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative capability.

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 15 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: Options I, II, and III. In all three programs, students must take 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. 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 admitted for the Option II 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 or the equivalent as stated above 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 non-accredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work.

**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 advanced electives and/or a 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 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. Proxemic 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 II) master of architecture program, but graduate students in Option 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 concentrating 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 met 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 may 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 summers) until all program requirements have been completed, unless a leave of absence has been approved. For departmental policy regarding leave of absence, see the Curriculum for the Study of Architecture section above.

A number of graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students. Applicants with previous architectural education (Option I or II) may want to request GTF application forms with their packets. 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 criticism 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.

Design credit can be earned only through participation in design studio. Six credits earned in either Site Planning and Design (ARCH 489/589) or Interior Design (ARCH 484/584) studios may be applied to this 64-credit requirement.

**Introductory Architectural Design Studios**

Introductory Architectural Design I (ARCH 181, 182), two-term studio for undergraduate majors only

Introductory Graduate Design: Option III (ARCH 680, 681, 682), three-term studio for Option III graduate students only

Graduate Architectural Design: Option II (ARCH 683), for Option II graduate students only

**Intermediate Architectural Design Studios**

Intermediate Architectural Design I (ARCH 281, 282), two-term studio for undergraduate students only

Architectural Design (ARCH 484/584), repeatable studio for all professional-degree students. Twenty-four credits required for undergraduate students. Thirteen credits required for Option III graduate students. Eighteen credits required for Option II students

Advanced Architectural Design Studios

Advanced Architectural Design I (ARCH 485/585, 486/586), two-term studio for all professional-degree students

**Architectural Subjects: 80 credits**

Architectural subject courses introduce and develop theory, knowledge, and skills in architecture and related disciplines. Emphasis is placed on learning architectural subject areas in a context of design. The content and focus of these courses is closely coordinated with offerings and expectations in the architectural design area.
A core curriculum is required for professional degree students. Introductory courses present knowledge, concepts, and skills basic to further study in several subject areas. Core courses instil competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four sub-areas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history. Prerequisites for advanced subjects include seven technology courses, three design arts core courses, and architectural history—four courses for undergraduates and three courses for graduate students.

In the following list, required courses are indicated with an r.

**Architectural Design Skills**
Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications. Subjects and courses in the architectural design-skills subarea are:

- Design Skills (ARCH 202) (undergraduate)
- Graduate Design Process (ARCH 611) (graduate)

**Design Process, Methods, and Research.** Strategies, processes, and techniques for design and design research. Principles of problem analysis and definition, information gathering and organization, concept, and form generation, and evaluation.

- 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 423/523)
- 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 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 Place Response. The physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and appropriate design responses.
- Architectural Contexts: Place and Culture (ARCH 430/530)
- Settlement Patterns (ARCH 431/531)
- Settlement Patterns: Japanese Vernacular I, II (ARCH 432/532, 433/533)
- 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 (LA 260) (undergraduate)
- Site Analysis (LA 361) (undergraduate)
- Contemporary American Landscape (LA 485/585)

**History and Theory of Human Activity Support.** Design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

- 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 449/549)
- Furniture and Accessories (IARC 444/544)
- Color and Light in the 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 469/569)

**History and Theory of Construction.** Study of the physical properties and manufacture of building materials and their behavior in place over time. Materials and construction processes, their influence on design, and their impact on the form and expression of the built environment.

- Building Construction Course (undergraduate) (inquire at department office)
- Building Enclosure (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 I (IARC 471/571, 472/572)
- Working Drawings in Interior Architecture (IARC 473/573)

**History and Theory of Environmental Control.** Study of the effects of climate on people and the need for tempered enclosure and life-support systems in buildings. Systems of heating, cooling, lighting, water, and air supply, waste removal, and power as organizational elements in building design.

- 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 492/592)

**Context of the Architectural Profession**
The discipline and practice of architecture exists within a broad societal context. Courses in this area consider professional practice in contexts of ethics, law, business, and the construction industry.

- Practicum (ARCH 409)
- Context of the Architectural Profession (ARCH 417/517)
- Context of the Interior Architecture Profession (IARC 417/517)

**Architectural History**
The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history, from prehistory
to the present, augmented with in-depth knowledge of one or more periods.

r 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 course-satisfying requirement 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, 503, 507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to a total of 9 credits—selected from Research (ARCH 401, 601), Reading and Conference (ARCH 402, 602), Special Problems (ARCH 406, 606), and practicum teaching—to fulfill subject-area requirements.

General Electives: 43 credits
The general-elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. To encourage professional-degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits in upper-division general electives in academic subjects (exclusive of activity and performance courses) outside the School of Architecture and Allied Arts.

Architecture Courses (ARCH)

181, 182 Introductory Architectural Design I, II (6R) P/N only. Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios 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 place, 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 place response, human activity support, and spatial ordering subareas.

399 Special Topics: [Topic] (1–6R)

401 Research: [Topic] (1–6R) Majors only.

403 Thesis (1–9R) P/N only. Majors only.

405 Reading and Conference: [Topic] (1–6R) Majors only.

406 Special Problems: [Topic] (1–6R) Majors only.

407/507 Seminar: [Topic] (1–6R)

408/508 Workshop: [Topic] (1–6R)

459 Practicum: [Topic] (1–6R) P/N only


412/512 Structural Planning (3) Introduction to structural planning, design, and computer-aided evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 461/561, 462/562, 463/563.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors without comparable experience. Instructor-led discussion and review sessions. Written report 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. Analysis 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.


431/531 Settlement Patterns (3) Settlements and cities as three-dimensional responses to physical context, culture, and change. Implications of ideal models and urban planning 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. Undergraduate prereq: ARCH 282, 430; graduate prereq: ARCH 682 or 683.

434/534 Vernacular Building (3) Survey and theory of everyday houses, public buildings, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.

436/536, 437/537 Theory of Urban Design I, II (3, 3) Examines the cultural and formal ideas that underlie American and European urban design. 436/536: Ancient Greek to 1700. 437/537: 1700 to the present. Sequence. Undergraduate prereq: ARCH 282, 430.

440/540 Human Context of Design (4) Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment. Prereq for 440: ARCH 182, 202; prereq for 540: ARCH 680.

443/543 Social and Behavioral Factors in Design (3) Patterns of human interaction with the physical settings of everyday activities. Application of social science paradigms and research to architectural programs, design, and evaluation processes. Undergraduate prereq: ARCH 182.

445/545 Housing in Society (3) History, theory, and practice of housing design with emphasis on social policy and emerging ideas in the architecture of housing. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.


449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq: ARCH 484/584 eligibility.

450/550 Spatial Composition (4) Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations. Prereq for 450: ARCH 182, 202; prereq for 550: ARCH 680.

458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Undergraduate prereq: ARCH 282, 450; graduate prereq: ARCH 682 or 683.

461/561 Structural Behavior (4) Developing basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings. Undergraduate prereq: ARCH 270, PHYS 201, 202.

462/562 Wood and Steel Building Systems (4) Historical development of materials. Analyzes elements, connections, and systems of wood and steel structures from the perspective of


466/566 High-Rise and Long-Span Systems (4) Development of advanced analysis, design, and planning of high-rise and long-span systems. Prereq: ARCH 463/563.

469/569 Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, influence of building configuration on response to earthquake loads. Prereq: ARCH 463/563.

471/571 Building Enclosure (4) Selection, design, detailing and performance of enclosure systems. Prereq: ARCH 463/563.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, and elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.


480/580 Supervised Design Teaching (1-3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. R for maximum of 3 credits.

484/584 Architectural Design (6R) P/N only. Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design LI (6.6) P/N only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

491/591, 492/592 Environmental Control Systems LI (4.4) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. 491/591: architectural and mechanical means to manipulate thermal environment. 492/592: implications of lighting, acoustics, and water and waste for architectural design. Sequence. Open to nonmajors.


494/594 Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 491/591, 492/592, instructor's consent.

495/595 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.

503 Thesis (1-9R) P/N only

601 Research: [Topic] (1-6R) P/N only

602 Supervised College Teaching (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 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.


619 Terminal Project (1-9R) P/N only

620 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.

661 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.

690 Teaching Technology 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.

680, 681, 682 Introductory Graduate Design (6,6,6) 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.

683 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.

494/594 Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 491/591, 492/592, instructor's consent.

495/595 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.

503 Thesis (1-9R) P/N only

601 Research: [Topic] (1-6R) P/N only

602 Supervised College Teaching (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 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.


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683 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 has courses in ceramics; drawing; fibers; metal smithing and jewelry; painting; photography; printmaking; sculpture; and visual design, which includes computer graphics. Lower-division courses serve students doing their major or minor 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 Art for admission as majors. Write or call the department for an application form and deadlines, or visit the department’s web site. 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, metal smithing and jewelry, painting, photography, printmaking, sculpture, or visual design.

Multimedia Design. Courses in multimedia design (ARTD), which will be offered beginning fall 2000, are listed in the schedule of classes. Three of these courses are open to all UO students. A new five-year B.F.A. degree program in multimedia design will be offered beginning fall term 2001. The application deadline for admission is March 1.

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—each one academic year—in art history. Understanding Contemporary Media (ART 201) 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 220 credits, including satisfaction of general university requirements for the B.A. or B.S. degree.

2. Satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, at least two full-time terms of work after being accepted to the B.F.A. program. These courses—totaling one academic year—include 6 credits of Terminal Creative Project (ART 201, ART 202, ART 203, ART 204, ART 205, ART 206) for a total of 108 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.

Advising and Program Planning. The department stresses the importance of interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty advisor during the first year of study. It is critical to the development of a worthwhile program that the selected advisor 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 advisor may be assigned to help the student develop an individualized program.

Core 20–24 credits

Art history (ARTH), one academic year ........ 9–12
Basic Design (ART 116) ......................... 4
Drawing (ART 233) .............................. 4
One course selected from Understanding Contemporary (ART 101), Basic Design (ART 116), Drawing (ART 233), Introduction to Visual Inquiry (AAA 180, 181), general departmental (ART) courses ......................... 3–4

Studio 18–22 credits

Studio courses of one’s choice; 15 credits must be upper division, and 12 credits must be taken in residence

Graduate Studies

The department offers the master of fine arts (M.F.A.) degree programs with majors in ceramics, fibers, metal smithing and jewelry, painting, photography, printmaking, sculpture, and visual design. Graduate study in computer graphics is 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—of which must be graduate credits—for a full-time student. These 90 credits must include a minimum of 18 credits in Terminal Creative Project (M.F.A.) in a studio discipline (ART, ARTC, ARTF, ARTM, ARTO, ARTP, ARTS, ART, ARTT, ARTV 609).

The six consecutive terms of full-time enrollment, not including summer sessions, is the minimum residence requirement. Under special circumstances at the University of Oregon leave of absence may be requested.

Other requirements include:

1. At least two upper-division formal art history courses.

2. Colloquium: Graduate Critique (ART 608).

3. Three upper-division formal courses in one or all of the following areas: art history, art theory, or seminars offered by the Department of Art that focus on theoretical or historical issues in the arts.

Other requirements include:

1. At least two upper-division formal art history courses.

2. Colloquium: Graduate Critique (ART 608).

3. Three upper-division formal courses in one or all of the following areas: art history, art theory, or seminars offered by the Department of Art that focus on theoretical or historical issues in the arts.

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Other requirements include:

1. At least two upper-division formal art history courses.

2. Colloquium: Graduate Critique (ART 608).

3. Three upper-division formal courses in one or all of the following areas: art history, art theory, or seminars offered by the Department of Art that focus on theoretical or historical issues in the arts.
The student must participate in at least two art department graduate reviews—one before reclassification to graduate master’s candidacy and a second after reclassification 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 ARFT course at ART 507, 607) and at least 30 credits of course work toward the M.F.A. degree. A committee for reviewing candidacy 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. Faculty members from outside the department may serve on this committee, but only 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. After reclassification, the student selects a terminal project adviser from the graduate faculty in his or her curricular area. This adviser, in concert 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 project proposal), 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 short written description of the proposal should be delivered by the candidate to each committee member prior to the meeting. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. The committee also reviews the student’s overall suitability for pursuit of the M.F.A. degree. If serious and irreconcilable differences of opinion arise, the committee should be reconvened to begin again. If a second committee also has serious 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 department faculty should receive the courtesy of notification. It is understood that guests are not to compromise the purpose of the meeting. The preliminary review is usually timed to allow three subsequent terms to complete the terminal project.

During the course of work on the terminal project, the candidate schedules individual conferences with committee members and arranges, through the adviser, at least one committee meeting for a progress report. The committee decides whether it is necessary to schedule additional progress-report 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 staff members assist the candidate in arranging the space and dates for the public exhibition of the terminal project. The final review is open to all university faculty members and graduate students. The exhibition is open to the public. The M.F.A. degree is officially granted after the candidate has fulfilled all requirements, including submission to the department of a project report in a form appropriate to the nature of the project and suitable for binding for use in the 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 is made available to the major discipline for its use. The student may request an additional bound copy.

**Art Courses**

Unless specified otherwise, for generic courses numbered 199, 401, 404, 405, 406, 407/507, 408/508, 409, 410/510, 501, 502, 505, 506, 507, 508, and 509, topics and credits are arranged with the instructor. Topics vary according to the interests of both faculty members and students. Courses include, but are not limited to, studio-related exploration. Students are encouraged to discuss these possibilities with their advisers.

### General Departmental Art Courses (ART)

1. **101 Understanding Contemporary Media (4)**
   - Examines contemporary developments in specific media of visual art. Emphasizes process and practice in ceramics, fibers, metalsmithing, painting, photography, printmaking, sculpture, and visual design.
   - **111 The Artist Experience (3)** P/N only. Series of presentations by resident faculty members of the Department of Art. Offered fall term only.
   - **116 Basic Design (4)** P/N only. Programmed information and processes involved in the act of designing; exercises in understanding the syntax of problem posing, Alpert, Wenger.
   - **180, 181 Introduction to Visual Inquiry I, II (3,3)** See Architecture and Allied Arts 199 Special Studies: [Topic] (1-5R) Prereq: instructor’s consent.
   - **208 Foundation: [Topic] (3-4R)** Studio foundation course focusing on basic skills and concepts.
   - **233 Drawing (4)** Beginning course in observation, selection, and recording of significant elements in various drawing media.
   - **297 Drawing and Modeling (4)** Study of forms in space using the two dimensions of drawing and the three dimensions of modeling. Buckner.
   - **350 Color Theory (3-4R)** Examines the physical, psychological, and physiological aspects of color and light. Designed to improve the understanding of color interaction. Prereq: ART 116, instructor’s consent.
   - **404 Internship: [Topic] (1-12R)** Prereq: instructor’s consent.

### Special Problems: [Topic] (1-8R) Prereq: instructor’s consent.

1. **407/507 Seminar: [Topic] (1-3R)** Frequent topics are Contemporary Issues in Art, Feminist Art Criticism and Theory.

2. **408/508 Workshop: [Topic] (1-6R)** Frequent topics are Bookbinding, Calligraphy, Papermaking, Small Metal Casting, Typography; others include Computers in the Arts, Hands and Feet.


4. **410/510 Experimental Course: [Topic] (1-6R)** Topics include Drawing and Writing on the Computer, Theories in Art.


6. **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.


8. **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.

9. **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.


11. **492/592 The Artist’s Survival (2-3)** P/N only. Reviews the direct application and presentation of an artist’s work in the world of business and education.


13. **602 Supervised College Teaching (1-4R)** Prereq: instructor’s consent.


15. **605 Reading and Conference: [Topic] (1-6R)** Prereq: instructor’s consent.

16. **607 Seminar: [Topic] (1-4R)**

17. **608 Colloquium: [Topic] (1-8R)**


### Ceramics Courses (ARTC)

1. **199 Special Studies: [Topic] (1-5R)** Prereq: instructor’s consent.

2. **205 Ceramics (3-4R)** Both instructor-directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Kokis, Krusoe.
196 Architecture and Allied Arts

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)
450/550 Ceramic Theory and Chemistry (3-4R) Theory and practice in glaze and clay calculation and formulation. Prereq: ARTC 255, 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, Kruze.
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.
253 Off-Loom Textiles (3-4R) Introduction to fibers by exploring fiber construction, e.g., basketry, crochet, netting, or fabric pleating and embellishment, e.g., patchwork, applique, stitching. Subject varies by term. R thrice 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 thrice for maximum of 16 credits.
358 Dyeing (3-4R) Dyeing fibers and fabrics using natural and synthetic dyes. Includes such techniques as stitch resist, paste resist, stencil printing, batik, marbling. Focus on surface design. R thrice 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)
457 Textile Printing (3-5R) Dyeing techniques—stenciling, paste resist, shibori—that allow exploration of pattern design and symmetry on cloth. Subject varies by term. ARTF 358 recommended. Pickett.
458/558 Textile Printing (3-5R) Dyeing techniques—stenciling, paste resist, shibori—that allow exploration of pattern design and symmetry on cloth. Subject varies by term. ARTF 358 recommended. Pickett.
465/565 Advanced Fibers (3-5R) Weaving on multi-shaft looms; includes the computer loom; fiber sculpture, environments, textile history, contemporary issues, fabric analysis. Prereq: instructor's consent. Three terms of ARTF 253 or 267 recommended. Pickett.
570/670 Intermediate and Advanced Metalsmithing and Jewelry (3-5R) Emphasis on creative work. Further exploration of techniques from introductory level. Introduction to sophisticated metalworking processes includes production casting, aluminum anodizing, hollowware. Various conceptual problems.
659 Terminal Creative Project M.F.A. (1-12R) 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)
457/557 Intermediate and Advanced Metalsmithing and Jewelry (3-5R) Emphasis on creative work. Further exploration of techniques from introductory level. Introduction to sophisticated metalworking processes includes production casting, aluminum anodizing, hollowware. Various conceptual problems.
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.

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. Forming 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.

Painting Courses (ARTP)

199 Special Studies: [Topic] (1-5R) Prereq: instructor's consent.
281 Painting (3-4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Drawing experience recommended.
294 Watercolor (3-4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities.
390 Painting (3-4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent. Graff, Okada.


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)


454/554 Color Photography (4R) Basic color photographic process and techniques; issues of design and color theory; historic and contemporary aesthetic concerns. Prereq: ART 351. Hickman. R twice for maximum of 12 credits. Studio class.


601 Research: [Topic] (1-12R) 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] (1-4R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1-12R) Prereq: instructor's consent.

694 Graduate Studies in Photography (3-5R) Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

**Photography Courses (ARTO)**

351 Creative Black-and-White Photography (4R) Basic photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Student work reviewed often. Powell, Warpinski. R once for maximum of 8 credits.

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] (1-6R) Prereq: instructor's consent.

601 Research: [Topic] (1-12R) PIN only. 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.

694 Graduate Studies in Photography (3-5R) Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

**Printmaking Courses (ARTR)**

199 Special Studies: [Topic] (1-5R) Prereq: instructor's consent.

346 Introduction to Relief Printing (4R) Woodcut, linoleum-cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Prentice.

347 Introduction to Intaglio (4R) Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Prereq: two terms of drawing or instructor's consent. Prentice.


349 Introduction to Lithography (3) Basic methodology of delineation, processing, and printing of images on stone. Includes crayon, pen, and tusche work. Printing of small editions. Prereq: two terms of drawing or instructor's consent. Paul.

401 Research: [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)


454/554 Color Photography (4R) Basic color photographic process and techniques; issues of design and color theory; historic and contemporary aesthetic concerns. Prereq: ART 351. Hickman. R twice for maximum of 12 credits. Studio class.


601 Research: [Topic] (1-12R) PIN only. Prereq: instructor's consent.

604 Internship: [Topic] (1-12R) Prereq: instructor's consent.
448/548 Intermediate and Advanced Screen Printing (3-4R) Emphasizes advanced and experimental techniques, personal image development, and technical control. Prereq: ART 348 or instructor’s consent. Paul.

449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.


449/549 Intermediate and Advanced Lithography (3-4R) Methods of transfer, color, work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ART 349 or instructor’s consent. Paul.

Art History
Sherwin Simmons, Acting Department Head
(541) 346-3675
237 Lawrence Hall

Faculty
Emeriti

About the Department
The Department of Art History offers students the opportunity to study the principal art and architectural traditions of Europe, the United States, and Asia. The courses are particularly appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides courses that introduce undergraduates to art traditions, courses focused on specific topics that allow small classes and discussion format, and seminars intended for upper-division undergraduates and graduate students. In addition, the department offers undergraduate majors and graduate students special courses 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-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 awards, including the Ina McClung Art Scholarship Award, Marian C. Donnelly Book Prize, and Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art. Students in Asian art history may apply for the Maude L. Kerns Graduate Teaching Fellowship or the Kerns internship in Visual Resources. Support for travel is available through the Marian C. Donnelly Student Award and Graduate Travel Award. Students may also seek scholarships aid through the School of Architecture and Allied Arts and the university's Office of Student Financial Aid.

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 art, history, and culture as well as a basis for critical judgment of individual works. The department offers courses o art and architecture in the following areas or traditions: ancient (Grek and Roman); medieval, Renaissance-baroque, modern (including American), East Asian (Chinese and Japanese), Central Asian, Islamic, Pacific islands, and Native American.

Major Requirements
Art history majors must complete 95 credits of course work including 56 credits in art history courses. Majors are strongly encouraged to structure their programs in consultation with their departmental advisors. Majors should meet with their advisors every term in order to discuss progress toward the degree; they must consult with their advisors at least once each year, preferably at the beginning of fall term. Majors must take all art history courses for letter grades and pass them with grades of C- or better.

General Requirements 55 credits

Studio art (e.g., drawing, painting, sculpture, or design) .................................................. 4
Two years of a foreign language to satisfy B.A. degree requirement ................................. 27
Upper-division electives in related areas (e.g., history, philosophy, literature, or advanced language) .......................................................... 8
Lower-division art history surveys ........................................ 16

Majors specializing in Western art history take the introductory sequence History of Western Art I-III (ARH 204, 205, 206) and at least one course from the introductory sequence in Asian art. (ARH 207, 208, 209).

Majors specializing in Asian art history take History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), and one course from the introductory sequence in Western art (ARH 204, 205, 206).

Advanced Requirements 40 credits

Critical Approaches to Art-Historical Study (ARH 300) ...................................................... 4
Elective. One upper-division course chosen from the department's offerings. .................... 4

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. .... 32

Four of these eight courses must be at the 400 level. Students with an interest in the history of architecture must fulfill their four areas with appropriate 400-level courses in architectural history.

Students who want to pursue graduate study in art history are encouraged to take more than two courses in areas of particular interest.

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
1. Completed at least 40 credits in art history courses with a 3.75 GPA
2. Completed ARH 500 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 advisor 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 advisor six weeks before the end of the term, and in the 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.
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and to handle sources in at least one foreign language if relevant. The essay should have twenty-five 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 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**

- **28 credits**
  - History of Western Art I, II, III (ARH 204, 205, 206) .................................................... 12
  - Four upper-division art history courses selected from the ancient, medieval, Renaissance-baroque, or modern areas ........................................ 16

**Asian or Other Non-Western Art Option**

- **25 credits**
  - History of Indian Art (ARH 207) .......................................................... 4
  - History of Chinese Art (ARH 208) ..................................................... 4
  - History of Japanese Art (ARH 209) .................................................... 4
  - Four upper-division art history courses selected from the Asian or other non-Western areas ... 16

**Architectural History Option**

- **26-28 credits**
  - History of Western Architecture I, II (ARH 314, 315) ............................................... 8
  - 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) ..................................................... 4
  - Four upper-division courses in architectural history ........................................... 14-16

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 offers the only art history graduate degree program in Oregon. It is tailored to meet the needs and objectives of two kinds of students: (1) those who wish to continue in the academic, art-related business, or museum 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 January. For the 2000-2001 academic year, applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15, 2001.

**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 and 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 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. Graduate students in Asian art history must consult their advisers about distribution requirements.

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.

**Foreign-Language Requirement.** Each new graduate student in Western art history must demonstrate reading competency in either French or German at the beginning of the fall term by either (1) passing the foreign-language examination given by the department, or (2) by presenting, before the beginning of fall term, a 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, he or she is expected to undertake the language required by the department’s foreign-language examination or the GSFLT by the end of the spring term of 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, nor are they eligible for a graduate teaching fellowship (GTF) until the requirement is met.

**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 46 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 written examination or the foreign-language requirement of the Graduate School. 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 course work toward the degree, nor is the student eligible for a GTF until the foreign-language requirement is successfully met.

Doctoral students in East 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 East Asian language. Students whose areas of study require other languages should consult their advisers about appropriate language training. They must also pass a reading examination in an appropriate language.

**Advance to Candidacy.** Students are officially advanced to candidacy in the Ph.D. program upon completion of comprehensive examinations in three areas of art history, two related areas, one of which the dissertation is written, and a third unrelated area. These are areas selected from an established list in the department. The comprehensive examinations should be taken before completion of the 64 credits beyond the M.A. More information is available from the Department of Art History.

**Art History Courses (ARH)**

199 Special Studies [Topic] (1-5R)

204, 205, 206 History of Western Art I, II, III (4,4,4) Historical survey of the visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the cultures producing them. 204: ancient. 205: medieval to early Renaissance. 206: Renaissance to modern. Dolezal, Harwit, Nicholson, Simmons.

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. Jacobson, Lachman.

208 History of Chinese Art (4) Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Lachman.

209 History of Japanese Art (4) Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Lachman, Thompson.

300 Critical Approaches to Art-Historical Study (4) Introduction to methodologies used to study art history (historical, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. French: junior or senior major status. Dolezal.

314, 315 History of Western Architecture I, II (4,4) Survey of architectural developments in the West from prehistory to the present. 314: prehistoric to Gothic. 315: Renaissance to the present. Morrogh, Roth, R. S. Sundt.

322 Art of Ancient Greece (4) Introduction to major traditions, functions, and styles of Greek
382 Art of the Silk Route (4) Art and culture of Central Asia and the Silk Route during the first millennia B.C. and A.D. Art of nomadic cultures, Buddhism, and Islam. ARH 207 or 208 recommended. Jacobson.
384, 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. Lachman.
387 Chinese Buddhist Art (4) Graded only. Introduction to select 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, iconography, theory, patronage, and social context.
399 Special Studies: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.
401 Research: [Topic] (1–5R)
405 Reading and Conference: [Topic] (1–5R)
406 Field Studies: [Topic] (1–5R)
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–5R)
409 Practicum: [Topic] (1–5R)
410/510 Experimental Course: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.
411/511 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.
422/522 Aegean Art (4) Major artistic traditions of the Aegean Bronze Age: Minoan, Thera, and Mycenaean. Topics include the function and meaning of palatial frescoes, development of vase painting, and Bronze Age iconography. Prereq: ARH 204 or 322 or instructor's consent. Hurwit. Not offered 2000–2001.
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.
429/529 Roman Architecture (4) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314 or instructor's consent. R. Sundt.
437/537 Romanesque Architecture (4) Architecture in Western Europe ca. 1000 to 1200. The period of monasteries, pilgrimages, 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. 438/538: emphasis on northern France. 439/539: emphasis on England, Germany, and the area outside northern France. Prereq: ARH 205 or 314 or instructor's consent. 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. Sundt. Once when topic changes for maximum of 8 credits. Morrogh.
442/542 Venetian Renaissance Art (4) Painting, sculpture, and prints in and around Venice ca. 1400–1590. Emphasis on works of Mantegna, Bellini, Giorgione, Titian. Prereq. ARH 206 or 341 or instructor's consent. ARH 542.
443/543 Early Netherlandish Painting (4) Examination of significant developments in Netherlandish painting ca. 1400–1550. Major artists include van Eyck, van der Weyden, Bosch, Bruegel. Prereq: ARH 206 or 343 or instructor's consent.
446/546 Renaissance Architecture (4) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400–1565. Prereq: ARH 206 or 315 or instructor's consent. Morrogh.
449/549 Baroque Architecture (4) Examination of the significant developments in architecture in Italy and the rest of Europe, 1658–1750. 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.


464/564, 465/565, 466/566 American Architecture (4) Major developments in American architecture 1644/564: 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 466 or instructor's consent. Roth. Not offered 2000–2001.

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 ecological studies. Prereq: ARH 315 or 465 or 466 or instructor's consent. Roth. Not offered 2000–2001.


477/577, 478/578 History of Landscape Architecture LII, ILIII History of landscape architecture focusing on the garden and public open spaces. 477/577: development of the garden from its origins until the 17th century. 478/578: landscape design of the 18th and 19th centuries, emphasizing the design of public open spaces and the Anglo-American tradition, American and 20th-century landscape architecture.

484/594 Problems in Chinese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 208, ARH 394 or 395 or 396 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. Thompson.

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 208 or instructor's consent. Dolezal.

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) PIN only

601 Research: [Topic] (1–5R) PIN only

603 Dissertation (1–9R) PIN only

604 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] (1–9R)

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. Nicholson, Simmons.

Arts and Administration

Doug Blyndy, Program Director
(541) 346-3639
(541) 346-3625 fax
251E Lawrence Hall
5250 University of Oregon
Eugene OR 97403-5220
http://aad.uoregon.edu/

Faculty


Courtesies


Emeriti

June Gehring, associate professor emerita. B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1985)


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

Participating

Lisa Abis-Smith, Museum of Art
C. Melvin Atkins, Anthropology
Bryan T. Downes, Planning, Public Policy and Management
Don E. Dumond, Anthropology
Larry Fong, Museum of Art
Patricia Krier, Museum of Natural History
Anne Dhu McLucas, Music

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 Arts Laboratory (AAD 425), Museum Education (AAD 429), Art in Society (AAD 450), Art and Community Service (AAD 451), Women and Their Art (AAD 452), 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 of 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.

**Program Objectives**

1. Prepare students for professional leadership positions in various international, national, and regional public and private arts and cultural organizations including museums and galleries, community nonprofit organizations, arts foundations, performing arts centers, and festivals

2. Provide professional experience in arts agencies by incorporating a field-based internship program that enhances students' ability to move into professional positions in arts and cultural 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 the program. Students pursue a master of science (M.S.) or a master of arts (M.A.) completing a minimum of 36 credits. The M.A. degree requires competence 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 Arts in Society (AAD 550), Art and Community Service (AAD 551), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Managing Nonprofit Organizations (PPTM 580), Seminar: Arts Program Theory (AAD 607), course in marketing arts organizations (inquire at the program office), Information Management (AAD 652), Arts Program Evaluation (AAD 664), and electives chosen in consultation with an adviser.

**Technology Component**

Select two courses from Information Design and Presentation (AAD 583), 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 Graduate Studies section of this catalog. Individualized Program: Applied Information Management.**

**Arts and Administration Courses (AAD)**

198 Workshop: [Topic] (1–5R)

199 Special Studies: [Topic] (1–5R)

250 Art and Human Values (4) Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment.

Bandy.

251 The Arts and Visual Literacy (4) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual
information within sociocultural contexts. Maitland-Gholson.

252 Art and Gender (4) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that affect how we define art and artists. Degge.

399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-15R)
404 Internship: [Topic] (1-15R)
405 Reading and Conference: [Topic] (1-15R)
406 Special Problems: [Topic] (1-15R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-15R)
409 Practicum: [Topic] (1-15R)
410/510 Experimental Course: [Topic] (1-5R)
425/525 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. Blandy.

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. Eitinger.

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. Blandy. Offered only during summer session.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetic and graphic design, computer, behavioral, and social sciences. Practical applications in various contexts. Schiff.

484/584 Advanced Information Design and Presentation (3) Compares design and presentation of information processed electronically and traditionally. Uses concepts from art and graphic design, computer, behavioral, and social sciences. Practical applications in business, education, and communications. Prereq: AAD 483/583, Schiff.

503 Thesis (1-16R) F/N only
601 Research: [Topic] (1-16R) F/N only
602 Supervised College Teaching (1-5R)
604 Internship: [Topic] (1-16R)
605 Reading and Conference: [Topic] (1-15R)
606 Special Problems: [Topic] (1-15R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-15R)
609 Practicum: [Topic] (1-15R)
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.

648 Aesthetic Inquiry (4) Reviews contemporary research in aesthetics from a multidisciplinary perspective. Considers quantitative and qualitative studies from psychology, anthropology, sociology, computer science through traditional and contemporary aesthetic theory.

644 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.


Historic Preservation

Donald L. Peting, Program Director
(541) 346-2982
234 Pacific Hall
5233 University of Oregon
Eugene OR 97403-5233

Faculty


Fred Walters, adjunct assistant professor (preservation technologies). (1997)

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

Participating

Doug Blandy, arts and administration
Donald B. Cornett, architecture
Howard Davis, architecture
Philip H. Dole, archaeology
Arthur W. Hawn, archaeology
Kenneth I. Helphand, landscape architecture
Michael Hildard, planning, public policy and management
Joel Hosagathar, archaeology
Peter A. Keys, architecture
Robert Z. Melnick, landscape architecture
Donald L. Peting, architecture
Leland M. Roth, art history
Alison B. Snyder, architecture
Christine Theodoreopoulos, architecture
Glenda Favel Ussey, architecture
Jenny Young, architecture

Undergraduate Studies

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

Historic Preservation 15 credits
Introduction to Historic Preservation (AAPA 411) ................................. 3
12 credits selected from Experimental Course: Fundamentals in Historic Preservation (AAPA 410), National Register Nomination (AAPA 431), Legal Issues in Historic Preservation (AAPA 441), Historic Survey and Inventory Methodology (AAPA 451), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Masonry (ARCH 475) .................. 12

Related Course Work 12 credits
Select courses from Oregon Archaeology (ANTH 344), Museology (ARH 411), Landscape Research Methods (LA 420), Analysis through Recording of Historic Buildings (ARCH 421), Grant Writing (PFP 422), Settlement Patterns
The program is administered by the Historic Preservation Committee in the School of Architecture and Allied Arts (A&AA). Early consultation with a faculty member on the Historic Preservation Committee is recommended. Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the historic preservation office.

Course availability is subject to the instructor's consent and the space available after obligations to A&AA departmental majors have been met. A mid-C or better must be earned in letter-graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements that were in effect when the notice of intent to seek the minor was filed.

Graduate Studies
A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts (A&AA). The two-year core course of study is designed to meet the interests of students whose backgrounds are primarily in architecture, landscape architecture, and architectural history. It includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by the Historic Preservation Committee, an interdepartmental committee in the A&AA school.

Admission
In addition to the basic requirements for admission to graduate study at the university, students must have some background in architecture or architectural history or both. Applications to the graduate program should contain the following:

1. A completed application form and fee
2. A biographical summary
3. An educational and professional summary
4. Statement of intent
5. Selected examples of written material and/or graphic work
6. Official transcripts of all college work
7. Graduate Record Examinations (GRE) scores
8. Three letters of recommendation, preferably from academic or professional sources

Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 600.

Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School or the historic preservation office.

General university regulations about graduate admission are described in 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 the Graduate Admissions Office 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 (AAAP 540); Introduction to Historic Preservation (AAAP 511), National Register Nomination (AAAP 531), Legal Issues in Historic Preservation (AAAP 541), Historic Survey and Inventory Methodology (AAAP 551), Landscape Research Methods (LA 520) or 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 the 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 individuals need to work in or develop organizations that support public or private management of cultural resources.

Resource Identification and Evaluation. This concentration area offers the 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 (AAAP 601), 6 credits in Practicum: Internship (AAAP 609), and 12 credits in Thesis (AAAP 503) or Terminal Project (AAAP 611). Before enrolling in AAAP 503 or 611, the student must develop a project proposal and have it approved by a committee of three or more members, at least two of whom must be University of Oregon faculty members. When the thesis or terminal project nears completion, the student must present the results of the project to faculty members and students and gain final approval of the project's documentation from the faculty committee.

Historic Preservation Courses (AAAP)

406 Special Problems: [Topic] (1-6R) when topic changes.
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-5R)
411/511 Introduction to Historic Preservation (3) History, evolution, modern concepts, and professional techniques of historic preservation. Includes financial incentives, national and state laws, the role of planning and management.
431/531 National Register Nomination (4) Provides information and instruction on all aspects of the National Register program and process. Facilitates completion of registration form. Kramer.
451/551 Historic Survey and Inventory Methodology (3) 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 statement. Guzowski.
503 Thesis (1-12R) P/N only
601 Research: [Topic] (1-6R) P/N only
602 Supervised College Teaching (1-5R) Not offered 1999-99
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. Analysis through Recording of Historic Buildings (ARCH 521), Settlement Patterns (ARCH 531), Vernacular Building (ARCH 534), Housing in Society (ARCH 545), Seltsic Study (ARCH 569), 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)


Arts and Administration. Arts Administration (AAD 560)

Interior Architecture. Historic Finishes (AAR 576)

Landscape Architecture. Landscape Preservation (L 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 Managing Nonprofit Organizations (PPPM 580), Development for Nonprofit Organizations (PPPM 581), Community Planning Workshop (PPPM 601), Introduction to Urban Planning (PPPM 611), Legal Issues in Planning (PPPM 612), Planning and Social Change (PPPM 635)

Courses outside A&AA. Participation in related course work offered throughout the university is encouraged. Possible courses include Cultural Resources: Policy and Procedures (ANTH 535), offered at Oregon State University, Urban Geography (GEOG 542), Cultural Resource Management (ANTH 549), The American West (HIST 566, 567), The Pacific Northwest (HIST 568)

Interior Architecture
Linda K. Zimmer, Program Director
(541) 346-3656
210 Lawrence Hall
Eugene OR 97403-1206

Participating Faculty
Mary Anne Beecher, architecture
Brian N. Davies, architecture
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 studies 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 workshop. 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, draftsmanship, 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 structural design
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 professional 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 professional environment.

Success in the professional interior design 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 adviser.

Residence Requirements. For transfer students to receive the B.Arch. or M.Arch. degree from the university, the following minimum course work must be taken in residence:

1. Design area: 24 credits, including Interior-Design Terminal Project (INTER 498), 499/599
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

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 programs in interior architecture consist of the bachelor of interior architecture (B.Arch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits

A five-year program leads to the B.Arch. 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 advisers flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's
degree program includes requirements for a liberal general education. Beyond the university requirements for interior-architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

**University Requirements.** 44 credits distributed as follows:

1. Group requirements—36 credits in arts and letters, social science, and science (12 credits in each group)
2. College composition—6 credits
3. Multicultural requirement—8 credits (may be included in the groups above)

**Minor 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**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Architecture (ARCH 201)</td>
<td>4</td>
</tr>
<tr>
<td>Survey of Interior Architecture (ARCH 204)</td>
<td>4</td>
</tr>
<tr>
<td>Furniture and Accessories (ARC 444)</td>
<td>3</td>
</tr>
<tr>
<td>Color Theory and Application for the Built Environment (ARC 447)</td>
<td>3</td>
</tr>
<tr>
<td>History of Interior Architecture I,II,III (ARCH 474, 475, 476)</td>
<td>9</td>
</tr>
<tr>
<td>Minimum of 6 credits selected from History of Western Architecture II (ARCH 315), Materials of Interior Design II (ARC 472), Interior Design (ARC 484)</td>
<td>6</td>
</tr>
</tbody>
</table>

**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)—3.00
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 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, 1206 University of Oregon, Eugene OR 97403-1206.

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 (ARC 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 (ARC 601)—may include independent technical study or instructor-directed research
2. 9 credits in Seminar (ARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 12 credits in Interior Design Terminal Project (ARC 588, 589)
4. 7 credits in Thesis Preparation and Programming (ARC 545), Thesis Programming and Research (ARC 548), and Documentation of Thesis Research, Programming, and Design (ARC 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 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. Proxemic 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 advisor. 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. 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.

Graduate Admissions

Admission to the graduate program is thru a selective review that focuses on three attributes: need for creative capability; 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. 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 prior 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 studio focuses on the mastery of design tools through development of design skills and content. Later studios emphasize the 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, 182), a two-term studio for undergraduate majors

Introductory Graduate Design (ARCH 680, 681), 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 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), building construction course (inquire at program office), two design-arts courses

M.I.Arch. Option III: 7 credits in Graduate Design Process (ARCH 611), building construction course (inquire at program office)

Professional Practice: 3 credits in Context of the Interior Architectural Profession (ARCH 417/517)

Other Courses: Practicum (ARCH 409 or 609)

Media and Methods: 3 credits in Media for Design Development (ARCH 423/523)


Contextual Issues: recommended courses include Architectural Contexts: Place and Culture (ARCH 430/530), Settlement Patterns (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 (ART 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 Compositional Research (ARCH 450/550) and Types and Typography (ARCH 458/558) or approved elective

Construction and Materials: 10 credits in Materials of Interior Design I (ARCH 471/571, 472/572), Working Drawings in Interior Architecture (ARCH 473/573)

Other Courses: Structural Behavior (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 495/595)

Theory Seminars: Interior-architecture and architecture special-topic seminars

History of Art and Architecture: 18 credits including History of Interior Architecture I, II, III (ARCH 474/574, 475/575, 476/576), three additional courses in history of art or architecture

Special Courses: generic courses numbered 401–410, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or elective areas. 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 take general-subject courses in addition to those used 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 Introduction Architectural Design I (6,6)** PIN only

199 Special Studies: [Topic] (1-5R)

201 Introduction to the Profession (3) PIN 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] (3R) PIN only

410/510 Experimental Course: [Topic] (1-6R)

417/517 Context of the Interior Architectural Profession (3) Social, economic, and political forces influential in shaping the profession and issues related to professional practice including contractual and specification documents, interpersonal 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 423/523 Computer Applications in Architecture (3)**

**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 (3R)**

**ARCH 426/526 Descriptive Geometry and Perspective (3)**

**ARCH 430/530 Architectural Contexts: Place and Culture (4)**

**ARCH 431/531 Settlement Patterns (3)**

**ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I (3,3)**

**ARCH 434/534 Vernacular Building (3)**

**ARCH 440/540 Human Context of Design (4)**

**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.

**ARCH 455/555 Thesis Preparation and Programming (3)** PIN only.

Formulation of individual design thesis projects for IARC 466/566. Documentation of project issues, context, site, and building information, research, case studies, and programming. Prereq: eligibility for IARC 466/566.

**ARCH 445/545 Housing in Society (3)**

**ARCH 447/547 Color Theory and Application for the Built Environment (3)** Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Undergraduate prereq: ARCH 182 or instructor's consent. Graduate prereq: ARCH 682 or instructor's consent.

**ARCH 447/547 Light and Color in the Environment (3)**

**ARCH 448/548 Thesis Programming and Research (2)** PIN only. Detailed programming and research for individual design thesis project. Includes documentation of programming, research, and design issues. Coreq: IARC 448/568.

**ARCH 449/549 Documentation of Thesis Research, Programming, and Design (2)** PIN only. Written documentation of individual design thesis project. Includes documentation of design issues, research, case studies, and programming as well as graphic presentation. Coreq: IARC 449/569.

**ARCH 449/549 Architectural Programming (3)**

**ARCH 450/550 Spatial Composition (4)**

**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)**

**ARCH 471/571, 472/572 Materials of Interior Design I (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 473/573 Working Drawings in Interior Architecture (4)** PIN only. Preparation of working drawings for project designed in interior architecture studio. Majors only.

**ARCH 474/574 Preservation and Restoration Technology (3)**


**ARCH 475/575 Preservation Technology: Masonry (3)**

**ARCH 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)**

**ARCH 484/584 Interior Design (6R) PIN 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 II (6,6)**

**ARCH 486/586, 487/587 Custom Cabinet and Furniture Design (6,6) PIN only.** Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prereq: IARC 444/544, 18 credits in IARC 484/584 or ARCH 484/584. Open to nonmajors with instructor's consent.

**ARCH 488/588, 489/589 Interior-Design Terminal Project (6,6) PIN only.** Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Undergraduate prereq: 42 credits in IARC design studios; graduate prereq: 56 credits in IARC design studios.

**ARCH 491/591, 492/592 Environmental Control Systems I (4,4)**

**ARCH 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: 34 credits of design studio. Interior-architecture and architecture majors only.

**ARCH 495/595 Daylighting (3)**

**503 Thesis (1-6R) PIN only**

**601 Research: [Topic] (1-6R) PIN 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) PIN only**

**ARCH 680, 681, 682 Introductory Graduate Design (6,6,6) PIN only**

**688 Advanced Interior Design (1-12R) PIN 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) PIN only**
Landscape Architecture

Cynthia Girling, Department Head

(541) 346-3634
230 Lawrence Hall
http://az.oregon.edu/~landar/welcome.html

Faculty


Emeritus

George S. Jette, professor emeritus. B.L.A., 1940, Oregon. (1941)

The date in parentheses at the end of each entry 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 biologically 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 the degree. Electives are expected to vary according to the interests, goals, and previous experience of individual students and are chosen with the help of faculty advisers. Departmental electives reflect the need to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career opportunities 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 such topics as ecological and resource analysis, land conservation and development, urban development of waterways and agricultural lands, private-agency professional practice, public-agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure

The undergraduate curriculum consists of the following interrelated areas:

Planning and Design. 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-spatial implications of planning and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Five subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology, plant materials, landscape analysis and planning, history and theory of landscape architecture, and landscape architectural media. Course work in these areas is provided 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, 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, governmental, 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

Inquire at either the Department of Landscape Architecture or the university's Office of Admissions for more information.

Professional Curriculum
Requirements for the B.L.A. degree total 220 credits, distributed as follows:

Planning and Design. 88 credits taken in twelve studios


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 389)

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 studies include Community Planning Workshop (PPPM 419) or Architectural Design (ARCH 484), 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 (56 credits in required courses and 19 credits in optional courses listed below)

Landscape Architectural Technology. 12 credits Landscape Technologies I (LA 362, 366), Landscape Technologies Topics (LA 449), Professional Practice of Landscape Architecture (LA 462)

Optional: Workshop: Irrigation (LA 408), Structural Behavior (ARCH 461)

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 Garden (LA 410), Planting 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, Public Policy and Management (PPPM 201), 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 433), Environmental Alteration (GEOG 461)

History and Theory of Landscape Architecture: 12 credits

Understanding Landscapes (LA 260), History of Landscape Architecture LI (ARH 477, 478)

Optional: Landscape Research Methods (LA 420), Land and Landscape Science (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscapes (LA 485)

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- or 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.

Minor
The department offers a minor in landscape architecture subject to the following:

1. Students must complete and submit to the department the application to the minor program. Applicants are notified when their applications have been approved. The application 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 the minor program is limited. If the department is unable to accommodate additional students, it may suspend admission to the program until space becomes available.

4. Courses required for minors are open to other university students with instructor's consent.

One plants course chosen from the subject area listed below.

One history and theory course chosen from the subject area listed below.

Optional Courses: 14-16 credits

Students may take any combination of courses from the subject areas listed below. Only one term of Urban Farm or one design studio may be applied to the minor.

Subject Areas
Check with the department about new subject-area courses that may have been added to the curriculum.

Design. Design studio (LA 389 or higher)

Landscape Technologies. Workshop: Landscape Technologies (LA 408), Landscape Technologies Topics (LA 459)

Plants. Plants: Fall (LA 327), Plants: Winter (LA 328), Plants: Spring (LA 329), The Urban Farm (LA 390), Experimental Course: The Japanese Garden (LA 410), The Garden (LA 432)

Planning and Analysis. Landscape Planning (LA 411), Introduction to Landscape Planning (LA 440), Land Use Planning (PPPM 440), Principles of Applied Ecology (LA 441), Advanced Landscape Ecology (LA 465)

History and Theory. Land and Landscape (LA 443), History of Landscape Architecture LI (ARH 477, 478), Contemporary American Landscapes (LA 485)

Graduate Studies
The two-year graduate program leading to the master of landscape architecture (M.L.A) degree is intended for students prepared to do original work in the field. This preparation may be acquired either by entering the M.L.A. program with a professionally accredited bachelor's degree in landscape architecture or, if the student has a second bachelor's degree, by simultaneously pursuing both a 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 must complete one or two years of supplemental course work to earn the B.L.A., depending on the subjects covered in their first bachelor's degree. Those entering with degrees in other fields can earn the B.L.A. after three years of study beyond the first bachelor's degree. One additional year of course work is typically required for the M.L.A., which can be received at that time or as soon thereafter as the master's project is satisfactorily completed. Students with professional landscape architecture degrees who pursue only the M.L.A. are typically in residence for two years to satisfy 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.:
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 in 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 520); at least one of the following courses: Landscape Planning (LA 511), Landscape Ecology (LA 512), and 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 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, Landscapes 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 510), Computers in Landscape Architecture (LA 515); three additional department-approved courses

Master's Project (minimum of 10 credits)
- Master's Project Development (LA 693), 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 Test of English as a Foreign Language (TOEFL) scores 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)

250 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. Bettman.


328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq. LA 327. Bettman.

350 Landscape Media (2-4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings.

352 Digital Landscape Media (2-4R) Introductory survey and skill development in a range of basic computer graphic tools used in landscape architecture. Includes image processing, computer drawing, modeling, and drafting. R once for maximum of 8 credits. 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. Ribe.

362 Landscape Technologies (4) Develops understanding of contours, contour manipulation, and site construction methodologies in the design of places: fundamentals of inclusive
design, stormwater management, earthwork, and design development. Prereq: LA 361. Jones.

366 Landscape Technologies II (4) Consideration of aesthetic and engineering properties 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 (6) Elements of problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

390 Urban Farm (2-4R) Experimentation with food production in the city: rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman. Open to nonmajors.

401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R) Concentrated programs of study combining instruction on special topics. Regular offerings include Drawing, Irrigation, and Surveying.

409 Practicum: [Topic] (1-21R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

410/510 Experimental Course: [Topic] (1-5R)

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.


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. Hulse.

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.

431/531 Planting Design Theory (4) Approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time, order of the garden as an artistic form. Coreq: LA 489/589. Lovinger.

432/532 The Garden (4) Case studies of existing private and public gardens of the West. Field trips, measured drawings, landscape restoration of historic gardens and townscapes. Lovinger.


441/541 Principles of Applied Ecology (2-6) Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales. Prereq for undergraduate studies: one course in ecology for graduate students: one course in the natural sciences.

443/543 Land and Landscape (4) Theories and concepts in landscape planning and design. Emphasis alternates each year between environmental ethics and environmental aesthetics, Diethelm.

450/550 Advanced Landscape Media (4R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Lovinger.

459/559 Landscape Technology Topics (2-4R) Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and mad design. R twice for maximum of 10 credits.


471/571, 478/578 History of Landscape Architecture I, II (4.4) See Art History.

480/580 Landscape Preservation (4) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick. Offered 2000-2001 and alternate years.

482/582 National Parks (4) History and development of United States National Parks. Exploration of critical issues facing the parks and the landscape planner's role in resource protection and recreation management. Melnick. Offered 2000-2001 and alternate years.


489/589 Site Planning and Design (6R) Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and planning environmental opportunities and problems. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589 and fifth-year standing.

Planning, Public Policy and Management

Michael Hibbard, Department Head
(541) 346-3635
(541) 346-2040 fax
119 Hendricks Hall
1209 University of Oregon
Eugene OR 97403-1219

Faculty


Michael Hibbard, professor (community and regional development); director, Community and regional planning program. B.A., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Carl J. Hosticka, associate professor (policy analysis, natural resource policy development); associate vice president for statewide educational services. B.A., 1965, Brown, Ph.D., 1976, Massachusetts Institute of Technology. (1977)


Courtesy


Emeriti

Orval Etter, associate professor emeritus. B.S., 1937, J.D., 1939, Oregon. (1939)

Robert E. Keith, planning consultant emeritus. B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)


The material in each entry is the first year on the University of Oregon faculty.

Participating

Linda L. King, human resources
Robert G. Ribe, landscape architecture
Thomas A. Stave, library
Jean Stockard, sociology

About the Department

Mission Statement. The Department of Planning, Public Policy and Management (PPPM) provides undergraduate and graduate students with theoretical and experiential learning opportunities in 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 quests to improve environmental, economic, and social conditions.

Undergraduate Studies

The undergraduate program emphasizes public service leadership. Through course work that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions address public problems. Students 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 who want to study planning, public policy and management 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 and history, 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, interdisciplinary, 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 nonprofit organizations.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply for admission 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 (B.A.) a grade point average (GPA) of 3.00 or better, (2) have some experience—paid or volunteer—in public service, and (2) have completed the university's general-education requirements.

In completing the university group requirements, the following courses for 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

This two-year sample program for PPPM premajors is typical preparation for admission to the program in the junior year.

Freshman Year, Fall Term 14-16 credits
College Composition I (WR 121) .................. 4
Introduction to Sociology (SOC 201) ............. 4
Arts and letters group—satisfying course ......... 3-4
Science group—satisfying course .............. 3-4

Winter Term 14-16 credits
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 19-20 credits
College Composition III or IV (WR 122 or 123) .... 4
State and Local Government (PS 203) .......... 4
Concepts of Computing: Computer 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
Electives, as above .......................... 12

Admission Procedures
The department admits students fall, winter, and
spring terms. Deadlines are available from the
department office. To be considered for admission,
students must submit the following materials:
1. A completed application form, available from
the department office
2. Transcripts from all colleges and universities
attended (these do not need to be official
academic records)
3. Personal statement describing career goals and
how the major in PPPM will help attain those
goals. This statement should be limited to two
or three typed, double-spaced pages
4. Brief resume of education and employment
history and 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 courses for the major and in all work
attempted at the UO.

Minor Requirements
The PPPM minor complements majors in the
humanities or social sciences—anthropology,
geoegraphy, or economics for example. It enhances
any student’s undergraduate education with
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,
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.

Requirements for the minor are available
reviewed. The curriculum for 1999–2000 is listed below.
Students should inquire at the department office
about changes in the curriculum.

Course Requirements 28 credits
Introduction to Planning, Public Policy and
Management (PPPM 201) .................. 4
Introduction to Public Service Management
(PPPM 202) .............................. 4
Public Service Policies and Programs
(PPPM 322) .............................. 4
Three approved PPPM electives .............. 12

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,
policy, and management are concerned with systematically shaping the future.
Professionals in these fields frequently lead efforts to plan for change. Most often 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. These professionals also assume
responsibility for planning, policy, and management
in community and regional development,
natural resources, economic development, land
use, transportation, and law enforcement.

Planning, public policy and management graduats
have a basic understanding of the economic,
social, political, fiscal, physical, and environmen-
tal 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 may 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 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, 1279 University of Oregon, Eugene OR 97403-1279.

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 various fellowships 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 effects of planning problems, formulating potential solutions to these problems, and 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 community and regional levels, the planner must 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 obtain an integrated understanding of planning, public policy, and public management as well as the more specific skills necessary for entry into a chosen professional area.

The planning program offers students three concentration areas: community and regional development, environmental planning, and 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 are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, and history. Work experience, particularly if related to planning, is valuable, as are writing and public speaking skills. 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, private developers, and utility companies. Local 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 graduate programs in planning in the United States, the department's admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include the following:

1. A word-processed statement, prepared by the applicant, explaining why admission to the planning program at the UO is sought and what the applicant's expectations are from that field.

2. At least three letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning.

3. Transcripts from all the colleges and universities attended (these do not need to be official academic records), including evidence of completion of an undergraduate degree from an accredited college or university.

4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials.

5. 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. The deadline for application to the program is February 15.

Applicants are notified of admission decisions early in April. Students generally are admitted for fall term only. For more information, call or write the department's admissions secretary.

The Planning Curriculum
A total of 72 credits beyond the bachelor's degree is required for the M.C.R.P. degree.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Teaching assistantships are also available; some provide compensation.

Community Planning Workshop. A distinctive feature of the planning graduate curriculum is the Community Planning Workshop (CPW), an applied research and service program that is required for first-year students. CPW engages students in six-month planning projects for clients who have included federal, state, county, and local governments as well as nonprofit organizations. Students work in small teams supervised by program faculty members and second-year graduate students in planning.

Projects usually focus on issues of immediate environmental, social, and economic importance to the client group and the general public. Recent project topics include:

- Strategic plans for communities and regions
- Opportunities for small-business development
- Housing-needs analysis
- Land use planning
- Watershed planning
- Tourism and recreational development
- Natural hazards mitigation

Each year first-year graduate students enrolled in Community Planning Workshop (PPPM 608) complete five to ten planning projects. Final 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

Core 28 credits
Introduction to Planning Practice (PPPM 611) ..... 4
Legal Issues in Planning (PPPM 612) ................... 5
Planning Analysis (PPPM 613) ......................... 4
Planning Foundations I: History (PPPM 614) ..... 4
Planning Foundations II: Theory and Ethics (PPPM 615) ................................. 4
PPPM computer short courses .......................... 4
Human settlements elective selected from an approved list available from the department .......................... 4

Experiential Learning 10 credits
Community Planning Workshop (PPPM 608) , two terms ................................................. 10

Concentration 22-27 credits
Plan making in a specific concentration ................ 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 ......................................................... 2
Thesis (PPPM 503) ........................................... 9
 or
Terminal Project (PPPM 609) .............................. 4

Public Policy and Management

The professional public policy and management graduate program trains students interested in management and career paths in public service. Graduates of the program have filled key leadership positions at local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research or service organizations, 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 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.

Graduates of the program are prepared for policy and management careers in public and private nonprofit organizations at local, state, and national levels and to 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 to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. A broader concentration area, such as human service management, might be chosen. Students may enroll in courses offered by other UO schools or departments to strengthen areas of individual interest.

Problem-Oriented Courses. These courses prepare students for managerial decision-making. The program uses alternative teaching methods to develop the skills needed to diagnose problems, collect and analyze information, plan, choose among policy alternatives, communicate findings, 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, analytical techniques, 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 résumé
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 of any other college-level work. Unofficial transcripts are adequate for the department's use. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation: two may be from academic sources
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

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

<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Leadership and Organizational Change (PPPM 439)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Public Policy and Management (PPPM 618)</td>
<td>4</td>
</tr>
<tr>
<td>Courses in a concentration strongly encouraged.</td>
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</tbody>
</table>

These courses provide an understanding of political, legal, economic, and social institutions and their processes as well as organizational management concepts. Additional coursework 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 adviser, 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 and management, international development, financial management, 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. Internships are graded P/N (pass/no pass). A written report is required as a supervisor's evaluation and a contract.

A student who has not had two or more years of relevant 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 adviser, 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 degree requirements. Students earn 5 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 695). 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 theses 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 with 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 local issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient.

This 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 Americorps project trains and places graduate students 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 program is available in 199 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.

**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.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>199 Special Studies: [Topic] (1-5R)</td>
<td></td>
</tr>
<tr>
<td>201 Introduction to Planning, Public Policy and Management (4)</td>
<td></td>
</tr>
<tr>
<td>322 Introduction to Public Service Management (4)</td>
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</tbody>
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This course offers a survey or intensive study of topics related to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites.

**Public Service Policies and Programs (4)**

- The various roles and processes in policy formulation, implementation, and evaluation, needs, issues, and problems relevant to public programs and policy. Assumes students have completed general PPPM prerequisites. Coreq: PPPM 448. Simonsen.

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

- Research: [Topic] (1-21R)
- Thesis: [Topic] (1-21R)
- Internship: [Topic] (1-18K) 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.

**Reading and Conference: [Topic] (1-21R)**

**Special Problems: [Topic] (1-21R)**

**507 Seminar: [Topic] (1-5R)** Recent topics include Contemporary Urbanism, Electronic Data Resources, Health Policy, Homelessness, New Democratic Processes.

**508/509 Workshop: [Topic] (1-21R)**

**510 Experiential Course: [Topic] (1-5R)**

**511/512 Grant Writing (1) 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.

**517/518 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, public administration, and practical applications in public agencies.**

**519 Community Planning Workshop (1-5R) P/N only.**

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.

**521/522 Qualitative Methods in Planning and Public Policy (4)** Use of observation, open-ended interviews, historical data, and photography in agencies by analyses, program evaluations, and other applied social research efforts.

**523/524 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. Simonsen.

**526/526 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.

**540/541 Land Use Planning (4)**

Introduces 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 PPFM 201 or ENVS 201 or FS 203 or instructor's consent. Ribe.


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 define and address public issues and work to improve their local communities. Coreq: PPFM 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

504 Internship: [Topic] (1–16R) P/N only. Twelve credit maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor's consent.

505 Reading and Conference: [Topic] (1–16R)

506 Special Problems: [Topic] (1–16R)

507 Seminar: [Topic] (1–5R) Recent topics include Advanced Leadership, Economic Analysis, Financial Budget Planning, Healthy Communities, Land Use and Transportation Issues, and Social Relations and Spatial Structures.

508 Community Planning Workshop: [Topic] (1–16R) P/N only. A two-semester planning and problem-solving course. Students work in teams conducting research and developing solutions to planning problems for a client community.

509 Terminal Project (1–16R) P/N only

600 Experimental Course: [Topic] (1–5R) P/N only.

610 Introduction to Planning Practice (4) Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.


612 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.


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: PPFM 615.

617 The Neighborhood: Question and Practice of Regional Planning (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 Human Behavior in Public Organizations (4) Integrates social science knowledge about people at work. Focuses on the concepts of human behavior that are important to managerial problems in the public sector.


660 Human Resource Management (4) Principles, issues, and practices of recruitment, selection, evaluation, compensation, employee development, and labor relations within the distinct context of public organizations. King.

661 Human Resource Management in the Public Sector (4) Issues, practices of public personnel administration. Addresses recruitment, selection, evaluation, compensation, employee development, and labor relations within the distinctive context of public organizations.

678 Evaluation Research (4) Theory and practice in evaluating the performance of public policies and programs. Covers the purposes of evaluation, the variety of evaluation designs, and the politics and ethics of evaluation.

690 Student Research Colloquium (1–3R) P/N only. Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. J. Hibbard, Powey. R for maximum of 3 credits.
Accounting Faculty


Emeriti


Decision Sciences Faculty


Emeritus


Finance Faculty


Ali Emami, adjunct instructor (international trade and finance; markets and trade, financial institutions). B.S., 1972, National University of Iran; M.S., 1980, Oregon; Ph.D., 1988, Oregon State. (1991)


Courtesies


Management Faculty


Emeriti

The Charles H. Lundquist College of Business offers programs of study leading to bachelor's, master'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 are 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.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 30 percent of their work outside the college. Within the college, professional courses cover subjects affecting firms and organizations and their responsibilities to owners, employees, customers, and society in general.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the university.

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.

Computing Facilities
The Business Technology Center is dedicated to facilitating the transition from university student to productive member of the business world. The center consists of four networked workstations—a twenty-eight-seat classroom, a twenty-four-seat classroom, a graduate student lab, and an undergraduate student lab. Accounts are available to business major and minor students and any student enrolled in a business course in the term of enrollment. Software includes word processors, e-mail clients, Microsoft Office, and specialized software required for business classes. A text and graphics scanner and black-and-white laser printer are available to business major and minor students.

Office of Development and External Affairs
This office pursues and secures annual private contributions 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.

About Departments in the College
Department heads may be reached through the Undergraduate Programs Office.

Accounting
Helen Gerson, Department Head
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 easily 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" development, a student business incubator, 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 Championship awards more than $15,000 to student teams from all over the country. A resource library of books, audio- and videotapes, and cases related to growing businesses are 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 supports 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, law, event marketing, international sports 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.

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.

The Charles H. Lundquist College of Business
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projects and obtain considerable hands-on computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The Department of Accounting is one of only 120 accounting programs 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 Major Requirements in the Undergraduate Programs 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.

**Decision Sciences**

Sergio Koreisha, Department Head

The undergraduate curriculum in the Department of Decision Sciences is designed for students who want to prepare for a career in applied statistics or management science or a management career with a strong emphasis in these areas.

Although the Department of Decision Sciences does not offer a concentration area at the undergraduate level, business college majors take as part of the upper-division core Business Statistics (DSC 330) and Information Technology and Operations Management (DSC 335). These courses are designed to introduce the major concepts and techniques of analytic decision-making. Students who are interested in advanced work in this area should consider other courses offered by the department.

**Finance**

M. Megan Patich, Department Head

The Department of Finance offers courses in finance 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 relationship of financial policies and operations to the functioning of business firms in the economic system.

The department offers a concentration in finance for the undergraduate major in business administration. The concentration in finance is described under Major Requirements in the Undergraduate Programs section of this catalog.

**Management**

Richard T. Mowday, Department Head

The Department of Management offers courses that prepare students for the challenges of managerial responsibility in private and public organizations. The concentration in management at the undergraduate and graduate levels is useful for students who want to develop general management skills that can be applied in a variety of contexts, ranging from new business startups to global businesses. Courses in the department also serve the needs of students who are concentrating in other functional areas of business and who recognize the importance of developing management and leadership skills to enable their career advancement. Courses focus on such critical management and leadership skills as managing change, negotiation and conflict resolution, managing in dynamic and changing environments, cross-cultural management, and successfully developing and launching new business ventures.

Requirements for the concentration in management are described under Major Requirements in the Undergraduate Programs section of this catalog.

**Marketing**

Peter Wright, Department Head

The Department of Marketing offers courses in marketing and business environment. It provides undergraduates with concentration areas in marketing and sports marketing and supports the concentration in entrepreneurship.

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 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 how value is created through marketing programs tied to athletes, teams, leagues, and organizations. The concentration presents a rigorous academic curriculum in such areas as 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, sponsor relations, event marketing, and league operations.

The entrepreneurship concentration prepares students for careers in start-up firms or in organizations that serve such firms. Examples include new and rapidly growing firms, and financial, accounting, and other organizations that provide services to entrepreneurial and small firms.

Special attention is paid to the unique problems encountered by these firms and the way general business principles and strategies can be adapted to make them applicable in this environment.

These concentrations are described under Major Requirements in the Undergraduate Programs section of the catalog.

**Undergraduate Programs**

Wendy Mitchell, Assistant Dean, Academic Programs

(541) 346-3303
271 Gilbert Hall

The Lundquist College of Business offers courses in prebusiness studies, accounting, business administration, global management, sports marketing, management, entrepreneurship, marketing, finance, decision sciences, international business communications, and professional sales. An honors program is available for outstanding undergraduates. Several active student organizations provide opportunities to develop leadership and business skills outside of the classroom.

Students from other majors are invited to pursue a minor in business administration—two options for the minor are available. International students from all majors may earn a letter certifying mastery in international business communication.

**Services for Undergraduate Students**

The Undergraduate Programs Office has information about major and minor admission and degree requirements; scholarships; student organizations; internships; educational exchange programs; campus career services; visiting speakers; and free tutoring services. Students are responsible for knowing the information that is available in the office and are advised to drop in or to find the latest news about important events, deadlines, and policy changes.

**Academic Advising**

Peer advisors and college staff members are available to assist in planning programs, answering questions, and tracking progress toward graduation or admission as a major. Students are urged to meet with a college or business advisor at least once a year to ensure that they are meeting requirements and to stay informed of program changes.

**Tutoring**

The Braddock Educational Success Team (BEST) provides free tutoring for students enrolled in undergraduate business courses as well as writing support services and noncredit seminars.

**Career Services**

A resource center and professional career counseling services are available to undergraduate students, who are encouraged to use these resources from the beginning of their academic program.

**Internships**

Information about internships—which provide valuable opportunities to enhance the undergraduate experience—is available from career services.

**Scholarships**

Each year the Lundquist College of Business awards scholarships to outstanding students majoring in business administration or accounting. Scholarship applications are available winter term. Scholarships are awarded in the spring, and recipients are recognized at special award recognition events. The accounting department has information on scholarships available to accounting majors.

**Student Organizations**

Students are encouraged to get involved in campus life. The following business student organizations have chapters at the University of Oregon: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, professional accounting fraternity.
accounting, Beta Gamma Sigma, honor society for business administration; Northwest Human Resource Management Association; American Marketing Association; and Toastmasters International.

Academic Opportunities

Honors Program
Michael F. Dore, Director

Students in the honors program have a unique opportunity to enhance their educational experience and further prepare themselves for the growth and challenge of a career in business. A minimum of thirty students take the eight core business courses as a group. Among the many advantages and benefits are smaller classes, select instructors, seminar program, speaker series, and mentor program.

Overseas Study Programs
Roger A. Chope, Faculty Contact

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 in another country. 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.

The program acts as a liaison to the business community, whose input and support are welcome.

International Business Communication
Ron Severson, Director

Through this program, international students may earn a letter certifying mastery by completing courses in business presentations, business writing, international business research, cross-cultural business communication, and cross-cultural business negotiation. A list of courses is available in 271 Gilbert Hall.

Certificate in Global Management
Roger Chope, Faculty Contact

Information about the certificate in global management is available in 271 Gilbert Hall.

Academic Requirements

To earn an undergraduate 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 must qualify for either a B.A. or a B.S. degree. See the Registration and Academic Policies section of this catalog for specific requirements for bachelor’s degrees and for general—education and university requirements.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.) but may complete two or more majors for the same degree in two UO schools or colleges. Students cannot complete two majors in the Lundquist College of Business.

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.

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 271 Gilbert Hall.

Prebusiness Admission

New students planning to major in accounting or business administration enter the university as prebusiness majors. Transfer students and university students from other majors may change their major to prebusiness by submitting a Request for Addition or Deletion of Major form, available in the Undergraduate Programs Office. Prebusiness majors typically are not eligible to take most 300- and 400-level business courses. Prebusiness status does not guarantee admission into the accounting or business administration major.

Prebusiness majors typically spend the first two years fulfilling general education and prebusiness requirements.

Prebusiness Requirements

1. Upper-Division Status. Complete 90 or more credits of course work.

2. GPA Requirement. Earn a 2.75 cumulative GPA in all college course work including transfer work. The Lundquist College of Business includes all course work when calculating the cumulative GPA for admission to the major.

3. Prebusiness Core. A 2.75 GPA and a minimum grade of C- in core courses are required for admission into the major. Core courses must be taken for letter grades. If a core course is passed with a P/NP, a P is treated as a C- and an N is treated as an F for GPA calculations. 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 core GPA.

Prebusiness Core 20 credits

Introduction to Business (BA 101) .............. 4

Introduction to Accounting I (ACTG 211, 213) ........................................ 8

Introduction to Economic Analysis: Microeconomics (ECON 201) ............................ 4

Introduction to Economic Analysis: Macroeconomics (ECON 202) ............................ 4

4. Additional Courses. Complete the following additional courses with grades of C- or better:

24 credits

College Composition I (WR 122) and College Composition II (WR 123) ..................... 4

Calculus for Business and Social Science I, II (MATH 241, 242) .............................. 8

Introduction to Methods of Probability and Statistics (MATH 243) ............................. 4

Special Studies: Business Product Software (BA 199) ........................................... 4

5. Computer Competency. Competency is required of all business students. It is defined as the ability to use software packages—spreadsheet, database, word-processing, and presentation applications—on a microcomputer with minimal tutorial assistance.

6. Qualifying Examination. The exam is given on the first day of classes in the term on a Saturday morning. Students must register to take this test by the second Friday of the term. Students should be aware that makeup exams are not offered and inability to take the exam on its scheduled date results in a delay in the admission process. Handouts outlining details of the exam are available in 271 Gilbert Hall.

7. English Competence. International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test) or 230 (computer-based test) or have completed the Academic English for International Students (AEIS) program. More information is available in 271 Gilbert Hall.

Application to the Major

Students must be admitted to the major to earn a degree through the Lundquist College of Business. After completing the requirements listed under Prebusiness Requirements, students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses. The application deadline is the second Friday of the term. To be eligible for admission as a major, a student must apply before the term deadline.

Applications are due the second week of the term for admission the following term. Application forms are available in 271 Gilbert Hall. Students may submit applications with two requirements in process. Students who have more than two courses in process should meet with an LCB adviser before the application deadline.

Major Requirements

Each student must complete a major in either accounting or business administration. Both majors require completion of the upper-division core, typically in the junior year. The 400-level core courses are taken in the senior year.

Upper-Division Core 36 credits

Managing Organizations (MGMT 321) ........................................... 4

Marketing Management (MGMT 311) ........................................... 4
Economic Foundations of Competitive Analysis (FINL 311) ........................................ 4
Financial Management (FINL 316) .................................................. 4
Global Legal, and Social Environment of Business (BE 325) .................. 4
Business Statistics (DSC 330) ......................................................... 4
Information Technology and Operations Management (DSC 335) .......... 4
Business Leadership (BA 452) ......................................................... 4
Business Strategy and Planning (BA 453) ........................................ 4

**Accounting Major**

Requirements 28 credits
Accounting Information Systems (ACTG 320) .................................. 4
Financial Accounting Theory II (ACTG 350, 352) .............................. 8
Cost Accounting (ACTG 360) ............................................................. 4
Auditing Concepts (ACTG 440) ......................................................... 4
Advanced Financial Accounting (ACTG 450) .................................... 4
Introduction to Federal Taxation (ACTG 470) .................................... 4

Students who plan to sit for the Certified Public Accountant examination in Oregon must complete additional requirements. Details are available in the accounting department.

**Business Administration Major**

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 UO academic transcripts or diplomas.

**Concentration Areas**

Corporate Accounting 16 credits
Accounting Information Systems (ACTG 320) .................................. 4
Financial Accounting Theory II (ACTG 350, 352) .............................. 8
Cost Accounting (ACTG 360) ............................................................. 4

Entrepreneurial Accounting 16 credits
Accounting Information Systems (ACTG 320) .................................. 4
Cash Flow Management (ACTG 340) ............................................... 4
Cost Accounting (ACTG 360) ............................................................. 4

Entrepreneurship 16 credits
A list of courses for this concentration are available in 271 Gilbert Hall

Finance 16 credits
Financial Markets and Investments (FINL 380) ................................. 4
International Finance (FINL 463) ..................................................... 4

Management 16 credits
Human Resources Management (MGMT 415) .................................. 4
Three electives selected from Leadership in Organizations (MGMT 416), Managing across Borders (MGMT 420), Experimental Courses (MGMT 410), other upper-division management electives. A list of management courses is available in 271 Gilbert Hall .......................... 12

Marketing 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 443), Sports Marketing (MKTG 450), International Marketing (MKTG 478), Selling and Sales Management (MKTG 480) ...................... 12

**Sports Marketing** 16 credits
Sports Marketing (MKTG 450) ....................................................... 4
Marketing Strategy (MKTG 490) ....................................................... 4
Two electives selected from Sports Marketing Communication (MKTG 451), Sports Sponsorship (MKTG 452), Law and Sports Marketing (MKTG 453) ....................................................... 8

Courses from Outside the College
Students must earn at least 90 credits in courses taken outside the college. These 90 credits include general-education requirements and nonbusiness breadth and global context course work listed below.

Nonbusiness Breadth Requirement. Students must complete 24 credits in an interdisciplinary course with a coherent body of courses consistent with the student's career goals. A nonbusiness minor meets this requirement, as does two years of foreign language. 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.

Definitions, Limitations and Policies

**Residence Requirement.** Students must complete a minimum of 44 upper-division credits 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.

**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.

**Upper-Division Courses.** Only admitted majors and minors in the Lundquist College of Business may enroll in 300- and 400-level business courses.

**Transfer Students.** The specific, sequential nature of this program requires careful academic planning. Students who want to transfer into the college are encouraged to meet with an advisor in the Lundquist College of Business early in their academic career. Students transferring before admission requirements have been met are admitted to the university as prebusiness students if their GPA is 2.75 or higher. These students should apply for major status in accordance with the procedure described above. Students who transfer with completed admission requirements should apply to the major and take the qualifying exam one term before arriving on campus. Application deadlines and qualifying exam dates are available in the Undergraduate Programs Office.

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.

**Second Bachelor's 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. Students who want a second degree in a field of business must be admitted to the university as postbaccalaureate nondegree 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 (paper-based test) or 230 (computer-based test) or higher. Students are given prebusiness status until admission requirements are either completed or waived because of completed 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.

Continuous Progress. Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UC catalog for the last year of attendance has expired. (See Catalog Expiration and Requirements Policies in the Contents section.)

Business Administration Minor

The Lundquist College of Business offers two options—focused business and basic 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.

In order to be admitted to the minor program, students must have already declared a major other than business, earned a 2.00 cumulative GPA, grades of C or better in lower-division courses required for the major, and basic computing skills. Upper-division courses required for the minor must be taken for credit, 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.

Focused Business Option

Lower Division

Introduction to Business (BA 101) 8 credits
Accounting: Language of Business Decisions (BA 215) 4

Upper Division

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

Basic Business Option

Lower Division

Introduction to Business (BA 101) 8 credits
College Algebra (MATH 111) 4
Introduction to Economic Analysis: Microeconomics (EC 201) 4
Introduction to Economic Analysis: Macroeconomics (EC 202) 4
Introduction to Accounting I (ACCTG 211) 4

Upper Division

Marketing Management (MKTG 313) 4
Financial Management (FINL 316) 4
Managing Organization (MGMT 321) 4
One elective chosen from regularly offered Lundquist College of Business courses 4

Graduate School of Management

Raymond D. King, Associate Dean
(541) 336-3306
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 Cherek, Director
(541) 346-1589
301 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

Wendy Mitchell, Assistant Dean, Academic Programs
(541) 346-3306
300 Gilbert Hall

The Graduate School of Management offers coursework leading to the master of accounting (M.Acc.), master of arts (M.A.), master of business administration (M.B.A.), and master of science (M.S.) degrees. The master of human resources and industrial relations (M.H.R.I.R.) degree program is inactive. Students must complete the requirements of the principal program specified for each degree.

Oregon Executive M.B.A. Program

Julianna Sowa, Executive Director
(503) 725-2250
(503) 725-2255 fax
18640 N.W. Walker Road, Suite 1008
Portland OR 97006-1975
oe MBA@capital.edu
http://www.capital.edu/oeMBA

The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive Master of Business Administration (O.E.M.B.A.) Program for employed mid-level executives.

Classes are held in Portland one full day a week with an orientation program on the University of Oregon campus in the fall. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. O.E.M.B.A. courses are open only to students who apply and are admitted to this program.

Master of Business Administration Program

The Lundquist College of Business M.B.A. degree gives students the skills they need to start, grow, and develop a business, whether that business is a product line, a business unit or department of a multinational corporation, or a start-up venture. The curriculum is organized around the business-planning and decision-making process rather than the various business disciplines. First-year courses are modular and integrated into the program’s focus on the pursuit of emerging business opportunities, both domestic and international.

Throughout the first year, students work in teams using a just-in-time learning approach to assist a dynamic, growing business with emerging business decisions.

The M.B.A. program prepares managers to make the most of change. Students gain foundation skills and knowledge in accounting, decision sciences, finance, international business, and marketing, while they learn how to identify, evaluate, and manage business opportunities. Students gain the skills to scan globally, think creatively, and act quickly and surely to discover and take advantage of the opportunities created by the rapidly changing business environment.

Most M.B.A. students come to Oregon with work experience. Of the student body, 32 percent are women; 60 percent hold a nonbusiness bachelor’s degree; 50 percent come from the West Coast; and 30 percent are international, representing twenty countries. The average age is twenty-seven (the range is twenty-one to forty-five).

M.B.A. students work together in teams as they analyze cases and consult with Oregon businesses to create business plans. Small class size and an emphasis on group work ensure that students get to know one another well and develop solid working relationships and strong friendships. Students may choose to enhance their international education by studying abroad.

The 81-credit degree program requires two academic years of full-time study. See Accelerated Programs for information about the full-year 1+1 Program. The pre-M.B.A. summer program is for international students who offer additional English-language training and business courses.

See Administration of M.B.A., M.S., and M.A. Degree Programs for admission requirements.

First-Year Requirements

First-year students complete 15 credits a term, consisting of Analyzing Markets and Industries (BA 612), Identifying and Evaluating Business Opportunities (BA 613), and Managing Business Opportunities (BA 614).

First-year requirements must be completed before students may take more advanced work in their principal program.
Second-Year Requirements. Students in the two-year M.B.A. program must complete at least 36 credits (minimum of twelve courses) beyond the first-year requirements, of which 27 must be in 500- and 600-level Lundquist College of Business courses.

The second year of the 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 individual interests, 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 program is highly competitive. It is limited to students with 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 an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may prove attractive to students who are interested in an international business career.

J.D./M.B.A. Program. In cooperation with the University of Oregon School of Law, a concurrent doctor of jurisprudence/master of business administration (J.D./M.B.A.) program makes it possible to earn both the J.D. and the M.B.A. degrees in four years instead of the five that would be required if each degree program were completed separately. The program is designed for students planning a legal career that requires in-depth knowledge of business operations. Students entering the program spend their first year in the School of Law and take their second-year courses in the Lundquist College of Business. 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 Lundquist College of Business. 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 Lundquist College of Business 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 specified by the department 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 by the Graduate School of Management.
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field.
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) 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 graduate members. At least one faculty member must be from the department in which the majority of specialization is taken.

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken.

a. The composition of the thesis committee must be approved by the director of master’s degree programs.

b. 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.

c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the 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
3648 Gilbert Hall

The master of accounting (M.Accg.) is designed for students whose undergraduate major was accounting or the equivalent. The curriculum is about understanding, analyzing, and implementing opportunities. It is about real business and real life. It is 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.Accg., 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 applicants’ 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 demonstrated a 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
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 or the specified M.S. courses, and any other graduate courses taken in the Lundquist College of Business.

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 recalculation, as described above.

Students whose GPAs fall below 3.00 in a graduate college of business 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 relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations
See the Graduate School section of this catalog for general university regulations and information regarding registration, academic performance, and other matters applicable to university graduate students.

Applied Information Management (AIM) Program
The program is described in the Graduate Studies section, Individualized Program: Applied Information Management

Doctoral Programs
Wayne H. Mikkelsen, Director
(541) 346-3306
300 Gilbert Hall

The Lundquist College of Business offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (Ph.D.) for students preparing for careers in university teaching, research, and administration.

The program is administered by the director of doctoral programs for the Lundquist College of Business, assisted by the Ph.D. programs committee consisting of 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. Faculty expertise focuses on analytical models applied to accounting issues, auditing and the economics of audit markets, financial accounting and financial markets, international accounting, management compensation, and managerial accounting.

Decision Sciences. The emphasis is applied statistics or operations and production management. Related courses are available in computer science, mathematics, economics, and management science.

Finance. The focus is financial economics applied to financial management, financial institutions and markets, and investments and includes course work in microeconomics, statistics, and econometrics. Specializations are empirical research on investment management, fixed-income securities, risk management, and various topics in corporate finance.

Management. The focus is two 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. The emphasis is 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. Faculty 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 Lundquist College of Business 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 coursework. 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 250 or higher.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 1999-2000, typical stipends were $9,497 plus tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

The 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 Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of postbaccalaureate 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. For 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, all examinations must be completed within nine 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.

Competence in a Primary Concentration Area.
The student is expected to master the literature and techniques in a primary area of business administration, to be prepared to write an acceptable dissertation, and to perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. Each area of concentration specifies the number of required papers. To be eligible to take a comprehensive examination, the student must have completed most of the course work required in the area.

The primary concentration area consists of courses specified by the department with primary responsibility for the area. At least three courses must be taken at the University of Oregon after 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. These courses may be taken outside the Lundquist College of Business. 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 Lundquist College of Business. Courses in these areas 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 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 the preceding requirements and upon recommendation by his or her advisory committee to the Lundquist College of Business 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 creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the University. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval from the Ph.D. program committee and the 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 committee. After consultation with the student's advisory 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 circumstances and with the approval of the candidate's program committee, the Ph.D. program committee, and the director of Ph.D. programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

Accounting Courses (ACTG)

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<td>199</td>
<td>Special Studies: [Topic] (1-5R)</td>
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<tr>
<td>211</td>
<td>Introduction to Accounting I (4)</td>
<td>Prereq: sophomore standing.</td>
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<tr>
<td>213</td>
<td>Introduction to Accounting II (4)</td>
<td>Prereq: approval.</td>
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<tr>
<td>219</td>
<td>Financial Accounting Theory I (4)</td>
<td>Prereq: C- or better in ACTG 211, sophomore standing.</td>
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<tr>
<td>220</td>
<td>Financial Accounting Theory II (4)</td>
<td>Prereq: C- or better in ACTG 211, junior standing.</td>
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<td>340</td>
<td>Cash Flow Management (4)</td>
<td>Prereq: C- or better in ACTG 211, junior standing.</td>
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<tr>
<td>350</td>
<td>Financial Accounting Theory I (4)</td>
<td>Prereq: ACTG 320, junior standing, FINL 316 recommended.</td>
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<tr>
<td>351</td>
<td>Financial Accounting Theory II (4)</td>
<td>Prereq: ACTG 320, junior standing, FINL 316, junior standing.</td>
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<tr>
<td>360</td>
<td>Cost Accounting (4)</td>
<td>Prereq: ACTG 320, junior standing, FINL 316, junior standing.</td>
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<td>401</td>
<td>Research: [Topic] (1-21R)</td>
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<td>403</td>
<td>Thesis: [Topic] (1-21R)</td>
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<td>407</td>
<td>Seminar: [Topic] (1-4R)</td>
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<tr>
<td>408/508</td>
<td>Workshop: [Topic] (1-21R)</td>
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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 ACCTG 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 ACCTG 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 ACCTG 320 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 ACCTG 340 or 350; senior or graduate standing. FIN 316 recommended.
503 Thesis (1–16R) P/N only
509 Practicum: [Topic] (1–3R) P/N only
635 Strategic Cost Management (4) Theory and application of management accounting techniques to decisions made under uncertainty in complex business environments. Prereq: Instructor consent. Master's or doctoral degree candidates only.
662 Decision Support Systems (4) Use of technology to create effective decision support systems. Understanding how systems can be created to supply information to managers. Master's or doctoral degree candidates only.

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
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 forma 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 and flowcharting, work paper preparation and review, oral and written presentation, and application of judgment. Prereq: ACCTG 540 or instructor's consent.
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) PIN only. Addresses all issues that management teams face including conflict resolution and working with difficult people.

617 Communication and Implementation (1) PIN only. Offers conceptual understanding and performance competencies for persuasive presentations.

624 Corporate Strategy and Planning (3) How shall we choose to compete? Analytical techniques and planning models applicable to making this fundamental decision. M.B.A. students only.

625 Strategy and Policy Implementation (3) Decision-making that cuts across functional boundaries. Students integrate and apply business knowledge in decision situations. May include a computer game or company project or both. M.B.A. students only.


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 Managerial Accounting (2) Introduction to cost accounting terminology, costing strategies, nontraditional costing systems, activity-based costing, and product-service costing applications. 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 (2) Organizations as complex social systems: leadership, managing individuals, groups, and teams; formal and informal processes and systems. Offered only through the Oregon Executive M.B.A. Program.

717 Marketing Management (4) Examines marketing analysis and planning necessary to develop marketing plans and strategies for a product-line. Includes basic marketing concepts and philosophies and brief exposure to macromarketing strategies. Offered only through the Oregon Executive M.B.A. Program.

718 Financial Analysis (4) Covers objectives, tools, methods, and problems of financial management. Includes fund acquisitions, dividend policy, capital acquisitions, taxes, mergers, and investment banking. Offered only through the Oregon Executive M.B.A. Program.

719 Marketing Strategy (2) Marketing strategies for product-service introduction, growth, maturity, and decline; managing product-service innovation and development, brand equity, relationship marketing. Offered only through the Oregon Executive M.B.A. Program.

720 Financial Markets and Corporate Strategy (2) Advanced topics in firm valuation (e.g., acquisitions, restructuring, financial risk management (e.g., hedging, derivatives, foreign projects) as related to corporate strategy. Offered only through the Oregon Executive M.B.A. Program.

721 Managing in the Future (3) Examines the role of leadership, organizational learning, and whole systems theory for managing organizations in the future. Offered only through the Oregon Executive M.B.A. Program.

722 Human Resource Management (2) Examines how to attract, retain, motivate, and manage people in organizations. Offered only through the Oregon Executive M.B.A. Program.

723 Formulating Corporate Strategy (3) Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision. Offered only through the Oregon Executive M.B.A. Program.

724 Operations Strategy (2) Examines methods and processes for providing a competitive advantage through continuous quality and process improvements, supplier management, and efficient production of products and services. Offered only through the Oregon Executive M.B.A. Program.

725 Implementing Corporate Strategy (2) Uses problems and cases to examine the implementation of corporate strategy, the strategy process and cycle, and implementation methods. Offered only through the Oregon Executive M.B.A. Program.

726 Global Business (3) Examines global competition and strategy, regional economic integration, cross-cultural challenges, foreign market entry, international joint ventures and strategic alliances, international dimensions in functional areas of business. Offered only through the Oregon Executive M.B.A. Program.

727 Executive Seminars (4) Application of business principles to emerging issues confronting executives in competitive environments. Interaction with executives in analyzing strategic opportunities and industry structure. Offered only through the Oregon Executive M.B.A. Program.

Business Environment Courses (BE)

199 Special Studies: [Topic] (1–5R)
235 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental function—in the United States and internationally. Prereq: junior standing.

401 Research: [Topic] (1–21R) Prereq: instructor’s and department head's consent.

405 Reading and Conference: [Topic] (1–21R) Prereq: instructor’s and department head’s consent.

406 Special Problems: [Topic] (1–21R) Prereq: instructor’s and department head’s consent.

407 Seminar: [Topic] (1–4R) Prereq: instructor’s and department head’s consent.

409 Practicum: [Topic] (1–21R) PIN only. Prereq: instructor’s and department head’s consent.

410/510 Experimental Course: [Topic] (1–4R)

420 Business Law (4) Law of agency and business organizations including partnerships and corporations. Law of business transactions including contracts, Uniform Commercial Code, creditor-debtor relations, and international trade.

425 Business Social Responsibility (4) Concepts of business and government social responsibilities in a world economy, applied business
ethics in management decisions, and strategic growth policy planning. Prereq: senior standing.
503 Thesis (1-16R) P/N only. Prereq: instructor’s and department head’s consent.
601 Research: [Topic] (1-16R) P/N only. Prereq: instructor’s and department head’s consent.
603 Dissertation (1-16R) P/N only. Prereq: instructor’s and department head’s consent.
605 Reading and Conference: [Topic] (1-16R) Prereq: instructor’s and department head’s consent.
607 Seminar: [Topic] (1-5R) Prereq: instructor’s and department head’s consent.
608 Special Topics: [Topic] (1-12R) Prereq: instructor’s and department head’s consent.
609 Practicum: [Topic] (1-16R) P/N only. Prereq: instructor’s and department head’s consent.
610 Experimental Course: [Topic] (1-5R)

**Decision Sciences Courses (DSC)**

199 Special Studies: [Topic] (1-5R)

330 Business Statistics (4) Computer-aided business applications of hypothesis testing, simple linear regression, and multiple regression and nonparametric techniques. Prereq: MATH 242, DSC 330 or equivalent, junior standing.

335 Information Technology and Operations Management (4) Concepts and applications of operations management. Use of information technology in operations. Topics include forecasting, quality control, supply chain management, information systems in operations management, and planning and scheduling. Prereq: DSC 330 or equivalent, junior standing.

401 Research: [Topic] (1-21R)

403 Thesis (1-6R)

405 Reading and Conference: [Topic] (1-3R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-3R)

409 Practicum: [Topic] (1-5R) P/N only

410/510 Experimental Course: [Topic] (1-4R)

425/525 Applied Decision Analysis (4)


435 Applied Regression Analysis (4) Theory of least-squares regression, both simple linear and multiple. Special emphasis on model selection, diagnostics, and treatment of qualitative independent variables. Prereq: MATH 243, DSC 330 or equivalent.


455/555 Production Systems Analysis (4)

Develops planning consistent with organization’s business strategies. Includes development and timing of new products, new production and process technologies, production schemes for products and services. Prereq: DSC 335.

457 Total Quality Management (4) Demonstrates the role of quality to promote commitment, communication, and understanding with the customer. Uses analytical tools and techniques for achieving and sustaining high quality. Prereq: DSC 335.

460/560 Simulation of Business Operations (4) Computer simulation to analyze various business operations. Design and analysis of simulation experiments, data collection, model construction and validation, applications in manufacturing and services. Prereq: DSC 335.

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

601 Research: [Topic] (1-16R) P/N only

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

605 Reading and Conference: [Topic] (1-3R)

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

608 Special Topics: [Topic] (1-12R) Prereq: instructor’s and department head’s consent.

609 Practicum: [Topic] (1-16R) P/N only. Prereq: instructor’s and department head’s consent.

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

### Finance Courses (FINL)

199 Special Studies: [Topic] (1-5R)

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. Prereq: FINL 231, junior standing or above. Prereq: 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.

283 The Stock Market and Investing (4) P/N only. Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. Prereq: 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 242, junior or senior standing. Students cannot receive credit for both EC 311 and FINL 311.

316 Financial Management (4) Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds 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] (1-21R)

403 Thesis (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-4R)

462 Derivative Markets and Financial Institutions (4) Valuation of financial derivatives, methodologies for identifying financial institutions’ risk exposures, the role of risk management and financial derivatives in corporate strategy, and analysis of financial institutions. Prereq: FINL 380 or instructor’s consent.

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 capital budgeting, dividend policy, financing policy, lease financing, business valuation, and
Management Courses (MGMT)

199 Special Studies: [Topic] (1-5R)
321 Managing Organizations: [Role] of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Role of work teams and project management. Prereq: junior standing.
401 Research: [Topic] (1-21R)
405 Reading and Conference: [Topic] (1-21R)
406 Special Problems: [Topic] (1-21R)
407 Seminar: [Topic] (1-4R)
409 Practicum: [Topic] (1-21R) P/N only
415 Human Resources Management: [Management of employee relations by an organization. Hiring and developing a productive workforce in the context of the legal and competitive environment. Prereq: MGMT 321 or equivalent, junior standing.
416 Leadership in Organizations: [Developing the skills needed to manage and lead organizations effectively. Includes working in groups, motivating others, communicating, using power and influence, and managing conflict. Prereq: MGMT 321 or equivalent.
417 Negotiation and Conflict Resolution: [Introduction to negotiation theory, distributive and integrative bargaining techniques, and alternative dispute resolution. Uses workshop format for in-class negotiation simulations. Prereq: MGMT 321.
418 Managing Change: [Managing the process of change in organizations. Includes establishing a vision and strategy for change and leading the organization through the steps required for successful implementation. Prereq: MGMT 321. 420 Managing across Borders: [Managing in cross-cultural settings. Special problems associated with global planning, organizing, and controlling. Managing human resources in international operations. Prereq: MGMT 321 or equivalent.

422 Strategies for Environmental Management: [Exploration of the intersection among business, society, and the natural environment. Stresses a global perspective with special attention to cross-cultural and trade issues.
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) PIN only
607 Seminar: [Topic] (1-3R) PIN only
608 Special Topics: [Topic] (1-12R)
610 Experimental Course: [Topic] (1-12R)
611 Managerial Economics: [Use of micro-economic 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: [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: [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: [Discounted cash flow analysis, using Lotus 1-2-3, to isolate the physical, institutional, and economic facets of real estate for value decisions. Prereq: FINL 611 or equivalent.
663 International Finance and Investment: [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 Corporate Risk Management: [Analysis of tools for corporate risk management. Includes options, futures, swaps, and value-at-risk; theoretical rationales of corporate risk management; and management of asset and liability exposures by financial institutions. Prereq: FINL 683 or instructor's consent.
671 Theory of Finance: [Development of financial principles related 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: [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: [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: [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.
689 Practicum: [Topic] (1-16R) P/N only
690 Practicum: [Topic] (1-16R) PIN only
691 Organizational Behavior: [Recent topics include International Business, Negotiation, Services Strategy, Training and Development.
611 Managing Effective Organizations: [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.
612 Managing in Competitive Environments: [Strategic management and planning for firms in competitive environments. Analysis of global economy and international cooperation. Application of stakeholder management models to address political and social imperatives.
615 Leadership: [Skills that managers need to be more effective in organizations. Includes communicating, problem solving, influencing, motivating, resolving conflict, delegating, and providing leadership.
620 International Business Strategy: [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 Resources Management: [Understanding the policies and practices of organizations to develop them successfully and use human resources effectively for competitive advantage within the constraints imposed by the social, legal, and economic environments.
670 Research Methods in Organizations: [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 Management Theory and Research: [Overview of management theory and research, including classic works in the field and contemporary challenges. Prereq: instructor's consent. Doctoral students only.
672 Organizational Behavior: [Theory and research on behavioral science applications to the work place. Individual differences, motivation and work behavior, job attitudes, socialization
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. Doctoral students only.

690 Management Proseminar (1) PIN only, junior standing. Contemporary issues in management research. Includes visiting members, resident faculty members, and doctoral students discussing their research. Pre req: instructor's consent. Doctoral students only.

Marketing Courses (MKTG)

199 Special Studies: [Topic] (1–5R)


360 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Pre req: MKTG 311 or instructor's consent, junior standing.

390 Marketing Research (4) Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Pre req: MKTG 311, DSC 330 or instructor's consent.

401 Research: [Topic] (1–21R) Pre req: instructor's and department head's consent.

405 Reading and Conference: [Topic] (1–21R) Pre req: instructor's and department head's consent.

406 Special Problems: [Topic] (1–21R) Pre req: instructor's and department head's consent.

407 Seminar: [Topic] (1–4R) Pre req: instructor's and department head's consent.

409 Practicum: [Topic] (1–21R) PIN only. Pre req: instructor's and department head's consent.

410/510 Experimental Course: [Topic] (1–4R)

420 Marketing Communications (4) Advertising, sales promotion, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Pre req: MKTG 311 or 260 or instructor's consent.


440 Marketing Channels and Distribution (4) Marketing channel design and management. Emphasis on the role of traditional channel intermediaries (retailers, wholesalers) and other marketing channel topics (franchising, logistics). Pre req: MKTG 311.

450/550 Sports Marketing (4) Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Pre req: MKTG 311 or 611 or equivalent.


452 Sports Sponsorship (4) Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Pre req: MKTG 450.

453 Law and Sports Marketing (4) Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual property law, public policy issues. Pre req: MKTG 450.

470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Pre req: MKTG 311.

480 Selling and Sales Management (4) Develops a working understanding of selling processes and sales management. Includes strategy development, organization, design, motivation, leadership, and performance analysis. Pre req: MKTG 311 or instructor's consent.

481 Professional Selling (4) Develops a working understanding of professional selling processes. Topics include strategy development, motivation, leadership, performance analysis, buyer behavior issues, and relationship building. Pre req: MKTG 311 or BA 317 or instructor's consent.

482 Advanced Sales Management (4) Explores the nature, rewards, social, ethical, and legal responsibilities of sales management. Includes planning, staffing, training, developing, directing, and controlling the sales force. Pre req: MKTG 311 or BA 317 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. Pre req: ACTG 213, MKTG 311, FINL 316, MGMT 326, DSC 336, and senior standing.

503 Thesis (1–16R) PIN only. Pr req: instructor's and department head's consent.

601 Research: [Topic] (1–16R) PIN only. Pre req: instructor's and department head's consent.

603 Dissertation (1–16R) PIN only. Pre req: instructor's and department head's consent.

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

607 Seminar: [Topic] (1–5R) Pre req: instructor's and department head's consent.

608 Special Topics: [Topic] (1–12R) Pre req: instructor's and department head's consent.

609 Practicum: [Topic] (1–16R) PIN only. Pre req: instructor's and department head's consent.

610 Experimental Course: [Topic] (1–5R)

611 Market Dynamics and Segmentation (3) Analysis of market demand and factors that shape market demand and market segmentation. Application of advanced segmentation techniques to discover useful market segments. Pre req: DSC 611.

612 Marketing Management (3) Focuses on the marketing management process including market demand and strategy development, implementation, and control. Pre req: MKTG 611.


650 Marketing Sports Properties (3) Graded only. Examines essentials of effective sports marketing. Includes product or property development, legal aspects, segmentation, pricing, and communication channels (e.g., broadcast media). Pr req: completion of first-year M.B.A. core.

652 Sports Sponsorship Alliances (3) Graded only. Detailed consideration of the relationship between sports, law, and corporate sponsorship programs. Focuses on alignment marketing issues, strategic communication through sponsorship, sponsor value, and sponsorship valuation. Pr req: completion of first-year M.B.A. core.

655 Economic Aspects of Sports Marketing (3) Graded only. Comprehensive coverage of traditional and innovative revenue methods available to sports organizations from public and private sources. Detailed consideration of venue-based income sources (e.g., premium seating, permanent seat licenses). Pr req: completion of first-year M.B.A. core.

660 Marketing Research (3) Marketing research as a tool for decision-making. Planning research projects, design, measurement, and nonexperimental techniques, analysis and interpretation of data, reporting of research results. Pr req: completion of first-year M.B.A. core.

661 Advanced Analysis of Consumer Behavior (3) Behavioral science concepts used in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments and their significance for marketing. Pr req: completion of first-year M.B.A. core.

662 Marketing Communications (3) Business-related issues in effective interaction with consumers through such channels as advertising, publicity, and sales promotion. Pr req: completion of first-year M.B.A. core.

665 Marketing Problems and Policies (3) Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills. Pr req: completion of first-year M.B.A. core.

675 Multinational Marketing Management (3) Management of marketing activities in foreign countries as they relate to the process whereby a business concern creatively adapts to the international environment within which it operates. Pr req: completion of first-year M.B.A. core.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and economics, management, and behavioral science to the management of the product, price, promotion, and distribution variables. Pr req: 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. Pr req: doctoral standing or instructor's consent.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Pr req: doctoral standing or instructor's consent.
Preparing Educators for the 21st Century

The mission of the College of Education, "...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. 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 as practitioners, preschool through twelfth grade and college teachers, administrators, educational researchers 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 individual interests and achieve personal and professional goals.

The College of Education’s academic majors are organized into five areas of concentration: counseling psychology and human services; educational leadership; special education; speech, language, and hearing sciences; and teacher education. 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.

Academic Programs

Diane D. Bricker, Associate Dean

The College of Education offers accredited bachelor’s, master’s, and doctoral degrees and professional development programs. Offered in concert with academic degree programs, majors 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 service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the university’s recommendation that they have successfully completed the relevant licensure program. The state of Oregon has reciprocal administrative, elementary, middle and secondary, and special education teaching-licensure agreements with most other states and Puerto Rico. Therefore, students who receive a license from Oregon will most likely find that their license can be transferred to another state. Information about licensure is available in the college’s academic support and student services office.

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, 202 Education Building; telephone (541) 346-1568.

Stipends and Fellowships. Stipends and fellowships are frequently awarded to graduate students. Both forms of assistance may cover most of the cost of tuition and provide a monthly cash payment. Information for graduate teaching fellows (GTFs) is available from Terri Williams, Office of the Dean; telephone (541) 346-5173.

Information about financial assistance is listed in the application materials for each major. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is also available from the Office of Student Financial Aid, 260 Oregon Hall.

Research and Outreach Services

Larry K. Irvin, Associate Dean

The College of Education’s four research and outreach centers or institutes—approved by the Oregon University System—generate $12 to $18 million each year to support efforts to answer some of the major questions facing educators. Each center or institute has defined operating principles and houses grant and contract activity related to its mission.
The Center for 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 in providing 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.

Center for Electronic Studying

Lynee Anderson-Inman, Director

(541) 346-6467
205 Rainier Building
http://cate.uoregon.edu

The Center for Electronic Studying explores and evaluates computer applications that enhance literacy, study skills, and academic performance. The center conducts research projects funded by grants from agencies such as the U.S. Department of Education, the National Endowment for the Humanities, the National Park Service, and the Oregon Department of Education.

The center conducts outreach workshop presentations in Oregon and other states that emphasize putting research into practice. The center offers research practicums and opportunities for independent study and faculty positions for graduate assistant and work-study students.

ERIC/Clearinghouse on Educational Management

Philip K. Ploie, Director

(541) 346-5043 or -2329
106 Agate Hall

The Educational Resources Information Center Clearinghouse on Educational Management (ERIC/C) is part of ERIC's nationwide network of information processing and analysis centers. There are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/C has been located at the university since June 1966.

ERIC/C Clearinghouse monitors, acquires, indexes, and abstracts literature pertaining to educational management. By processing this literature for. announcement through the ERIC system and by producing research-analysis publications, the clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research-analysis products help synthesize what is most current and topical in the literature within its scope.

ERIC/C's scope includes the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, policy development, and leadership.

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. One of the largest nonprofit membership organizations in the field of education technology, ISTE assists K-12 educators around the world integrate technology into the classroom.

ISTE members can network with more than 25,000 technology-using educators through its international affiliates. ISTE members also gain government and legislative representation and stay informed on issues of national interest through their representative in Washington, D.C.

Through its National Education Technology Standards Project, ISTE has established a consensus on the technology standards for students and published Connecting Curriculum and Technology. ISTE publishes Learning and Leading with Technology, which features practical articles for the educator who needs to integrate technology into the classroom curriculum. The Journal of Research on Computing in Education, another ISTE publication, contains the latest research findings related to classroom and administrative uses of technology.

In addition, ISTE reviews, recommends, and publishes classroom-tested educational technology products and resources.

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
http://cis.uoregon.edu/orcis

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.

IntoCareers

Dan Erdmann, Director

(541) 346-3875
http://cis.uoregon.edu

Files and software developed by IntoCareers facilitate locating information about the local labor market and state or regional training opportunities. The national system is developing multimedia titles, Internet access to career information files, and software to help with resume writing and job interviews.

Center on Human Development

Bill 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 research is funded by federal and private agencies, and its principal investigators participate in various academic, professional, and governmental arenas.

Child Development and Rehabilitation Center

Robert E. Nickel, M.D., Clinical Director

(541) 346-3575
Clinical Services Building, First Floor

The Regional Service Center of the Child Development and Rehabilitation Center of the Oregon Health Sciences University provides multidisciplinary services for the diagnosis and evaluation of genetic syndromes, development and behavioral difficulties, and neurodevelopmental disorders. It is equipped with state-of-the-art technology and is involved in various research projects. CHD's mission is to provide a variety of medical, educational, and psychological services for children with special needs.
programs provide screening, evaluation, and eligibility determination for early intervention and early childhood-special education services; home-based early intervention for infants and toddlers with developmental disabilities; community-based early childhood special education for preschool-age children with developmental disabilities; and speech and physical or occupational therapy for children with milder to severe disabilities.

**Specialized Training Program**

Robert H. Horner, Director
(541) 346-5311
1761 Alder Street

The Specialized Training Program, a research and development group, develops, evaluates, and disseminates community-scale service systems for people with severe disabilities. The program’s mission is to improve the lives of people with disabilities and their families through research, demonstration, and training. Members of the program’s research groups secure federal and state grants that target critical areas of community living and support.

- Positive Behavioral Supports develops, evaluates, and disseminates practical technologies for behavioral support. Research results are transformed into strategies families and support providers can use to break the destructive impact problem behaviors have on the lives of individuals with intellectual disabilities.
- Research and Evaluation organizes and reports on the vocational and residential outcomes of community support programs funded by the Oregon Developmental Disabilities Office and conducts formal policy studies related to improving community support for individuals with disabilities in Oregon.
- Residential projects promote supported living. Research and demonstration grants are used to develop the training procedures, organizational models, and policies needed to integrate adults with severe disabilities.
- Secondary and transition projects address issues related to secondary education and transition as well as postsecondary education, housing, and employment.
- School projects address employment options for people with severe disabilities. Efforts include research on policy, system change, organizational management, natural supports, and self-determination.

**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 licensure, state professional licensure, and American Speech, Language and 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 1994. 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 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
1685 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.

**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 general 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 DeBuse, Director
(541) 346-2084
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 program’s objective 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) 346-3592
Clinical Services Building, Third Floor

In February 1994 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 course work with research and community action.

Substance Abuse Prevention Program

Miki Mace, Program Coordinator

(541) 346-4135 or -3397
180 Esslinger Hall

The Substance Abuse Prevention Program offers a series of courses, conferences, workshops, and practicum experiences in the areas of alcohol and drug prevention, intervention, and recovery. Through the Continuation Center’s Continuing Education Program, an area of concentration in substance abuse curriculum. Information about courses, practicum experience, and community internship opportunities is available in the program office.

Long-Term Goals

- Address substance abuse and related social issues throughout Oregon and the nation.
- Educate, facilitate, and further the professional development of persons engaged in the delivery of substance abuse prevention, intervention, and treatment.
- Provide resources and educational opportunities for individuals who want to increase personal knowledge, improve parenting strategies, and/or develop refusal skills.
- Facilitate the delivery of educational services and model programs to schools, communities, and organizations.

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. Address questions about student records, graduate degree process, and undergraduate advising to the director. Information about licensure is available in 113 Education Building, telephone (541) 346-3528.

Community Internship Program

Erb Memorial Union Breezeway

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, 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 the 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.

DeBusk Memorial Center

(541) 346-3418
135 Education Building

DeBusk Memorial Center, a service, training, and research facility, 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 and behavioral problems. The center continues this interdisciplinary approach by providing assessment and counseling to its clients.

Graduate students at the master’s, doctoral, and postdoctoral levels participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

Oregon School Study Council

Phil McCullum, Director

(541) 346-1397

The Oregon School Study Council is an association of Oregon school districts working together on problems of common concern. Founded in 1957, the council is supported jointly by the dues of its members and by the College of Education. It is administered by a governing board, comprised 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
http://interact.uoregon.edu/tec

The College of Education’s Technology Education Center houses Macintosh and Windows-based microcomputers; general production software; 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 UO library’s on-line card catalog; and access materials placed on the network by their instructors and statistics packages on the university’s VMScluster or UNIX computers.
Counseling Psychology and Human Services

Area Head

(541) 346-5501
(541) 346-6778 (fax)
135 Education Building
couppsy@oregon.uoregon.edu
http://interact.uoregon.edu/counseling

Faculty

Arna K. Hultquist, research associate with title of assistant professor (family assessment, professional and ethical development in family therapy, aging and the family system; director, marriage and family therapy specialization, B.S., 1976, Framingham State M.S., 1987, Rhode Island; Ph.D., 1995, Connecticut (1990)


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

About the Area

Programs in the Counseling Psychology and Human Services Area produce professionals in counseling psychology, human services, marriage and family therapy. Professionals are trained to effectively and collaboratively identify, treat, and prevent a variety of problems 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.

Graduate Studies

The area offers master's degrees with a major in counseling and doctoral degrees with a major in counseling psychology. The program's faculty also provides a variety of courses to other 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.

Master's Degree

The counseling major leads to a master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degree in counseling. For the M.A. degree, the candidate must demonstrate proficiency in one second language. For the M.Ed. in counseling, the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

The program of studies leading to the master's degree in counseling requires a minimum of 109 credits. The program's emphasis is providing students with a strong base in research design and statistics, in addition to a broad base of knowledge about and skills in prevention and intervention with individual children and adults, families, groups, and communities. Students may add courses to their program to meet counselor certification and licensure requirements. Some graduate courses taken at another accredited institution may meet part of the requirements.

Counseling Major Requirements 109 credits

Psychological foundations ..................................... 15
Research competencies ........................................ 19
Practitioner competencies .................................... 39
Professional competencies .................................... 6

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Counseling Major Requirements 109 credits

Psychological foundations ..................................... 15
Research competencies ........................................ 19
Practitioner competencies .................................... 39
Professional competencies .................................... 6

Elective courses and seminars ................................. 12
Internship ....................................................... 18

Specializations

Two specializations are available in the counseling major—human services and marriage and family therapy—leading to a master of education (M.Ed.) degree.

Family and Human Services. The program requires four terms of study and a minimum of 54 graduate credits. At least 36 of these credits are in counseling courses with the COUN or CPSY prefix. This program provides students with course work and practice-based training in skills relevant to working as human service professionals with people across the life span.

Course work includes foundation work in counseling, special education, research methods, public policy, and program management. This program does not lead to counseling licensure. Graduates are likely to work with a variety of populations in human service and family service agencies in positions such as case managers, program managers, and paraprofessionals.

Family and Human Services Specialization Requirements 54 Credits

Theoretical foundations ........................................ 12
Professional competencies .................................... 12
Intervention competencies ..................................... 7
Field work and practicums ..................................... 12
Research competencies ....................................... 4
Elective course or seminar ..................................... 4

Marriage and Family Therapy. This two-year program trains students as professional family therapists in preparation for state licensure. The specialization offers intensive training that combines a strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum and internship include 500
client contact hours (50 percent with couples or families) and 100 hours of American Association of Marriage and Family Therapy-approved (or equivalent) clinical supervision.

Marriage and Family Therapy Specialization Requirements 73 credits
Theoretical foundations .................................. 15
Individual and family development ....................... 15
Research competencies .................................. 15
Professional ethics ........................................ 7
Clinical practice .......................................... 15

Doctoral Degree
The Ph.D. program is designed to achieve the competencies established by the American Psychological Association. It typically requires five to six years of study beyond the bachelor's degree. This period includes a one-year, full-time supervised predoctoral internship. In addition to other requirements, students must complete a Ph.D. dissertation that demonstrates a high standard of scholarship. Students may enter the program with or without a master's degree.

The counseling psychology program follows an ecological model of training embedded in the scientist-practitioner tradition. As such, the program trains psychologists to work with contexts and to work with individuals and groups within their contexts. Students learn to consider human behavior as interactive processes rather than centered within the individual, and they learn to use preventive as well as remedial intervention strategies for behavioral and emotional problems. Students learn science-based counseling interventions for assessing and intervening in the many levels of context in which human problems emerge. These include learning assessment and intervention strategies designed to increase understanding and effect change at the individual, familial, school, and community levels.

Students in counseling psychology participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with children and adults, families, groups, and communities. The doctoral program 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 DeBusk Memorial Center, a training and research clinic; university research institutes; the UO Counseling Center; agencies in the community; or nonprofit research institutions.

Required course work includes a three- to four-year sequence of doctoral-level statistics and at least four additional courses in research design, measurement, or grant development. Every doctoral student must complete a dissertation—earning 24 credits in Dissertation (CP503)—that demonstrates the ability to conduct independent, original research.

Graduates are prepared to work in community mental health centers, research institutions, institutions of higher education, medical settings, managed health-care organizations, community college and university counseling centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

The following objectives have been specified to ensure that graduates are prepared for the challenges in their careers as psychologists. Graduates of the program:

1. Possess a general knowledge of human behavior and the observational and information-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 change process and 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 .................................. 63
Professional competencies .................................. 7
Elective seminars ........................................... 15

The M.Ed. and D.Ed. programs in counseling psychology are inactive.

Application and Admission
Prospective applicants may request detailed admission policies and procedures from the Counseling Psychology and Human Services Area. Students are admitted for fall term only. The closing date for receipt of completed applications is January 15 for entry the following fall term. Notices about the disposition of applications are mailed by March 15.

Applicants are evaluated on (1) academic record, (2) Graduate Record Examinations (GRE) general test scores, (3) related work, research, and life experiences, (4) a statement of purpose in seeking admission, (5) letters of recommendation, and (6) an interview. Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package.

Graduate training includes practicum and internship placements in which students work with individual children and adults, families, groups, and communities. These interactions and interventions demand that the student: be stable and psychologically healthy. Thus admission into and retention in the program depends, among other things, on consideration of the applicant's past and present behavior and emotional stability.

Counseling Courses (COUN)
503 Thesis (1-16R) P/N only
601 Research: [Topic] (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 Advanced Family Therapy, Child and Family Assessment and Intervention, Families in Later Life, Family Theory, Families across the Life Cycle, Psychopathology and Behavior Deviations, Gender and Ethnicity, Group Psychotherapy, Stress and Family Crisis Intervention, Violence in Families and Society.
608 Workshop: [Topic] (1-16R) P/N only
609 Practicum: [Topic] (1-16R) P/N only.

Counseling Psychology Courses (CP5Y)
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)
407/507 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 [S] 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) P/N only
601 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-5R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) P/N only
610 Experimental Course: [Topic] (1-5R)

Counseling Theories is a current topic.
12 Professional Ethics (3) Ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes, legal aspects of client-counselor relationships.
13 Introduction to Counseling Psychology (3) Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession.
15 Counseling Diverse Populations (3) Inclusion of gender, race, ethnicity, and other factors that reveal diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.
17 Theories of Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; work and leisure; assumptions, cultural dimensions, and special groups (e.g., women, people of color).
621 Psychological Assessment I (4) Survey of assessment instruments used in counseling. Focuses on career, interest, intelligence, environment, behavior, and personality. Emphasizes issues related to ethical use of assessment. Includes laboratory.
Educational Leadership

Gerald Tindal, Area Head
(541) 346-5171
124 Education Building
http://darkwing.uoregon.edu/~delta

Faculty


Courtesy


Emeritus


Roy E. Lieuallen, chancellor emeritus, Oregon University System; B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford. (1961)


Philip J. Rankel, professor emeritus, B.S., 1939, Wisconsin; Stevens Point; M.S., 1945, Ph.D., 1956, Michigan. (1964)


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

About the Area

Master’s and doctoral degrees in the Educational Leadership Area focus on the process for development, implementation, and generation of outcomes in the organization and management of K-12 and postsecondary education. The area also grants master’s degrees as part of the integrated teaching specialization of the educational studies major and as an option for students in the middle-secondary licensure program who do not already have a master’s degree.

Programs provide educational leaders, policy makers, and researchers the skills needed to design and implement strategies that improve practice and outcomes in educational organizations. Graduates of the area are qualified for a variety of positions such as principals and superintendents; 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.

Graduate Studies

The area offers master of science (M.S.), master of education (M.Ed.), doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees with a major in educational policy and management.

Master’s Degrees

The educational policy and management major has five specializations.

Policy, Organization, and Management. This specialization addresses legal, political, economic, and cultural derivatives of state and local policies; the structures and hierarchies of organizations; and the systems used in managing human and financial capital.

Learning, Assessment, and Systems Performance. The major in this specialization is using student learning outcomes to provide professional development and improve the performance of systems of the organization.

Higher Education. The focus is educational programs in four-year institutions of higher education and their policy, governance, and management from national and international perspectives.
Middle-Secondary Education. This specialization is described in the Teacher Education section of this catalog.

Integrated Teaching. This specialization is described in the Teacher Education section of this catalog.

During the first term of graduate work, the master's degree student plans a program of study with the assistance of the student's advisor. It is possible to add a basic and/or standard teaching license and endorsements to the master's degree by taking additional course work and field experiences.

In cooperation with various agencies, the area has sponsored several master's degree programs for international students. In collaboration with the UO Continuation Center, a master of science degree program with a specialization in instructional leadership is offered in several cities in Western Canada.

Students should consult the Graduate School section of this catalog for general university admission and degree requirements.

Doctoral Degrees

The Educational Leadership Area 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. Students can add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university.
2. Internships are offered in the college's research institutes and teacher and administrator preparation programs as well as in various community settings.

Doctoral students select one of the specializations described under the Master's Degrees in this section of the catalog and, with the guidance of a faculty advisor, plan a program that includes course work in that specialization.

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 125 graduate credits are required for the D.Ed. degree. Of these, at least 72 credits must be earned after admission to the program; 18 of these 72 credits must be taken in Dissertation (603). The other 54 credits include a core college seminar, courses in the selected field of specialization, courses in research methodology, electives, and—to develop knowledge and skills in professional practice and college teaching—internships and graduate teaching assistantships.

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 is fulfilled by (1) three consecutive terms of full-time study on campus or (2) three consecutive terms of full-time study on campus using the Wednesday or Friday-Weekend option. If not used as a term of residence, summer session has no effect on consecutive-term requirements. 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, which can be partially met by attending classes using the Wednesday or Friday-Weekend options. If not used as a term of residence, summer session has no effect on consecutive-term requirements. Registration for 9 credits a term constitutes full-time study.

Application and Admission

The area 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 area secretary.

Licensure Programs

Administrator Licensure Preparation

Nancy L. Golden, Director
(541) 346-5185
Administrator Licensure Programs, College of Education, 5267 University of Oregon, Eugene OR 97403-5267

Oregon requires administrators in public schools (vice principals, principals, assistant superintendents, superintendents, and other designated 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 completes 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 Preparations Program

This program prepares students for obtaining building and program administration—preprimary through grade twelve—and for initial school district superintendent assignments. Students who complete the UO basic or initial administrator licensure preparation 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.

Applications and additional information about administrator licensure programs may be obtained from the director.

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) P/N only
410 Experimental Course: [Topic] (1-4R)
441/541 History of American Education (3) Social, intellectual, and institutional trends; the evolution of formal education systems; how educators translate their beliefs about ethnic groups into educational policy and practice.
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
605 Reading and Conference: [Topic] (1-16R)
606 Field Studies: [Topic] (1-16R)
607 Seminar: [Topic] (1-6R) A current topic is Curriculum Design and Analysis.
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R) P/N only. Practicum for Interns is a current topic.
612 School Improvement (3) Planning and managing improvement of educational environments. Models of school improvement. Research on effective practices. Skills for the management of the change process.
614 Politics of Education (3) Analysis of the roles of federal, state, and local agencies in governing elementary and secondary schools; establishment of school policy.
615 Organizational Theory in Education (3) Structures, processes, and procedures that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation.
616 Socioculture in Education (3) The social organization of educational institutions; emphasis on the impact of organizational needs and personnel characteristics on the social organization. Prereq: ELTA 615 or instructor's consent.
619 Adult Learning (3) Survey of adult education—purposes, programs, philosophy, methods, materials, agencies, organization.
620 Educational Leadership (3) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence.
622, 623, 624 Policy Research and Analysis (3, 3, 3) 622: examines the social construction of knowledge, the philosophy of social science research, and the various ways of conducting research in education and the social sciences. Not offered 2000-2001. 623: fundamentals of quantitative research including theory building, propositional inventories, research design and analysis, variables and hypotheses, and use of descriptive and inferential statistics. 624: focuses on qualitative approaches to policy research and research design; includes observations, interviews, focus groups, documents and records, and case studies.
625 Law and Schools (3) The role of law in education, the function of various levels and branches of government in the creation of education law, and types of law that regulate public education.
650 Administration of College Student Services (3) The role of student affairs in higher education; the relationship of student programs and services (e.g., financial aid, housing, health services) to the academic mission. Not offered 2000-2001.
660 Qualitative Research Methods (3) Overview of qualitative and descriptive approaches in educational research. Emphasizes face-to-face interviews, focus groups, direct and participant observation, and document and artifact analysis.
679 Human Resource Management (3) Laboratory course in management skills such as managing time, building motivation, forming work groups, establishing trust, implementing change, and reaching agreement.
674 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.
675 School Finance (5) Overview of school finance concepts, Oregon's school financing system, political and legal considerations, taxation, state distribution formulas, school finance reform, the federal role in education.
676 School Facilities (2) Critical analysis and discussion of current trends in school facilities including planning, construction, finance, legal aspects, alternatives to deficit or surplus space problems or both.
683 State and Local Policy Development in Education (3) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.
689 Economics of Education (3) Economic concepts and theories, especially human capital theory, pertaining to the economic drivers and derivatives of educational policies and their implications for economic development.
692 Higher Education I: Governance and Organization (3) Survey through case studies, research, and literature of organizations, governance, and changing faculty and student roles. Considers issues of access, equity, accountability, and academic responsibility.
693 Higher Education II: Leadership and Management (3) Survey of institutional types, leadership, instruction, and management trends in higher education. Impact of national goals, state and federal financing, and innovation and change.
708 Workshop: [Topic] (1-16R)
709 Practicum: [Topic] (1-16R)
710 Experimental Course: [Topic] (1-5R)
Special Education

Area Head

Kathleen Jungjohann, senior instructor (teacher training supervision, special education minor); B.A., 1972, California, Santa Barbara; M.A., 1978, Oregon. (1988)


Robert C. Kame, research associate with title of associate professor (school psychology and early childhood education); B.S., 1975, Pennsylvania State; M.S., 1975, Ph.D., 1975, Oregon. (1989)

Kathleen Gebrie, professor; See Educational Leadership

Deborah Olson, research associate with title of assistant professor (supervised employment and families research, qualitative research); B.A., 1974, M.S.Ed., 1978, Wisconsin, Superior; Ph.D., 1991, Syracuse. (1986)


Michelle M. Smith, research associate (early childhood); B.A., 1989, Utah; Ph.D., 1996, Oregon. (1999)

Deborah Simmons, associate professor (learning disabilities, literacy); B.S., 1973, M.Ed., 1981, Middle Tennessee; Ph.D., 1986, Purdue. (1994)

Jeffrey B. Sprague, senior research associate with title of assistant professor (severe behavior disorders, personal social development, integration); B.S., 1980, M.S., 1981, Oregon. (1994)


Courtesy


John R. Reid, courtesy associate professor (developmental and behavior disorders, research in conduct disorders); B.A., 1962, San Francisco State; M.S., 1964, Ph.D., 1992, Oregon. (1972)


Emeriti


V. Knute Fesnelan, associate professor emeritus; B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)


Kenneth Vygotsk, associate professor emeritus; B.S., 1956, Oregon; M.S.W., 1963, 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

Gerald Tindal, educational leadership

About the Area

The Special Education Area 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. This area has three graduate majors: special education, early intervention, and school psychology. The area also offers an undergraduate special education minor.

Undergraduate Studies

Special Education Minor

Kathleen Jungjohann, Coordinator

The special education minor is for students who plan to pursue a career in education, want to work in nonschool settings with individuals who have disabilities, or see knowledge about people with special needs. The minor provides students with the knowledge, experiences, and expertise to make them competitive applicants to graduate teacher-education programs.

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.

Application and Admission. Before applying to the minor program, students must complete one course—Foundations of Disability I (SPED 411) or Introduction to Exceptionalities (SPED 430)—with grades of 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

Practicum (SPED 409) .......................... 1
Foundation 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).
Graduate Studies

Special Education

Master's and doctoral degrees are offered with a major in special education. Graduates find positions—in the United States and abroad—that include teaching children from birth to kindergarten and 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 general-education classrooms and school settings, conducting research, teaching in colleges and universities, working in the administration of special education programs, and delivering best practices 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 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

Students can work toward a master of arts (M.A.), master of science (M.S.), or master of science in education (M.S.E.) 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

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, which students begin fall term.

Applications for Admission

Applications for admission are available in the area office or by writing to the area. Students who are interested in more than one major offered by this area 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 January 1 for doctoral applicants and by February 15 for master's applicants.

Early Intervention

102 Clinical Services Building
(541)346-0807

The early intervention program is guided by a transactional philosophy that emphasizes the interactive nature of child-environment exchanges and the importance of these exchanges to a child'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 studies 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.

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.

Master's Degree

The early intervention major leads to a master of science in education (M.S.E.) degree in early intervention: early intervention. The major prepares professionals to work in programs that serve infants and children who are at risk and disabled and their families. Settings where graduates work include community-based childcare programs, public schools, family welfare programs, therapeutic nursery schools, and home visiting programs. The field encompasses a target population of children from birth to eight years of age and covers disabling and at-risk conditions ranging from mild to severe. Activity-based intervention and a family-guided approach to serving young children with special needs are emphasized. Full-time students can complete the program in four to six consecutive terms.

The master's degree program requires core education courses, early-intervention core courses, and an associated field-based practicum. Students must also meet program competencies. Specific course and practicum requirements are available from the area academic secretary.

Doctoral Degree

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 course work 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.

Application and Admission

Applications for admission are available from the area's academic secretary or by writing to the Special Education area. 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 files, previous academic records, experience with young children, career goals, and letters of recommendation.

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 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 allow development of individual strengths and interests. Master's and doctoral students take course work in the following general areas: psychological and educational foundations of school psychology; psychometrics, assessment, and research methods; 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.

Graduates of the School Psychology Program find positions in the United States and abroad. These positions include teaching at infant, preschool, school-age, and adult levels; conducting individual and group intervention programs; 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.

Master's Degree

The 99-credit master's degree program leads to a master of arts, master of science, or master of science in education (M.S.E.) 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.
Application packets must include application of School Psychologists.

- Application of research skills
- Practicum experiences
- Courses and applied experiences in school and clinical settings

Every student must complete a one-year, full-time internship

Doctoral Degree
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 core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

Requirements
99 credits

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
Psychometrics, assessment, and research
Theory and application of measurement, assessment, and research design
Methods of school-based intervention
Methods of intervention and consultation with behavior and instructional problems
Professional school psychology
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

Admissions and Application
Applicants must meet general university requirements for graduate admission including a bachelor's degree and a 3.00 grade point average (GPA). In addition, applicants must submit a formal department application including a statement of professional goals and experience, resume, letters of recommendation, transcripts, scores from the Graduate Record Examinations (GRE) general test scores. Applicants must submit passing scores for the California Basic Educational Skills Test (CBEST) and have experience working with special populations. Application and program information packets can be picked up or requested by telephone from the area office.

School Psychology Courses (SPSY)

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 Practicum: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-5R)
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-5R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-16R)
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)

Special Education

The Special Education Area has redesigned its licensure programs in special education, early intervention, and school psychology to meet new requirements of the Oregon Teacher Standards and Practices Commission (TSPC). New licensure programs prepare teachers to work with the full range of students with disabilities in early intervention, early childhood—elementary or middle—high school, special education, and elementary or special education. The program requires a master's degree in special education, with a focus on one or more of the special education areas: elementary, middle, or high school. Students must complete a one-year, full-time internship.

Requirements
153 credits

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
Courses and applied experiences in school and clinical settings
Internship
Supervised college teaching

Admissions and Application
Prospective master's and doctoral applicants may request detailed admission policies and procedures and applications for admission from the area's academic secretary. Students are admitted for fall term only.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) resume, (4) a statement of purpose in seeking admittance, (5) an interview, and (6) Graduate Record Examinations (GRE) general test scores.

Application packets must include application forms, resume, letters of recommendation, personal statement, and copies of transcripts. Completed applications for both the master's and doctoral programs must be received by January 15. Notices about the disposition of applications typically are mailed by February 15.

Licensure Programs
The Special Education Area has redesigned its licensure programs in special education, early intervention, and school psychology to meet new requirements of the Oregon Teacher Standards. Students are admitted to the program with or without a master's degree.

1. Master of Science in Education (M.S.E.) in Special Education
   - Elementary Education (K-6)
   - Middle Education (6-9)
   - High Education (9-12)

2. Doctor of Philosophy in Education (Ph.D.) in Special Education
   - Elementary Education (K-6)
   - Middle Education (6-9)
   - High Education (9-12)

Admissions 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, resume, letters of recommendation, transcripts, scores from the Graduate Record Examinations (GRE) general test scores. Applicants must submit passing scores for the California Basic Educational Skills Test (CBEST) and have experience working with special populations. Application and program information packets can be picked up or requested by telephone from the area office.

School Psychology Courses (SPSY)

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 Practicum: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-5R)
503 Thesis (1-16R) P/N only
601 Research: [Topic] (1-16R) P/N only
602 Supervised College Teaching (1-5R) P/N only
603 Dissertation (1-16R) P/N only
605 Reading and Conference: [Topic] (1-16R)
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)
618 Statistics in Education I (4) Covers descriptive statistics and elementary inferential statistics for examining the relationship between two quantitative or qualitative variables using selected computer applications. Prereq: SPSY 617.

619 Statistics in Education II (4) Covers between-subject and within-subject effects in analysis of variance designs using selected computer applications. Prereq: SPSY 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: SPSY 619.

625 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.

626 Assessment of Infants and Preschoolers (3) Addresses issues related to developmental assessment of infants and young children; principles of assessment, guidelines for conducting assessments, and strategies and assessment tools. Prereq: SPSY 672.

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. Not offered 2000-2001.

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, and current research.


651 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: SPSY 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] (1-15R)

709 Practicum: [Topic] (1-15R)

Special Education—Developmental Disabilities Courses (SPDD)

198 Workshop: [Topic] (1-2R) R when topic changes.

405 Reading and Conference: [Topic] (1-18R) R when topic changes.

406 Special Problems: [Topic] (1-21R) 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) Recent topics are Adult Services, College Teaching, Experience with Young Children, Disabilities, Experimental Course: [Topic] (1-5R) 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, Giant Rating, and Management, Independent Social Skills, Interdisciplinary Issues in Early Intervention, Program Evaluation, Prospective 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, Disabilities, Experimental Course: [Topic] (1-5R) R when topic changes.

610 Experimental Course: [Topic] (1-15R) R when topic changes.

Special Education—Early Intervention Courses (SPEI)

405 Reading and Conference: [Topic] (1-18R) R when topic changes.

407/507 Seminar: [Topic] (1-5R) R when topic changes.

409 Practicum: [Topic] (1-15R) PIN only. A recent topic is Experience with Young Children, Disabilities, Experimental Course: [Topic] (1-9R) PIN only. A current topic is Research with Infants, Toddlers, and Preschoolers Who Are at Risk and Disabled.

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) A recent topic is Research Design. R when topic changes.

608 Workshop: [Topic] (1-10R) R when topic changes.
Special Education—Exceptional Learner Courses (SPED)

198 Workshop: [Topic] (1–2R)

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 I, 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 youths. 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 curricula. Identifies key areas 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.

432/532 Introduction to Behavioral Disorders (3) Graded only. Introduces the characteristics and education of children and youth who have emotional and behavioral disorders. Prereq: SPED 411/511, 430/530.

433/533 Schoolwide Discipline (3) P/N only. Describes features, principles, and procedures of schoolwide management and discipline. Prereq: SPED 426/526.

434/534 Educating Students with Behavioral Disorders (3) Provides overview of promising and preferred practices for educating children and youth who have emotional and behavioral disorders. Prereq: SPED 426/526; SPED 411/511 or 430/530.

435/535 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 628 or equivalent.

437/537 Facilitating Secondary Mainstreaming (3) Examines issues relevant to mainstreaming secondary students with mild disabilities and research on the effectiveness of various mainstreaming practices.

440/540 Introduction to the Talented and Gifted (3) Major theoretical and research literature pertaining to talented and gifted students.

441/541 Underachieving Gifted Children (3) Definition, identification, causes, and dynamics of underachievement; alternative education programs and programming.

442/542 Providing Student Supports I (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.

500 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; Secondary I, II, III; Supervision; Talented and Gifted.

610 Experimental Course: [Topic] (1–5R)

613 Law and Special Education (3) Knowledge of current and state laws and regulations, sensitivity to legal issues and application of legal principles in special education.
Speech, Language, and Hearing Sciences

Alan G. Kamhi, Area Head
(541) 346-5501
(541) 346-6778 fax
135 Education Building
dahsprog@oregon.oregon.edu
http://interact.oregon.edu/CDS/

Faculty

Courtesy

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

Undergraduate Studies
The undergraduate program includes courses in basic processes of speech, language, and hearing as well as courses that survey the various speech, language, and hearing disorders that affect communication across the life span. The undergraduate program prepares students for graduate training in communication disorders and sciences. It also prepares students to work in many other fields where knowledge of speech, language, and communication is important.

Students can earn either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. Both degrees require 45 credits of course work in communication disorders and sciences. The goals of the program are to provide students opportunities to learn about:

1. Anatomical-physiological bases of speech, language, and hearing
2. Physical properties of speech (acoustics and phonetics)
3. Role of biology, cognition, environment, and culture in language acquisition
4. Development of speech and language
5. Speech, language, and hearing disorders across the life span
6. Assessment and treatment procedures for individuals with speech, language, and hearing disorders
7. Professional issues in speech-language pathology and audiology

Graduate Studies
The graduate program offers master's and doctoral degrees in communication disorders and sciences. The master's program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certification of Clinical Competency. The program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The doctoral program emphasizes the advanced scholarship in a specialized area of speech-language pathology.

Accreditation. The master's degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association.

Master's Degree
The master's degree program provides 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 demonstrate communication disorders.

The communication disorders and sciences major leads to the master of arts (M.A.) or master of science (M.S.) degree. The M.A. requires the equivalent of two years of a second language. A planned program for the master's degree must be filed with the area secretary.

Students who have fulfilled at least the undergraduate prerequisites typically spend two fall-through-spring academic years and one or two summer sessions completing their degrees. All work applicable to a program of study must be concluded within seven years. A minimum cumulative GPA of 3.0 is required for graduation.

The master of education (M.Ed.) program in communication disorders and sciences is inactive.

Application and Admission
The number of students admitted each year varies according to available resources. On average, the Speech, Language, and Hearing Sciences Area admits twenty-five master's degree applicants each year. Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 630 or above. International students who plan to participate in clinical practicums 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 Speech, Language, and Hearing Sciences Area. 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.

**Doctoral Degree**
A list of curriculum requirements is available from the area's graduate secretary.

The doctoral degree (Ph.D.) in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds.

The doctor of education (D.Ed.) degree program is inactive.

**Degree Requirements**
A total of 78 credits are required beyond the master's degree. This includes the 18 credits taken as part of dissertation research. A minimum of 21 credits are taken in the student's area of specialization (e.g., child or adult language disorders). At least 18 credits must be taken in communication disorders and sciences courses. At least 9 credits are required in a collateral area—a combination of courses that have a substantive commonality—that may involve courses in more than one academic department.

At least 18 credits must be completed in research design, statistics, and measurement. Required coursework in this area 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 are completed as part of a predissertation research project. Doctoral students must conduct a research project under the direction of an area faculty member before beginning the dissertation.

At least 9 credits are completed in practicum supervision or classroom instruction.

Candidates must pass a comprehensive examination that consists of (1) three preliminary papers, (2) a sixteen-hour written examination, and (3) an oral examination. The three preliminary papers must be completed before taking the written exam. When students have successfully completed all the academic requirements and the comprehensive examination, they are advanced to candidacy and can begin work on the dissertation.

**Summary of Requirements**
78 credits
Area of specialization in communication disorders and sciences ........................................... 21
Collateral area ........................................... 9
Research competency .................................... 18
Predissertation project .................................... 3
Practicum supervision or classroom teaching ........................................... 9
Dissertation .................................................................. 18

**Application and Admissions**
Students should have a GPA of at least 3.50 and a GRE score of at least 1,000 (combined quantitative and verbal scores). Applicants are reviewed by the admissions committee, and those with lower scores are considered if other supporting evidence (letters of recommendation, research, or work experience) is outstanding.

Applicants submit three letters of recommendation from individuals familiar with the applicant's academic background and aptitude for doctoral work in speech-language pathology. The letters should specify in detail the applicant's capabilities for doctoral study. Applicants also submit a résumé or vita describing their educational and work experience and a letter describing research interests and professional goals. In addition, applicants must have an interview with UO faculty members in the student's area of specialization.

Most applicants have a master's degree and their certificate of clinical competence upon admission, but this is not a requirement.

Upon admission, an academic adviser is selected to chair the student's advisory committee.

**Licensure Program**
Students seeking an Oregon teaching license in communication disorders must have
1. Undergraduate degree or equivalent in communication disorders and sciences
2. Formal admission to the master's degree program in communication disorders and sciences
3. Passing scores on:
   a. Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST)
   b. National Teachers Examination (NTE) Professional Knowledge test
   c. Educational Testing Service Praxis Examination in Speech-Language Pathology
4. Approved program leading to Teacher Standards and Practices Commission (TSPC) license. The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in licensure and a master's degree in CDS

The TSPC may have additional requirements that must be completed before a teaching license is issued. Direct questions about the licensure process to the academic support and student services office.

**Communication Disorders and Sciences Courses (CDS)**
189 Beginning Sign Language (4) Introduction to deaf culture, expressive and receptive communicative skills in ASL
190 Intermediate American Sign Language (4) Continuation of communication skills. Emphasis on finger spelling, ASL structure, and vocabulary development. Prereq: CDS 168
170 Advanced American Sign Language (4) Continuation of communication skills. Emphasis on fluency, comprehension, dialogue, and ASL structure. Prereq: CDS 169
405 Reading and Conference: [Topic] (1-3R) R when topic changes
407/507 Seminar: [Topic] (1-3R) R when topic changes
499 Practicum: [Topic] (1-7R) A recent topic is Observation. R when topic changes. Prereq: faculty approval. McDonald
410/510 Experimental Course: [Topic] (1-6R) Graded only. A current topic is Clinical Methods.
442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.
Teacher Education

Mary F. Roe, Area Head

Faculty


Jennifer Evans, instructor (student services, human services, volunteer training and management), B.A., 1994, Oregon. (1998)


Marllyn Olson, senior instructor (curriculum instruction alignment, teacher education); director, middle-secondary licensure program, B.A., 1962, Northland; M.A., 1968, Missouri; Ph.D., 1984, Oregon. (1997)


Emeriti


William E. Lamon, associate professor emeritus, B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
The family and human services specialization is designed for students who want to help children, youth, and families learn effective ways to confront the problems in their lives. As part of this program, students gain a broad understanding of learning and development, intervention, professional communication, prevention, and agency policy and practices. This information is communicated in a combination of course work and extensive field experiences in community services agencies. Graduates find work as counselors, case managers, social workers, and entry-level professionals in early intervention, child-abuse prevention, youth services and probation, corrections, mental health, and drug and alcohol rehabilitation and treatment. Students pursue graduate studies in the areas of education, social work, family and human services, counseling psychology, and special education.

The family and human services specialization has an extended studies option for students who are returning to the university after a break from formal university-level study. Students who choose this option are typically employed full or part time or are actively involved in child rearing and can only manage two to three courses a term. Depending on completed upper-division course work, students in this option choose a two-year plan of study or a three-year plan.

The specialization prepares students for a variety of careers in the human service field. Students specialize in one of five areas: Social Work, Social Welfare, Family Services, Child Development, or Human Services. Each area offers a unique focus within the human service field.

The social work specialization prepares students for entry-level social work positions. Students in this specialization learn the skills and knowledge necessary to work in agencies that provide social services to individuals, families, and communities.

The social welfare specialization prepares students for entry-level positions in agencies that provide social services to individuals, families, and communities. Students in this specialization learn the skills and knowledge necessary to work in agencies that provide social services to individuals, families, and communities.

The family services specialization prepares students for entry-level positions in agencies that provide social services to individuals, families, and communities. Students in this specialization learn the skills and knowledge necessary to work in agencies that provide social services to individuals, families, and communities.

The child development specialization prepares students for entry-level positions in agencies that provide social services to individuals, families, and communities. Students in this specialization learn the skills and knowledge necessary to work in agencies that provide social services to individuals, families, and communities.

The human services specialization prepares students for entry-level positions in agencies that provide social services to individuals, families, and communities. Students in this specialization learn the skills and knowledge necessary to work in agencies that provide social services to individuals, families, and communities.

The specialization culminates with a year of graduate study leading to a master of education (M.Ed.) degree with a major in educational policy and management. Students who complete undergraduate studies in integrated teaching are formally reviewed for admission to the graduate program using a set of established criteria.

After completing the fifth year of study, graduates are recommended for a teaching license in early childhood/elementary education with an endorsement in early childhood/elementary special education. During the fifth year, students select an emphasis area, which may lead to another endorsement.

The specialization consists of core courses in educational studies and professional studies course work. In core courses students examine various theories of education and development and their applications to learning and intervention. They develop an awareness of strategies for working with people based on research and practice. Finally they learn to use evaluation information to make decisions about children’s needs.

Professional studies in the integrated teaching specialization include both courses and field-based experiences in the public schools. Students in this specialization enroll in all core courses as part of their senior field studies.

Application and Admission

Students seeking admission to the integrated teaching specialization must submit a formal application to the program. The application deadline is January 13 for admission the following fall term.

At the time of application, students must have completed a minimum of 55 credits, with a cumulative GPA of 2.00, that include the university writing requirement and 8 credits in each of the three general-education groups (arts and letters, social science, and science). The major education core must be completed with a cumulative GPA of 2.75.

Applicants to the integrated teaching specialization must also submit:

1. Evidence of passing scores on all sections of the California Basic Educational Skills Test (CBEST) or the Pre-Professional Skills tests (PPST)

2. A completed PA-1 Character Questionnaire which asks about any prior convictions for felonies, misdemeanors, or major traffic violations

Applicants may be interviewed by program faculty members as part of the admission process. Students who apply in January will be notified by mail about their admission status by the end of winter term.

Graduate Studies

Elementary Education

The elementary education specialization leads to an M.Ed. degree, an initial teaching license in early childhood/elementary education, and endorsement in early childhood/elementary special education. Required course work focuses on...
on studies in classroom management, child development, diversity, curriculum, assessment, instructional strategies and legal issues. Students must demonstrate professional knowledge and skills in a variety of ways including class assignments, work samples, and supervised practicum and full-time student teaching.

The program of study is divided into two phases. The first phase encompasses five terms of full-time study and leads to an initial teaching license in early childhood-elementary education. Part-time students can complete this phase of the program in ten terms. The second phase focuses on completion of the requirements for the master’s degree and for an endorsement in early childhood-special education. Students are encouraged to gain teaching experience between completion of the requirements for the master’s degree and for an endorsement in early childhood-special education. Students are encouraged to gain teaching experience between the two phases of the program.

Application and Admission
Students must submit a formal application to the program. The application deadline is in March for admission the following summer session.

The elementary education specialization has limited enrollment; students who meet minimum requirements are not guaranteed admission. Considered in the selection process are GPA, test scores, evidence of strong academic skills, knowledge of and experience with elementary-age children, interest and potential for helping others to learn, evidence of strong written and oral communication skills, and ability to work well with others in a variety of roles.

A completed application must include:
1. A College of Education application for graduate elementary education specialization
2. A completed application for admission to Graduate School at the university
3. Three letters of recommendation that address the applicant’s interpersonal skills, scholarship, experience with elementary-age children, and written, oral, and interpersonal communication
4. Official transcripts for all colleges and universities from which the applicant received a degree
5. Evidence of passing scores on two entrance tests: (a) the California Basic Educational Skills Test (CBEST) or the Pre-Professional Skills Tests (PPST), and (b) the Multiple Subjects Assessment for Teachers (MSAT)
6. A completed FA-1 Character Questionnaire which ascertains any prior convictions for felonies, misdemeanors, or major traffic violations

Integrated Teaching
The graduate part of the integrated teaching specialization includes course work and student teaching required for initial licensure and course work for the graduate degree. As part of the graduate degree requirements, students select an emphasis area that includes courses and a practicum, which expand the student’s depth of understanding in a specific field of study. Depending on the chosen emphasis, students may gain an additional endorsement to their initial teaching license. The emphasis areas are English for speakers of other languages (ESOL), early intervention, behavioral supports, technology, and middle school mathematics.

Application and Admission
Students applying for graduate studies in integrated teaching have already completed the undergraduate educational studies major. At the time of application for the graduate year, students must have (1) passing grades in all professional education courses and practicum, and (2) a cumulative 3.00 GPA for the last 60 credits.

As part of the application process, students must submit an official application to the Graduate School and an application for admission to the fifth year of the integrated teaching specialization. The application must include the choice of an emphasis area. Applications are due at the end of the winter term of the students’ senior year. Depending on the emphasis area selected, students begin the final year of the program the following summer session or fall term.

Middle-Secondary Education
The Teacher Education Area offers an M.Ed. degree in educational policy and management 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. This program is offered collaboratively with the Educational Leadership Area. Information about teaching-license eligibility or reciprocity in a particular state is available from the college’s academic support and student services office.

Students are admitted to the program during spring term and are encouraged to attend full-time beginning summer session and continue through the next spring term. During this time, licensure requirements are fulfilled and the student is prepared for employment the following 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. Students who complete the program are qualified to teach in middle, junior, and senior high schools.

Application and Admission
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 PPST, MSAT, and Praxis specialty tests, (3) an interest in working with youth, and (4) a strong commitment to education as a profession. The middle-secondary specialization has limited enrollment. It may not be possible to admit every applicant who meets basic admission criteria.

A completed application must include:
1. A College of Education application for middle-secondary education specialization
2. A completed application for admission to the UO Graduate School
3. Three letters of recommendation that describe the applicant’s academic and experiential preparation
4. Official transcripts for all completed undergraduate and graduate course work

Evidence of passing scores on three entrance tests: (a) the California Basic Educational Skills Test (CBEST) or the Pre-Professional Skills Tests (PPST), (b) the Multiple Subjects Assessment for Teachers (MSAT), (c) the PRAXIS test for area of specialization, e.g., English, biology, social studies.

6. A completed FA-1 Character Questionnaire which asks about any prior convictions for felonies, misdemeanors, or major traffic violations

Applicants may also be interviewed by program faculty as part of the admission process. Applicants will be notified about their admission status before the end of spring term.

English for Speakers of Other Languages (ESOL) Endorsement
In addition to its initial licensure and degree programs, the Teacher Education Area offers add-on endorsements in ESOL and ESOL—bilingual education. These programs prepare educators to serve students who enter the public school system with a native language other than English. Course work and field experiences develop educators’ skills in (1) providing instruction in a sheltered English program, (2) providing instruction in a bilingual program, (3) assessing ESOL students’ language and academic skills, and (4) 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 these endorsement programs 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.

Two endorsement options are available.

Option I (22-23 credits)
Option I leads to an ESOL add-on endorsement for in-service teachers or for newly licensed teachers who want 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 endorsement. The bilingual endorsement cannot 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.

In either option, students must meet with the ESOL program coordinator before registering for any supervised field experience.

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 see the continuing professional development coordinator in the academic support and student services office.
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] (1–10R)
402 Supervised College Teaching (1–6R)
403 Thesis (1–10R)
404 Internship: [Topic] (1–10R)
405 Reading and Conference: [Topic] (1–10R)
406 Special Problems: [Topic] (1–10R) Majors only.
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–10R)
409 Practicum: [Topic] (1–10R) P/N only
503 Thesis (1–10R) 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 Practicum Seminar in Foreign Language Teaching, Professional Issues IV, Second-Language Reading and Writing, Bilingual and Multicultural Education.
608 Workshop: [Topic] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)
704 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)

Educational Studies Courses (EDST)

111 Educational Issues and Problems (4)
112 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.
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.
116 Field Studies: [Topic] (1–2R)
118 Workshop: [Topic] (1–2R)
119 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.
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 education and human services. Majors only.
328 Healthy Families (2) Graded only. Examines child development within the context of families and society from an ecological 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.
331 Individual and Group Interventions II (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.
413 Content, Reading, and Writing Methods (8) 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.
445/545 Early Language, Reading, and Literacy (4) Methods for teaching prereading and language development; beginning and primary language, reading, and literacy. Translating theory into practice through field-based applications.
446/546 Mathematics Instruction Principles and Procedures (3) Specific procedures for designing and delivering mathematics instruction in heterogeneous classrooms. Application of empirically validated procedures in field-based settings.
491, 492, 493 Professional Practices (2, 2, 1) Examines issues and behaviors associated with being a community services professional. Sequence. Coreq: practicum.
School of Journalism and Communication

Timothy W. Gleason, Dean

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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 accreditation standards, students must take at least 151 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 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-run 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, International Radio and Television 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 first dean. Fully equipped laboratories are provided for news 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, which consolidates 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. Knight Library, the main branch of the university'slibrary system, 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 contributions. Applications are available in the Hulteng center.

Student Loans. The School of Journalism and Communication may 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: 101A Allen Hall.

Undergraduate Studies

The role of the school's undergraduate program is to provide students with the skills they need to become professionals communicators and critical media consumers.

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 should 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 a journalism premajor by submitting a Request for Addition or Deletion of Major 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 taken 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 (J 201), Information Gathering (J 202), Writing for the Media (J 203), and Visual Communication for Mass Media (J 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 (J 101) prepares students to take the Language Skills Diagnostic Test (LSDT), a prerequisite for J 203. The LSDT is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSDT only twice. The journalism faculty suggests that students take J 101 first.

Premajor students 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.

Admission to the School of Journalism and Communication is competitive. Before applying for admission as a major, a premajor must fulfill the following requirements:

1. Complete 45 or more credits of course work.
2. For the specialized areas of advertising, electronic media, magazine, news-editorial, and public relations, students must attain a cumulative GPA of at least 2.50 for all work done at the UO. For the communication studies area, they must attain a cumulative GPA of at least 2.00 for all work done at the UO.
3. Earn a passing score on the Language Skills Diagnostic Test (LSDT).
4. Complete the school's core curriculum (J 201, 202, 203, 204) with an overall GPA of 2.00 in core courses.
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 in graduate.

A student's GPA is a major factor in the admissions decision. Students with a UO GPA lower than required should consult the associate dean or 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 five 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 meet the school's requirements for admission as outlined above.

Transfer Credit. The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:
The school accepts equivalent courses taught by other institutions.

2. Satisfactory completion of at least 45 credits in journalism courses out of the 180 total credits required for a bachelor's degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 55 credits in journalism).

3. The school accepts equivalent courses taught at other colleges to meet the UO requirements for the field. Majors and pre-majors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). Parallel courses taken in the School of Journalism and Communication are also eligible for the minor.

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 by a second department of the university (e.g., HDE) that give students an overview of the role of communication in society. The minor requires 24 credits, of which 15 must be upper division.

   b. Courses treating film as literature, which must have a significant reading and writing component.

2. 8 credits in history

3. 8 credits in economics

4. 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 at the Hulteng center or from a student's adviser.

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)

Internship. A major may earn no more than 3 credits in Internship (J 404).

Grades. Majors and pre-majors 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 Hulteng 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 386), 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 Development Communication (J 455), International Journalism (J 492), Communication Ethics (J 493), Media and Management Economics (J 497)
All courses for the minor must be passed with grades of D or C– or better.

**Second Bachelor’s Degree**

Students who already possess a bachelor’s degree and want to earn a second bachelor’s degree in the School of Journalism and Communication may apply for premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission they may apply for major status. Students must complete all of the school’s requirements for graduation including the school’s general-studies requirement and university requirements for the B.A. or B.S. Credits, including transfer credits, earned for the first bachelor’s degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

**Graduate Studies**

The master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism and Communication seek to expose students to a wide range of ideas concerning the structure, function, and role of mass communication in society. The goals are to educate students to be mass media leaders and decision-makers who actively contribute to improving the quality of media and to prepare students for doctoral studies.

The Ph.D. degree program in communication and society trains candidates to do research on a broad array of interdisciplinary questions related to communication and society. The school features faculty and course work that explore the cultural, economic, and political aspects of communication and society. The program emphasizes an appreciation of quantitative and qualitative methodologies and offers faculty expertise in content analysis, survey methodology, historical and legal methods, discourse analysis, ethnography, and oral history. Faculty members in departments and schools outside the School of Journalism and Communication have complementary areas of conceptual and methodological expertise to assist in guiding doctoral research.

Requests for information and graduate applications, as well as completed application materials, should be sent to the graduate secretary at the School of Journalism and Communication.

**Financial Assistance**

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $3,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by 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 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 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally.

2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined verbal and quantitative score for admission is 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, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master’s thesis.

6. Three letters of recommendation, two from academic sources.

7. International students must also submit documentation for

   a. Either a Test of English as a Foreign Language (TOEFL) score of 600 or better or a Michigan English Language Assessment Battery (MELAB) score of 85 or better.

   b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE.

Application deadlines are February 1 for doctoral applicants and March 1 for master’s degree applicants.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four graduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses are determined for each student at the time of admission.

**Advising.** An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisors. 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 Programs**

**Communication and Society Option**

This option emphasizes communication theory and research, possibly preparatory to work for a Ph.D. degree. An undergraduate education in journalism and communication or professional experience are required for admission. Candidates for this M.A. or M.S. degree must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students typically take five to six terms to complete the program. Specific requirements follow:

1. Three core courses taken in the first year of graduate study: Mass Communication and Society (J 611), Mass Communication Theories (J 613), faculty colloquium.

2. Two methodology courses, at least one of which is in the School of Journalism and Communication.

3. Three additional 600-level courses in the School of Journalism and Communication. Except for graduate seminars (J 607), J 601-610 do not count toward this requirement.

4. At least 6, but no more than 15, graduate credits outside the School of Journalism and Communication. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student’s adviser prior to enrollment.

5. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 609) approved and supervised by a faculty committee. A written proposal, approved by the adviser and committee, is required before work is begun on either a thesis or project. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing take place.

**Professional Options**

This program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills with a specific focus. Participants earn either an M.A. or an M.S. degree in journalism with a option in advertising strategy, magazine journalism, or news-editorial journalism. The program begins during summer session and concludes the following summer session with a professional project.

**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 611) and the faculty colloquium
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 Course Work
The school offers a new program in advertising strategy and account planning in fall term 2000. The graduate secretary in the School of Journalism and Communication has more information.

### Magazine Course Work
1. Magazine Article Writing I (J 371), Communication Ethics (J 595)
2. At least four courses selected from: Magazine Article Writing II (J 572), Magazine Feature Editing (J 573), The Magazine Editor (J 574), Magazine Production (J 578), The Journalistic Interview (J 583), Creative Nonfiction II (J 535, 636), Writing the Nonfiction Book (J 638)
3. Five graduate-level elective courses offered by the School of Journalism and Communication. Other graduate-level university courses may be included with adviser's consent

### News-Editorial Course Work
1. At least four courses selected from Reporting II (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 II (J 535, 636), Writing the Nonfiction Book (J 638)
2. Five graduate-level elective courses offered by the School of Journalism and Communication. Other graduate-level university courses may be included with adviser's consent

### Literary Nonfiction Option
Candidates for a master's degree in journalism may specialize in literary nonfiction. Students electing this option must earn 46 graduate credits and have a cumulative GPA of 3.00 or higher.

#### Core Courses: 33 credits
- **Writing:** Creative Nonfiction III (J 535, 636) taken during first year of study
- **Journalism:** Workshop: Writing (J 608)
- **Mass Communication and Society:** (J 611)
- **Literature of Literary Journalism:** (J 651)
- **One 600-level University Course:** (J 607) or Philosophy of Mass Communication (J 644)—selected from a short list approved by adviser or faculty member
- **Capstone:** Writing the Nonfiction Book (J 638) typically taken during second year of study

#### 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. Completion of the literary 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 an oral examination with his or her thesis or project committee. Students are responsible for meeting Graduate School requirements for thesis format and deposit deadlines.

### Doctor of Philosophy Degree
Candidates for the Ph.D. degree in communication and society 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: Proseminar I (J 640), Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), and faculty colloquium.

#### 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 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), and a faculty colloquium.

#### Additional Seminars in Communication
At least three 600-level courses in the School of Journalism and Communication. Except for seminars (J 607), J 601-610 do not count toward this requirement.

#### University Teaching
Ph.D. candidates must complete teaching and the Professional Life (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 student's comprehensive examination committee schedule an examination that requires a synthesis of what the student has learned. The student must pass the comprehensive examination before advancing to candidacy and beginning work on the dissertation.

#### 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 under 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 (4) The various media of mass communication and their effects on society. Bybee, Merkin, Stanitsky, Upshaw, Van Leuven.
202 Information Gathering (4) Survey of methods and strategies for acquiring information. Use of various mass media. Examination of records, databases, sources, and interview methods. Gleason, Kessler, Maier, Mundy, Upshaw.
204 Visual Communication for Mass Media (4) Theory and application of visual communication in newspapers, magazines, video, advertising, and public relations. Newton, Ryan.
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. Ruskal, Stanitsky.
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, Steeves.
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 media. Stanitsky, Upshaw. Majors only.
331 Television Production (4) Graded only. Introduction to techniques of single-camera field video production. Prereq: J 330. Majors only.
332 Television Studio Production (4) Introduction to techniques of multi-camera, studio-based video production. Prereq: J 330. Majors only.
340 Principles of Advertising (3) Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Frazer, 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, Merkin. Majors only.
350 Principles of Public Relations (3) Theory and practice; mass media as publicity channels, the public-relations practitioner, departments and agencies. Bivins, Van Leuven.
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. Maier, Ponder, Upshaw. Majors only.
364 Newspaper Editing (4) Copyediting and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, makeup, and processing of written and pictorial news matter under time pressure. Prereq: J 361, 384, 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. Newton, 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; emphasis on the structure, law, and ethics of communication. Prereq: J 291. Majors only.
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 202, 203, 204. Majors only.
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: J 201. Majors only.
398 Communication History (4) The changing structure and character of the mass media in the United States. Theories of the media and their relationship to society. Prereq: J 201. Majors only.
401 Research, [Topic] (1–9R) Graded only.
402 Advanced Copywriting (4) Writing advertising copy, Emphasis on effective communication strategies. Prereq: J 340 or instructor's consent. Maier, Upshaw. Majors only.
403 Thesis (1–9R) Graded only.
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.
408/508 Workshop: [Topic] (1–4R) Graded only.
409 Practicum: [Topic] (1–3R) Graded only.
410/510 Experimental Course: [Topic] (1–4R) Current topics are Advertising in Cyberspace, Audio Production, Cyberjournalism, Media Representation.
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 or instructor's consent. Bybee, Maxwell, Newton, Stavitsky, Van Leuven, Wasko. 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. Emphasizes both social and aesthetic criticism. Prereq: J 312 or instructor's consent. Bybee, Frazier, Stavitsky, Staveys, Upshaw, Wasko. R once when topic changes. Majors only.
416/516 Survey of the Documentary (3) Historiography and critical survey of the documentary as a form of artistic expression and instrument of social commentary. Prereq: junior standing.
418/518 Communication and Democracy (3) The role of communication in democratic theory. Special emphasis on the implications of the changes in communication systems and technology for contemporary democratic practice. Prereq: junior standing. Bybee, Stavitsky.
419/519 Editing Styles (3) Introduction to advanced video-editing styles using digital, nonlinear systems. Prereq: J 330.
435/535 Television Direction (4) Theory and techniques of television direction explored through group exercises and individual projects. Prereq: J 332. Majors only.
444/544 Agency Account Management (3) Advertising-agency structure and procedures; analysis and consumer research to determine advertising strategy and identification of writer's voice. Prereq: J 341 or instructor's consent. Maxwell. Majors only.
446/546 Advertising and Society (3) Socioeconomics of advertising; the literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: junior standing. Frazier, Maxwell, Merskin, Sheehan.
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. Frazier, Maxwell, Merskin, Sheehan. Majors only.
452/552 Public Relations Problems (3) Use of research, decision processes, and program design in the solution of public relations problems for profit and nonprofit institutions. Ethics of public relations. Prereq: J 350. Bivins, Staveys, Van Leuven. Majors only.
462/562 Reporting II (4) Advanced reporting on public affairs and community news. Prereq: J 361. Bassett, Maier, Ponder. Majors only.
463/563 Specialized Reporting: [Topic] (1–4R) 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, Maier, Upshaw.
503 Thesis (1–9R) P/N only
601 Research: [Topic] (1–6R) P/N only. R for maximum of 16 credits.
602 Supervised College Teaching (1–5R) R for maximum of 5 credits.
603 Dissertation (1–16R) P/N only. R for maximum of 18 credits.
604 Internship: [Topic] (1–3R) P/N only. R for maximum of 3 credits.
605 Reading and Conference: [Topic] (1–6R) P/N only. R for maximum of 16 credits.
606 Special Problems: [Topic] (1–6R) P/N only. R for maximum of 16 credits.
607 Seminar: [Topic] (1–5R) A current topic is Gender and Media.
608 Workshop: [Topic] (1–6R) P/N only. R for maximum of 6 credits.
609 Terminal Project (1–6R) P/N only. R for maximum of 6 credits.
610 Experimental Course: [Topic] (1–5R) Current topics are Advanced Qualitative Methods, Advanced Quantitative Methods.
611 Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and communication. Kessler, Ponder, Stavitsky, Steeves, Van Leuven.
613 Mass Communication Theories (3) Survey of major theoretical approaches to the study of journalism and mass communication. Merskin, Stavitsky.
618 Criticizing the Media (3) Overview of approaches to analysis and criticism of media performance and professional norms. Bybee, Maier, Russian.
619 Teaching and the Professional Life (4) Graded only. Explores teaching strategies, curriculum development, and other aspects of the academic professional life in journalism and communication. Frazer, Ponder, Stavitsky, Steeves, Van Leuven.
620 Public Relations Planning Theory (3) Public relations management including systems theory and various formulas for program planning and evaluation. Bivins, Van Leuven.
631 Literature of Literary Journalism (3) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Frazer; acceptance in the literary nonfiction program or instructor's consent. Bivins, Kessler.
635, 636, 637 Creative Nonfiction I, II, III (6, 6, 6) Concentrates on student writing of nonfiction in a workshop setting. Frazer; instructor's consent. Approved journalism and creative writing graduate students only. Kessler.
School of Law
Rennard Strickland, Dean

Faculty
Leslie J. Harris, Dorothy Kikis Fones Professor of Law (criminal law, family law, trusts and estates). B.A., 1973, New Mexico State; J.D., 1976, New Mexico (Coll); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)
Emeriti
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the School
The School of Law offers a professional curriculum leading to the doctor of jurisprudence (J.D.) degree. The curriculum provides a thorough preparation for the practice of law. The School of Law wants the student to acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems facing lawyers. The method of instruction requires an intensive exercise of analytical skills.

School of Law
Rennard Strickland, Dean

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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, all of which explore the role of law in new areas of social and economic importance.

The John E. Jaqua Law Library has more than 375,000 volumes and volume equivalents in microform. Access to the library's collection is provided through Janus, an online-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 digests and encyclopedias. The periodical collection includes 1,050 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 W. 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 assistant 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 Defense Clinic.** Under the supervision of an attorney, law students handle cases of clients eligible for legal representation through Public Defender Services of Lane County, Inc. Students develop advocacy skills in the context of criminal defense representation.

**Domestic Violence–Family Law Clinic.** Students represent victims of domestic violence in a variety of legal actions, including investigation and development of legal and nonlegal solutions to their clients’ problems, negotiation with opposing counsel, drafting appropriate motions, and appearing in court as needed.

**Environmental Law Clinic.** Students learn about agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial carefully written work under close supervision is required.

**Prosecution Clinic.** Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County district attorney's office. Students develop advocacy skills in the context of criminal prosecutions. Enrollment is limited to third-year students.

**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 juries. Each student participates in weekly courtroom 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 symposiums 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, or ocean and coastal 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 work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school. Summer session is not open to beginning law students.

For complete summer session information, write to the 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 doctor of jurisprudence and master of business administration (J.D./M.B.A.) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.

Students study both fields concurrently and receive two degrees in four years rather than 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 Environmental Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of science 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 Environmental Studies Program, each of which 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 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 open to all first-year law students and particularly beneficial for nontraditional law students.

The program includes an extended 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.

Student Programs and Organizations

Law students can choose from a great variety of student programs and organizations. Among these are the Animal Justice; Appropriate Dispute Resolution Advocates; Asian-Pacific American Law Students Association; Business Law Student Forum; Business, Sports, and Entertainment Law Forum; Christian Legal Society; Jewish Law Students Association; Journal of Environmental Law and Litigation; Land, Air and Water Student Research Group; Latino-Latinx Law Students Association; Law and Entrepreneurship Students Association; Gay, Lesbian, Bisexual, Transsexual, and Transgender Students Association; Minority Law Students Association; Monitor; National Moot Court Competitions; Native American Law Students Association; Nontraditional Law Student Support Group; Oregon Law Review; Oregon Law Students Disability Interest Group; Oregon Law Students Public Interest Fund; Oregon Women Lawyers; Parents Attending Law School; Partners in Law, Lovers, and Relatives 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 prelegal curriculum. Intellectual maturity and breadth of educational background are considered more important than prescribed subject matter.

Details about prelegal study and law school admission criteria appear under Law, Preparatory, in the Academic Affairs and Preparatory Programs section of this catalog.

Admission Correspondence

Specific inquiries, applications, fees, Law School Admission Test (LSAT) and Law School Data Assembly Service (LSDAS) reports, transcripts, and supporting documents should be forwarded to the School of Law's director of admissions.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrollment 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 1999, the median undergraduate GPA was 3.40; the median LSAT score was 156.

Application. Applications and supporting documents should be submitted by 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 (LSDAS). 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.

LSDAS—Transcripts. The School of Law participates in the Law School Data Assembly Service. The LSDAS Transcript Request Form must accompany a request to have a transcript from each undergraduate college or university sent to the LSDAS. These matching forms are included in each LSAT/LSDAS registration packet. Applicants should not mail their transcripts directly to the law school. Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from Law School Admission Services, PO Box 2000, Newtown PA 18940-0998.

Acceptance Fee. Applicants who are offered admission to the law school must pay nonrefundable fees of $400—$100 to reserve a space in the entering class and a $300 deposit to be credited toward tuition. The deadline for the $100 reservation is April 10. The $300 deposit deadline is June 15.

Previous Law School Study. An applicant who has attended another law school must have the dean of that school send a letter to the admissions committee stating that the applicant is in good standing and eligible to return to that school without condition.

Transfer Applicants and Visiting Students. Transfer students may transfer no more than one year of credit earned in another law school of recognized standing.

Students who have attended another law school for more than one year may apply as visiting students. Visiting students are not eligible for degrees from the School of Law. Direct application inquiries to the law school's director of admissions.

Photographs. University of Oregon student identification cards include a photograph taken when a student initially registers for classes. Duplicates of the photographs taken for student identification cards are retained as part of the law school's records.

Grade Requirements

Grading Policy

The following grades are available to be awarded in all graded courses at the School of Law and are given the following numerical values when computing student GPAs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
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<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<td>B</td>
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<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>1.3</td>
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<td>D</td>
<td>1.0</td>
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<td>F</td>
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University of Oregon
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
+ Performance above the category to which the + is appended but, in the cases of B+, C+, and D+, not sufficiently above to merit a grade of the next higher category
− Performance below the category to which the − is appended but, in the cases of A−, B−, 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 Holding” or contact the assistant dean for student 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. the other requirements for the J.D./M.B.A. or J.D./M.S. concurrent degree program or
   b. a 10-credit semester-long internship with a grade of P) 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 that 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 assistant dean for student 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, or
      (2) 1.90 or higher, in the case of other students. Such appeals must be filed 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 shall 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, or
      (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 for revocation of readmission or other appropriate remedy
   g. Students may appeal 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; or
   b. retake the examination the next time it is offered, with the permission of the professor, without course credit for a passing grade; or
   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 assistant dean for student 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 she or he 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 2000–2001 academic year, tuition was $11,111 for resident students and $15,261 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 1999–2000 costs for a single resident student at the School of Law averaged approximately $18,468 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged $22,744. Up to $2,800 was added for first-year students who purchased computers.

**Financial Assistance**

See the Student Financial Aid section of this catalog for complete information about financial aid including loans.

**Scholarships and Fellowships**

The University of Oregon School of Law gratefully acknowledges the generous contributions of individuals, law firms, and organizations that have established named and endowed scholarships for the benefit of law students. Many of these scholarships are in honor of or in memory of alumni, students, friends, and loved ones.

**Lois L. Baker Scholarship.** An endowed fund to assist a second-year student—established by friends and former students to honor Lois L. Baker’s long service as the school’s law librarian. Awarded on the basis of financial need and academic achievement.

**James D. Barnett Memorial Scholarship.** An endowed fund established by Winifred Barnett Allendoerfer and Professor Carl Allendoerfer in memory of James D. Barnett, a member of the university faculty from 1908 until his death in 1957. Awarded to first-year students on the bases of financial need and worthiness.

**Derrick A. Bell Jr. Scholarship.** An endowed fund for academically talented minority students—established by Hope Dobnall, a 1961 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 to a first-year student on the bases of academic achievement, leadership ability, and professional promise, and renewed for the second and third years.

**Francis I. Cheney Scholarship.** An endowed fund established by the Ben B. Cheney Foundation in memory of Francis I. Cheney, a 1933 graduate of the school, to assist students who exhibit scholarly 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 character to male law 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 to honor Caroline Forell, a member of the law faculty since 1978, which is awarded to first-year students with financial need.

**Lorienne Conlee Fowler Scholarship.** A trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Lorienne Conlee Fowler. Awarded to a first-year, female student on the basis 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 the entering class who is an Oregonian in good academic standing with financial need; renewed to the second and third years.

**William F. Frye Scholarship.** Established in 1990 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 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 administered on a trust fund in labor-relations law, to assist entering first-year students with an interest in labor-relations law. The Galton scholarship is a two-year award with continuation contingent upon satisfactory academic achievement. During the second year, the recipient assists a law professor in writing a publishable article or book in the area of labor-relations law.

**John and Eleanor Halderman Scholarship.** An endowed fund established in 1991 by Eleanor Halderman to honor her late husband John W. Halderman, a 1931 graduate of the school who was an expert on the United Nations and played an instrumental role in its formation. Awarded to a first-, second-, or third-year student on the bases of demonstrated interest and commitment to the pursuit of a career in international law with primary emphasis on the study of world order in international relations and human rights.

**Leslie Harris Scholarship.** Established by an anonymous donor in 1994 in honor of Leslie Harris, a member of the law faculty since 1982, to provide support for students with financial need.

**Dean Orlando John Hollis Scholar Award for Academic Excellence.** A fund established by the Bowmer Foundation to honor Orlando John Hollis, a 1928 graduate of the school, member of the faculty from 1931 to 1967, and dean of the School of Law from 1945 to 1967. The recipient is selected from the five highest-ranking students in the third-year class who make a commitment to take the Oregon State Bar Examination and practice law in the state of Oregon.

**Charles G. Howard Scholarships.** An endowed fund for scholarships established by members of Phi Alpha Delta legal fraternity and named in honor of the late Charles G. Howard, a member of the faculty of the School of Law from 1928 to 1971. Based on exigent financial need and administered by Phi Alpha Delta legal fraternity.

**Michael A. Johnston Award.** An endowed fund established by family and friends of the late Michael A. Johnston, a law student. Given to a graduating student who has a disabling disease or disability and has displayed qualities of independence, perseverance, gentleness of spirit, and love for all manner of people and things.

**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 demonstrate need and an interest in trial or labor law.

**Jeanne Latourette Linklater Memorial Scholarship.** An endowed fund established by a bequest of Jeanne Latourette Linklater, whose husband Kenneth A. Linklater was a 1935 graduate of the school. Awarded to female students in memory of the late Ann Louise Litin, a 1982 graduate of the school. Given annually to a second- or third-year law student who exemplifies the courage, integrity, fairness, and concern for other people demonstrated by Litin.

**Fredric R. Merrill Writing Award.** 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
Wayne Morse, school Class of 1947, Donald Walker and Norman Scholastic ability and with a preference for writing.

Oregon State Bar Affirmative Action Program Scholarships. Twenty $2,000 scholarships are available through the Oregon State Bar Affirmative Action Program (AAP) to entering and current Oregon law school students who intend to practice in Oregon, who can demonstrate financial need, and who help further the AAP mission. Decision criteria include factors that affect access to justice, such as ethnic minority status, disability, and sexual orientation. Application forms are available from the Oregon State Bar, (800) 452-8260, extension 337.

Oregon State Bar Securities Regulation Scholarship. An annual scholarship awarded to a second-year student who has stated an intent to practice law in Oregon. The award is intended to encourage scholarship in the securities regulation field and to introduce outstanding students to securities law practitioners.

Kathryn Fenning Owens Scholarship. An endowed fund established in 1989 by a gift from Helen McKenzie Owens and Richard Owens, a 1970 graduate of the school, in memory of a former UO law student, Kathryn Fenning Owens. Awarded on the basis of financial need and scholastic ability and with a preference for women.

Paul L. Patterson Memorial Scholarship. An endowed fund awarded annually to a student completing the second year in the School of Law who best exemplifies the qualities of integrity, leadership, and dedication to public service that characterized a late governor of Oregon, Paul L. Patterson, Class of 1926.

Nancy Shurtz Scholarship. Established in 1994 in honor of Nancy Shurtz, a member of the law faculty since 1982, this scholarship is funded by an anonymous donor for students with financial need.

D. Benson Tesdahl Legal Writing Award. Funded by Ben Tesdahl, a Washington, D.C., attorney and 1984 graduate of the school. Presented annually by the Legal Research and Writing Program to a first-year student demonstrating sustained excellence in legal research and writing.

Donald Walker-Norman Wiener Endowment. Established in 1993 by two members of the law school, Class of 1947, Donald Walker and Norman Wiener, both prominent Portland practitioners. Provides research assistantships for law students who are graduates of either Roosevelt or Jefferson High School in Portland. Application is made to the assistant dean for student affairs.

Williams and Troutwine Civil Justice Writing Award. Established by Gayle Troutwine and Michael Williams, Portland attorneys. Given annually to a second- or third-year student who demonstrates excellence in writing on any aspect of tort law, personal injury law, civil practice and procedure that enhances justice for injured individuals.

Oglesby and Doris Young Scholarship. Endowed by Southern Pacific Railroad to honor Oglesby Young's receipt of the School of Law's Mentornous Service Award in 1995, this scholarship is awarded to a student who has graduated from an Oregon high school and from the University of Oregon and who plans to practice law in Oregon. Scholastic achievement and financial need are considered.

**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. More information about calendar dates is available from 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.

110/110 Experimental Course: [Topic] (1-5R)
110 Law Courses for Nonlaw Students (1-15R)
211 Constitutional Law I (3-4)
212 Constitutional Law II (2,2)
314, 315 Legal Research and Writing I, II (2,2)
316 Criminal Law (3)
322, 323 Legal Research and Writing III, IV (2,2)
433, 434, 435, 436, 437, 438, 439 Constitutional Law I, II, III, IV (3-4)

**Required First-Year Courses**

611, 612 Contracts (3,3)
613, 614 Torts (3,3)
615 Civil Procedure (4)
616 Property (4)
617 Property (4)
618 Criminal Law (3)
619, 620 Civil Procedure (4)
621 Law of the Sea (3)
622, 623 Legal Research and Writing I, II (2,2)
643 Constitutional Law I (1-3)
651 Property Law (3)
652 Criminal Law (3)
653 Criminal Procedure (3)
654 Criminal Adjudication (3)
655 Torts (3)
656 Family Law (3)
657 Antitrust Law (3)
658 Administrative Law (3)
659 Taxation (3)
660 Environmental Law (3)
661 Land Use Law (3)
662 Professional Responsibility (3)
663 Elder Law (3)
664 Legal Issues of Lesbians and Gay Men (3)
665 Local Government Law (2)
666 Securities Regulation (3)
667 Copyrights (3)
668 Land Use Law (3)
669 Water Resources Law (2-3)
670 Public Land Law (3)
671 International Law (3)
672 European Community Law (2)
673 Patent Law and Policy (2)
674 Trademark and Unfair Competition Law (3)
675 Legal Writing (3)
676 Environmental Law (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)

**Clinical Experience and Practice Skills Programs**

701 Internship: [Topic] (1-12R)
The School of Music began as the Department of Music in 1886. It became the School of Music in 1900 and was admitted as a charter member of the National Association of Schools of Music in 1928. The standards of the school are in accordance with those of the association.

The School of Music, which includes the Department of Dance, is a professional school in a university setting. The school is dedicated to furthering creativity, knowledge, pedagogy, and performance in music and dance and to preparing students for a variety of professions in these fields.

Mission Statement. The School of Music and the Department of Dance are dedicated to the enrichment of the human mind and spirit through the professional and intellectual development of artists, teachers, and scholars in a supportive and challenging environment.

They fulfill this mission through the following objectives:

• To involve students and members of the community in the intellectual life and performing activities of the school through the curriculum, lectures, workshops, and concerts.
• To help students learn to communicate and teach their art effectively, whether as professional teachers in public or private schools or at the college level or as performers.
• To reflect the diversity of the fields of music and dance in its offerings. Since the scope of these fields constantly changes, the faculty tries to prepare students for encounters with other cultural communities and their art forms. At the same time, students are shown the respect and knowledge necessary to reexamine and pass on the great traditions inherited from their own cultures.
• To contribute new ideas to the fields of music and dance in the form of original compositions and choreographies, studies of new repertoires and interpretations of existing ones, as well as scholarship in the history, theory, pedagogy, and cultural context of music and dance. Faculty members seek to teach and inspire their students to do the same.

• To help students balance 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 fall-term classes begin and during spring term. Faculty advisors 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 placement class. Incoming students who register in the fall should attend the placement class during Week of Welcome. Students who want to enter professional-level (DAN) technique courses winter or spring term should request a placement decision. More information is available in the department office.

School of Music

Anne Dhu McLucas, Dean

(541) 346-3761
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


Emeritus


Susan Zadoff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

The data 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.

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Susan Zadoff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

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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 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 repetitability.

Noncredit DAN and DAN studio courses are also available to matriculated university students through the noncredit student program and to members of the community through community dance. In each case, a modest instructional fee is assessed by the Department of Dance.

Facilities
The Department of Dance has three dance studios and one gymnasium for classes and special activities in dance. Each studio has a piano; each teaching facility has a complete sound system. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the M. Frances Dougherty Dance Theatre, which has lighting and stage equipment for concert productions and seats 250 people.

Performing Opportunities
Dance Oregon. A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon is 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 repertoire, 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, costume design, 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.

Reptory 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. Theatre 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 Kappa, is a professional fraternity for the creative and performing arts. Membership in the collegiate category is open to majors and theirIxst as a senior. 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 a 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 accompaniment and unusually demanding maintenance of the facilities and studio theater. This fee exempts dance majors from paying the per-course fee for DAN courses when they are taken for credit.

Undergraduate Studies
The Department of Dance offers curricula leading to bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The goal of the department is to provide comprehensive dance training within the liberal-arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise.

Facility with oral and written communication is one goal of a liberal-arts education. Therefore, dance majors pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and cultural forces that shape dance as an art form. Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integrated 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 UO as dance majors after two years of college work elsewhere should have completed two terms of college-level English composition and courses in basic music theory and modern dance and ballet technique.

Careers. Career opportunities include performing with professional dance companies and teaching in universities, colleges, community colleges, community centers, fitness centers, and private studios. 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 group requirements. The 2.75 GPA includes all graded credits. Any deficiencies in lower-division dance courses must be made either by proficiency examination or by completion of these core courses at the first opportunity. During their first four terms, beginning and transfer students must pass Locking at Dance (DAN 251) and Fundamentals of Rhythm (DAN 252) to be eligible to continue as dance majors.

The faculty reviews each student for continuation as a dance major upon completion of the following requirements:
1. Passing DAN 251 and 252 with grades of C− or better
2. Passing with grades of mid-B or better the ballet and modern technique courses (DAN or 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 department 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 advisers. Students who receive grades of D or F or marks of W (withdrawal) or I (incomplete) in courses required for the major are placed on departmental probation 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 F 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 advisor 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

**Lower Division** 18 credits

- Looking at Dance (DAN 251)............. 4
- Fundamentals of Rhythm (DAN 252) ........ 3
- Dance Production I (DAN 255) .......... 3
- Body Fundamentals (DAN 256) .......... 3
- Dance Improvisation (DAN 271) ........ 1

For breadth in technique, studio courses in at least two idioms other than modern or ballet.... 4

**Upper Division** 56 credits

- Dance and Folk Culture (DAN 301) or Dance in Asia (DAN 302) ............ 4
- Movement Notation (DAN 341) ............ 4
- Intermediate Movement Notation (DAN 342) .... 3
- Dance Composition II (DAN 351, 352) .... 6
- Dance Production II (DAN 355) .......... 1
- Dance Kinesiology (DAN 360) ............ 3
- Modern 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 406) ......... 2
- Senior Project (DAN 411) ................. 3
- Ballet from the Courts to Balanchine (DAN 453) ........................................ 3
- Evolution of Modern Dance (DAN 454) .... 3
- Music for Dancers (DAN 458) ............ 3
- Dance Accompaniment (DAN 490) .......... 1
- Teaching Dance (DAN 491) ............... 3

**Electives** 24 credits

University requirements and electives to complete 180 credits 92 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 minimum competency for graduation is two terms of ballet (DAN 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 taking 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 prerequisite 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 approved courses 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) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic.

Minor Program
The dance minor is available to undergraduate students who want 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

- Looking at Dance (DAN 251) ............. 4
- Fundamentals of Rhythm (DAN 252) .... 3
- Dance Production I (DAN 255) .......... 3
- Body Fundamentals (DAN 256) .......... 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 DAN 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/N), but students are encouraged to take them for letter grades. A list of courses that satisfy the area requirement is available in the dance department office.

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. Pending approval by the Oregon University System, a master of fine arts (M.F.A.) will be offered beginning fall 2000. More information is available from the department.

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 550 on the Test of English as a Foreign Language (TOEFL). A student with a GPA below 3.00 may be admitted upon review of credentials. Students admitted to the graduate program must audition for placement in technique classes. Placement classes are held each spring term and during Weeks 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-inch 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 March 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 choreographic thesis, (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, 238 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 six credits in 500-level DAN courses. These six 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:

- Improvisation ........................................... 1
- Dance composition .................................... 6
- Music for dancers .................................... 6
- Dance history ........................................ 6
- Movement analysis ................................... 3

29 credits

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, Neuromuscular 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 from each of the following courses may be applied to the degree.

Workshop: Performance (DAN 508)
Research (DAN 601)

32 credits

Improvisation ........................................... 1
Dance composition .................................... 6
Music for dancers .................................... 6
Dance history ........................................ 6
Movement analysis ................................... 3

General 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. This 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 .................................... 6
Dance history ........................................ 6
Movement analysis ................................... 3
Dance pedagogy ..................................... 3
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 techniques through ANOVA or qualitative research design and methodology
   b. Computer applications in research
   c. Interpretation and critique of research

Options that satisfy this requirement range from 5 to 9 credits

2. At least 16 credits of elective course work must be taken; of these credits, at least 6 must 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 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 B- or better

Graduate students must achieve unconditional master’s classification before they have completed 36 credits of graduate work.

2. Graduate students must meet with a graduate adviser each term to draw up course advising 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 P or B- or better. Courses may be retaken at the next scheduled offering if satisfactory grades are not received. The student may be dropped from the program if a grade of P or 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 the first term they are offered during graduate study. Requests for exceptions 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 each term and no more than two each year. Students have one calendar year or less to finish an incomplete, depending on 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 I 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 I (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. Stoilet.

255 Dance Production I (3) Introduction to production planning, management, lighting, design, costuming, 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 idioms when available. Prereq: placement prior to registration. R eleven times for maximum of 24 credits in any one idiom.

320 Dance Laboratory: [Topic] (2R) Dance technique in the modern idiom. Prereq: placement audit, R for maximum of 24 credits.

326 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audit, R for maximum of 24 credits.

401 Research: [Topic] (1–4R) R with adviser’s consent.

403 Thesis (1–21R)

404 Internship: [Topic] (1–4R) P/IN only. Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production. Prereq: junior standing, instructor’s consent. R twice when topic changes for maximum of 12 credits.

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)


408/508 Workshop: [Topic] (1–21R) Topics include rehearsal, and performance of ballet, ethnic, jazz, modern, and tap dance in repertory.
companies, musicals, and student choreographies. Prerequisite: audition for performance experiences.


410/510 Experimental Course: [Topic] (1-5R) Current topics include Neuromuscular Concerns of Dance, Notation and Reconstruction.

411 Senior Project (3) Prerequisite: 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. Prerequisite: DAN 301 or 302 or instructor's consent. Descutner. Open to nonmajors. Not offered 2000–2001.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Prerequisite: DAN 251. Stoddart. Open to nonmajors. Offered alternate years; not offered 2000–2001.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on dance in the United States. Prerequisite: DAN 251. Craig. Open to nonmajors. Offered alternate years; not offered 2000–2001.

455/555 Group Choreography (1-3R) Problems and special considerations of group choreography; introduction to the communication of personally-created movement to other dancers. Prerequisite: DAN 352 or instructor's consent. R once for maximum of 6 credits.

456/556 Ballet Staging (2R) Laboratory to include elements of solo, pas de deux, and corps techniques. Short movement segments drawn from standard ballet repertoire. R once.


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. Prerequisite: DAN 252 or instructor's consent. Stoilet.


490/590 Dance Accompaniment (1-3R) Examination of technique of communication between the dance teacher and the dance accompanist. Prerequisite: DAN 252, junior standing, and two consecutive terms of DAN 594 or instructor's consent. Corequisite: DAN 491/591. Stoilet. 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. Prerequisite: junior standing, DAN 394, DANC 271; corequisite: DAN 490/590. Barr, Craig.

492 Dance Laboratory: [Topic] (2R) Advanced dance techniques in jazz, tap, character ballet, and other idioms when available. Prerequisite: 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. Prerequisite: placement audition. R for maximum of 24 credits.

495/595 Theoretical Foundations: [Topic] (3R) Studio-theory course in dance styles and techniques. Analysis and aesthetic framework, movement vocabulary, and characteristics of a specific style in a given idiom. Prerequisite: intermediate-level DANC course or instructor's consent. R when topic changes.

496/596 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prerequisite: placement audition. R for maximum of 24 credits.

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) 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 Pattern. 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. Prerequisite for nonmajors: instructor's consent. Craig.

Music

Anne Dhu McLucas, Dean

(541) 346-3761
(541) 346-0723 fax
159 Music Building
University of Oregon
Eugene, OR 97403-1225

Faculty


Wayne Bennett, professor (orchestration, 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)


Music

About the School

The School of Music is housed in a building complex of five units that includes the 550-seat Beall Concert Hall; separate band, choir, and orchestra rehearsal rooms with support facilities; more than thirty practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

The Music Services Department, located on the third floor of Knight Library, has composers' complete works; music reference resources, current and bound periodicals, interactive music CD-ROM programs, and a large collection of books and scores. The Douglass Listening Room houses recordings (LPs, cassettes, and compact discs). Facilities include listening carrels with remote-control capability, individual listening rooms, and two group-listening rooms. The score and record collections' strengths include music by Oregon composers, women composers, and contemporary publications provided by approval plans for recently published North American and European scores. The book collection includes a large German-language collection and most United States university-press publications. Reference service to the collection is provided in the Music Services Department.

The School of Music houses seven pipe organs, including a nationally recognized organ by Jürgen Ahrend of East Friesland, Germany—a concert instrument unique in America, and other tracker organs by Henripot, Schlicker, and Olympic. Two of the four harpsichords available for student use are French doubles by William Dowd.

Three computer music studios, maintained for qualified students, contain the most recent music technology including programs for an array of synthesis techniques, algorithmic composition, MIDI sequencing and composition, and digital recording and editing in a fully automated mixing environment.

The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The Pacific Rim Gamelan performs on the beca, a large instrument of Game1an Suranadi Sari Indra Putra, donated to the school in 1986 by John and Claudia Lynn of Eugene. The ensemble is a multicultural composing and performing orchestra, and works composed by its members...
use instruments from around the world as well as
rangelor instruments. The School of Music is the
only institution in the nation to include an
ensemble of this kind as an integral part of its
curriculum.

The KamlT!erer Computer Lab offers students the
opportunity to become familiar with a variety of
music notation and sequencing software pro-
grams. Users have access to the Internet; E-mail;
computer-assisted instructional materials, and
word-processing, desktop-publishing, and
graphics programs for academic use, exploration,
and development of computer skills. The lab is
equipped for digital audio editing and recording.

Concerts and Recitals

More than 200 concerts and recitals are presented
campus throughout the year by visiting artists,
members of the School of Music faculty (Faculty
Artist Series), and more than twenty student
ensembles. 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 mem-
bers of the Composers Forum. This series is the
only one of its kind in the nation that is featured
on campus throughout the year.

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 festi-
vial 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
perform 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 1969 the School of Music has conducted the
annual Oregon Bach Festival during a two-
week period in late June and early July. The festi-
vial, under Artistic Director and Conductor
Helmuth Rilling, combines an educational pro-
gram in choral music for academic credit with the
offering of some fifty public concerts and events.
While the focus is Bach, major choral and instru-
mental works by other composers are programmed
regularly. Distinguished soloists from around the
world are featured with the festival chorus and
orchestra. Every other year the School of Music
offers a Composers Symposium in conjunction with
the Oregon Bach Festival.

THEME is a group of faculty members and
graduate students interested in music research.
The group meets three or four times a term on
Friday afternoons to share the results of ongoing
or recently completed research, to discuss the
profession of teaching and research, and to hear
guest speakers. Recent guest have included
Michael Brusley, Thomas Christensen, Robert
Gjerdingen, Douglas Hofstadter, Andrew Homey,
Mark Johnson, Susan McClary, Bruno Nettl,
Harold Powers, Jihad Racy, and Carl Schachter.

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 Choir,
University Women's Choir, Chamber Choir,
Oregon Wind Ensemble, Oregon Percussion
Ensemble, Oregon Marching Band, Symphonic
Band, Oregon Basketball Band, Campus Band,
Campus Orchestra, Green Carver 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,
Gospel Singers, Opera Ensemble, Pacific Rim
Glassman, East European Folk Ensemble, and
many other small chamber ensembles offer
publicity, and performance opportunities to qual-
ified students.

The Collegium Musicum, a vocal-instrumental
ensemble, provides opportunities for the study of
Renaissance, baroque, and classical music,
using the school's collection of reproductions of
Renaissance and baroque instruments. The
repertoire and activities of these ensembles
complement school courses in history, criticism,
and performance practice studies.

Financial Aid

The following scholarships are available to music
students. For more details on financial
aid, write to the dean of the music school.

Carol Nelson Cobert Scholarship
Dorothy Peterson Fallman Scholarship
Elizabeth P. Slotte Memorial Scholarship
Elizabeth Waddell Newman Memorial Scholarship
Eugene Kwan's Foundation George P. Hopkins Scholarship
Francis Y. Doran Scholarship
George B. Van Snep's Memorial Scholarship
Gordon Tripp String Scholarship
Ira and Gertrude Lee Scholarship
Jim Polastri Memorial Scholarship
Linda Jean Moore Scholarship
Linda Jean Moore Scholarship
Lynzi Mitchell Scholarship
Maude and H. B. Densmore Memorial Scholarship
Maude and H. B. Densmore Memorial Scholar-
ships, Women's Choral Society
Mu Phi Epsilon Scholarships
Oregon Music Teachers Association Scholarship
Oregon Tuba Association Scholarship
Paul Clarke Stautter Scholarship
Phi Beta Scholarships
Presseer Foundation Scholarship
Robert G. Guitteau Endowed Scholarship
Ruth Lorraine Close Musical Fellowship (about
$75,000 awarded annually to approximately fifty
students for advanced study in music, with some
awards reserved for students in harp and
organization)

Vivian Malone Gilkey Endowed Graduate Violin
Fellowship
Wayne Riley Atwood Scholarship
Whitfield Memorial Scholarships
William T. McConnell Memorial Scholarship

Public School Teaching Licensure

Teacher licensure at the University of Oregon
requires a bachelor's degree in music education
and completion of a five-year teacher education
program. This intense five-term program—sum-
ter through summer—combines an academic
year of clinical experience in the public schools
with supporting course work at the university.

During the fall and winter terms, students spend
increasing amounts of time in public school
settings; in the spring term they are full-time
student teachers. Summer sessions are spent
on course work that supports and builds on the
activities and experiences of a year's contact with
public school students.

More information is available from the chair
of the music education program, Paul F. Doerkson.

Fees

Performance Studies

(Studio Instruction)

(per credit, per term) Dollars

Guitar at a level lower than MUP 180........... 80
Guitar at MUP 180 and higher levels for
nonmusic majors.................................. 90
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
week 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
degree teaching loads permit

Music majors in less piano instruction, provided
it is to develop 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
Ensembles........................................ 10
Nonmajors' access to practice rooms.......... 25
Access to locked grand/piano practice room .. 10
Rental of university instruments is based on
use and value—maximum fee .................. 60
Short-term instrument rental (per week)..... 10
Perception studies 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

Fee required unless waived. See Fee Exemptions above

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 405 or 605) during the term of the recital. The number of credits, up to 4, for Reading and Conference is determined by the instructor. Prerequisite 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.

Enrollment in performance studies is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. Students who are not assigned to a faculty teacher may study with a graduate teaching fellow for credit at extra cost.

Details concerning levels, repertoire, and other matters are available upon request.

Piano studies students at the MUP 171 level or above have an accompanying requirement associated with their study.

**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. 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)
- History of Rock Music I (MUS 264, 265)

| History of the Blues (MUS 270) |
| History of Jazz (MUS 350) |
| The Music of Bach and Handel (MUS 351) |
| Survey of Opera (MUS 353) |
| Beethoven (MUS 355) |
| Innovative Jazz Musicians (MUS 356) |
| Music in World Cultures (MUS 358) |
| Music of the Americas (MUS 359) |
| Film: Drama, Photography, Music (MUS 380) |
| 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 159), Seminar (MUS 407), Experimental Course (MUS 410). Such courses do not fulfill general-education requirements. |
| Ensembles |
| Course numbers through 499 are for undergraduates; 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, Studio Guitar Ensemble, Trombone Ensemble, Tuba Euphonium Ensemble, other ensembles as needed (MUS 194, 394, 694) |
| Band—Campus Orchestra, Green Carter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, UO Symphonic Band (MUS 195, 395, 695) |
| Orchestra (MUS 196, 396, 696) |
| Chorus—Chamber Choir, University Gospel Choir, University Gospel Ensemble, Gospel Singers, University Men’s Chorus, University Singers, University Women’s Chorus (MUS 197, 397, 697) |
| Jazz Laboratory Band I (MUS 199, 399, 699) |
| Jazz Laboratory Band II (MUS 191, 391, 691) |
| Oregon Jazz Ensemble (MUS 192, 392, 692) |
| Small Jazz Ensemble (MUS 195, 395, 695) |
| Oregon Vocal Jazz (MUS 197, 397, 697) |
| Opera Workshop (MUS 398, 698) |
| Gamelan (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**

The minor in music requires a minimum of 26 credits, 15 of which must be upper division. A minimum of 15 credits must be taken in residence. Courses applied to the minor must be graded C- or better.

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:

**Option A**

| 26 credits |
| Choose courses from the subject list below: |

**Option B**

| 26 credits |
| Music Theory I (MUS 131, 132, 133) |
| Aural Skills I (MUS 134, 135, 136) |

Choose courses from the subject list below:...

**List of Courses by Subject**

**Jazz and Popular Music**

- History of Rock Music I (MUS 264, 265), History of the Blues (MUS 270), History of Jazz (MUS 350), Innovative Jazz Musicians (MUS 356)

Performance. A maximum of 6 credits may be taken in this subject area. Performance Studies (Studio Instruction) with concurrent enrollment in a performance ensemble

**Theory (Option A only)**

- Basic Music (MUS 125)

**Western Art Music**

- Survey of Music History (MUS 257, 258, 259), Themes in the Humanities (HUM 300), The Music of Bach and Handel (MUS 351), Survey of Opera (MUS 353), Beethoven (MUS 355), Music and Gender (MUS 460)

**World Music**

- 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)

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 of prerequisites or pass written 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 (P/N); 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) |
| Music history: choose two courses from Survey of Music History (MUS 267, 268, 269), Themes in the Humanities (HUM 300) |

**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 choir ensemble |

**Electives**

| 17–24 credits |
| Choose from the following: General Music in the Middle School (MUE 413), Orff-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 major is available in the undergraduate office, 158 Music Building.
Bachelor’s Degrees Offered
Bachelor of Arts (B.A.) in Music
Bachelor of Science (B.S.) in Music
Bachelor of Music (B.Mus.)

Jazz Studies
Music Composition
Music Education
Music Performance
Music Theory

The bachelor of arts in music is primarily for students who want a broad liberal-arts education while majoring in music. The bachelor of science in music is appropriate for those who want a broad education in the sciences or social sciences while majoring in music. Students who want strong preparation in music should work toward the bachelor of music degree.

Admission
Students 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 most music degree programs must audition or submit an audition tape as part of the admission process. Students who submit a tape are required to audition in person upon arrival on campus. 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, 158 Music Building.

Students who plan on seeking a B.A. with the history and literature option or a B.Mus. with the music technology option are not required to audition as part of the admission process, although an audition is required later for placement in performance studies.

Admission to a Specific Degree Program
Initial admission to the School of Music is as a music major. Official admission to a degree program occurs after the student successfully completes the first two years of core courses. Core courses are listed under General Requirements.

Students who have been in residence for two years but have not successfully completed the first two years of core courses are placed on probation as music majors. If these courses have not been completed by the end of the third year, the student is suspended from the major and must pay for lessons. Reinstatement to the major occurs automatically once the courses have been successfully completed.

Procedures and requirements for admission to a specific degree program in the School of Music vary with each program and are available from the program chairs.

Placement Examination
Placement examinations are required of all first-year music majors and transfer students. The freshman 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
Music majors and minors enrolled in performance studies must enroll concurrently in a band, chorus, or orchestra. These students 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 audition panel and the performance instructors give priority to University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments are taken into account the student’s preference, level of ability, major performance medium, educational and musical needs, and the needs of the school’s ensembles. Exception 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 a petition
3. Return the petition to the undergraduate office

Exceptions to Ensemble Requirements
Students who meet one of the following exceptions are not required to audition for fall term ensemble placement.

• Harp, classical guitar, harpsichord, and organ students may enroll in a chamber ensemble instead of the large conducted ensembles.
• Jazz studies majors enrolled in performance studies who have fulfilled the three-term requirement for membership in chamber ensemble, band, chorus, or orchestra described under B.Mus. in Jazz Studies may, with the approval of the director of jazz studies, enroll in small jazz ensemble (MUS 195, 196) or chamber ensemble (MUS 194, 194) instead of large conducted ensembles.
• Piano students enrolled in performance studies at the MUP 171 level or higher may enroll in Chamber Ensemble (MUS 194, 194) or the Collaborative Pianist (MUS 421, 422, or 423) instead of large conducted ensembles.
• Composition students may enroll in three terms of Gamelan in partial fulfillment of the ensemble requirement.
• Studio guitar students may enroll in a chamber ensemble, studio guitar ensemble, or jazz ensemble instead of the large conducted ensembles.

Each degree requires a specific number of terms of ensemble. Some degrees require participation in specific ensembles.

General Requirements
In addition to the general university requirements for bachelor’s degrees (see the Registration and Academic Policies section of this catalog), all undergraduate degrees in music require the following:

Core Courses
Music Theory (MUS 131, 132, 133) 6
Aural Skills I (MUS 134, 135) 6
Aural Skills II (MUS 137, 138, 139) 6
Keyboard Skills I (MUS 136, 137) 6
Keyboard Skills II (MUS 237, 238, 239) 6
Music History (MUS 267, 268, 269) 12
Analysis (MUS 324, 325, 326) 9
Guided Listening (MUS 168, 169) 12

All students must pass a musical repertoire identification examination before graduation, preferably by the end of the freshman year. Guided Listening (MUS 168, 169) is offered as an aid to passing the examination.

Valid toward the Degree
Music majors must earn a C- or better in every course required for their degree program.

Students are allowed two attempts to earn a grade of C- or better in any course required for a music degree. Failure to achieve this standard constitutes unsatisfactory progress toward the degree and may, after undergraduate committee review, result in probationary status or suspension from the major.

Students are subject to the degree requirements stated in the UO catalog for the academic year of their admission to the School of Music. If there are subsequent changes in requirements, students may choose between the initial and the most recent set of requirements but not a combination of the two.

Sample First-Year Program

Fall Term
Music Theory I (MUS 131) 4
Aural Skills I (MUS 134) 2
Aural Skills II (MUS 137) 2
Guided Listening (MUS 168) 1
Keyboard Skills I (MUS 136) 2
Keyboard Skills II (MUS 237) 2
Performance Studies (Studio Instruction) 4
Performance Studies (Studio Instruction) 2
College Composition I (MUS 121) 4
Student Forum (MUS 170 or 370) 4

Winter Term
Music Theory I (MUS 131) 4
Aural Skills I (MUS 134) 2
Aural Skills II (MUS 137) 2
Guided Listening (MUS 168) 1
Keyboard Skills I (MUS 136) 2
Keyboard Skills II (MUS 237) 2
Performance Studies (Studio Instruction) 4
Performance Studies (Studio Instruction) 2
College Composition I (MUS 121) 4
Student Forum (MUS 170 or 370) 4

Spring Term
Music Theory I (MUS 131) 4
Aural Skills I (MUS 134) 2
Aural Skills II (MUS 137) 2
Guided Listening (MUS 168) 1
Keyboard Skills I (MUS 136) 2
Keyboard Skills II (MUS 237) 2
Performance Studies (Studio Instruction) 4
Performance Studies (Studio Instruction) 2
College Composition II or III (MUS 122 or 123) 4

Graduation and Repertory
To graduate, each music major must complete the following:

• Aural Skills I (MUS 134) 4
• Aural Skills II (MUS 137) 2
• Guided Listening (MUS 168) 1
• Keyboard Skills I (MUS 136) 2
• Keyboard Skills II (MUS 237) 2
• Performance Studies (Studio Instruction) 4
• College Composition I or II (MUS 121 or 122) 4
• Performance Studies (Studio Instruction) 4
• Performance Studies (Studio Instruction) 2
• College Composition III or IV (MUS 123 or 124) 4

Each degree requires a specific number of terms of ensemble. Some degrees require participation in specific ensembles.
Specific Degree Requirements

Minimum requirements for a bachelor's degree in music are 36 credits in the major, including 24 upper-division credits. In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements.

Bachelor of Arts

B.A. in Music

All B.A. degrees in music require proficiency in French, German, or Italian (see Registration and Academic Policies)

General Music Option credits

Performance studies (MUP 171 or above), at least three terms ........................................ 6-12
Ensemble: at least six terms ........................................ 6-12
History of Western Art I, II, III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109) ........ 12
Senior project: a scholarly work, extensive paper, recital presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Enrollment in Senior Project (MUS 499) is optional; consult advisor for details and procedure.

Music History and Literature Option credits

Performance studies: at least three terms, the last of which must be MUP 140 or above ........................................ 6
Ensemble: at least six terms ........................................ 6-12
History of Western Art I, II, III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109) ........ 12
Upper-division music literature courses or seminars or a senior project completed under faculty guidance ........................................ 6
Optional enrollment in Reading and Conference (MUS 405); consult advisor for details and procedure.

Bachelor of Science

B.S. in Music

All B.S. degrees require competence in mathematics or computer science (see Registration and Academic Policies)

General Music Option credits

Performance studies (MUP 171 or above), at least three terms ........................................ 6-12
Ensemble: at least six terms ........................................ 6-12
History of Western Art I, II, III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109) ........ 12
Senior project: a scholarly work, extensive paper, recital presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Enrollment in Senior Project (MUS 499) is optional; consult advisor for details and procedure.

Music Technology Option credits

Performance studies: at least three terms, the last of which must be MUP 140 level or above ........................................ 6
Ensemble: at least three terms ........................................ 3-6
Concepts of Computing: Algorithms and Programming (CIS 122) ........................................ 4
Concepts of Computing: Computers and Computation (CIS 121) ........................................ 3
Concepts of Computing: Information Processing (CIS 120) ........................................ 4
Physics of Sound and Music (PHS 152) ........................................ 3
Electronic Music Techniques I (MUS 443, 444) ........................................ 6
Advanced Electronic Composition (MUS 445) ........................................ 9
Computer Music Applications (MUS 446) ........................................ 3

Reading and Conference: History of Electro-acoustic Music (MUS 405) ........................................ 3
Choose 32 credits from the following courses:
Composition I, II, III (MUS 240, 241, 242, 340, 341, 342, 440, 441, 442), Schenkerian Analysis (MUS 430, 431, 432), Advanced Electronic Composition (MUS 445), Piano Literature (MUS 464, 465, 466), Orchestral Music (MUS 470, 471, 472), History of Opera (MUS 474, 475, 476), advanced music studies, additional ensemble courses, courses in the music of other cultures ........................................ 32
Senior project completed under faculty guidance. Enrollment in Senior Project (MUS 499) is optional; consult advisor for details and procedure ........................................ 3-9

B.Mus. in Jazz Studies credits

Ensemble: Small Jazz Ensemble (MJU 185, 215, 315, 415), nine terms including six at the 300 level ........................................ 15
Three terms of classical chamber ensemble, band, orchestra, or chorus (MUS 194, 195, 196, 197, 394, 395, 396, 397) ........................................ 3-6
Small Jazz Ensemble: Lab (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 (MJU 270) ........................................ 2
Functional Jazz Piano I, II, III (MJU 271, 272, 273) ........................................ 4
Jazz Improvisation I, II, III (MUP 271, 272, 273) ........................................ 4
Jazz History (MJU 350) ........................................ 4
Music in World Cultures (MUS 358) or Music of the Americas (MUS 359) ........................................ 4
Electronic Music Techniques I (MUS 443) ........................................ 3
Computer Music Applications (MUS 446) ........................................ 3
Jazz Repertoire I, II, III (MUS 474, 475, 476) ........................................ 4
Jazz Improvisation I, II, III (MUP 271, 272, 273) ........................................ 4
Jazz History (MJU 350) ........................................ 4
Music in World Cultures (MUS 358) or Music of the Americas (MUS 359) ........................................ 4
Electronic Music Techniques I (MUS 443) ........................................ 3
Computer Music Applications (MUS 446) ........................................ 3
Jazz Repertoire I, II, III (MUS 474, 475, 476) or Advanced Jazz Improvisation I, II, III (MUP 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 I, II, III (MUS 240, 241, 242, 340, 341, 342, 440, 441, 442) ........................................ 27
Ensemble: at least nine terms ........................................ 18
Schenkerian Analysis (MUS 430, 431, 432) ........................................ 9
Counterpoint (MUS 433, 434, 435) ........................................ 12
Scoring for Voices and Instruments (MUS 439) ........................................ 3
One course in electronic or computer composition and music applications chosen from Electronic Music Techniques I or II (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 451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454), Gamelan (MUS 490) ........................................ 2-4
Proficiency in piano (MUP 271) or proficiency in piano (MUP 171) and in another instrument or voice (MUP 171 or above) ........................................ 2-4
Proficiency 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.
college study in each of two languages or two years of study in one language.

Two terms of Introduction to Lyric Diction (MUS 155, 156). Consult advisor 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 I, III (MUP 471, 472, 473).

Percussion (MUE 392) are required.

Performance studies: at least 18 credits including:

- Piano Pedagogy I, III (MUP 471, 472, 473)
- Practicums (MUE 409).

Percussion audits must be approved at least six weeks before the proposed recital date.

Harpsichord 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 (MUP 100 or above) and one term of Instrumental Techniques: Percussion (MUE 392) are required.

B.Mus. in Music Theory

Performance studies: at least 18 credits including at least three terms of MUP 271 or above.

- Advanced Keyboard Harmony (MUS 425) ........ 2
- Schenkerian Analysis (MUS 430, 431, 432) ..... 9
- Counterpoint (MUS 433, 434, 435) ............... 12
- Scoring for Voices and Instruments (MUS 439) ... 3

Choose 10 credits from Composition I (MUS 240, 241, 242), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Score Reading (MUS 426), Electronic Music Techniques I (MUS 443, 444), Computer Music Applications (MUS 446), Music literature courses (MUS 464-476), Jazz Theory (MUE 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 II (WR 121 and 123) strongly recommended.

Senior lecture-recital: optional Reading and Conference (MUS 405); consult advisor for details.

Graduate Studies

Detailed checklists for all degrees are available from the graduate office, 154 Music Building.

Fifth-Year Program for Initial Teacher Licensure

Students are admitted to the fifth-year program with graduate postbaccalaureate status, which does not constitute admission to the master’s degree program in music education. Students who want to complete the master’s degree as well as licensure must apply to the music-education faculty for approval.

Candidates for the fifth-year program are required to establish an area of emphasis.

Areas of Emphasis

Band

Choral

Early childhood and elementary general music

String

Advanced methods II and licensure level (see fifth-year checklist).

Choose one course according to area of emphasis:

- SENC: Wind Materials for Schools or Orchestra Development (MUE 507), Band Methods (MUE 511), Teaching Methods: Elementary Choral and General (MUE 512), Methods: Secondary Choral and General (MUE 513), Orff-Kodaly (MUE 520), Teaching Singing in the Classroom (MUE 542), Jazz and Marching Methods (MUE 555), Music for Early Childhood (MUE 528), Choral Materials for Schools (MUE 544), String Methods (MUE 556), Administration of School Programs (MUE 636) .... 3

- Experimental courses (ELTA 610 and SFED 610) ........................................ 7

- Practicums (EDUC 609) in music education, three terms (3.3, 3.9, 3.9) ..................... 15

Supervised Field Experience (MUE 777), three terms. 1 credit each term .................. 3

Students may enroll concurrently in the fifth-year licensure program and the M.Mus. in music education program. Music Classroom Ecology and Management (MUE 530), Technology of Teaching Music (MUE 637), and advanced methods requirements may be used to fulfill the degree area of emphasis for the M.Mus. in music education.

Master’s Degree Programs

Master’s Degrees Offered

Master of Arts (M.A.)

Music History

Music Theory

Master of Music (M.Mus.)

Jazz Studies

Music: Conducting

Choral option

Orchestral option

Wind ensemble option

Music: Piano Pedagogy

Music Composition

Music Education

Music Performance

Violin and viola performance and pedagogy option

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 Admission Application, a $50 fee, and an official transcript showing receipt of a bachelor’s degree.

Send the following materials to the coordinator of graduate studies, School of Music:

1. The four carbon copies of the Graduate Admission Application.
2. A copy of transcripts of all undergraduate and graduate study.
3. Three written recommendations, one from a primary-area faculty member.
4. A statement of career goals including purpose and intent in earning a graduate degree
5. A recent sample, such as a term paper, of the applicant’s scholarly writing.
6. Supporting material related to the primary area of interest. Performance: students: a tape, a repertoire list, and copies of programs from solo public performances; composers: musical scores and tapes, list of compositions, and copies of program from performances of applicant’s works; music education majors: copies of programs conducted; jazz studies: a tape demonstrating improvisation over standard jazz repertoire, musical scores with accompanying tape; other music majors: copies of recent programs in which the applicant has participated.

Following are additional admission requirements for each major or area of emphasis.

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 conducting experience supported by letters of recommendation, tapes, and programs.

Orchestral Conducting and 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 works. The candidate should arrange an interview with a member of the composition faculty, if possible, prior to the first term of graduate study.

Music Performance

Proficiency to enter Performance Studies (Studio Instruction) (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 681-690) in primary instrument. Proficiency to enter Performance Studies (Studio Instruction) (MUP 621-630) in two 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, chorus, 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 media, 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 (MUS 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 694), and keyboard students may enroll in The Collaborative Pianist (MUS 521, 522, 523). 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

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 the Graduate School section of this catalog), each degree program listed below has specific requirements.

Master of Arts

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 666), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) ................. 12
At least 9 credits in music history or theory seminars (MUS 507, 607) ....... 9
Electives in music history or theory or appropriate area outside music; recommended courses are MUS 564–576, 643, 644, 689, or additional seminars (MUS 507, 607)
Thesis (MUS 583) ...................................... 9
A total of at least 48 graduate credits
Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study, one year of German for Reading Knowledge (GER 327, 328, 329), or by passing an examination.
Language courses taken to satisfy this requirement do not count toward the 48 total credits
Completion requirements: an oral examination reviewing the thesis and degree course work

M.A. in Music Theory credits
Performance studies (at least three terms) ....... 6–12
Ensemble, at least three terms ......................... 3–6
Schenkerian Analysis (MUS 530, 531, 532) ....... 9
Post-Tonal Theory (MUS 516, 517, 518) ........ 9
Research Methods in Music (MUS 611) .............. 3
Group Option, Choose three courses from Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535), Seminar: Music Theory (MUS 607), Advanced Aural Skills (MUS 653), Analysis of Rhythm (MUS 636) ....... 9–12
Choose two of the following: Music in the Middle Ages (MUS 666), 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 583) ...................................... 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: an oral examination reviewing the thesis and degree course work

Master of Music

M.Mus. in Jazz Studies

Composition-Arranging Emphasis credits
Computer Music Applications (MUS 546) .......... 3
Advanced Jazz Arranging I, II, III (MUS 583, 584, 585) ....... 9
Research Methods in Music (MUS 611) .............. 3
Pedagogy and Practicum: Jazz Studies (MUS 639) ...... 3
Jazz Program Planning and Development (MUS 665), two terms ........................................ 2
Small Jazz Ensemble (MUS 695), two terms ........ 4

Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Workshop: Instrumental Conducting (MUS 508), Schenkerian Analysis (MUS 530, 531, 532), Electronic Music Techniques (MUS 543), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 590), Advanced Aural Skills (MUS 653). Two summer workshops associated with the Oregon Bach Festival ................... 6–12
Consult advisor for additional required courses.

Electives at the 500 level or above chosen in consultation with adviser ................... 6
A total of 54 credits including 18 in the area of emphasis and 18 in other music courses
Completion requirements: composition or arrangements of substantial dimension, composed under the guidance of a member of the jazz faculty. Public recital and recording of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

Instrumental Performance Emphasis credits
Computer Music Applications (MUS 546) .......... 3
Advanced Jazz Repertoire I, II, III (MUS 577, 578, 579) .......... 9
Research Methods in Music (MUS 611) .............. 3
Pedagogy and Practicum: Jazz Studies (MUS 639) ...... 3
Jazz Program Planning and Development (MUS 665) ..... 3
Music in the 20th Century (MUS 665) ................. 3
Large Jazz Ensemble (MUS 690 or 691 or 692), three terms ...... 9
Small Jazz Ensemble (MUS 695), three terms .......... 6
Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Schenkerian Analysis (MUS 530, 531, 532), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Gamelan (MUS 590), Advanced Aural Skills (MUS 653), Technology of Teaching Music (MUS 657). Two summer workshops associated with the Oregon Bach Festival ................... 6–12
Consult advisor for additional required courses.

Electives at the 500 level or above chosen in consultation with adviser ................... 6
A total of 54 credits including 18 in the area of emphasis and 18 in other music courses
Completion requirements: two full-length public recitals, one of which demonstrates mastery of improvisation in historically significant styles. Each recital must have prior approval from the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

M.Mus. in Music: Conducting

Choral Emphasis credits
Seminar, practicum, and choral literature courses selected in consultation with the advisor ................... 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
Music history courses selected from MUS 661–665, minimum of 6
Instrumental Conducting Master Class (MUS 686) ................. 3
Two summer workshops associated with the Oregon Bach Festival ................... 6–12
Three consecutive terms in residence, excluding summer sessions
Consult advisor for additional required courses.
Courses selected from Scoring for Voices and Instruments (MUS 659), Pedagogy and Practicum: Voice (MUS 659), Notation of Medieval and Renaissance Music (MUS 643, 644), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691) for a degree total of at least 54 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

**Orchestrinal 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) .......................... 3
Performance Practices before 1800 (MUS 686) .......................... 3
Orchestra (MUS 696) .......................... three terms

Two additional courses in music history chosen from MUS 660–664 .......................... 6

Instrumental Conducting Master Class (MUS 666) .......................... 3
Performance Practices before 1800 (MUS 686) .......................... 3
Orchestra (MUS 696) .......................... three terms

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 rehearsal, conducted 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
Wind Repertoire (MUS 621, 622, 623) .......................... 9
Instrumental Conducting Laboratory (MUS 624) .......................... 3
Performance studies (MUP 641 or above), three terms .......................... 6

One additional course in music history chosen from MUS 660–664 .......................... 3

Music in the 20th Century (MUS 665) .......................... 6
Instrumental Conducting Master Class (MUS 666) .......................... 3
Wind Ensemble (MUS 696) .......................... three terms

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 rehearsal, conducted performance, and a research paper dealing with some aspect of wind ensemble conducting

**M.Mus. in Music Composition credits**

Ensemble, at least three terms .................................................. 3–6

Composers’ Forum (MUS 538), at least three terms .......................... 3

Choose one course in electronic or computer music applications from Electronic Music Techniques I (MUS 543), 644), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546) .......................... 3

Choose one course in ethnomusicology (MUS 551); Musical Instruments of the World (MUS 552); Folk Music of the Balkans (MUS 553); Music of India (MUS 554); Gamelan (MUS 590), two terms .......................... 4

Research Methods in Music (MUS 611) ........................ 3
Advanced Composition Studies (MUS 640, 641, 642) .......................... 6
Choice one course from MUS 661–664 .......................... 3
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 593): a composition of substantial dimension, composed under the guidance of a member of the composition faculty, performed and recorded on campus .......................... 9

In consultation with an adviser, choose music electives to complete at least 54 graduate credits

Proficiency in Schenkerian analysis equivalent to MUS 530, 531, 532 .......................... 3

Proficiency in counterpoint equivalent to MUS 533, 534, 535 .......................... 3

Proficiency in piano (MUP 271), or proficiency in piano (MUP 171) and proficiency in another instrument or in voice (MUP 171 or above)

Public performance—usually a graduate recital—of works composed under the guidance of a member of the composition faculty

Final oral examination reviewing the thesis and degree course work

**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 658) .......................... 3
Performance Studies (Studio Instruction) (MUP 670–694) (except for piano accompanying option) .......................... 12

**Core Requirements credits**
Research Methods in Music (MUS 611) ........................ 3
Performance Studies (Studio Instruction) (MUP 670–694) (except for piano accompanying option) .......................... 12

Electives, approved by an adviser, to total at least 48 graduate credits

Public recital: consult adviser for procedures. Enrollment in MUP 670–674 during the term of the recital

Completion requirements: final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

**Seminal or courses in music history or literature at the 500 level or above .......................... 6
Electives at the 500 level or above and chosen in consultation with an adviser .......................... 6
Research (MUE 601) and oral examination .......................... 6

A total of at least 52 graduate credits

Final oral examination reviewing the project and degree course work

**M.Mus. in Music Education credits**

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 Methods in Music (MUS 611) ........................ 3
Resources in Music Education (MUE 614) ........................ 3
Music in School and Society (MUS 632) ........................ 3
Curricular Strategies in Music Education (MUE 638) ........................ 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

At least 54 graduate credits

Courses as needed in expository writing

Completion requirements. Choose one of the following options:

1. 9 credits in Thesis (MUS 593) and oral examination, or

2. Major project consisting of 2 to 4 credits in Research (MUE 601) and oral examination, or

3. Major project consisting of a recital (or performance studies in MUP 641–662 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, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano accompanying, solo piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, voice

**Research Methods in Music (MUS 611) ........................ 3
Performance Studies (Studio Instruction) (MUP 670–694) (except for piano accompanying option) .......................... 12
Ensemble, at least three terms (except piano accompanying option) .......................... 3–6
Collegium Musicum (MUS 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. Enrollment in MUP 670–674 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 658) .......................... 3
Performance Studies (Studio Instruction) (MUP 621–630), at least 3 credits in each secondary instrument .......................... 6
Pedagogy and Practicum: 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 public student recital.

(2) Final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments

**Perussion credits**
Perussion Master Class (MUS 511) along with private percussion study .......................... 3–6

**Stringed Instruments Pedagogy credits**
Violin Pedagogy II: Suzuki Method (MUE 560, 561) .......................... 6
Pedagogy Methods: Violin and Viola (MUE 562) .......................... 2
Seminar: Repertore Development (MUE 507) ... 2
Seminar: CMI Internship (MUE 507) each term of teaching with CMI .......... 2-4
Choose one or more courses from Music in Early Childhood (MUE 528), Psycholinguistics (PSY 540), Cognitive Development (PSY 575) ............ 3-9
Electives, approved by an adviser, to total 48 graduate credits

**Voice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyric Diction (MUS 555, 556)</td>
<td>6</td>
</tr>
<tr>
<td>Solo Vocal Music (MUS 567, 568, 569)</td>
<td>6</td>
</tr>
<tr>
<td>History of Opera (MUS 574, 575)</td>
<td>8</td>
</tr>
<tr>
<td>Pedagogy and Practicum: Voice (MUE 639)</td>
<td>3</td>
</tr>
<tr>
<td>Courses in music history (MUS 660-665)</td>
<td>6</td>
</tr>
<tr>
<td>Chorus ensemble (MUS 697)</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives, approved by an adviser, to total 54 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Studies (Studio Instruction): Piano Accompanying (MUP 670)</td>
<td>9</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction): Piano (MUP 671)</td>
<td>9</td>
</tr>
<tr>
<td>Chamber Ensemble (MUS 694), four terms ....... 4</td>
<td></td>
</tr>
<tr>
<td>Reading and Conference: Music for Chamber Ensemble (MUS 605)</td>
<td>6</td>
</tr>
<tr>
<td>Solo Vocal Music (MUS 567, 568, 569)</td>
<td>6</td>
</tr>
<tr>
<td>two terms .................................. 4</td>
<td></td>
</tr>
<tr>
<td>Lyric Diction (MUS 555, 556)</td>
<td>6</td>
</tr>
<tr>
<td>The Collaborative Pianist (MUS 521, 522, 523)</td>
<td>6</td>
</tr>
<tr>
<td>Seminars or courses in music history or literature at the 500 level or above approved by an adviser .......... 6</td>
<td></td>
</tr>
</tbody>
</table>

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: music composition, music education, music history, music performance, and music theory.

Supporting areas: accompanying, choral conducting, computer music, ethnomusicology, jazz studies, music education research, orchestral conducting, violin and viola pedagogy, and wind ensemble conducting.

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 who choose 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

**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>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods in Music (MUS 611)</td>
<td>3</td>
</tr>
<tr>
<td>Pedagogy and Practicum (MUE 639)</td>
<td>6</td>
</tr>
<tr>
<td>Concept Development in College Music Teaching (MUE 641, 642)</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose two or more courses or seminars in music history or theory (MUS 567 or 600-level courses) ......... 4-6

Choose at least two period survey courses from 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

In consultation with the faculty adviser, choose at least four credits in nonmuscis courses, excluding basic language courses and courses required for primary and supporting areas ....... 9

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 voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of college study in each of the other two

Research (MUS 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 piano performance must enroll in three terms of The Collaborative Pianist (MUS 521, 522, 523). Students with a primary or supporting area in voice must enroll in three consecutive terms of the following: band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, and Oregon Wind Ensemble. Assignments taken 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 made by the undergraduate committee.

**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 before they may enroll for subsequent terms. Request more information about unconditional admission from the graduate secretary.

**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:
Option A: Instrumental Emphasis 27 credits

Supporting Area credits
The Collaborative Pianist (MUS 521, 522, 523) ........................................... 6
Lyric Diction (MUS 555, 556) .............................................................. 6
Reading and Conference: Instrumental Duo (MUS 605) ................................ 2
Chamber Ensemble (MUS 614), at least two terms ........................................... 4

Option B: Vocal Emphasis 27 credits

Lyric Diction (MUS 555, 556) .............................................................. 6
Choose either Solo Vocal Music (MUS 567, 568, 569) or one term of Solo Vocal Music and one term of History of Opera (MUS 574, 575) ... 6

Piano Accompanying (MUS 670), at least three terms ........................................... 6
Conversational proficiency in a foreign language (Italian, French, German) equivalent to one year of study

Both options: one sixty-minute public recital, which may show either vocal or instrumental emphasis, though both must be represented.

The student must enroll in Piano Accompanying (MUS 670) the term before and of the degree recital. The recital must be performed on the UO campus

Choral Conducting

Supporting Area credits
Supervised College Music Teaching (MUE 602), or Instrumental Conducting Master Class (MUS 668) ................................................................. 3
Performance Studies (Studio Instruction) (MUP 741-761), three terms .......................... 6-12
Seminar, practicum, and choral literature courses, selected in consultation with adviser .......... 12
Chorus ensemble (MUS 697)
Inquire at the graduate office for a list of recommended electives

Two summer workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the festival (special fee assessed)

Piano proficiency, demonstrated by examination

One public choral conducting performance (faculty approval required)

Diction proficiency in French, German, Italian, and Latin: may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination

Comprehensive examination in choral conducting

Computer Music

Supporting Area credits
Electronic Music Techniques II (MUS 543, 544) ............................................. 6
Advanced Electronic Composition (MUS 545), three terms ........................................... 9
Computer Music Applications (MUS 546) ....................................................... 3

Choose one additional course in consultation with advisor

Exit examination that covers knowledge of synthesis techniques, digital audio, music software, electroacoustic music literature and history, and MIDI.

Ethnomusicology

Supporting Area credits
Music in World Cultures (MUS 558) or equivalent ................................................. 4
Introduction to Ethnomusicology (MUS 551) ................................................. 4
Pedagogy and Practice: Ethnomusicology (MUP 639) ........................................ 3
Choose one course from Music of the Americas (MUS 559), Seminar (MUS 507) in ethnomusicology, Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), Gamelan (MUS 580), Reading and Conference (MUS 605), East European Folk Ensemble (MUS 690), courses outside the School of Music (anthropology, folklore, dance) chosen in consultation with adviser .... 4

A total of 27 credits, 23 of which must be in music courses

Jazz Studies

Supporting Area credits
Jazz Performance Emphasis credits
Survey of Jazz Improvisation (MUS 551) ...................................................... 3
Jazz Pedagogy (MUP 560) ................................................................. 3
Jazz Repertoire I, II, III (MUS 574, 575, 576) ........................................ 6
Jazz Program Planning and Development (MUS 661) ............................................. 3
Juried solo recital

Jazz Arranging Emphasis credits
Survey of Jazz Composition (MUS 550) ...................................................... 3
Jazz Pedagogy (MUP 560) ................................................................. 3
Jazz Arranging I, II, III (MUS 580, 581, 582) ........................................ 9
Jazz Program Planning and Development (MUS 661) ............................................. 3
Juried recital of compositions and arrangements

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, jazz studies, orchestral conducting, wind ensemble conducting, or performance for the supporting area.

Primary Area credits
Composers’ Forum (MUS 538), at least three terms .............................................. 9
Dissertation (MUS 661) ................................................................. 18
Advanced Composition Studies (MUS 640, 641, 642) ........................................... 6
Choose courses outside the School of Music with the faculty adviser ......................... 12
Choose one course in electronic or computer music applications from Electronic Music Techniques II (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 546) ....................................................... 3
One course in ethnomusicology chosen from Music in World Cultures (MUS 558), Music of the Americas (MUS 559), 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 590) ....................................................... 2-4
Pedagogy and Practice: Theory (MUP 639), one term; if the supporting area is other than theory, this term is in addition to the one term required in the supporting area ........................................... 3
Public performance, usually a graduate composition recital on the University of Oregon campus, of compositions completed during the period of doctoral study and approved by the music composition faculty

Performance and recording of the dissertation

Supporting Area credits
Composers’ Forum (MUS 538), three terms ........................................... 9
Courses in composition, in analysis, or in pedagogy of theory or composition, chosen in consultation with faculty adviser ........................................... 12
Public performance on the University of Oregon campus of compositions completed during the period of doctoral study and approved by the music composition faculty

Music Education

Primary-area requirements are the same for the D.M.A. and the Ph.D. degrees.

Primary Area credits
Statistical methods, two terms ...................................................... 6
Dissertation (MUS 603) ................................................................. 18
Research Methods in Music (MUS 613) ...................................................... 3
Resources in Music Education (MUE 614) ............................................... 17
Performance studies, three terms

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

Supporting Area for Ph.D. credits
At least 21 credits, chosen in consultation with the advisor, in research methodology and in courses that provide a theoretical foundation for the dissertation research

Music History

Primary Area credits
Dissertation (MUS 603) ................................................................. 18
Notation of Medieval and Renaissance Music (MUS 643) ........................................... 3
Performance Practices before 1800 (MUS 689) ........................................... 3
Collegium Musicum (MUS 691), three terms ........................................... 3
In addition to the specifically required courses above, choose one period-survey course, three history seminars, and three theory courses including Schenkerian Analysis (MUS 530, 551, 552), and History of Theory (MUS 637)
Each student, in consultation with the advisor, develops a plan to remedy any deficiencies and prepare for comprehensive examinations. No credit is earned for this preparation

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) given on the University of Oregon campus

Supporting Area credits
Music in the Middle Ages (MUS 660) ...................................................... 3
Music in the Renaissance (MUS 661) ...................................................... 3
Music in the Baroque Era (MUS 662) ...................................................... 3
Music in the Classical Period (MUS 663) ...................................................... 3
Music in the Romantic Era (MUS 664) ...................................................... 3
Music in the 20th Century (MUS 665) ...................................................... 3
At least three terms in music history or theory seminars (MUS 507, 607)

Music Performance

Primary Area credits
Performance Studies (Studio Instruction) (MUP 771-791), six terms ........................................... 24
D.M.A. students may complete a lecture-document (MUS 601) or write a dissertation (MUS 603) ........................................... 6 or 18
Seminar in thesis organization (MUS 607) ...................................................... 2
Three public performances (subject to prerecital approval by faculty approval at faculty) on the University of Oregon campus; one must be a solo recital

**Supporting Area: Performance Credits**
- Performance Studies (Studio Instruction) (MUP 741–761), three terms .......................... 12
- Two public performances (subject to prerecital approval by faculty); one must be a solo recital

**Music Theory**

**Primary Area Credits**
- Three doctoral seminars in music theory .......... 9
- Post-Tonal Theory I,II,III (MUS 516, 517, 518) .... 9
- Choose at least three of the following:
  - Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) .............................. 8–12
  - Schenkerian Analysis (MUS 530, 531, 532) ................................ 9
  - Dissertation (MUS 603) .......................................... 18
- Three courses in the history of theory
- Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

**Supporting Area Credits**
- Choose four courses from Post-Tonal Theory I,II,III (MUS 516, 517, 518), Schenkerian Analysis (MUS 530, 531, 532) .......................... 12
- Choose at least three of the following:
  - Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) .............................. 8–12
- In addition to general degree requirement, at least one graduate-level course or seminar in music theory or music theory

**Orchestral Conducting**

**Supporting Area Credits**
- Orchestral Music (MUS 570, 571, 572) ............. 6
- Bibliography in Instrumental Conducting (MUS 620) .......................................................... 3
- Instrumental Conducting Laboratory (MUS 624), three terms ........................................... 3
- Instrumental Conducting Master Class (MUS 686) ............................................................. 3
- Performance Practices before 1800 (MUS 689) , 3
- Orchestra (MUS 696), three terms ................... 6
- Performance Studies (Studio Instruction) (MUP 741–761), three terms .......................... 6–12
- Electives in subject chosen by student and adviser
- A juried rehearsal and a juried conducting performance in addition to those required at master’s level

**Violin and Viola Pedagogy**

**Supporting Area Credits**
- Music in Early Childhood (MUE 528) ............... 3
- Violin Pedagogy I, II: Suzuki Method (MUE 560, 561) ...................................................... 6
- Pedagogy Methods: Violin and Viola (MUE 562) .......................................................... 4
- Seminar: CMI Internship (MUE 607), four terms .............................................................. 2
- Psycholinguistics (PSY 549) or Cognitive Development (PSY 575) ................................. 4
- Course in advanced pedagogy related to the student’s needs and degree focus .......................... 3
- Wind Ensemble Conducting

**Supporting Area Credits**
- Bibliography in Instrumental Conducting (MUS 620) .......................................................... 3
- Wind Repertoire (MUS 621, 622, 623) ............... 9

**Program Requirements**

**Comprehensive Examinations**
Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:
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 advisor
5. Satisfaction of second-language requirements

Additional information about comprehensive examinations is available from the graduate secretary.

**Advancement to Candidacy**
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. Candidates for whose primary area is performance, the dissertation consists of three public performances and a written dissertation or a public lecture with accompanying discussion 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:

**MUJ: 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 or premajors 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 reading 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 Diction (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 repertoire. 155: English, Italian, Spanish. 156: German, French. Sequence: Coreq: Performance Studies: Voice (MUP 174 or above) or instructor’s consent.
- 285

**Music**

- 166, 169 Guided Listening (1,1) P/N 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. Primarily for majors and minors.
- 170 Student Forum (0,5R) P/N 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: audition. Levy. R twice for maximum of 6 credits.
- 191 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and
baroque periods through rehearsals and extensive sight-reading, vocal and instrumental repertory. Ensemble fee. Prereq: audition, instructor's consent. Vanscheewuijck.

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) Chamber Choir, University Choir, University Gospel Ensemble, Gospel Singers, University Men's Chorus, University Singers, University Women's Chorus. Ensemble fee. Prereq: audition, instructor's consent for all except University Men's Chorus. Clark, Miller, Olson, Paul, Weary.

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R)


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. Larson.


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. Woideck.

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. Sequence. Prereq: MUS 233, 236, 269 or equivalent proficiency. Boss, Stolet.

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 (4) 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.


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. Woideck.

358 Music in World Cultures (4) African, East European, and Indonesian musics in sociocultural context. Emphasis on listening skills, relationships between music and culture, aesthetics, styles, genres, music structures and forms, and participatory music making. Levy.

359 Music of the Americas (4) African American, Asian American, Latin American, and Native American musics in sociocultural context of the Americas. Emphasis on listening skills, relationships between music and culture, and music structures and forms. 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, diction, and rehearsal techniques. Prereq: instructor's consent, audition.

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 the personal computer to make music. Includes MIDI (musical instrument digital interface), digital audio, web-based music, and sequencing Latarski.

421, 521, 422/522, 423/523 The Collaborative Pianist (2,2,2R) Comprehensive study of techniques and literature for artistic ensemble performances by pianists. Includes chamber music, art song, opera arias, 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 et reading, vocal and orchestral score reading. Prereq: MUS 233, 236 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. Kyf, 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.


451/551 Introduction to Ethnomusicology (4) Study of world music in their social and cultural contexts. Emphasis on comparing the varied approaches, ideas, and methods of selected American and European researchers since 1980. 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, Bosnian, Bulgarian, Croatia, Greece, Macedonia, Romania, Serbia. Levy.

454/554 Music of India (4) Classical music traditions of North and South India with some discussion of dance, rural folk music, and popular film music participatory music making and demonstrations by visiting artists. Levy.

455/555, 456/556 Lyric Diction (3,3) Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer’s approach to performance. Prereq: MUS 156 or instructor’s consent. Fedders.

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.

461/561, 465/565, 466/566 Piano Literature (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 concerto; emphasis on style as it affects performance. Prereq: MUS 269 or equivalent. Kerner, Kramer. Offered alternate years; not offered 2000–2001.

467/567, 468/568, 469/569 Solo Vocal Music (2,2,2) Solo songs with accompaniment; the late 18th and 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. Vargas. Not offered 2000–2001.


474/574, 475/575 History of Opera (4,4) Critical study of the musical and dramatic content of operas forming the standard international repertories. 474/574: Monteverdi to Mozart. 475/575: Mozart to the present. Sequence. Prereq: MUS 269 or equivalent. Crumb.

476/576 Organ Music (3) The organ in church and concert, organ repertoire from the 15th century to the present. Baird.

485/585 Advanced Choral Conducting (3) 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 rhythms and related conducting concepts. 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.

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 Teaching (1–5R) P/N only. Prereq: instructor’s consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor’s consent.

605 Research 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, 613 Research Methods in Music (3,3) 611: use of reference, research, and bibliographical sources in music; 613: experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. Bennett, Hurwitz, Moore.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. Bennett.


624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. Bennett, Ponto. R twice for maximum of 6 credits.

635 Advanced Aural Skills (3R) Exercises and projects in transcription and analysis of music performed aurally; discerning discrepancies between performed and notated music; analysis of music without recourse to scores. R once with instructor’s consent.


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, Hurwitz. Offered 2000–2001 and alternate years.

638, 639 Timbral Analysis and Orchestral Composition LLI (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. Kyf. R limited to five students.


660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Boynton. Offered alternate years; not offered 2000–2001.

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. Boynton. Offered 2000–2001 and alternate years.

662 Music in the Baroque Era (3) Musical genres in Italy, France, Germany, Austria, Britain, the Netherlands, Spain, Mexico, and South America in historical, social, political, and cultural contexts—early 17th century through Bach and Handel. Vanselowick. Offered 2000–2001 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 Band: (Topic) (1–2R) See MUS 192.

694 Jazz Laboratory Band III (1R) See MUS 190.

695 Small Jazz Ensemble: (Topic) (1–2R) See MUS 195.

696 Orchestra (2R) See MUS 196.

697 Choir: (Topic) (2R) See MUS 197.

698 Opera Workshop (2R) See MUS 198.

Jazz Studies Courses (MUS)

180, 181, 182 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. Coreq: MUS 195, 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 (1–2R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. S. Owen.


195 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.

270 Jazz Theory (2) Introduction to jazz harmony; chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Coreq: MUS 133, 136, 139, or instructor's consent. S. Owen.

271, 272 Functional Jazz Piano I (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 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. Coreq: MUS 276, pre- or coreq MUS 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: MUS 195; instructor's consent. R twice for maximum of 3 credits each.

300 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 background of jazz. Prereq: sophomore standing or higher. Wolfeck.

390 Jazz Laboratory Band III (1R) See MUS 190.

391 Jazz Laboratory Band II (1R) See MUS 191.

392 Oregon Jazz Ensemble (1–2R) See MUS 192.

393 Small Jazz Ensemble: (Topic) (1–2R) See MUS 195.

397 Oregon Vocal Jazz (2R) See MUS 197.

405 Reading and Conference: (Topic) (1–4R) 407/507 Seminar: (Topic) (1–5R) 408/508 Workshop: (Topic) (1–21R)

450 Survey of Jazz Composition (3) Jazz composition from 1900 to the present. The evolution of jazz composition and arranging throughout the study of major jazz stylistic periods. S. Owen. Offered 2000–2001 and alternate years.

451/551 Survey of Jazz Improvisation (3) Jazz improvisation from 1900 to the present. Includes the evolution of specific instruments' (saxophone, trumpet, trombone, piano, bass drum set, guitar) through major stylistic periods. Sequence. Offered 2000–2001 and alternate years.

474/574, 475/575, 476/576 Jazz Repertoire I,II,III (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 progressions and modulations. Sequence. Prereq: MUS 274 or instructor's consent. S. Owen.


483/583, 484/584, 485/585 Advanced Jazz Arranging I,II,III (3,3,3) Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior and graduate degree recitals. Sequence. Prereq: MUS 482/582 or instructor's consent. S. Owen.

503 Thesis (1–16R) 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), organizing student support, setting and achieving program goals. S. Owen.

690 Jazz Laboratory Band III (1R) See MUS 190.

691 Jazz Laboratory Band II (1R) See MUS 191.

692 Oregon Jazz Ensemble (1–2R) See MUS 192.

695 Small Jazz Ensemble: (Topic) (1–2R) See MUS 195.

697 Oregon Vocal Jazz (2R) See MUS 197.

Music Education Courses (MUE)

159 Special Studies: (Topic) (1–5R) 352 Foundations of Music Education (3) Social, philosophical, historical, and curricular foundations of music education; justification for including music in the public school curriculum; professional, ethical, and social aspects of teaching. Jacobi-Karna. 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. Jacobi-Karna. Olson.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Olson.


401 Research: (Topic) (1–21R) Prereq: instructor's consent.

403 Thesis (1–21R) Prereq: instructor's consent.

404 Reading and Conference: (Topic) (1–4R) Individual study of topics at a level above that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent. Instructor's consent.

406 Field Studies: (Topic) (1–21R) 407/507 Seminar: (Topic) (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability. Recent topics are Orchestra Development, Oregon Common Curricular Goals, Pop Music in Society, Readings in Music Education, Wind Materials.

408/508 Workshop: (Topic) (1–21R) Various topics at a level above that available in the standard curriculum. Prereq: instructor's consent.


410/510 Experimental Course: (Topic) (1–5R) 411/511 Band Methods (3) Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional
materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. P. Doerksen.


413/513 Teaching Methods: Secondary Choral and General (3) Instructional procedures and materials for secondary choral and general music classes. Olson.

415/515 General Music in the Middle School (3) Musical characteristics and capabilities of middle school students. Suitable materials and music experiences; alternative approaches to curriculum development, methods, and evaluation. Laboratory fee.

420/530 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 Jacobi-Karna.

424/524 Children's Choir (3) Study techniques that lead to beautiful singing by children. Warm-ups, intonation exercises, motivation strategies, high-quality music, programming concerts, rehearsals. R. Moore.


427/527 The General Music Program: Secondary (3) Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior high schools.


429/529 Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. R. Moore.

430/530 Music Classroom Education and Management (3) Exploration of the sociolinguistic factors of race, gender, and cultural diversity of teacher-student interaction; techniques for maintaining an educational environment conducive to learning music in the classroom. Jacobi-Karna.

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. Olson.

444/544 Choral Materials for Schools (3) Repertoire for choral groups in secondary schools; choral music from early historical periods to the avant garde; criteria for selection of choral music; instructional program and concert planning. Olson.

447/547 Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music. R. Moore.

455/555 Jazz and Marching Methods (3) Teaching methods for jazz ensembles and marching bands in secondary schools. S. Owen, Zimbelman.


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.


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.

492/592 Advanced Instrumental Techniques: Topic (3R) Advanced performance techniques and teaching strategies for various instruments. R twice when topic changes for maximum of 9 credits.

503 Thesis (1-16R) PIN only. Prereq: instructor’s consent.

601 Research: Topic (1-16R) PIN only. Prereq: instructor’s consent.

602 Supervised College Music Teaching (1-5R) PIN only. Prereq: instructor’s consent.

603 Dissertation (1-16R) PIN only. Prereq: instructor’s consent.

605 Reading and Conference: Topic (1-4R) 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.

610 Experimental Course: Topic (1-5R)

614 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.


636 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. T. Doerksen.

638 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.

639 Pedagogy and Practicum: Topic (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnomusicology, 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, 642 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)

Extra fee for nonmajors enrolled in MUP 171-791. Unless it is a degree requirement, majors taking more than one performance studies course pay an extra fee.

MUP 140-791 coreq for majors: enroll in major ensemble

Percussion studies (MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 411/511, enroll in major ensemble

108 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) P/N only. Beginning-level group instruction in music reading, chord-forming techniques, improvisation, scales, and simple theory. Listening is an important part of the course. Extra fee. Late fee: 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. Late fee: 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 voicings, finger-style playing, and arranging. Requires music reading and barre chord skills. Extra fee. Prereq: MUP 120 or instructor's consent. 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.

125 Blues Guitar I (2R) P/N only. Introduction to blues chords, scales, songs, and related techniques. Designed for beginners; 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, who must provide own instruments. Prereq: MUP 127. R once for maximum of 4 credits.


163 Functional Piano (2) Individual instruction in functional keyboard skills. Waichter. Prereq: MUS 239.


199 Special Studies: [Topic] (1-5R) Recent topics include Funk Guitar, Guitar Theory I, Keyboard Sight-Reading, Jazz Drumset, Saxophone, Songwriting, Table. Extra fee. Prereq: MUP 120 or instructor's consent. Case. R twice for maximum of 9 credits.


670 Performance Studies (Studio Instruction): Piano Accompanying (2-4R) Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.


Academic Affairs

Most tenured faculty members are listed under academic departments and programs in 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)


Margaret Jane Wied, associate professor emeritus of home economics. B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

The dates in parentheses at the end of each entry is the first year at the University of Oregon.

In addition to the curriculum described under the university’s academic units, additional courses may be available in the areas listed below.

Academic Learning Services

Susan Lesyk, Center Director

The Center for Academic Learning Services offers the following courses.

Academic Learning Services Courses (ALS)

101 Introduction to University Study (3) Emphasizes the critical reading, writing, and research skills necessary for effective study methods. New study techniques are applied to this and other courses.

102 College Reading Skills (3) Practice in analysis, synthesis, and evaluation of a variety of sources relating to a contemporary issue. Emphasis is on writing abstracts, reviews, and critiques that demonstrate critical reading ability. Prereq: instructor’s consent.

199 Special Studies: (Topic) (1-5R) R twice per topic for maximum of 6 credits.

399 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) 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

 tragedies include a laboratory each term. Applicants must have two years remaining in college after the field training, which may be undergraduate or graduate work or a combination of the two.

Commitments

Students in the four-year program incur no obligation during their first two years in AFROTC unless they are awarded a scholarship. After enrolling in Air Force Leadership and Management (AS 311), the student agrees to accept a commission if it is offered. Scholarship students incur a commitment at the beginning of their sophomore year. Upon accepting their commission, pilots incur an obligation of ten years after completion of pilot training; navigators incur a six-year obligation after initial training and all others incur a commitment of ten years after completion of pilot training.

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 OSU for classes and activities), and classes 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 every 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 general military course (freshman and sophomore years) for students who are enrolled in the four-year AFROTC program.

Students may enter the freshman class at the start of the fall, winter, or spring term. Sophomores may enter at the start of the fall term and take the freshman- and sophomore-level courses concurrently.

Before enrolling in the last two years of the program, the professional officer course, the student must meet AFROTC qualification standards and requirements.

Two-Year Program

Entry is competitive. Application should be made early in the fall term of the student’s sophomore year. Participants must attend Field Training (AS 306) for five weeks in the summer before their junior year of college. The curriculum also includes six terms of upper-division air force studies courses, including a laboratory each term. Applicants must have two years remaining in college after the field training, which may be undergraduate or graduate work or a combination of the two.

Commitments

Students in the four-year program incur no obligation during their first two years in AFROTC unless they are awarded a scholarship. After enrolling in Air Force Leadership and Management (AS 311), the student agrees to accept a commission if it is offered. Scholarship students incur a commitment at the beginning of their sophomore year. Upon accepting their commission, pilots incur an obligation of ten years after completion of pilot training; navigators incur a six-year obligation after initial training and all others incur a commitment of ten years after completion of pilot training.

Future military experience (ROTC, academy, or military service) may allow the officer in charge of Air Force studies to waive all or part of the general military course (freshman and sophomore years) for students who are enrolled in the four-year AFROTC program.

Students may enter the freshman class at the start of the fall, winter, or spring term. Sophomores may enter at the start of the fall term and take the freshman- and sophomore-level courses concurrently.

Before enrolling in the last two years of the program, the professional officer course, the student must meet AFROTC qualification standards and requirements.

Two-Year Program

Entry is competitive. Application should be made early in the fall term of the student’s sophomore year. Participants must attend Field Training (AS 306) for five weeks in the summer before their junior year of college. The curriculum also includes six terms of upper-division air force studies courses, including a laboratory each term. Applicants must have two years remaining in college after the field training, which may be undergraduate or graduate work or a combination of the two.

Commitments

Students in the four-year program incur no obligation during their first two years in AFROTC unless they are awarded a scholarship. After enrolling in Air Force Leadership and Management (AS 311), the student agrees to accept a commission if it is offered. Scholarship students incur a commitment at the beginning of their sophomore year. Upon accepting their commission, pilots incur an obligation of ten years after completion of pilot training; navigators incur a six-year obligation after initial training and all others
agreement 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 earlier 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-two (thirty for veterans). Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $480 a year for textbooks, and a $20 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 $200 a month for expenses to students in any academic major during their junior and senior years. To qualify for this scholarship, the student must have a full-time student status, not be older than twenty-seven upon graduation, and maintain a 2.35 GPA every term. As in 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 $200 monthly stipend. Uniforms and textbooks for both the general military course and professional military course are provided by the Air Force. The University of Oregon offers a discount on room and board for scholarship winners.

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. Non-scholarship 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 thirty.

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

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


Emeriti


Participating

Charles H. Spencer, planning, public policy and management

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.

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, and organizing. LERC publishes a series of regular monographs and occasional working papers.

A workplace health and safety program conducts research on ergonomics and produces research, publications, and programs on occupational health and safety.

LERC is advised by a committee of representatives from state and national labor organizations. 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.

LERC conducts a participatory learning experience for undergraduate students—an intensive internship with Oregon labor unions on research and related projects. Students earn 4 credits each term of the internship.

Students may be eligible to participate in field studies or special seminars 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.

LERC in Portland. In 1987 a LERC office was opened in the University of Oregon Portland Center, which is described in the Campus and Community Resources section of this 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) 725-2225.

LERC is a member of the United Association for Labor Education and the Pacific Northwest Labor History Association.

Labor Education and Research Center Courses (LERC)

401 Research: [Topic] (1-21R)
405 Reading and Conference: [Topic] (1-21R)
406 Supervised Field Study: [Topic] (1-21R)

Supervised activity related to areas such as labor
education, local union administration, and job safety and health.

407/507 Seminar: [Topic] (1-5R) Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, The Role of Unions in the United States, Selected Issues in Public Employment Relations, Unions and Workforce Development, and Workers’ Compensation.

408/508 Workshop: [Topic] (1-21R)
410/510 Experimental Course: [Topic] (1-5R) Topics include Bargaining Situations, Techniques of Labor Education, and Unions and Technology.

601 Research: [Topic] (1-16R) P/N only

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

606 Supervised Field Studies (1-16R)

608 Workshop: [Topic] (1-16R)

**Human Development Courses (HDEV)**

199 Special Studies: [Topic] (1-5R)


407/507 Seminar: [Topic] (1-5R)


410/510 Experimental Course: [Topic] (1-5R)


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

**Library System**

George W. Shipman, University Librarian

Office of the Librarian, Knight Library

(541) 346-3056

http://libweb.uoregon.edu/

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 Library Research (1) Introduction to using 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. R when topic changes.

240 Legal Research (3) Provides a basic understanding of the legal system and process. Introduction to legal research tools and use of the law library.

323 Modern Information Environment (4) Discusses the complexities of the modern information environment. Develops skills in locating, retrieving, and evaluating information. Examines the sociopolitical issues of information access.

399 Special Studies: [Topic] (1-5R) Introduction to general library resources and to subject-related library resources. R when topic changes.

405 Reading and Conference: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Library resources and bibliography.

410/510 Experimental Course: [Topic] (1-5R)


463/563 Internet Information and Culture (4) Examines the social, economic, and political impact of cyberspace on society. Develops cyber-space literacy skills, including finding information, critical evaluation of information, and web publishing.

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

**Military Science**

Robert H. Rhen, Department Head

1679 Agate Street

(541) 346-3102

(541) 346-2813 fax

(800) 542-3945

(541) 346-3102

http://darkwing.uoregon.edu/~army/

** COURTESY FACULTY**


**Special Staff**

Jonathan C. Dinsmore, courtesy senior instructor; sergeant first class, U.S. Army. (1999)

John E. Campbell, courtesy senior instructor; sergeant first class, U.S. Army. (1999)

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

**About the Department**

The Department of Military Science is an instructional division that reports to the vice provost for academic affairs. The department offers four years of military science courses divided between lower and upper division. These courses are elective and are open to all admitted students at the university.

**Curriculum**

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

1. Provide opportunities to learn and practice military leadership styles, dimensions, and techniques

2. Provide an understanding of the historical role of the army and how that role supports the goals and objectives of national policy

3. Develop and improve communication skills

4. Develop an understanding of the professional military ethic

5. Provide general knowledge of the structure of the army, its organization, and how its various components work together

6. Provide a understanding of American military history and the leadership principles that caused military leaders to succeed or fail

**Lower Division** Lower-division (100- and 200-level) courses are offered for 1 or 2 credits each. Lower-division courses are open to all undergraduates and need not be taken in sequence. They provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history. Students write one paper each term.

**Upper Division** Upper-division (300- and 400-level) courses primarily are offered for 3 credits each. They provide the advanced leadership, decision-making, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army. Students complete one written project each term.

**Extracurricular Activities**

The department supports a variety of events including ranger challenge (club sport), marauders, and Color guard.

**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 (1R) 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 and the culture of the young nation; impact of early leaders on the army’s organization; battles, leadership, and tactics from the American Revolution through Spanish American War. 222: battles, leadership, and tactics from World War I through the Vietnam War. 223: battles, leadership, and tactics during Desert Storm; transition from worldwide conflict to peacekeeping and humanitarian assistance; Kosovo-Bosnia experience: principles of developing military operations orders and troop-leading procedures.

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
commands, 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.

**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 contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. During the period of enrollment in the advanced phase of training leading to a commission, each cadet must take, in addition to military science courses, a course in each of the following subjects: military history, written communication, and computer literacy. Most of these courses count toward general education group requirements for a bachelor’s degree.
The army sponsors two-, three-, and four-year scholarships. These are awarded 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
529 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 100 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 OAT 188

HIST: Australia in the 19th Century 5 [credits]

NCSEA 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**
OCLUR 188, 288, 388, 488, 688 Overseas Studies: Curtin University (1-12R)
OLAT 188, 288, 388, 488, 688 Overseas Studies: La Trobe University (1-12R)

**CHINA**
OBEI 188, 288, 388, 488, 688 Overseas Studies: Beijing, Central Institute for Nationalities (1-12R)

**THE CZECH REPUBLIC**
OC1HA 188, 288, 388, 488, 688 Overseas Studies: Prague, Charles University (CIEE) (1-12R)

**DENMARK**
ODIS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen, Denmark’s International Study Program (1-12R)

**ECUADOR**
OQUI 188, 288, 388, 488, 688 Overseas Studies: Quito, Catholic University of Ecuador (1-12R)

**ENGLAND**
OBRT 188, 288, 388, 488, 688 Overseas Studies: London (1-12R)
OLON 188, 288, 388, 488 Overseas Studies: London, NCSA Program (1-12R)
OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1-12R)

**FINLAND**
OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1-12R)

**FRANCE**
OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1-12R)
OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers (1-12R)

**GERMANY**
OBWU 188, 288, 388, 488, 688 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**
OMAL 188, 288, 388, 488 Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan (CIEE) (1-12R)

**ISRAEL**
OHU 188, 288, 388, 488, 688 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1-12R)

**ITALY**
OPAV 188, 288, 388, 488, 688 Overseas Studies: Pavia, University of Pavia (1-12R)
OPER 188, 288, 388, 488, 688 Overseas Studies: Perugia, Italian University for Foreigners (1-12R)
OROM 188, 288, 388, 488, 688 Overseas Studies: Rome, Summer Architecture Studio (1-12R)
OSIE 188, 288, 388, 488 Overseas Studies: Siena, NCSA Program (1-12R)

**JAPAN**
OME 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, 688 Overseas Studies: Seoul, Yonsei University (1-12R)

**MEXICO**
OQUI 188, 288, 388, 488 Overseas Studies: Querétaro, Summer Study in Mexico (1-12R)

**NORWAY**
OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1-12R)

**POLAND**
OWAR 188, 288, 388, 488 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1-12R)

**RUSSIA**
OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1-12R)
OSTP 188, 288, 388, 488, 688 Overseas Studies: Russia (CIEE) (1-12R)

**SCOTLAND**
OUAB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1-12R)

**SPAIN**
OSEV 188, 288, 388, 488, 688 Overseas Studies: Seville, Study in Spain (1-12R)

**SWEDEN**
OUPP 188, 288, 388, 488, 688 Overseas Studies: Upsala, Uppsala University (1-12R)
About PARS

Becrey Kar~a

Lois l Youngen,. assorate professor emerita.


Emeritae


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

About PARS

Physical Activity and Recreation Services (PARS) enhances the lives of UO students and staff and faculty members by providing physical-activity programs and services that promote health and fitness, active recreation, and participation in sports. PARS comprises Physical Education, Recreational Sports, and Facilities Services.

Physical Activity and Recreation Services

Director

(541) 346-4113

102 Esslinger Hall

Faculty


Brent Harrison, instructor (recreation); director, recreational sports. B.S., 1988, M.S., 1991, Bemidji State. (1993)


Adams State; M.Mus., 1987, Oregon. (1992)

Europe

OxEU 188, 288, 388, 488 Overseas Experimental Program: Europe (1-12R)

Latin America

OxLA 188, 288, 388, 488 Overseas Experimental Program: Latin America (1-12R)

Middle East

OxME 188, 288, 388, 488 Overseas Experimental Program: Middle East (1-12R)

Employment. Students who are interested in physical activity and sport are good candidates for the many part-time jobs generated by the large variety of programs and services offered by PARS and in the operation of facilities. Students may apply for any of the more than 150 positions as lifeguards, sports officials, office workers, weight-room supervisors, facility supervisors, and equipment-room attendants. Lifeguards must have current certification; training is provided for other positions.

Physical Education

The Physical Education (PE) program offers physical-activity courses for university students and faculty and staff members as well as members of the Eugene-Springfield community. Physical education courses emphasize the development of physical skills, improvement in physical-fitness levels, and the acquisition of knowledge that contributes to a healthy lifestyle. More than 130 instruction courses are offered each term in a variety of activity areas— aerobics, aquatics, certification fitness, individual activities, leadership, martial arts, mind-body, outdoor pursuits, racquet sports, running, scuba, team sports, and weight training. This ever-changing array of courses is taught by an international staff of faculty members, coaches, graduate teaching fellows, and contract employees who share their expertise and experiences.

More than 3,300 participants enroll in PE courses each term. Most classes meet twice a week for 1 credit. Several outdoor-pursuit classes include three-day field trips in addition to on-campus sessions. Up to 12 credits in physical education may be applied to the bachelor's degree. Each term's offerings are listed in the schedule of classes. Students may register for credit-bearing courses through DUCK CALL, which is explained in the Registration and Academic Policies section of this catalog.

Students and members of the staff, faculty, and community are welcome and encouraged to enroll in physical education courses as noncredit participants. Noncredit participants pay only the PE course fee and register at the PE office at the start of DUCK CALL each term.

Opportunities are also available for people who have disabilities or who need special accommodations in order to participate in physical education courses. More information is available from the PE office, 102 Esslinger Hall; telephone (541) 346-4113. The office is open from 8:00 A.M. to 5:30 P.M. Monday through Friday.

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 Center has a three-court gymnasium, complex, a suspended running track, a strength and conditioning room, a rock climbing wall, and a juice bar. It also houses gymnasia and court facilities, men's and women's locker rooms. The main offices for Physical Activity and Recreation Services are in Esslinger Hall. Gerlinger Hall holds the Janet G. Woodruff Gymnasium and men's and women's locker rooms. Gerlinger Annex's well-equipped gymnasiu and dance studios are used for instruction and recreation. Leighton Pool, a competition pool attached to the Student Recreation Center, and Gerlinger Pool, in Gerlinger Hall, are used for instruction and recreation.

Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor instruction, intramural, and club sports. 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 noncredit, are open to anyone. Most courses are coeducational. 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)


199 Special Studies: [Topic] (1-2R)


399 Special Studies: (Topic) (1–2R)

Aquatic Scuba (PEAS) 199 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)


199 Special Studies: [Topic] (1–2R)


301–398 Martial Arts: (Topic) (1–2R) 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) R once for maximum of 2 credits per activity.

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: POEL 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: POEL 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: POEL 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) Beginning levels of outdoor pursuits—water activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)

Physical Education Professional Experience (PEPE) 199 Special Studies: [Topic] (1–5R)

241 First Aid—Cardiopulmonary Resuscitation (American Red Cross) (2R) Provides certified training in ECG, 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 intramural, and physical education.

418 Environmental Education (3) Graded only. Introduces students to the natural history of the area. Emphasizes how to teach effectively in the outdoor environment. Prereq: POEL 285.


199 Special Studies: [Topic] (1–2R)
Preparatory 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 advisors. 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 an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students 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 3/2 Program with Oregon State University, available in the Department of Physics Office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. 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 first 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 (EGR 115), Statics (EGR 211), Dynamics (EGR 212), Strength of Materials (EGR 213), and Electrical Fundamentals (EGR 211) are available from the Science Department at Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. EGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including prerequisites, 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 in 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 not prepared to begin calculus in their freshman year.

Freshman Year  46 credits
*Calculus IILIII (MATH 251, 252, 253) ... 12
*General Physics with Calculus (PHYS 211, 212, 213) ... 12
*Introductory Physics Laboratory (PHYS 234, 235, 236) ... 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
*Several-Variable Calculus III (MATH 281, 282) ... 8
*General Chemistry (CH 221, 222, 223) ... 12
*General Chemistry Laboratory (CH 227, 228, 229) ... 6
*Foundations of Physics II (PHYS 351) ... 4
Static, Dynamics, Strength of Materials (ENG 211, 212, 213) ... 12
Humanities or social science ... 4

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year  46 credits
*College Algebra (MATH 111), Elementary Functions (MATH 112), Calculus I (MATH 231) ... 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.
Consult the preengineering director about these and other bachelor’s degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory

Wendy Haws, Coordinator
(541) 346-3211
164 Oregon Hall
http://gladstone.uoregon.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 recent literature about the profession and information and assistance on admission tests and procedures. Information is also available on the prehealth sciences web site.

Clinical Laboratory Science—Medical Technology, Preparatory

Wendy Haws, Head Adviser
(541) 346-3211

The university offers most course work needed to satisfy the minimum requirements for admission to the Oregon Health Sciences University (OHSU) Clinical Laboratory Science—Medical Technology Program in Portland. A required course in immunology, which is not offered at the UO, must be taken elsewhere. The fifteen-month program culminates in a bachelor of science degree.

Admission Requirements
Students entering the program without a bachelor’s degree must have completed at least 113 transferable credits and be eligible for an OHSU bachelor’s degree upon completion of the program.
If work to meet admission requirements was done more than seven years before application to the program, additional work must be completed to qualify for admission.
The required 113 credits must include
Biology, 24 credits including Microbiology (BI 330) and Microbiology Laboratory (BI 331).
Immunology is required as part of microbiology or as a separate course. Genetics, physiology, and anatomy are recommended
Chemistry, 24 credits of lecture and laboratory work that include general inorganic chemistry, organic chemistry, biochemistry, quantitative analysis, and physical chemistry
Mathematics. One course in college-level mathematics, MATH 112 or higher. Additional mathematics and statistics courses are strongly recommended.

In addition, the OHSU strongly recommends
General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206) and electronics.

Admission Information
Information may be obtained by writing Clinical Laboratory Science—Medical Technology Program, Gaines Hall, Oregon Health Sciences University School of Medicine, 3181 SW Sam Jackson Park Road, MTCH, Portland OR 97201-5098; by telephoning (503) 494-8696; or from the program’s web site, http://www.ohsu.edu/alliedhealth/clindex.htm.

Dental Hygiene, Preparatory

Hiuka Ye 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 (80-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 laboratories (CH 227, 228, 229)
Organic Chemistry I (CH 331) with laboratory (CH 337)

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)
Human Anatomy I: Bones, Muscles, Nerves and Human: Anatomy II: Systems of the Body (ANAT 311, 312)
Human Physiology I: Nerve, Muscle, Senses and Human Physiology II: Homeostatic Mechanisms (HPHY 313, 314)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

One course in nutrition, which may be completed after admission to the dental hygiene program
One course in speech

Arts and letters: two group—satisfying courses
Introduction to Cultural Anthropology (ANTH 110)
Mind and Brain (PSY 201), Mind and Society (PSY 202)

Introduction to Sociology (SOC 204)

Applications are available from the Office of the Registrar, Oregon Health Sciences University School of Dentistry, 611 SW Campus Drive, Portland OR 97201. Deadline for fall term applications is March 1.

Because entrance requirements for dental hygiene programs may vary, it is recommended that students write to the schools they are interested in for specific admission information. Completion of the preprofessional program does not guarantee admission to a dental hygiene program.

Dentistry, Preparatory

John R. Lukaes, Director
(541) 346-5112

Predental Curriculum

The university offers a predental program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Dentistry in Portland and to many other accredited dental schools.

General Requirements

The OHSU School of Dentistry requires that predental students devote at least two years to their predental education, completing a minimum of 90 credits, of which 80—including all of the predental requirements—must be taken for letter grades. In the computation of the overall grade point average (GPA), the OHSU School of Dentistry counts an N (no pass) as a failing grade.

Students who plan to complete the requirements for a bachelor’s degree after entering the OHSU School of Dentistry and after earning 152 UO credits should satisfy all major and university requirements at the UO that cannot be met with course work at the School of Dentistry. For general university requirements, see Bachelor’s Degree Requirements in the Registration and Academic Policies section of this catalog.

Although a bachelor’s degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most dental schools in the United States:
Mathematics (MATH 111 and above), 12 credits
One-year general chemistry sequence with laboratories
Organic chemistry (CH 331, 332 or CH 331, 335, 336) with laboratories (CH 337, 338). Although the OHSU School of Dentistry accepts CH 331, 332, some dental schools require the full year of organic chemistry, CH 331, 333, 336

Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 265) is the recommended biology sequence.

Foundations IV: Biological Interactions (BI 264) is also recommended.

Alternatively, some predental students may take three terms of general biology, which meets minimum admission requirements, but is not recommended as the sole preparation either for dental school work or for the Dental Admission Test. This sequence is acceptable for the UO general science major and partially prepares students for additional work in biology. It does not, however, fully substitute for the core courses required for the biology major. Other students should consult their advisers on the suitability of this alternative
General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

Admission
Admission to the OHSU School of Dentistry is competitive. The mean grade point average (GPA) of the entering class of 1999 was 3.40. If the applicant's GPA is below 3.00, there is little probability of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for students who start poorly but improve substantially in their predental course work.

The Dental Admission Test should be taken no later than fall term one year before admission. A pamphlet describing the test and places where it will be given 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 OU Career Center, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses are suggested in 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 advisors 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. Graduates of 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 II,III,IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life, Biological Interactions (BI 261, 262, 263, 264)

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 (MATH 251, 252) and a course in statistics

General Physics (PHYS 201, 202, 203) or laboratories (PHYS 204, 205, 206) or General Physics with Calculus (PHYS 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.

Medicine, Preparatory
Wendy Haws, Head Adviser
(541) 346-3211

The university offers a premedical program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Medicine in Portland as well as most other American medical schools.

The Office of Academic Advising and Student Services has a prehealth sciences information area with recent literature about the profession and information and assistance on admission tests and procedures.

The varying admission requirements of medical schools are listed in Medical School Admission Requirements. Order forms are available at the prehealth sciences information area. 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)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take Foundations II, III, IV: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263). Foundations IV: Biological Interactions (BI 264) is also recommended.

Alternatively, some students take General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213). Although these courses meet minimum admission requirements, they are not recommended as the sole preparation either for medical school work or for the Medical College Admission Test (MCAT). This sequence is acceptable in the general science major program and partially prepares students for additional work in biology. The sequence does not, however, substitute for the core courses required for the biology major. Students who choose this sequence are recommended to take Foundations II, III, Biochemical Basis of Life (BI 263) as well.

One college-level mathematics course. Many schools require calculus.

General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) with laboratories (PHYS 204, 205, 206)

One year of English including two composition courses

One year of arts and letters courses

One year of work in the social sciences

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisers and Medical School Admission Requirements.

Admission
The OHSU School of Medicine requires applicants to have a bachelor's degree prior to admission. Most other medical schools give preference to students with bachelor's degrees in academic subjects; premedicine is not an academic major. Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the nonscience major in the selection process. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of residency. Specific requirements for various majors are found in this catalog under department and program headings; see also the General Science section.

A few medical schools accept students at the end of their junior year on the assumption that science credits earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor's degree requirements. Students planning to enter medical school at the end of their junior year should consult advisers regularly to ensure that general university and departmental major requirements are met. These students must have completed 12 credits at the University of Oregon or have met the university residence requirement of 45 UC 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 3.0 GPA is the national mean for accepted applicants, and it is unlikely that an
applicant with a GPA below 3.00 would be accepted at most United States medical schools. Furthermore, courses taken to satisfy science requirements must be taken for letter grades.

Nearly all medical schools require applicants to take the MCAT, given in early spring and late summer each year. Reservations for this examination must be made at least one month in advance of the scheduled date; reservation blanks are available in the prehealth sciences information area, which also has a manual that describes the test and provides practice questions and suggestions about preparing for the test. Applicants must take the test at least one full year before anticipated admission.

Three to five letters of recommendation from college or university instructors are generally required. Most schools request that two of these letters come from science instructors. The importance of these letters cannot be overemphasized. A letter of recommendation should be requested at the conclusion of a course while the student's performance is fresh in the instructor's mind. Most schools also require volunteer or work experience and a letter of recommendation from someone who works in a health-related field.

The university sponsors an academic and service society, the Asklepids. For more information, see the Honors at Oregon section of this catalog.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Chiropractic medical schools require many of the same courses, although some require anatomy and physiology.

Naturopathic medical schools require many of the same science courses.

**Nursing, Preparatory**

**Hilda Yee Young, Head Adviser**

(541) 346-3211

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 coursework 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 UC 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 1110)
- Introduction to Sociology (SOC 204)
- Human Anatomy I: Bones, Muscles, Nerves and Human Anatomy II: Systems of the Body (ANAT 311, 312)
- Human Physiology I: Nerve, Muscle, Sensory and Human Physiology II: Homeostatic Mechanisms (HHPHY 313, 314)
- Microbiology (BI 330) or Bacteriology (BI 318)
- Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229)
- College Algebra (MATH 111), Introduction to Methods and Probability and Statistics (MATH 243)
- Ethics (PHIL 102)
- Mind and Brain (PSY 201) or Mind and Society (PSY 220), Development (PSY 375)
- One literature course
- Two speech courses
- Nutrition

College Composition I, II, or 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 the 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 (PHTHYS 201, 202, 203) with laboratories (PHTHYS 204, 205, 206)
- 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 225H, 226H, 227H) with laboratories (CH 237, 238, 239)
- Organic Chemistry I, II, III (CH 331, 335, 336) with laboratory (CH 337)
- Foundations I, II, III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 261, 262, 263) or General Biology I, II, III: Cells, Organisms, Populations (BI 211, 212, 213) with Cell Biology (BI 322) recommended
- Human Physiology I (BI 313, 314)
- Microbiology (BI 318) or Microbiology I (BI 330) and Microbiology Laboratory (BI 331)
- 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 is 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 the Oregon State University College of Pharmacy, Corvallis OR 97331-3807; telephone (541) 373-4244. Information is also available on the OSU College of Pharmacy website, http://osp.oregonstate.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 twenty-six-month program earns a master 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 bachelor's degree including:

- One statistics course
- Mind and Society (PSY 202) or Development (PSY 375)
- General Biology I, II, 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 (BI 311, 312); and Human Physiology I (BI 313, 314) completed within the last seven years; Microbiology (BI 330) and Microbiology Laboratory (BI 331)
- 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 225H, 226H, 227H) with laboratories (CH 237, 238, 239)
Upper-division course work in natural science recommended

Organic chemistry or biochemistry

Required courses should be taken for letter grades

Graduate Record Examinations scores

In addition to academic requirements, employment for at least a year in a responsible position in health care setting is expected of applicants. Preference is given to applicants who have experience that required a period of training and/or responsibilities in direct patient care. Students are responsible for gaining the appropriate experiences before they apply.

The applications are available summer through early October for admission the following fall; the application deadline is October 15. Applications are available from Oregon Health Sciences University Physician Assistant Program, 3181 SW Sam Jackson Park Road, Portland OR 97201-3096, telephone (503) 494-1413, or on the web site, http://ophsu.edu/ah-pa.

Veterinary Medicine, Preparatory

Wendy Haws, Head Adviser

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

Completion of 107 credits including 67 in the following physical and biological sciences:

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 sufficient to meet requirements for upper-division biochemistry courses (CH 331, 332) or (CH 331, 335, 336). laboratories (CH 337, 338) recommended

One upper-division biochemistry course.

Foundations 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

At least 6 credits in upper-division biology courses with a maximum of one laboratory (e.g., physiology, cell biology, microbiology, or more biochemistry)

General physics (PHYS 201, 202 or PHYS 202, 203). Many veterinary schools require two terms with laboratories; some require a full year

General education courses and electives to total 40 credits, if the student has not completed a bachelor’s degree

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 examination requirements and 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 state institutions in their home states. Oregon’s participation in WICHE enables qualified residents to apply for assistance in the programs described below while attending participating institutions in any of the thirteen participating WICHE states.

Assistance under these programs enables a limited number of students to pay reduced tuition and fees at state-supported and independent institutions. Students must make application and obtain certification as Oregon residents prior to October 15 of the year preceding the academic year of anticipated enrollment. WICHE certification does not guarantee admission. Additional information and forms for application and certification may be obtained from the Certifying Officer, WICHE, PO Box 3175, Eugene OR 97403, or in 146 Susan Campbell Hall on the UO campus; telephone (541) 346-5725.

Additional information about the WICHE programs described below is available from the Office of Academic Advising and Student Services, 5217 University of Oregon, Eugene OR 97403-5217.

Occupational Therapy, Preparatory

Hilda Yee Young, Head Adviser

The university offers courses that satisfy admission requirements for sixteen 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.

Recommended Courses

Introductory General Chemistry (CH 211, 212, 213) with laboratories (CH 227, 228, 229)

College Algebra (MATH 111), Elementary Functions (MATH 112), and Introduction to Methods of Probability and Statistics (MATH 245)

General Biology I, II, III: Cells, Organisms, Populations (BI 211, 212, 213)

Human Physiology I: Nerve, Muscle, Senses and Human Physiology II: Homeostatic Mechanisms (HPHY 313, 314)

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

College Composition II (WR 121, 122) and either Scientific and Technical Writing (WR 320) or Business Communications (WR 321)

Introduction to Business Data Processing (CIS 131)

Ethics (PHIL 102)

Experience in arts and crafts and human performance

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

Wendy Haws, Head Adviser

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 studies, literature, philosophy, statistics, English, and second languages.
Preparatory Programs

All applicants must take the Optometry Admissions 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, 245 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 or doctoral degree program.

Requirements. Students planning to obtain a bachelor's degree at the UO should declare their major relatively early so that physical-therapy option requirements can be fulfilled as part of a chosen major. No specific major is required for most prephysical therapy 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 practitioners.

Practicum credit in the Department of Exercise and Movement Science is available.

Applying for Admission. Applications to physical therapy programs are made during fall term of 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 3.0. 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 Association of Colleges of Podiatric Medicine, 1550 Piccard Drive, Suite 322, Rockville MD 20850.

The California College of Podiatric Medicine participates in the WIChE program; telephone (800) 324-2276.

Law, Preparatory
Stephen Carney, Head Adviser
(541) 346-3211
164 Oregon Hall

In general, 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 I, II, III (WR 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 212)
Critical Reasoning (PHIL 203), Social and Political Philosophy (PHIL 307, 308), Law and Society (PHIL 446)
England (HIST 331, 332, 333)
Political Theory (PS 430, 431, 432)
Literature and additional expository writing courses
Courses in psychology and sociology are recommended
All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June. Registration forms are available in the prelaw advising area; the School of Law admissions office; and the University Counseling Center's Testing Office, 238 University Health and Counseling Center Building. Completed forms must be mailed a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that exam be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated; most law schools average combined scores.

The Center for Academic Learning Services, 68 Prince Lucien Campbell Hall, offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose.

Students are urged to schedule an appointment with the prelaw adviser early in their college career.

Additional information about prelegal study and law school admission is contained in the Official Guide to U.S. Law Schools, available at the Office of Academic Advising and Student Services, the School of Law admissions office, and the campus 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. Fall and spring workshops are scheduled for students interested in preparing for law school.

Information about these workshops is available on the Office of Academic Advising and Student Services web site.

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 business schools look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business 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 an 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

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 studies, 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 UO 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. Students are urged to schedule an appointment with the preparatory adviser by the end of the sophomore year. Information about workshops is available on the Office of Academic Advising and Student Services web site.

Teacher Education, Preparatory

Jessica Nelson, Head Adviser

Several routes are available to UO students who seek teaching careers. Students who want elementary teaching licenses may complete the educational studies major with the integrated-licensure specialization offered by the College of Education. Another option is to earn a bachelor's degree in a related subject and apply to the graduate elementary teaching specialization. Students who want middle-secondary teaching licenses should complete a fifth-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 fifth-year programs are offered in music, elementary, 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 fifth-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 deadlines 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 Web and Print Design and Publishing Programs. The Continuation Center also conducts computer application training courses in its computer laboratories. 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) 346-4397 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:
- DARKWING, a large Sun Enterprise 5500 UNIX computer, and Alpha, a cluster of Compaq 500 UNIX workstations, all targeted for compute-intensive academic applications
- GLADSTONE, a large Sun Enterprise 5500 system that provides undergraduate students with E-mail service and access to the World Wide Web

- the VMScluster, three large 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 nearly 400 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; OVEN, a statewide network that serves K-12 schools, higher education, and state government agencies; and Internet2, 2 Gbps (155 Mbps) connections.

**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
- X Windows software
- E-mail (WebMail, pine, Eudora) and other network software (ftp, telnet)
- web browsers (Netscape, Internet Explorer) for all computing platforms
- USENET News readers
- TV broadcast-quality video content, available on the computer 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, SMPD, Minitab, rats, Splus, eqs, SCA)
- other special-purpose applications programs and packages, including Mathematica (symbolic mathematics), VASE, (three-dimensional molecular modeling), radiance (ray shading), and clustalw (phylogenetic mapping)

**Services.** The Computing Center's support services include:
- 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 training workshops 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's 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
- the Computing Center's web site and UO's primary 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)
- Internet2 (higher education's new network application initiatives) and Abilene, a new, high-speed
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) 524-2104 in Oregon
1227 University of Oregon
Eugene OR 97403-1277
ctrinfo@oregon.uoregon.edu

Community Education

Sandrea Gladney, Program Coordinator

(541) 346-5614
1224 University of Oregon
Eugene OR 97403-1234
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.

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 the Eugene area and throughout Oregon. Activities include for-credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics cover such diverse subjects as microcomputer applications, international affairs, business computing, children's art, arts management, substance abuse, festival and event management, teacher education, and educational administration.

The Continuation Center offers computer classes, nondegree certificates of completion, and graduate degree programs in the Portland area. Other off-campus programs are the Teacher and Administrator Program, which serves teachers and administrators throughout Oregon, and the Applied Information Management (AIM) Program. The AIM program is described in the Graduate School section of this catalog.

Business and Professional Computing Program

Kelly Brougham, Coordinator

(800) 824-2714
Capital Center, 18640 NW Walker Road, Suite 1007, Beaverton OR 97006-8927

The Business and Professional Computing Program offers classes in Portland and Beaverton. The intensive, interdisciplinary program offers practical experience on Macintosh and Dell 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 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 Techgraphics and Design-to-Print Conference, National Educational Computing Conference, and Northwest Council for Computer Education Conference. The 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

Sandrea 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 all require frequent access to e-mail and a web browser.

Education 2000 Program

Brooke Beicher, 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.

Web and Print Design and Publishing Programs

Information about rapidly changing technology is combined with a foundation of critical thinking in print and web design publishing. Areas of study include knowledge of current issues in the technology, project management, design, software applications, communication skills, and complex problem solving. After completing the program, students can approach web and print publication challenges with confidence while keeping abreast of the industry. More information and application materials are available from the Continuation Center.

See also Business and Professional Computing Program.

Learning in Retirement

Ruth Heller, Program Coordinator

http://LIR.uoregon.edu

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 $120 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 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 these offerings takes place at the first class meeting. Courses can be arranged in most communities with strong student needs. Communities such as Ashland, Bend, Coos Bay, Kamiah 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://sumcom.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 2001 summer session are June 25–August 17. Telephone registration begins May 7. Selected eleven-week courses begin June 25 and end September 7. 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 2001 summer session, a student must have submitted a completed financial aid application for the 2000–2001 academic year and any other necessary documents to the Office of Student Financial Aid on or before May 1, 2001.

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 1,450 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 want to study abroad and international students and faculty members who are teaching and studying at the university.

International Student and Faculty Assistance. Students and faculty members from other countries are invited to inquire at this office for information about admission, housing, United States immigration regulations, employment opportunities, and scholarship aid. The Office of International Education and Exchange offers academic and personal counseling and helps students adjust to life in this country. It also coordinates the Friendship Family Program, which introduces international students to local families.

This office is the official university liaison for several international agencies including the Institute of International Education and the African American Institute.

Overseas Study, 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, Abroad—A Most Interesting Experience 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, Côte d’Ivoire, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, 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, Adelaide. The UO School of Law maintains an active exchange program with the University of Adelaide School of Law in South Australia. This program is open only to law students, who may participate in either the spring or fall semester in Adelaide.
Austria, Vienna. This program, offered fall and winter semester, takes advantage of Vienna’s setting to let students fully experience Austria’s rich cultural arts heritage. Courses offered include German language, social sciences and humanities. German is offered at beginning, intermediate, and advanced-intermediate levels. One term of college-level German is required. Excursions are an integral part of this program, and students live with host families.

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 full academic-year program.

China, Xiamen. Faculty 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 fall or spring semester.

Denmark, Aalborg. This program, taught in English, is designed for undergraduate students who want 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 UO Graduate School.

Denmark, Copenhagen. Denmark's International Study Program offers semester and full-year 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.

Denmark, Copenhagen. Open to M.B.A. students who have successfully completed one year of the UO M.B.A. curriculum, this program offers a variety of courses in English at the Copenhagen School of Business. In addition to the business, economics, and area studies courses, students may take Danish language courses. Students may attend either fall or spring semester.

Ecuador, Quito. Students with at least two years of college-level Spanish can spend a semester or a full year at Pontificia Universidad Catolica del Ecuador or at the University 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 Programme academic 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 courses 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.

France, Poitiers. This one-year academic program is for students who have studied at least two years of college French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers courses. Housing is arranged for students.

Germany, Bamberg. Students in this yearlong program may study at any one of the participating universities at Freiburg, Heidelberg, Hofheim, Karlsruhe, Konstanz, Mannheim, Stuttgart, Tubingen, or Ulm. Instruction is in German; students with intermediate 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 yearlong 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, Dharamsala. This semester-long, field-based program in Tibetan studies is sponsored by SIT. The focus is history, politics, art and culture. The program includes Tibetan language study, Tibetan studies seminar, home stay, a field methodology course, excursions, and an independent study project. The program is offered fall and spring semesters.

India, Mysore. This semester-long, field-based program, sponsored by SIT, focuses on gender and development. The program includes Hindi language study, home stay, field methodology course, thematic seminar, excursions, and an independent study project. The program is offered fall and spring semesters.

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 and design the semester-long program is offered fall and spring semesters.

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 winter-semester program. Course offerings include Italian language, social sciences, and humanities. The semester-long 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 University of 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 each winter, spring, and summer terms.

Japan, Nagoya. The Daido Institute of Technology and the University of Nagoya 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 year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Toyko—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 terms. 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 offer 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 Tecnológico 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 at least 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 Inter-American University Studies Institute.

Nepal, Kathmandu. This semester-long field-based program, sponsored by SIT, focuses on natural and human environment. The program includes Nepali language study, natural and human environment seminar, home stay, a field methodology course, excursions, and an independent-study project. The program is offered fall and spring semesters.

New Zealand, Dunedin. The University of Otago's courses integrate well with course offerings at the University of Oregon. Students may participate in this exchange program for one semester or an academic year. Students attend regular university classes at Otago and follow the New Zealand academic calendar, which begins in February and ends in November.

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 can take courses in Russian language and studies, and business 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.

Spain, 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 Russian area studies program, which has no language prerequisite, is available fall and spring semesters.

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, Oviedo. This fall- or spring-term or summer program, sponsored by NCSA, offers courses in Spanish language, history, and art. All courses are taught in Spanish. The program offers excursions to various Spanish locations and students live with host families.

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 year-long 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 beginner 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 UO degree program. Financial aid, including scholarships, is available.

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-December. 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


Kathryn Heerema, program coordinator, Information Technology Center, B.A., 1971, Louisiana State (1985)


Jane Yen-Cheng Hsu, professor emerita. B.A., 1946, Qinging Girls’ School, Nanking. (1956)

Donald L. Hunter, professor emeritus. B.S., 1945, Nebraska. (1946)


Clarke B. King, professor emeritus. B.A., 1932, Iowa; B.S., 1933, A.M., 1945, Illinois. (1941)


Margaret Markley, associate professor emeritus; senior catalog librarian emerita. A.B., 1953, Southwestern Missouri State; B.S., 1941, Illinois. (1945)


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.

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The library's Instructional Media Center supports the instructional and research endeavors of the university 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 down-link site for teleconferences and programming. Faculty members offer assistance and consultation for instructional improvement.

Dating from 1872, the records of the University of Oregon are on deposit in the University Archives, a department of the university library system. These materials are open for research by the state of Oregon laws governing the use of public records. The archives 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.

For library hours, call (541) 346-3054.

History

Although the University of Oregon opened its doors in 1872, its official library was not established until 1881, 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 1957. The facade has been described as "eclectic," a combination of modern Lombardy and Greco-Roman with art deco details. The building contains exceptionally fine exterior and interior decorative work, including the limestone heads by Edna Dunberg and Louise Utter Fitchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Albert Clough, and two large murals painted by Albert Clough 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 1955 and 1966. During a third expansion and renovation project, a $120,000 square-foot addition was completed in 1992, and substantial renovation of the existing building was completed in 1994.

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The museum houses approximately 75,000 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 collection, 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**

Del I. Hawkins, Director

1430 Johnson Lane

(541) 346-3027

1223 University of Oregon

Eugene OR 97403-1223

http://uomo.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 primarily 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, Ghandaran and Indian sculpture, Persian miniatures and ceramics, ancient Roman glass, Syr:an glass, and works from European and American traditions. A strong collection of paintings and sculpture by contemporary Northwest artists contains more than 500 works of art by Morris Graves. The museum building, constructed in 1930 with private funds, houses the Murray Warner Collection of Oriental Art, a gift from Gertrude Bass Warner. The adjoining courtyard is dedicated to the memory of Prince Lucien Campbell, fourth president of the university. The museum is about to undergo its first major renovation and expansion. The schedule for interruption of services was not known when this catalog was published.

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 (youth) to $1,000 (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 noon to 8:00 p.m., Wednesday, and noon to 5:00 p.m., Thursday through Sunday.

**Museum of Natural History**

C. Melvin Aikens, Director

(541) 346-3024

(541) 346-3334 fax

1680 East 15th Avenue

1224 University of Oregon

Eugene OR 97403-1224

http://natural-history.uoregon.edu

The Museum of Natural History links public programs and exhibits with strong archaeological and ethnographic collections and extensive research on the archaeology of Oregon. The museum holds the largest and most important collections of archaeological materials from Oregon. These include the world’s oldest shoes, 10,060-year-old sagebrush sandals from Fort Rock cave, and North America’s oldest house, a 9,400-year-old summer settlement buried under layers of volcanic ash near Newberry Crater. Museum exhibits focus on Pacific Northwest geology, plants, animals, archaeology, and native cultures, and on traditional cultures of the world. Each year, classes in the anthropology, geological sciences, and biology departments and the School of Architecture and Allied Arts use museum exhibits and collections. Museum faculty and staff members lecture, teach, and lead museum and field tours for UO students and other adults in the community. Many internship, individual study, and volunteer opportunities are available for UO students, and graduate students use the collections for research leading to theses and dissertations.

In offering educational activities for children, family days, and guided tours of exhibits, the museum works closely with local elementary and high schools to bring the natural sciences to life. Admission is free for UO students and museum members, with a suggested fee of $2 for other visitors. Exhibits and the museum store are open Tuesday through Sunday, noon to 5:00 p.m.

The museum’s research division, the Oregon State Museum of Anthropology, is described under Research Institutes and Centers in this section of the catalog.

**Portland Center**

(503) 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 houses 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.

Faculty members from various academic departments and the UO Department of Architecture’s Portland Program, housed in the Portland Center, offers a 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 offerings 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 at the center.

The UO Portland Development Center and its staff are housed in the Portland Center. The development program actively seeks private support for the university’s 210 departments, schools, and colleges.

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 UO Bookstore and Duckshop outlet sells memorabilia, emblematic clothing, gifts, some computer software, and books for Portland classes.

**Research Institutes and Centers**

Richard Linton, Vice Provost for Research and Graduate Studies, and Dean of the Graduate School

(541) 346-3081

207 Johnson Hall

The university’s interdisciplinary institutes and centers provide opportunities for graduate training and research in addition to those offered by schools and departments. Members of centers and institutes hold faculty positions in related academic departments. Graduate students who intend to work in one of the institutes as part of their dissertation research must satisfy the graduate degree requirements of the related department through which they earn their degree. Students who want to work in any of these fields may obtain detailed information from the institute and center directors about the programs and financial aid.

See the Subject Index for other research facilities.
Center for Asian and Pacific Studies

Director

(541) 346-5088
(541) 346-0802 fax
110 Gerlinger Hall
1246 University of Oregon
Eugene OR 97403-1246
caps@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~caps

The Center for Asian and Pacific Studies facilitates program development, research, and outreach activity to enhance understanding of Asia and the Pacific Islands. The center is a nexus for interdisciplinary interactions between scholars and distinguished figures from the Asia-Pacific region. It fosters opportunities for students in this region and supports research by faculty members affiliated with the Asian Studies Program.

The center's associates include approximately eighty UO faculty members who teach and do research in the humanities, social sciences, and sciences as well as in the professional schools and colleges. Thirty-four faculty members from other Oregon public and private institutions of higher education participate in center activities as affiliates. The center encourages the involvement of its associates and affiliates in interdisciplinary and cross-regional teaching and research. By sponsoring visits and public presentations and through collaborative efforts with other Oregon institutions, the center advances public awareness and knowledge of the Asian and Pacific region and its rich cultural and linguistic traditions. The center shares its research-based knowledge and insights with students, educators, business firms, the general public, interested community groups, and government offices throughout Oregon.

The Office of International Affairs oversees the Center for Asian and Pacific Studies.

Center for Housing Innovation

Donald B. Corner, Director

(541) 346-4094
264 Onyx Bridge

Participating Faculty

G. Z. Brown, architecture
Donald B. Corner, architecture
Howard Davis, architecture
Stephen F. Duff, architecture
Ronald W. Kellett, architecture
Peter A. Keyes, architecture
Robert L. Thallon, architecture
Polly Welch, architecture

The Center for Housing Innovation is a nonprofit, multidisciplinary research, development, and public-service arm of the University of Oregon. The purpose of the center is to advance the state of knowledge and professional expertise related to the planning, design, construction, and manufacture of housing in North America, especially the Pacific Northwest. Center members are experts in housing production and manufacture, energy-related issues in housing, regulatory issues such as zoning and building codes, housing design, and user participation in housing and community design. Innovative use of wood products is a particular concern of the center.

With the strong core staff and a wide network of potential resources, the center undertakes research, consulting, educational, and community-service projects. These include research for government agencies, development of design and construction prototypes, creation of innovative community and neighborhood design plans, development of new zoning ordinances, services to architects and planners involved in housing design and construction, and services to civic, community, and neighborhood groups.

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
csws@oregon.uoregon.edu
http://csws.uoregon.edu

The Center for the Study of Women in Society (CSWS), a multidisciplinary research center, is committed to generating, supporting, disseminating research on women and gender. This mission reflects the breadth of CSWS programs, including research initiatives, 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, two graduate students, 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 Grant, a writer and feminist, established a Fund for the Study of Women, which provided initial support for the center.

Computational Intelligence Research Laboratory

Brian Drabble, Director

(541) 346-0470
Riverfront Research Park, Suite 108
info@cirl.uoregon.edu
http://www.cirl.uoregon.edu

Members

David W. Etherington
Matthew L. Ginsberg
Najam-ul Haq
Andrew J. Parkes

The Computational Intelligence Research Laboratory (CIRL) 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. CIRL 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. Bothun, physics
Katharine V. Cashman, geological sciences
John S. Corney, computer and information science
Janele Curry, computer and information science
Sarah A. Douglas, computer and information science
Matthew L. Ginsberg, computational intelligence research laboratory
Roger Haydock, physics
James N. Inamura, physics
Michael E. Kallman, chemistry
Eugene M. Luks, computer and information science
Michael R. Lynch, biology
Allan D. Malony, computer and information science
Gary Meyer, computer and information science
Warner L. Pelacos, chemistry
Brad S. Shelton, mathematics
Terry Takahashi, biology
Russell S. Tomlin, linguistics
Douglas R. Toomey, geological sciences
Charles R. W. Wright, mathematics

Yun 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 now applied to models simulate 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 Oregon State University and Portland 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  
http://gladstone.oregon.edu/~enviro

**Executive Committee**

John H. Baldwin, planning, public policy and management  
Alan Dickman, biology  
Maradel K. Gale, planning, public policy and management  
Richard C. Hildreth, law  
David Huwe, landscape architecture  
Patricia F. McDowell, geography  
David C. Povey, planning, public policy and management  
Mark H. Reed, geological sciences  
William Rossi, English  
Lynda P. Shapiro, biology

The Institute for a Sustainable Environment was established to address the long-term sustainability of the earth's environmental systems. The institute's goal is to foster research and education at the University of Oregon on environmental 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 sponsors workshops and conferences at local, national, and international levels; publishes a newsletter, *SustainAbility*; supports visiting speakers; 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**

Holly Arrow, psychology  
Dane A. Baldwin, psychology  
George W. Evans, economics  
Stephen F. Fickas, computer and information science  
Jennifer J. Freyd, psychology  
T. Cowin, linguistics  
Susan Quinio, linguistics  
William T. Harbaugh, economics  
Sara D. Hodges, psychology  
Mark Johnson, philosophy  
Bertram F. Malie, psychology  
Robert Mauro, psychology  
Louis J. Moses, psychology  
Mikhail Myagkgov, political science  
John M. Orbell, political science  
Eric W. Pederson, linguistics  
Ellen Peters, psychology  
Michael I. Posner, psychology  
Mary K. Rothbart, psychology  
Jacquelyn Schacter, linguistics  
George J. Sheridan Jr., history  
Paul Slovic, psychology  
Jean Stockard, sociology  
Lawrence S. Sugiyama, anthropology  
Michelle Scalise Sugiyama, English  
Terry Takahashi, biology  
Don M. Tucker, psychology  
Louise Westling, English  
Peter Wright, marketing

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  
297 Klamath 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  
297 Klamath Hall

**Members**

Alice Barkan, biology  
Bruce A. Bowrner, biology  
Roderick A. Capaldi, biology  
Frederick W. Dahlquist, chemistry  
Beatrice D. Darlinton, chemistry  
Christopher Q. Doc, biology  
C. Hayes Griffith, chemistry  
Diane K. Hawley, chemistry  
Brian W. Matthews, physics  
Aaron Novick, biology  
Stephen J. Remington, physics  
John A. Scheinman, chemistry  
Eric Sellke, biology  
George F. Sprague Jr., biology  
Karen U. Sprague, biology  
Franklin W. Stahl, biology  
Tom H. Stevens, chemistry  
Peter H. von Hippel, chemistry

**Associates**

Bruce P. Branchaud, chemistry  
Margaret E. Saks, 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 translocation of DNA, translation and folding of proteins and cellular signaling mechanisms. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, macromolecular structure using imaging microscopes, x-ray crystallography and nuclear magnetic resonance, and structure-function relationships in proteins and in membranes.

Members of the institute hold academic appointments in the biology, chemistry, or physics departments. Graduate students are admitted through one of these departments and are supported by the institute. Prospective students should indicate an interest in the institute when applying to one of the participating departments.

Along with the Institute of Neuroscience and the cell and developmental biology program, the Institute of Molecular Biology is part of the Biotechnology Center of Excellence at the University of Oregon.

The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.

**Institute of Neuroscience**

**William Roberts, Director**

(541) 346-4556
222 Huestis Hall
http://www.neuro.uoregon.edu

**Members**

Edward Ash, psychology  
Paul Dassonville, psychology  
Christopher Q. Doe, biology  
Judith S. Eisen, biology  
Jaris C. Weeks, biology  
Terry Takahashi, 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. Lockeley, biology  
Richard Marrocco, psychology  
Helen Neville, psychology  
Peter M. O'Day, biology  
Michael I. Posner, psychology  
John H. Postlethwait, biology  
William Roberts, biology  
Kent A. Stevens, computer and information science  
Terry Takahashi, biology  
Nathan J. Tubbizi, biology  
Paul van Donkelaar, exercise and movement science  
Janie C. Weeks, biology  
Monie Westerfield, biology  
James A. Weston, biology  
Marjorie Woolcott, exercise and movement science

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 and neuroendocrine control of behavior, visual neurobiology, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans. More information is available on the institute’s web site.

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) 346-5217 fax  
450 Willamette Hall
http://darkwing.uoregon.edu/~its

**Members**

Dietrich Beitz, physics  
Howard J. Casamich, physics  
Paul L. Csonka, physics  
Charles W. Curtis, mathematics  
Nilsendra G. Deshpande, physics  
Peter B. Gilkey, mathematics  
Amit Goswami, physics  
Marina G. Guenzu, chemistry  
David R. Herrick, chemistry  
Stephen D. Hsu, physics  
Rudolph C. Hwa, physics  
James N. Imamura, physics  
James A. Isenberg, mathematics  
Michael E. Kellman, chemistry  
John V. Leary, mathematics  
Robert M. Mao, chemistry  
Dawson E. Soper, 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, high-energy nuclear physics, complex systems, quantum optics, 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
Bowerman Family Building  
http://darkwing.uoregon.edu/~ishp

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 the Sport Information Resource Centre of Canada, which aids in the distribution of research-based information.

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 Chapter 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

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 industrial internship programs in semiconductor device processing and polymer science, which are offered in conjunction with master’s degree programs in chemistry and 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 catalog.

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 valued 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

Initiated as a state Center of Excellence in 1985, the Oregon Center for Optics aims to promote 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.

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Oregon Center for Optics
Howard J. Carmichael, Director

(541) 346-4528
240 Willamette Hall
http://oco.uoregon.edu

Members
David S. Alavi, chemistry
Howard J. Carmichael, physics
Jeffrey A. Cina, chemistry
Stephen Gregory, physics
Thomas W. Mossberg, physics
Michael G. Raymer, physics
Peter C. Serce, physics
Hai Lin, physics

Associated with the Oregon Center for Optics are:

- 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, an interdisciplinary field, brings 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 tissue—optical transport and coherence.

Oregon Humanities Center
Steven Shankman, Director

(541) 346-3934
154 Prince Lucien Campbell Hall

Advisory Board
Dianne M. Dagwe, English
Ian Duncan, English
Garrett Epps, law
Olakunle George, English
Evyn Gould, Romance languages
Kenneth L. Helphand, landscape architecture
Jeffrey M. Hurwit, art history
Ronald W. Kellett, architecture
John McCole, history
Alexander B. Murphy, geography
Jeffrey Ostler, history
Ann Tedards, music
Nancy Tuana, philosophy
Cynthia M. Vakarelyiska, linguistics

The Oregon Humanities Center, established by the Oregon State Board of Higher Education in 1983, is a community of scholars, educators, and friends of the university. It is at once a research institute and catalyst for educational innovation, and provides programs of broad public interest. Its primary activities are described below.

Research. The center stimulates, supports, and disseminates 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 provides support for university graduate students during the final year of their study for the Ph.D. or professional degree, and it 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; they can be large lecture classes or small seminars; and they may be team 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 by 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 relation 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 5381, Charleston OR 97420
http://darkwing.uoregon.edu/~oimb/

Faculty
Barbara A. Butler, library
Richard W. Castrohola, biology
Richard B. Emlet, biology
Greta Fryxell, biology
H. Bernard Hartman, biology
Janet Hodder, Oregon Institute of Marine Biology
Patricia Mace, geography
Steven S. Rumall, biology
Alan Shanks, biology
Lynda P. Shapiro, biology
Nora B. Tertuliger, 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, wetlands 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 environmental science. Courses include marine biology, 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 State Museum of Anthropology
C. Melvin Aikens, Director
(541) 346-3031
1224 University of Oregon, Eugene OR 97403-1224
http://natural-history.uoregon.edu/osma.html

The Oregon State Museum of Anthropology, the research 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 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. A large collection of prehistoric bird's eggs, nests, mounted birds, and study skins forms the core of the museum's zoological holdings.

The museum's research staff conducts rescue archaeology 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 of Natural History is described in the Museums section of this catalog.

Solar Energy Center
Frank Vignola, Director
(541) 346-4745
361 Onyx Bridge

Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
Alison G. Kwok, architecture
David K. McDaniels, physics
John S. Reynolds, architecture

Associate
John H. Baldwin, planning, public policy and management

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 intake data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, photovoltaics, and daylighting. Their 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

Anne L. Leavitt, Associate Vice President for Student Affairs and Dean of Students

Administrative units at the University of Oregon provide a network of student services that support success in the classroom and challenge students to develop as individuals through an array of cocurricular experiences.

Emergencies

Many support services, including the Office of Student Life and the University Counseling and Health Centers, provide emergency aid to students during regular office hours—8:00 A.M. to 5:00 P.M., Monday through Friday. Staff members from the Offices of Student Life and Public Safety are available twenty-four hours a day to assist students. In case of emergency, telephone any of the support offices listed in this section of the catalog, including the Office of Public Safety. (541) 346-5444.

Academic Advising and Student Services

Hilary Gerdes, Interim Director
(541) 346-3211
(541) 346-6048 fax
164 Oregon Hall
http://darkwing.uoregon.edu/~sass/index.html

Academic Advising

Advising Services

The Office of Academic Advising and Student Services coordinates initial advising for new students by arranging advising sessions with faculty advisers. The staff also has advising responsibilities for students who have not chosen a major. These students, who are classified as undeclared, are assigned advisers from selected faculty members in the College of Arts and Sciences and from the staff of academic advising and student services. 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 or schedule an appointment 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, tutorial 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—director, Stephen Stoep, director of educational services Twinkle Ann Morton, and adviser-counselors Reggie Jordan and Kelly Warren—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 empathic fellow students.

For more information contact Jessica Nelson, 164 Oregon Hall; telephone (541) 346-3211; or send E-mail to jnelson@uoregon.edu.

Academic Standing

Academic standing at the University of Oregon is determined by the grade point average (GPA) a student earns in university courses. A 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 preenrollment 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 in the Office of Academic Advising and Student Services. For more information contact Hilda Yee Young, 164 Oregon Hall; 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 checkpoint, 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 in which instruction is 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 Gerdos or Molly Strois, 164 Oregon Hall; telephone (541) 346-3211; TTY (541) 346-1083.

Affirmative Action and Equal Opportunity

Kenneth F. Lehman III, Director

(541) 346-3123
(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 (AS PAC), and the Constitution Court. Members of the senate and certain members of the Programs Finance Committee, the EMU Board, and AS PAC 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 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 functioning 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 recommendation 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 for submission. 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 an 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 members. 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 service 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 and facilitates children and families in need of childcare on the campus. Student members are appointed annually by the ASUO president.

Asian 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 its students to the university’s considerable population of black students and to the university and its students to the university’s considerable population of black students.

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.

Bluestockings, a literary and arts magazine that features prose, poetry, and artwork by University of Oregon students.

Chi Alpha Christian Fellowship offers worship services, bible studies, prayer meetings, and social activities for interested students.

Chinese-Taiwanese Student Association coordinates academic, social, and cultural activities with the goal of improving understanding of Chinese culture.

Circle K International, a college-level club, 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 by 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. They sponsor political events, lobby legislators, register voters, and attend Republican Party conventions.

Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations.

Community Internship Program is a student-initiated and student-run internship program in which students earn credits as community and public school volunteers.

Conflict Resolution Services, provided to students by the ASUO and the university, offers pre- and post-conflict resolution services.

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 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 Educational Leadership Area and other College of Education area include orientation, workshops, and brown bag lunches.

Designated Driver Shuttle provides transportation for students from licensed drinking establishments, restaurants, and 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.

Hawaii Club promotes Hawaiian culture on and off campus and in the community. They inform students of events, promote a festive and creative environment for students, and encourage student leadership.

Hollywood is a student organization that provides 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 movie industry including acting, directing, script writing, 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, Kultur Philin, 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 university’s considerable population of Jewish students.

Land, Air, and Water is the School of Law’s environmental organization dedicated to improving the natural environment.

Legal Services provides legal services totitivd” students through incidental fees provided by the ASUO. Services include but are not limited to landlord-tenant disputes, unclaimed property, excellence, 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.

Luncheon Society publishes Timberline, a literary and arts magazine that features prose, poetry, and artwork by University of Oregon students.
The society also sponsors the Kid Tutorial Reading Series and other activities for UO students. MEChA (Movimiento Estudiantil Chicanos de Aztlán), the official voice of Chicano 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 its 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, lesbians 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.

Outlaws 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.

Panhellic Council members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes the understanding of the sorority system and 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 preprofessional students.

Premed 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 in the UO 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.

USSA, the nation's oldest and largest student organization, represents 4.5 million students nationwide and is the recognized voice of students in Washington, D.C.

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 Tennis Council, an elected body, represents the interests of Westmoreland family housing tenants and participates in the Family Housing Board.

Women's Center offers a community of women dedicated to creating social change through diverse perspectives in educational endeavors and social events. In addition, the center provides information and drop-in referral services on academic resources, counseling, legal assistance, child care, financial aid, sexual violence, safety and women's health and well-being.

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
uobksrt@uoregon.edu
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 percentage 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 photocopy, 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.

**Knight Law Center**

In June 1999, the bookstore opened its Court Café store in the new Knight Law Center. The café, which offers hot food, an espresso counter, beverages, and school supplies, is open year round.

**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 bookstore's mission 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 better serve its membership, 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) 346-3225
220 Hendricks Hall
http://ucareer.uoregon.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 199), and Field Studies: Career Decisions (CPSY 406) provide a systematic approach for identifying skills and interests. Individual counseling and career assessment services are available to help students select courses and majors to fit their goals. College Outcomes, a web resource, links college learning to essential job skills.

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 the job seeker's qualifications, experience, and education. Campus Recruiting 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 service 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
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 paid for out of student fees and are available only to currently enrolled students.

Counseling: 346-3227. The center offers confidential individual and group counseling on such topics as substance abuse, eating disorders, relationship difficulties, stress, depression, sexual identity, and cultural issues. Staff members provide consultation and outreach services to various student groups at the university and, upon request, consult with faculty members, 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 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.

Training. The center offers a predoctoral internship program that is approved by the American Psychological Association and supervised practicum internships for graduate students in counseling, clinical psychology, and social work.

Crisis Center: 346-4488. The crisis line, a telephone service staffed 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 during the academic year.

The Craft Center's workshops and courses are designed to provide opportunities for students to work in the programs as employees or to receive practical 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 the initiation and coordination of the clubs. Students organize each club and select coaches who perform volunteer work. 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.

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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.

The Outdoor Program's trip-staging facility is located five blocks from the EMU, at the corner of University Street and 18th Avenue.

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, and nationally accredited childcare sites are located in the EMU, in the East Campus area, and at Westmoreland Family Housing. They provide developmentally appropriate care for children twelve months through six years of age. Student families receive first priority for enrollment. Spaces are also available for children of faculty and members from the general community.

Opportunities exist for students to work in the programs as employees or to receive practical credit through various departments.

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.

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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.

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.

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.

The Break
The newly renovated Break 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.

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

http://darkwing.uoregon.edu/~counsel/
5. Women’s health-care services, including gynecology and counseling
6. Medical laboratory services
7. Medical x-ray services
8. Mental health counseling
9. Physical therapy and rehabilitative services, sports medicine and therapy clinics for treatment of injuries
10. Satellite sports medicine and wellness facility in the Student Recreation Center
11. Licensed pharmacy
12. Nutrition counseling
13. Health-education services are listed under the Services link on the health center’s web site
14. Travel clinic
15. Health insurance program

Hours of Operation. The University Health Center is open from 8:00 a.m. to 6:00 p.m., Monday, Wednesday, Thursday, Friday, and Saturday; from 9:00 a.m. to 6:00 p.m., Tuesday; and from 10:00 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 weekdays.

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 other health services 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.

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 health services or visit the health center’s web page.

Intercollegiate Athletics

Bill Moos, Director
(541) 346-448
Casanova Athletic Center 2727 Leo Harris Parkway

Head Coaches
Mike Bellotti, football
Rick Garner, softball
Jack Griffin, women’s tennis
Tom Heinonen, women’s cross-country, track and field
Chuck Keary, wrestling
Ernie Kent, men’s basketball
Carl Ferreira, volleyball
Steve Nosier, men’s golf
Jody Runge, women’s basketball
Chris Russel, men’s tennis
Martin Smith, men’s cross-country, track and field
Bill Stieffen, 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.


Success in sports has made Eugene and the university an attractive site for national championships. The university has been a host for collegiate national championships in men’s and women’s track and field, women’s basketball, gymnastics, wrestling, and golf.

Eugene was the site of the 1972 and 1976 Olympic Games, World Championships, and other major competitions.

Emphasis on academics and athletics has resulted in the university accumulating thirty-four GTE Academic All-Americans, four NCAA Top-Eight awards, and twenty-three 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.

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 fourteen bowl games since the 1916 season—has been selected for eight postseason appearances in the last eleven years, including last year’s victory at the Sun Bowl. Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund

The Duck Athletic Fund, the fundraising arm of the Department of Intercollegiate Athletics, has as its primary mission the funding of athletic scholarship. Home offices are in 205 Casanova Athletic Center on the UO campus; telephone (541) 346-5433. There are branch offices in Medford and at the Portland Center. The Medford branch is at 115 Mistletoe; telephone (541) 773-5487. The Portland Center is at 722 SW Second Avenue in Portland; telephone (503) 725-3828.

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 and eventual graduation

• Coordinate summer research initiatives for students of color

• Work with the Career Center and the Graduate School to facilitate placement opportunities
The office's support services include:

- Assist the Office of Admissions with the recruitment of students of color to the University of Oregon
- The office's support services include:
  - Academic advising
  - Macintosh computer laboratory with word-processing software, Internet connection, and graduate school practice exams
  - Scholarship, fellowship, employment, and internship information
  - Graduate school preparation
  - Student advocacy
  - Tutorial assistance
  - Selected course offerings including College Composition (WR 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), Calculus for Business and Social Sciences II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)
  - Other services and facilities, including an audio-video laboratory and a Macintosh computer laboratory
  - Assistance with academic reading, research, writing, and preparation for the Graduate Record Examination
  - Videolaboratory and a Macintosh computer laboratory
  - Assistance with academic reading, research, writing, and preparation for the Graduate Record Examination
  - Selected course offerings including College Composition (WR 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), Calculus for Business and Social Sciences 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 technical, advisory, and financial support to student organizations, and it enhances the new student experience by coordinating an open house, Week of Welcome activities, and a Fall Orientation Retreat for new students of color.

Services are free: Students of color are encouraged to use the Office of Multicultural Affairs.

**Physical Activity and Recreation Services**

**Director**
(541) 346-4113
(541) 346-5923 fax
102 Ebling Hall
http://darkwing.uoregon.edu/~pars

Physical Activity and Recreation Services (PARS), made up of Physical Education, Recreational Sports, and Facilities Services, supports itself through fees charged for physical-activities courses and other services. PARS sponsors comprehensive sports and recreational programs for students and 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 maintains the facilities, equipment, and locker rooms.

PARS programs are described more fully in the Academic Affairs section of this catalog.

**Public Safety**

**Thomas M. Fitzpatrick, Director**

Sraub Hall
1319 East 15th Avenue
(541) 346-5444
(541) 346-0947 fax
http://safetyweb.uoregon.edu/

The Office of Public Safety is responsible for the general safety of the campus twenty-four hours a day, seven days a week. It oversees public safety and policy, crime prevention, keys, parking transportation, the faculty-staff Lane Transit District Ridership Program, bicycle registration, and driver certification.

Parking regulations are available in the Office of Public Safety. Students and university employees may purchase parking permits for motorcycles or obtain free bicycle permits in this office from 8:00 a.m. to 5:00 p.m., Monday through Friday. Fees are listed under Special Fees in the Tuition and Fees section of this catalog. Visitors may obtain one-day parking permits from the public safety office, the information kiosk at 13th Avenue and Beech Street, or from the department they are visiting.

**Special Services**

**Academic Learning Services**

**Susan Lesyk, Director**

(541) 346-3226
68 Prince Lucien Campbell Hall

The Center for Academic Learning Services (ALS) provides academic support to university students at various stages in their educational programs. Through academic courses, noncredit workshops, individual counseling, and drop-in mathematics and writing laboratories, the center offers assistance in study-skill improvement, preparation for standardized entrance examinations, and tutoring in many subject areas.

Courses for Credit. Students concerned about their academic reading, research, writing, and general study skills may benefit from participating in Introduction to University Study (ALS 101). This 3-credit course, which gives students an academic orientation to the university, is particularly helpful for new students. Courses offered by the center are listed in the Academic Affairs section of this catalog.

Noncredit Workshops. Among the noncredit workshops offered are academic speed reading, study techniques, grammar, mathematics review, and preparation for the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through the center. Students may drop in to receive free assistance with mathematics and writing at the center's laboratories.

**American English Institute**

**Sarah Klinghammer, Director**

(541) 346-3945
(541) 346-9917 fax
107 Pacific Hall
5212 University of Oregon

Eugene OR 97403-5212, USA
aei@uoregon.edu
http://aei.uoregon.edu/index.html

The American English Institute (AEI) offers four English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. They are the Intensive English Program, the Academic English for International Students program, the International Graduate Teaching Fellow program, 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 Test 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 one regular university course. Trained and supervised tutors help students individually with course work, 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 and vocabulary, and writing. Occasionally, AEIS courses are offered in conjunction with other university courses. A placement test determines the area in which work in English is needed. AEIS courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the AEIS office, 112C 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 listening and speaking abilities, pronunciation, 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.

**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 services for students in the intensive and short-term programs 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.

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 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.

National Student Exchange
Jessica Nelson, Coordinator
(541) 346-3211
164 Oregon Hall

The University of Oregon is one of some 160 public colleges and universities throughout the country with membership in the National Student Exchange (NSE). Participating campuses are located in all 50 states and several territories. Through NSE, qualified students at member institutions may apply for exchange enrollment at a participating school. This program enables students to study in different geographical areas of the country and take advantage of specialized courses or units at programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a student must have a 2.50 cumulative grade point average (GPA) 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. Students apply during winter term for the following academic year. Participants are assessed in-state tuition by the host institution or pay the University of Oregon tuition while on exchange. Materials are available in the Office of Academic Advising and Student Services.

McNair Scholars Program
Susan Lesyk, Director
68 Prince Lucien Campbell Hall

The McNair Scholars Program, part of the Center for Academic Learning Services, helps talented and motivated undergraduates who meet eligibility criteria and aspire to earn Ph.D. degrees. Funded by a federal grant with university support, the program provides comprehensive assistance (seminars, advising, tutoring) to students from groups traditionally underrepresented in higher education. In addition to helping students select schools, prepare for entrance exams, write academic papers, and conduct research, the program also offers scholarships and paid internships with faculty mentors.

McNair Scholars Program is open weekdays from 8:00 A.M. to 5:00 P.M. For more information, see also Academic Learning Services in this section of the catalog.

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 individuals of all ages. These services are offered in the Clinical Services Building and in a variety of off-campus sites including preschools, public schools, hospitals, rehabilitation centers, and clinics. The center supports a local, state, and national resource for innovative clinical service and research, providing high-quality, data-based speech, language, and hearing services to individuals with communication disorders or delays. Simultaneously the center creates opportunities in clinical practica for communication disorders and sciences majors.

Student Support Services
Susan Lesyk, Director
68 Prince Lucien Campbell Hall
(541) 346-3232

Student Support Services 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.

Student Support Services is open weekdays from 8:00 A.M. to 5:00 P.M. For more information, see also Academic Learning Services in this section of the catalog.

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 Administration procedures and regulations.

The office provides basic information about Veterans Administration and Oregon State Veterans benefits including Veterans Vocational Rehabilitation, Veterans Tutorial Assistance, and contact with the Veterans Administration Regional Office in Muskogee, Oklahoma.

As soon as they are admitted to the university, students who are eligible for Veterans Administration education benefits should write Veterans Affairs Coordinator, Office of the Registrar, 5257 University of Oregon, Eugene OR 97403-5257; telephone (541) 346-3119; or send E-mail to veterans@darkwing.uoregon.edu. The veteran's coordinator, located in the registrar's office, is available from 8:00 A.M. to 5:00 P.M., Monday through Friday.

Yamada Language Center
Jeffrey Magoto, Director
(541) 346-4011
(541) 346-3917 fax
121 Pacific Hall
ylc@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, three media-rich classrooms with audio, video, and access to the Internet; and a computer laboratory. The center's lounge has reading material in a variety of languages and is used for seminars and a film series.

The center provides support services to training 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 collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media with accompanying texts. The center hosts workshops and seminars on topics related to second-language acquisition and instruction.

Student Alumni Association
(541) 346-5681
123 Agate Hall
uuasa@darkwing.uoregon.edu

The University of Oregon Student Alumni Association is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the University of Oregon in...
coordination with the Alumni Association. The council seeks to
- establish programs that benefit UO students
- stimulate the interest and participation of the student body, alumni, parents, and community members in the activities and progress of the university and the alumni association
- facilitate communication among students, faculty members, administrators, staff members, alumni, parents, and community members.

The group is composed of students who demonstrate strong leadership, organizational skills, and an interest in and understanding of the university. New members are selected each fall and spring by a committee of current members including the primary council.

In addition to planning, organizing, and implementing special events such as Homecoming, Family 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
Laura Blake Jones, Director
(541) 346-3216
364 Oregon Hall

The Office of Student Life helps students derive full benefit from their University of Oregon experience by assessing and communicating 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 accomplishments of individuals and the campus community.

Conflict Resolution Services
Ann Bentz, Director
(541) 346-4240
318 Erb Memorial Union

Services include mediation, facilitation, interpersonal communication coaching, and other related services. The program’s workshops present basic conflict resolution skills. Conflict Resolution Services coordinates the Neutral Observer Program, which provides trained observers at campus events. The presence of observers provides for unbiased witnesses in the event that conflict escalates. All services are free and confidential for students and faculty and staff members.

Gay, Lesbian, Bisexual, and Transgender Educational and Support Services
Director
http://darkwing.uoregon.edu/~program

Understanding and acceptance are essential to creating a welcoming environment for gay, lesbian, bisexual, and transgender 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 to 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 assists 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.

Family and Parent Programs
Tris O'Shaughnessy, Director
The Office of Student Life offers programs for parents and families of students. Its biannual newsletter, Connections, has information for parents and families about the university experience. Special orientation events are organized for parents of new students during IntroDUCKtation and Weekend of Welcome. Each fall and spring term families of students are invited to spend a weekend on campus enjoying visits to classes, student awards ceremonies, faculty presentations and receptions, and athletic events. In addition, nontraditional student families—older students, students who are reentering the university after a break, or students parents—are offered support and assistance specific to their concerns by the director of Family and Parent Programs.

Race Task Force
Troy Franklin, Coordinator
Coordinated by the Office 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, publishes an educational brochure on racism, and advocates for victims of racial harassment.

Student Judicial Affairs Program
Chris Loschlaio, Director
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 related to academics 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 director of student judicial affairs.

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 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 university’s web site.

Substance Abuse Prevention and Education
Byron P. McCrae, Coordinator
The Office 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.

Sexual Assault Prevention
Byron P. McCrae, Coordinator
The Office of Student Life coordinates the Alliance for Sexual Assault Prevention, 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 and partner violence.

Student Retention Programs
Jane DeGidio, Director
(541) 346-1152
(541) 346-5811 fax
372 Oregon Hall
5256 University of Oregon
Eugene OR 97403-5256

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. One 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 IntroDUCkton in July receive in early June information and an invitation to join a FIG. Students who do not attend IntroDUCkton receive their invitation in early August. Because spaces are limited and allocated as reservation requests are received, students are urged to return their requests as soon as possible.

**Freshman Seminars**

Laura Connell, Coordinator

Freshman Seminars are innovative courses designed by faculty members from various disciplines to introduce new students to innovative ideas and current topics. Open only to first-year students and to transfer students with fewer than 45 credits from a United States college or university, these courses develop writing, verbal, and critical-reasoning skills, while providing faculty guidance and peer interaction. Unlike traditional lecture courses, Freshman Seminars emphasize active discussion by participants and develop a sense of community among students. This personalized method of instruction gives students the opportunity to be challenged intellectually in a relaxed atmosphere, become better acquainted with faculty members, and meet new friends. Courses are announced in the Learning Communities Course Schedule published each year. Students may register through DUCK Web or DUCK CALL during fall, winter, and spring terms. Enrollment in each seminar is limited to twenty-three 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 student development leadership courses and on-campus internships. Higher education professionals offer these opportunities in cooperation with the Educational Leadership Area in the College of Education. Students can earn academic credit for the internships and most courses.

**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.

**Student Orientation Programs**

Laura Connell, Director

Orientation programs for prospective and 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.

**Ambassador Program.** Through the Ambassador Program, undergraduate student leaders participate in various recruiting, public relations, and leadership activities for prospective new students. Ambassadors facilitate weekly campus tours at 10:00 A.M. and 2:00 P.M. Monday through Friday and at 10:00 A.M. on Saturday. In addition they staff a telephone-calling project and participate in campus open houses, college fairs, and high school visitation. Ambassadors are trained to interact with potential UO students, answer general questions about the university, and help ease anxieties about college life at the University of Oregon.

**IntroDUCkton.** This is a one- or two-day orientation program for new students and their families that takes place in July. University faculty and staff members and trained undergraduate student leaders coordinate programs that offer information about the University of Oregon's academic programs and support services. New students meet with an academic adviser and register for fall term courses. During the visit, participants live in the residence halls, become familiar with campus, and acquire college survival skills before Week of Welcome activities in September.

**Week of Welcome.** This five-day orientation program is held in September before the start of fall term. Faculty members and returning students help ease incoming first-year and transfer students' transition to the University of Oregon by presenting more than 300 academic, social, and cultural activities. During the orientation, new students meet other students, start their college careers smoothly, and discover the campus and community resources vital to their educational goals.

**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 ASUO Executive office, Erb Memorial Union, Suite 4; telephone (541) 346-0651.

**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 the 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 to use designated on-campus baby rooms, or locate space close to their work site to use as a baby room. The request for work space must be approved by the employee'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.
## Enrollment by Major and Classification Fall 1999

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<td>Total</td>
<td>2,382</td>
<td>1,817</td>
<td>1,946</td>
<td>2,093</td>
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</table>

### Professional Schools

- Architecture and Allied Arts: 147
- Education: 104
- Journalism and Communication: 296
- Law: 0
- Lundquist College of Business: 453
- Music: 81
- Total: 1,081
- Total All Majors and Classifications: 3,436

### Summary of Degrees Granted: Fall 1996 through Summer 1999

- Bachelor's Degrees: Male 467, Female 398, Total 865
- Master of Arts: 59
- Master of Science: 123
- Master of Business Administration: 41
- Master of Business Administration: 88
- Total: 1,371

### Advanced Degrees

- Master of Arts: 59
- Master of Science: 123
- Master of Business Administration: 41
- Total: 1,371

### Other

- National Student Exchange: 0
- Interdisciplinary Studies: 0
- Unclassified Graduates: 0
- Unclassified Undergraduates: 3
- Nonmatriculated: 0
- Total: 0

- Master of Community and Regional Planning: 12
- Master of Education: 32
- Master of Fine Arts: 11
- Master of Human Resources and Industrial Relations: 0
- Master of Interior Architecture: 0
- Master of Landscape Architecture: 4
- Master of Music: 7
- Doctor of Philosophy: 102
- Doctor of Musical Arts: 4
- Doctor of Jurisprudence: 74
- Total: 559
- Total Degrees Granted: 1,950

### Retention and Graduation Rates for Freshmen Entering from High School

<table>
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<th>Term of Entry</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 1992</th>
<th>Fall 1993</th>
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<th>Fall 1995</th>
<th>Fall 1996</th>
<th>Fall 1997</th>
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<td>Number of Students Entering Class</td>
<td>2,116</td>
<td>1,889</td>
<td>2,168</td>
<td>2,455</td>
<td>2,401</td>
<td>2,504</td>
<td>2,430</td>
<td>2,231</td>
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<td>Percentage Enrolled the Following Fall Term</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>80.0%</td>
<td>81.0%</td>
<td>82.0%</td>
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<tr>
<td>Percentage Graduated after Four Years</td>
<td>31.3%</td>
<td>35.4%</td>
<td>34.7%</td>
<td>37.3%</td>
<td>36.0%</td>
<td>37.0%</td>
<td>80.0%</td>
<td>81.0%</td>
<td>82.0%</td>
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<tr>
<td>Percentage Graduated after Five Years</td>
<td>51.1%</td>
<td>54.7%</td>
<td>52.5%</td>
<td>54.8%</td>
<td>54.3%</td>
<td>54.0%</td>
<td>80.0%</td>
<td>81.0%</td>
<td>82.0%</td>
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<tr>
<td>Percentage Graduated after Six Years</td>
<td>56.0%</td>
<td>59.3%</td>
<td>56.7%</td>
<td>59.0%</td>
<td>59.3%</td>
<td>59.0%</td>
<td>80.0%</td>
<td>81.0%</td>
<td>82.0%</td>
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The University of Oregon Bookstore will mark eighty years of service to students and to faculty and staff members in 2001. This is the twentieth year the bookstore has assisted in funding the UO Catalog's full-color covers, reiterating the bookstore's continuing support of the university's academic programs. See the Services for Students section of this catalog for more information about the bookstore.
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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 Tracy Chapman. 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 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.

Eugene is active and athletic: Bodies are in motion hiking, biking, skateboarding, 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. Tied-dyed attire is optional.

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, Los Angeles, and Reno.
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110 Johnson Hall

Dean, Graduate School
Karen L. Sprague

Director, Academic Advising and Student Services
Martha Pitts

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John R. Hug

Director, Computing Center
Thomas Mills

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Director, Office of Student Financial Aid
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Weston F. Morris, director, University Counseling Center

Donald J. Roth, M.D., director, University Health Center

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103 Johnson Hall

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Michael Redding, associate vice president; Office of Governmental Affairs

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Doug Blandy, director, Institute of Community Arts Studies

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Lynda F. Shapiro, director, Oregon Institute of Marine Biology

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Frank Vogel, director, Solar Energy Center

Tom Hagen, director, Office of Communications

Oregon University System

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

Executive Committee
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President (office expires June 30, 2005)
Don Van Vechten, Portland, 2000

Vice President (office expires June 30, 2000)
Herbert A. Tkac, Portland, 1994

Geraldine L. Richmburn, Eugene, 2000

Bill Williams, Medford, 2003

Administrative Staff
Joseph W. Cox, chancellor, Eugene

Thomas K. Anderson, vice chancellor for finance and administration, Eugene

Shirley M. Clark, vice chancellor for academic affairs, Eugene

Robert D. Dryden, vice chancellor for engineering and computer science, Portland

Dave Vines, vice chancellor for corporate and public affairs, secretary, State Board of Higher Education, Portland

The Oregon University System, organized in 1952, provides educational opportunities to people throughout the state. Member institutions are independent elements of an integrated system. Opportunities for general education are distributed as widely as possible throughout the state. Specialized, professional, and technical programs are centered at specific institutions.

Member Institutions

Eastern Oregon University, La Grande

Philip D. Crouch, president

Oregon Institute of Technology, Klamath Falls

Marsha Anne Dow, president

Oregon State University, Corvallis

Paul G. Besler, president

Portland State University, Portland

Daniel O. Berns, president

Southern Oregon University, Ashland

Stephen J. Keen, president

Univerisity of Oregon, Eugene

Dave Fromaner, president

Western Oregon University, Monmouth

Scott J. Youngblood, president

Affiliated Institutions

Oregon Health Sciences University, Portland

Peter O. Kohler, president
For application for admission:
Office of Admissions
1217 University of Oregon
Eugene OR 97403-1217

or

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