Cover photographs
Jack Liu

Front cover: The Pioneer Mother, a 1932 bronze sculpture by A. Phimister Proctor, faces north in the quadrangle between Hendricks and Susan Campbell Halls. The internationally known sculptor also created the Pioneer, located between Fenton and Friendly Halls.

Back cover: Erb Memorial Union courtyard.

Inside photographs
John Bauguess
George Beltran
Jack Liu, principal photographer
UNIVERSITY OF OREGON

WELCOME
University of Oregon


The date in parentheses at the end of each entry is the first day on the Oregon University faculty. See inside back cover for other university officials of administration.

Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

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

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

James Luster, Bend, 2005
Leslie Lohmann, Portland, 2003
Roger Bassett, Turner, 2005
Don VanLuvanee, Portland, 2004
Phyllis Wustenberg, Bay City, 2004

Members

Kerry Barnett, Portland, 2005
Tom Imeson, Portland, 2003
Geraldine L. Richmond, Eugene, 2002
Tim Young, Eugene, 2002
Erich Watari, Ashland, 2003
Bill Williams, Medford, 2003

Administrative Staff

Richard Jarvis, chancellor, Eugene
Thomas K. Anderson, student vice chancellor for finance and administration, Eugene
Shirley M. Clark, senior vice chancellor for academic affairs, Eugene
Benjamin E. Rawlin, general counsel
Diane Vines, vice chancellor for external relations and economic development
Virginia Thompson, secretary, State Board of Higher Education, Eugene

Susau P. Weeks, deputy to the chancellor for planning; chief information officer

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

Member Institutions

Eastern Oregon University, La Grande
Dixie Lund, president

Oregon Institute of Technology, Klamath Falls
Mark A. Dow, president

Oregon State University, Corvallis
Edward Ray, president

Portland State University, Portland
Daniel O. Bernatien, president

Southern Oregon University, Ashland
Elizabeth Zintel, president

University of Oregon, Eugene
Dave Frohnmayer, president

Western Oregon University, Monmouth
Philip W. Conn president

Affiliated Institution

Oregon Health and Science University, Portland
Peter O. Kohler, president
Learning and Research

Six generations of leaders and citizens have studied at the University of Oregon since it opened in 1876. Today’s students, like the 190,000 alumni who graduated before them, have access to the most current knowledge in classes, laboratories, and seminars conducted by active researchers. In turn, by sharing their research through teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge. UO students select their courses from departments and programs in the College of Arts and Sciences and from six professional schools and colleges. Some 811 full-time and 353 part-time faculty members—and 1,303 graduate teaching and research assistants—serve as mentors, colleagues, and friends to the 20,000 undergraduate and graduate students enrolled at the university.

Although most students are from Oregon, 24 percent are from other states and 6 percent from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise—a real asset in a world where national and international relations often affect everyday life.

Teaching, research, and a spirit of sharing are characteristics of the campus community. In the past year, faculty members and students engaged in active research programs have brought the university more than $75 million in research grants, primarily from federal agencies.

The university’s science departments receive national attention for their work in such areas as computer science, genetics, materials, opals, and neuroscience. Nine faculty members belong to the prestigious American Academy of Arts and Sciences, and six have been elected to the National Academy of Sciences.

Accreditation

The University of Oregon was elected to membership in the Association of American Universities in 1969. The university is accredited by the Northwest Association of Schools and Colleges and the Western Interstate Commission for Higher Education. Individual programs in the university’s professional schools and colleges are accredited by the following organizations:

- Accrediting Council on Education in Journalism and Mass Communications
- American Assembly of Collegiate Schools of Business
- American Bar Association
- American Chemical Society
- American Psychological Association
- American Society of Landscape Architects
- American Speech-Language-Hearing Association
- Council for Exceptional Children
- Foundation for Interior Design Education Research
- National Architectural Accrediting Board
- National Association of School Psychologists
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Athletic Trainers Association
- Planning Accreditation Board
- Teacher Standards and Practica Commission

Public Service

The sharing of knowledge and the love of learning do not stop at the campus borders. Public service is important to the university. Members of the UO faculty share their experience and knowledge in numerous community activities including service in local and state governments. They also serve as consultants for businesses, industries, school districts, and government agencies. Students work as interns in a variety of educational programs in the community and volunteer for service activities.

University programs that serve the public include the Continuation Center, which offers for-credit and noncredit activities throughout the state. Planning and technical assistance from the Community Service Center helps Oregon communities solve local problems and improve the quality of life in rural Oregon.

For three decades, the Oregon Bach Festival has offered an annual program of concerts and master classes to music lovers in the Pacific Northwest. The UO’s classical music radio station, KWAX-FM, is an affiliate of the Public Radio International Classical 24. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities, and cyberscast over the World Wide Web.

The university’s presence is evident at its off-campus facilities—Pine Mountain Observatory in Central Oregon near Bend—and its academic programs in Central Oregon, at the coastal Oregon Institute of Marine Biology in Charleston, the UO Portland Center, and Portland’s Capital Center.

The university is the second largest employer in Lane County, with a payroll of about $224 million to 7,802 faculty, staff, and student employees in 2001–2.

The Campus

The university’s 285-acre campus is an arboretum of more than 500 species and more than 3,000 specimens of trees. Campus buildings date from 1876, when Deady Hall opened, to 1999, when the William W. Knight Law Center was completed. The Museum of Natural History is located at 15th Avenue and Columbia Street. Across campus the Museum of Art, a member of the American Association of Museums, is noted for its collections of Oriental and Northwest art. The Museum of Art is closed for a renovation and expansion project that will double its size: it will reopen in 2004. The UO Libraries, a member of the Association of Research Libraries, is an important research facility for scholars throughout the Northwest. The free Oregon Card Program allows Oregon residents who are eighteen or older to borrow from the libraries’ two-million-volume collection.

Campus athletic facilities include the recently expanded 5,400-seat Autzen Stadium, the Casonova Athletic Center, Ed Moshofsky Sports Center, Papé Field, McArthur Court, Hayward Field’s all-weather track, the Bowerman Family Building, the Student Recreation Center, and open-air and covered tennis courts.

Student-guided tours of the university are available Monday through Friday. Tours may be arranged by calling (541) 346-3014. Campus maps and pamphlets describing university programs, answers to questions about services and office locations, and general information about the university are available at the campus visits desk in the lobby of Oregon Hall. The university’s website has daily news updates and information about programs and events, http://www.oregon.edu.
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Policy Statement on Equal Opportunity

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, 5221 University of Oregon, Eugene OR 97403-5221; telephone (541) 346-3123; TTY (541) 346-1021.

This publication will be made available in accessible formats upon request. Call the Office of University Publications, (541) 346-5396.
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### Catalog Expiration and Requirements Policies
The University of Oregon Catalog lists requirements for active degrees offered by the university.

Each catalog goes into effect at the beginning of fall term the academic year of issue. It expires at the end of summer session the seventh academic year after publication.

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

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

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

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

#### Graduate Students
1. To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Graduate School sections of the catalog in effect the first term the student was readmitted by the Graduate School and enrolled at the University of Oregon

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

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

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

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Degrees, Majors, Minors, and Certificates

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

Undergraduate Majors
Accounting (BUS) B.A., B.S.
Anthropology (CAS) B.A., B.S.
Architecture (A&A) B. Arch.
Art (A&A) B.A., B.S., B.F.A.
Art history (CAS) B.A.
Asian studies (CAS) B.A.
Biochemistry (CAS) B.A., B.S.
Biology (CAS) B.A., B.S.
Business administration (BUS) B.A., B.S.
Ceramics (A&A) B.F.A.
Chemistry (CAS) B.A., B.S.
Chinese (CAS) B.A.
Classical civilization (CAS) B.A.
Classics (CAS) B.A.
Communication disorders and sciences (CAS) B.A., B.S.
Comparative literature (CAS) B.A.
Computer and information science (CAS) B.A., B.S.
Dance (MUS) B.A., B.S.
Economics (CAS) B.A., B.S.
Educational studies (CAS) B.A., B.S., B.Ed.
English (CAS) B.A.
Environmental science (CAS) B.A., B.S.
Environmental studies (CAS) B.A., B.S.
Ethnic studies (CAS) B.A., B.S.
Exercise and movement science (CAS) B.A., B.S.
Family and human services (CAS) B.A., B.S., B.Ed.
Fibers (A&A) B.F.A.
French (CAS) B.A.
General science (CAS) B.A., B.S.
Geography (CAS) B.A., B.S.
Geological sciences (CAS) B.A., B.S.
German (CAS) B.A.
Greek (CAS) B.A.
History (CAS) B.A., B.S.
Humanities (CAS) B.A.
Independent study (CAS) B.A.
Interior architecture (A&A) B.A.
International studies (CAS) B.A.
Italian (CAS) B.A.
Japanese (CAS) B.A.
Journalism (CAS) B.A., B.S.
Journalism: advertising (CAS) B.A., B.S.
Journalism: communication studies (CAS) B.A., B.S.
Journalism: electronic media (CAS) B.A., B.S.
Journalism: magazine (CAS) B.A., B.S.
Journalism: news-editorial (CAS) B.A., B.S.
Journalism: public relations (CAS) B.A., B.S.
Judaic studies (CAS) B.A.
Landscape architecture (A&A) B.A.
Latin (CAS) B.A.
Linguistics (CAS) B.A.
Mathematics (CAS) B.A., B.S.
Mathematics and computer science (CAS) B.A., B.S.
Metallurgy and jewelry (A&A) B.F.A.
Multimedia design (A&A) B.A., B.S., B.F.A.
Music (CAS) B.A., B.S.
Music composition (CAS) B.Mus.
Music education (CAS) B.Mus.
Music jazz studies (MUS) B.Mus.
Music performance (MUS) B.Mus.
Painting (CAS) B.A.
Philosophy (CAS) B.A., B.S.
Photography (A&A) B.F.A.
Physics (CAS) B.A., B.S.
Planning, public policy and management (A&A) B.A., B.S.
Political science (CAS) B.A., B.S.
Printmaking (A&A) B.F.A.
Psychology (CAS) B.A., B.S.
Religious studies (CAS) B.A., B.S.
Romance languages (CAS) B.A.
Russian and East European studies (CAS) B.A.
Sculpture (A&A) B.F.A.
Sociology (CAS) B.A., B.S.
Spanish (CAS) B.A.
Theater arts (CAS) B.A., B.S.
Visual design (A&A) B.F.A.
Women's and gender studies (CAS) B.A., B.S.

Undergraduate Minors
Anthropology (CAS)
Architecture (A&A)
Art (A&A)
Art history (CAS)
Biochemistry (CAS)
Biology (CAS)
Business administration (BUS)
Chemistry (CAS)
Chinese (CAS)
Communication studies (CAS)
Community arts (A&A)
Computer and information science (CAS)
Computer information technology (CAS)
Dance (MUS)
East Asian studies (CAS)
Economics (CAS)
English (CAS)
Environmental studies (CAS)
Ethnic studies (CAS)
Exercise and movement science (CAS)
French (CAS)
Geography (CAS)
Geological sciences (CAS)
German (CAS)
German area studies (CAS)
Greek (CAS)
Historic preservation (A&A)
History (CAS)
Interior architecture (A&A)
International studies (CAS) inactive
Italian (CAS)
Japanese (CAS)
Judaic studies (CAS)
Landscape architecture (A&A)
Latin (CAS)
Latin American studies (CAS)
Linguistics (CAS)
Mathematics (CAS)
Medieval studies (CAS)
Multimedia (A&A)
Music (MUS)
Music education: elementary education (CAS)
Peace studies (CAS)
Philosophy (CAS)
Graduate Majors

Accounting (CAS) M.A., Ph.D.
Anthropology (CAS) M.A., M.S., Ph.D.
Applied information management
See Interdisciplinary studies: applied information management

Applied physics (CAS), M.S.
Art (A&AA) M.F.A.
Art history (CAS) 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 (CAS) M.A., M.S., 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 (CAS) M.A., M.S., M.Ed.
Counseling psychology (CAS) D.Ed., Ph.D.
Creative writing (CAS) M.F.A.
Dance (CAS) M.A., M.S., M.F.A.
Decision sciences (CAS) M.A., M.S.
Decision sciences: business statistics (CAS) M.A., M.S., Ph.D.
Decision sciences: production and operations management (CAS) 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.
Educational leadership (CAS) M.A., M.S., M.Ed., D.Ed., Ph.D.
English (CAS) M.A., Ph.D.
Environmental sciences, studies, and policy (CAS) Ph.D.

Environmental studies (CAS) M.A., M.S.
Exercise and movement science (CAS) M.S., Ph.D.
Fibers (A&AA) M.F.A.
Finance (CAS) M.A., M.S., Ph.D.
Folklore. See Interdisciplinary studies: individualized programs
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 (CAS) M.S., Ph.D.

Interdisciplinary studies: applied information management (CAS) M.S.

Interdisciplinary programs: individualized programs (CAS) M.A., M.S. (e.g., folklore, religious studies)

Interdisciplinary studies: teaching, one subject (CAS) M.A., Ph.D.

Intermediate media technology (CAS) M.Mus.
International studies (CAS) M.A.
Interior architecture (A&AA) M.Arch.
Italian (CAS) M.A.
Journalism (CAS) M.A., M.S.
Journalism: advertising (CAS) M.A., M.S.
Journalism: magazine (CAS) M.A., M.S.
Journalism: news-editorial (CAS) M.A., M.S.
Landscape architecture (A&AA) M.A.
Law (CAS) J.D.
Linguistics (CAS) M.A., Ph.D.
Management (CAS) M.A., M.S., Ph.D.
Marketing (CAS) M.A., M.S., Ph.D.
Mathematics (CAS) M.A., M.S., Ph.D.
Metalsmithing and jewelry (A&AA) M.F.A.
Multimedia design (CAS) M.F.A.
Music composition (CAS) M.Mus., D.M.A., Ph.D.
Music conducting (CAS) M.Mus.
Music education (CAS) M.Mus., D.M.A., Ph.D.
Music history (CAS) M.A., Ph.D.
Music: jazz studies (CAS) M.Mus.
Music performance (CAS) M.Mus., D.M.A.
Music: piano pedagogy (CAS) M.Mus.
Music theory (CAS) M.A., Ph.D.
Painting (CAS) 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 (CAS) M.F.A.
Psychology (CAS) M.A., M.S., Ph.D.
Public policy and management (A&AA) M.P.A.
Religious studies. See Interdisciplinary studies: individualized programs
Romanc languages (CAS) M.A., Ph.D.

Russian and East European studies (CAS) M.A.

School psychology (CAS) M.A., M.S., M.Ed., Ph.D.
Sculpture (A&AA) M.F.A.
Sociology (CAS) M.A., M.S., Ph.D.
Software engineering (CAS) M.S.

Spanish (CAS) M.A.

Special education (CAS) M.A., M.S., M.Ed., D.Ed., Ph.D.
Special education: rehabilitation (CAS) M.Ed., Ph.D.
Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.

Certificates

Communication disorders (CAS) graduate
Continuing administrator—superintendent (CAS) graduate
Early childhood (CAS) graduate
Early childhood—elementary special education (CAS) graduate

Early intervention—early childhood special education (CAS) graduate
Elementary (CAS) graduate
English speakers other languages (CAS) graduate
English speakers other languages—bilingual (CAS) graduate
European studies (CAS) undergraduate
Film studies (CAS) undergraduate
Folklore (CAS) undergraduate
Initial administrator (CAS) graduate
Integrated teaching (CAS) graduate
Middle-secondary education (CAS) graduate
Middle-secondary special education (CAS) graduate
Music education (CAS) graduate
Not-for-profit management (CAS) graduate
Reading and teaching (CAS) graduate
Russian and East European studies (CAS) undergraduate, graduate
School psychology (CAS) graduate
Second-language acquisition and teaching (CAS) undergraduate
Technical teaching in architecture (A&AA) graduate

Women’s and gender studies (CAS) graduate

Majors, Minors, Options

University of Oregon undergraduate students must complete an academic major to graduate; they may also complete additional majors, minors, or both. Options within majors or minors are additional ways of focusing academic interests, but they do not appear on grade transcripts. Other terms used for options include areas of concentration, emphasis, focus, or specialization; preparatory programs: primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; study emphases; and tracks. Technically, there are no minors in graduate degree and certificate programs. Graduate students, like undergraduates, may pursue options within their major disciplines.
Reader's Guide to the Catalog

Organization
The University of Oregon's largest academic units are its colleges and professional schools. Each consists of smaller units called departments or programs or areas. 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 Graduate Studies. Next come Locations 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. The last section contains academic resources and student services.

Still Can't Find It?
In addition to the Contents, the Faculty and Subject Indexes at the back are invaluable for locating a person or topic quickly. Cross-references within the text refer to listings in the Subject Index; 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. Stand-alone certificates are offered through Continuing Education.
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 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.
Credit. Represents approximately three hours of the student's time each week for one term in a lower-division undergraduate course. This frequently equals one hour in the lecture hall or laboratory in addition to two hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required each week for a course is listed 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).
Elective. A course that students may choose to take, as contrasted with courses that are required for an academic program.
Major. A primary undergraduate or graduate field of specialization.
Minor. A secondary undergraduate field of specialized study.
Multicultural course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of three categories: American cultures; identity, pluralism, and tolerance; international cultures.
Option. A subject 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 registering for another course or before proceeding to more advanced study.
Reading and conference. A particular selection of material read by a student and discussed in conference with a faculty member.
Grade point average (GPA). The CPA is determined by dividing total points for all letter grades—A+ through F—by total credits.
Grading option. Unless specified otherwise, nonmajors may take courses either graded (A+ through F) or pass/no pass (P/N). The UO Schedule of Classes identifies courses for which majors are limited to a particular grading option.
Group-satisfying course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of the three general-education groups: arts and letters, social science, science.
Interdisciplinary or multidisciplinary. A course of study from two or more academic disciplines.
Minor. A secondary undergraduate field of specialization.
Multicultural course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of three categories: American cultures; identity, pluralism, and tolerance; international cultures.
Option. A subject 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 registering for another course or before proceeding to more advanced study.
Reading and conference. A particular selection of material read by a student and discussed in conference with a faculty member.
Repeatable for credit. Only courses designated R may be repeated for credit. Except for generic, studio, or performance courses, the circumstances under which a course may be repeated for credit are typically restricted.
Residence credit. Academic work completed while the student is formally admitted and officially registered at the University of Oregon; this includes courses taken in UO overseas study programs.
Semester. One-half the academic year (sixteen weeks) applicable only to the UO School of Law.
1 semester credit. Indicates one semester credit, which equals one and one-half quarter (or term) credits.
Seminar. A small group of students studying a subject with 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.
Series. Two or more closely related courses that may be taken in any 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 content of significant difficulty
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 University of Oregon catalogs and in class schedules.

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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 noncredit courses that do not apply to 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/fail only.

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

196 Field Studies: [Topic]
198 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
199 Special Studies: [Topic]
399 Special Studies: [Topic]
401 Research: [Topic]
402 Supervised College Teaching
403 Thesis
404 Internship: [Topic]
405 Reading and Conference: [Topic]
406 Field Studies: [Topic] or Special Problems: [Topic]
407/507 Seminar: [Topic]
408/508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
409 Practicum: [Topic] or Supervised Tutoring
410/510 Experimental Course: [Topic]
503 Thesis
601 Research: [Topic]
602 Supervised College Teaching
603 Dissertation
604, 704 Internship: [Topic]
605, 705 Reading and Conference: [Topic]
606, 706 Field Studies: [Topic] or Special Problems: [Topic]
607, 707 Seminar: [Topic]
608, 708 Workshop: [Topic] or Special Topics: [Topic] or Colloquium: [Topic]
609, 709 Practicum: [Topic] or Supervised Tutoring or Terminal Project
610, 710 Experimental Course: [Topic]
### 2003–4 Academic Calendar

#### Fall Term 2003
- **Initial registration**
  - May 19–30
- **Week of Welcome**
  - September 25–28
- **Classes begin**
  - September 29
- **Last day to drop courses without recorded “W”**
  - October 6
- **Last day to register or add courses**
  - October 8
- **Thanksgiving vacation**
  - November 27–28
- **Fall-term final examinations**
  - December 8–12
- **Winter vacation**
  - December 15, 2003 to January 4, 2004

#### Winter Term 2004
- **Initial registration**
  - November 17–26
- **Classes begin**
  - January 5
- **Martin Luther King Jr. Day**
  - January 19
- **Last day to drop courses without recorded “W”**
  - January 20
- **Last day to register or add courses**
  - January 21
- **Winter-term final examinations**
  - March 15–19
- **Spring vacation**
  - March 22–26

#### Spring Term 2004
- **Initial registration**
  - February 23 to March 5
- **Classes begin**
  - March 29
- **Last day to drop courses without recorded “W”**
  - April 5
- **Last day to register or add courses**
  - April 7
- **Memorial Day holiday**
  - May 31
- **Spring-term final examinations**
  - June 7–11
- **Commencement Day**
  - June 12

#### Summer Session 2004
- **Initial registration**
  - May 3–7
- **Classes begin**
  - June 21
- **Independence Day holiday**
  - July 5
- **Eight-week session ends**
  - August 13
- **Summer-session graduation convocation**
  - August 14
- **Eleven-week session ends**
  - September 3
- **Labor Day holiday**
  - September 6

#### Fall Term 2004
- **Initial registration**
  - May 17–28
- **Week of Welcome**
  - September 23–26
- **Classes begin**
  - September 27
- **Last day to drop courses without recorded “W”**
  - October 4
- **Last day to register or add courses**
  - October 6
- **Thanksgiving vacation**
  - November 25–26
- **Fall-term final examinations**
  - December 1–10

### 2003 Calendar

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Entering the University

Admissions
Martha Pitts, Director
(541) 346-3201
(541) 346-5815 fax
240 Oregon Hall
http://admissions.uoregon.edu/

Admission requirements apply to all students seeking to enroll at the University of Oregon.

Application Deadlines

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<td>Postbaccalaureate nongraduate or graduate...</td>
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</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 enter the university as majors in architecture, fine and applied arts, interior architecture, landscape architecture, or music—er 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**

**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 considered for admission to the University of Oregon, students must complete the minimum number of years of study in certain disciplines and meet the grade point average or test score alternatives outlined below. Fulfilling these minimum requirements does not guarantee admission. Fourteen total units (one unit equals one year) of college preparatory course work are required. Applicants for admission fall 2005 must have earned a C- or better in all college preparatory course work. Specific subject requirements include:

- **English—four years.** All four years should include preparatory composition and literature with emphasis on and frequent practice in writing expository prose.

- **Mathematics—three years.** Study must include first-year algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, calculus, finite mathematics, advanced applications, probability and statistics, or courses that integrate topics from two or more of these areas. It is recommended that an advanced mathematics course be taken in the senior year. Regardless of the pattern of mathematics courses or the number of years of mathematics taken, the mathematics course work must culminate at the Algebra II (or equivalent) level or higher.

- **Science—two years.** Study must include two years 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 with a passing grade
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.

**PASS proficiency.** The Oregon University System is phasing in the Proficiency-based Admission Standard System (PASS), which will be fully implemented by fall 2006. For fall 2003, PASS may substitute for English, mathematics, and science courses. Students in Oregon public high schools can use the Certificate of Initial Mastery (CIM) to meet some of the standards required for admission, however the CIM is not required for admission. More information about PASS may be found on the OUS website.
Admission Requirements
To be considered for admission to the University of Oregon, students must have
1. Graduated from a standard or accredited high school and
2. Completed the subject requirements outlined above and
3. A cumulative grade point average (GPA) of 3.00 on a 4.00 scale. Applicants whose GPA is lower than 3.00 on a 4.00 scale may qualify for admission based on SAT I or ACT scores. A chart showing the minimum scores needed for admission with a GPA below 3.00 is available from the Office of Admissions and on its website. Such applicants must submit with their application a personal statement that will be considered as part of a comprehensive file review.

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.

Automatic Admission
Applicants who have earned at least a 3.25 cumulative GPA on a 4.00 scale and 16 academic units qualify for automatic admission.

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. A 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 minimum requirements. Requests for admission as an exception are 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 nonresident) 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 or earned a GED 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 Oregon transfer 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.

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.

PASS Proficiency. See heading under Freshman Admission Prerequisites.

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 124 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.

Application Procedures
Transfer applicants must submit the following to the Office of Admissions:
1. A completed application for admission and a nonrefundable $50 application fee
2. An official transcript from each college and university attended (an official transcript is one sent directly to the Office of Admissions by the college or university attended)

Transfer students may submit their applications up to one year before they plan to enroll at the University. 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 may advance to major status. Professional schools and departments with premajor admission requirements are the Law School; College of Business; School of Journalism and Communication; Asian Studies; Computer and Information Science; International Studies; Planning, Public Policy and Management; and Psychology.

Dual Enrollment Program
The University of Oregon and Lane Community College offer a dual enrollment program that provides students with the academic and administrative advantages of simultaneous enrollment in both institutions. Enrollment is limited to one hundred students. More information and an application for admission is available from the Office of Admissions and at the Students First center at Lane Community College.

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 strongly encouraged to apply for fall term. By exception, it is possible to apply for a term other than fall, and international students who are studying at colleges in the United States may apply for a term other than fall without restriction. More information is available from the Office of Admissions. The international freshman application deadline is March 1. The international transfer student application deadline is May 15. Late applications may not be processed in time for the term of first preference.

For undergraduates, a GPA of 2.50 is required to transfer from an American university or college. To obtain graduate application forms, applicants should write directly to the departments or schools in which they plan to study. See Graduate Admission in this section of the catalog.

English Proficiency. Proficiency in the English language is vital to the academic success of international students. Students whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A TOEFL score of at least 500 is required for undergraduate admission. Students who take the computer-based TOEFL must obtain a score at least 173. Students may submit a score of 950 on the English Language Proficiency Test (ELPT). A score of 6.0 on the International English Language Testing System (IELTS) is acceptable for demonstration of proficiency in English. A score of 3 on the Advanced Placement International English Language (APIEL) is also acceptable. 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 (173 and 233 for the computer-based TOEFL) may take additional English tests. Students whose scores on these tests indicate that more language training is needed must take courses in the Academic and International Studies (AIS) program. Students placed in AIS courses may also enroll in regular academic courses. For more information, write to the Admissions Adviser, Office of International Programs, 5209 University of Oregon 97403-5209, USA. See also American English Institute in the Academic Resources section of this catalog.

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. An official test score report from one of the English proficiency tests described above.
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, 364 Oregon Hall; telephone (541) 346-3211
- Office of Admissions, 240 Oregon Hall; telephone (541) 346-3201
- Office of Multicultural Affairs, 164 Oregon Hall; telephone (541) 346-3479
See also Undergraduate Studies in the Academic Resources 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 postbaccalaureate nondegree 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 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 are as follows:

(1) Establishment of a domicile in Oregon for a period of twelve 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.

(4) Nature and source of financial resources.

(5) Various other indications 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 580-010-0025 For the purpose of rules 580-010-0030 through 580-010-0045, the following words and phrases mean:
(1) “Domicile” indicates 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” indicates a person who has not been and will not be claimed as an exemption and has not received and will not receive financial assistance in cash or in-kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person except his or her spouse for the current calendar year and for the calendar year immediately prior to the year in which application is made.
(3) “A dependent” is a person who is not financially independent.

Determination of Residence 580-010-0030
(1) For purposes of admission and instruction fee assessment, OUS institutions shall classify a student as Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue is one of intent. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. For example, it may be possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver’s license and not meet the residency requirements established by these rules.

(2) An Oregon resident is a financially independent person who, immediately prior to the term for which Oregon resident classification is requested:
(a) Has established and maintained a domicile in Oregon of not less than twelve consecutive months; and
(b) Is primarily engaged in activities other than those of being a college student. A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than eight hours per semester or quarter shall be presumed to be in Oregon for primarily educational purposes. (B) Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.

(3) An Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.

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

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

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 and reside in Oregon for twelve or more consecutive months immediately prior to the beginning of the term for which resident classification is sought.
(b) Be primarily engaged in activities other than those of a student and reside in Oregon for twelve or more consecutive months immediately prior to the beginning of the term for which resident classification is sought.
(c) Reliance upon Oregon resources for financial support;
(d) Domicile in Oregon of persons legally responsible for the student;
(e) Acceptance of an offer of permanent employment in Oregon;
(f) Ownership by the person of his or her living quarters in Oregon.

(2) The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:
(a) Voting or registration to vote;
(b) Employment in any position normally filled by a student;
(c) The lease of living quarters;
(d) Admission to a licensed practicing profession in Oregon;
(e) Automobile registration;
(f) Public records (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 tax or other Oregon taxes;
(i) Domicile in Oregon of the student’s spouse;
(j) Acceptance of non-Oregon resources for financial support is an inference of residency in another state.

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

Evidence of Financial Dependency 580-010-0033
(1) In determining whether a student is financially dependent, and whether his or her parent or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:
(a) Legal proof of custodianship;
(b) Evidence of established domicile of parent or legal custodian; and
(c) The identification of the student as a dependent on the federal income tax return of the
parents or legal custodian. Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

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

Residence Classification of Armed Forces Personnel 580-010-0035

(1) For purposes of this rule, members of the armed forces means officers and enlisted personnel of:

(a) the Army, Navy, Air Force, Marine Corps, and Coast Guard of the United States;
(b) reserve components of the Army, Navy, Air Force, Marine Corps, and Coast Guard of the United States;
(c) the National Guard of the United States and the Oregon National Guard.

(2) Notwithstanding OAR 580-010-0030, members of the armed forces and their spouses and dependent children shall be considered residents for purposes of the instructional fee if the members:

(a) reside in this state while assigned to duty at any base, station, establishment, or other facility in this state;
(b) reside in this state while serving as members of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station; or
(c) reside in a foreign country and file Oregon state income taxes no later than twelve months before leaving active duty.

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

(4) An Oregon resident who has been in the armed forces and assigned an duty outside of Oregon, including a person who establishes residency under section (2)(c) of this rule, must return to Oregon within sixty days after completing service to retain classification as an Oregon resident.

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

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

(a) is under eighteen years of age and not married, otherwise emancipated, or self-supporting; or
(b) is under twenty-three years of age, unmarried, enrolled in a full course of study in an institution of higher learning, and dependent on the member for over half of his or her support.

Residence Classification of 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 ceded or reserved land within the state of Oregon shall be classified as resident tuition regardless of their state of residence.

(2) For purposes of this rule, the federally recognized tribes of Oregon are:

(a) Burns Paiute Tribe
(b) Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
(c) Confederated Tribes of Grand Ronde Community of Oregon
(d) Confederated Tribes of Siletz Indians of Oregon
(e) Confederated Tribes of the Umatilla Indian Reservation
(f) Confederated Tribes of Warm Springs Indian Reservation
(g) Coquille Indian Tribe
(h) Cow Creek Band of Umpqua Indians
(i) Klamath Tribes

(3) For purposes of this rule, the Native American tribes which had traditional and customary boundaries that included parts of the state of Oregon or which had ceded or reserved land within the state of Oregon are:

(a) CALIFORNIA
(b) Klamath Falls Paiute Tribe
(c) Klamath Rancheria
(d) Blue Lake Rancheria
(e) Bridgeport Indian Colony
(f) Cedarsville Rancheria
(g) Fort Bidwell Indian Tribe
(h) Hoopa Valley Tribe
(i) Karuk Tribe of California
(j) Likely Rancheria
(k) Lookout Rancheria
(l) Lytton Rancheria
(m) Melechuhun Band of Tulalip Indians
(n) Montgomery Creek Rancheria
(o) Pit River Tribe
(p) Quartz Valley Indian Community
(q) Redding Rancheria
(r) Roaring Creek Rancheria
(s) Smith River Rancheria
(t) Susanville Rancheria
(u) Tolowa-Tututni Tribe
(v) Winnemucca Colony
(w) XL Ranch
(1) IDAHO
(a) Nez Perce Tribe of Idaho
(b) Shoshone-Bannock Tribes
(c) NEVADA
(d) Duck Valley Shoshone-Paiute Tribes
(e) Fallon Paiute-Shoshone Tribe
(f) Fort McDermitt Paiute-Shoshone Tribe
(g) Lovelock Paiute Tribe
(e) Pyramid Lake Paiute Tribe
(f) Reno-Sparks Indian Colony
(g) Summit Lake Paiute Tribe
(h) Walker River Paiute Tribe
(i) Winnemucca Indian Colony
(j) Yerington Paiute Tribe
(k) OKLAHOMA
(a) Modoc Tribe of Oklahoma
(b) WASHINGTON
(c) Chehalis Community Council
(b) Colville Confederated Tribes
(c) Quinault Indian Nation
(d) Shoshone-Bannock Tribes
(e) Yakama Indian Nation

(4) A student seeking to be assessed resident tuition under the provisions of this rule shall submit, following procedures prescribed by the OUS institution where the student seeks to enroll, a photocopy of tribal enrollment which documents tribal membership.

Residence Classification of Aliens 580-010-0040

(1) An alien holding 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 to a U.S. citizen or a resident alien of 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 twelve 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 (e.g., 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 if the following requirements are met:

(a) The dependent child has been in Oregon for at least six months before the first day of classes of the term in which the resident status is sought.
(b) The dependent child is not classified as an Oregon resident by the standards of this rule.
(c) The dependent child files a declaration of domicile in Oregon with the chancellor's office at the Oregon institution.
(d) The dependent child files a declaration of domicile in Oregon with the chancellor's office at the Oregon institution.
(e) The dependent child files a declaration of domicile in Oregon with the chancellor's office at the Oregon institution.

(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 Naturalized 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 OUS institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by these rules, including timely submittal of the naturalized affidavit.

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

(1) An interinstitutional residence 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 who is aggrieved by the institution residence classification may, within ten (10) days of the date of mailing or other service of
Registration and Academic Policies

Herbert R. Chereck, University Registrar
(541) 346-3247
220 Oregon Hall
http://registrar.oregon.edu/

Student Records Policy

In compliance with the Family Educational Rights and Privacy Act, the University of Oregon has formulated the Student Records Policy to outline the proper handling and release of student educational records. The following is a summary of that policy.

The University maintains only student records relevant to the educational or related purposes of the University. Students enrolled in the University generally have the right to inspect educational records maintained by the University that directly affect them. Those records are not released to anyone other than the student without the signed, written consent of the student, with the following exceptions: (1) university personnel who have legitimate interests, (2) at the direction of a court, (3) in situations of health or safety emergency. Upon request the university releases directory information about the student, but the student may request, in writing, that such information not be released.

The full text of the Student Records Policy is available from the Office of the Registrar.

Academic Year

The University divides the academic year into three terms of approximately eleven weeks each (except for the School of Law, which uses a semester calendar). The summer session supplements the work of the fall, winter, and spring terms; a catalog and announcements are issued for that session.

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

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the UO Schedule of Classes, which may be purchased for $5.00 at the UO Bookstore and the UO Memorial Union main desk store.

About the UO Catalog. This publication, the 2003-4 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 2003. Changes to the university curriculum that were made through fall term 2002 are reflected in the academic sections of the catalog. Bachelor Degree Requirements, in this section of the catalog—including group-satisfying and multicultural course lists—have been updated to reflect curriculum changes that were made during winter and spring terms 2003. The UO Schedule of Classes also lists changes that were made during winter and spring terms 2003.

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. Pass/no pass work is designated P or N. An asterisk after the P or N indicates that the course is offered P/N only. See Bachelor's Degree Requirements for regulations on graded credits.

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

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 (G– 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). The UO Schedule of Classes designates 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 question the quality of the work to the UO grading system.
Marks
AU (audit). 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.

Incomplete. 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 see 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). Student-initiated mark. Students may withdraw from a course through web registration. See the UO Schedule of Classes for deadlines.

X (no grade or incorrect grading option reported). 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). 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 A of C, three points for each B of C, two points for each grade of D, and zero points for each grade of F. The plus sign increases the points assigned the letter grade by 0.30 per credit. The minus sign decreases the points assigned the letter grade by 0.10 per credit. Marks of A, I, W, X, Y, and the grades of P and N are disregarded in the computation of the grade point average. The grade point average is calculated by dividing total points by total credits of A, B, C, and D.

Application for an Undergraduate Degree
Students who plan to receive a bachelor’s degree from the University of Oregon must submit an application through the university’s online information system, DuckWeb, 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
Students who were admitted before fall term 2002 and who graduate fall 2008 or after must satisfy fall 2002 requirements. See Catalog Expiration and Requirements Policies for more information. Students who were admitted before fall term 1999 and who graduate fall 2005 through summer 2009 must satisfy fall 1999 requirements.

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

University Requirements
Credits
The bachelor of arts, bachelor of science, bachelor of education, and bachelor of music degrees require a total of 180 credits with passing grades. The bachelor of fine arts and bachelor of landscape architecture require a total of 220 credits. The bachelor of interior architecture requires a total of 225 credits, and the bachelor of architecture requires a total of 231 credits.

Concurrent Degrees
Concurrent degrees are awarded under the following conditions:
1. The second degree is offered 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 in the Office of the Registrar.

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 requirements in each major as specified by the major departments, schools, or colleges.

Academic Minor
Unless specified by a particular department, a minor is not required for a bachelor’s degree. Students who choose 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 160 required credits, 160 of the 220 required credits, 165 of the 225 required credits, or 171 of the 231 required credits, each student must complete at least 45 credits at the university.

Total 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. Credits earned in courses offered only pass/no pass use the P designation.

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. Credits earned in courses offered only pass/no pass use the P designation.

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

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

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

Bachelor of Arts (B.A.) Requirements
The B.A. degree requires proficiency in a second language. The second-language requirement may be met in one of the following ways:
1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C- or 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.
3. For students whose native language is not English providing high school or college transcripts to the Office of Admissions as evidence of formal training in the native language at satisfactory completion of WR 121 and either WR 122 or 123.

Bachelor of Science (B.S.) Requirements
The B.S. degree requires proficiency in mathematics or computer and information science or a combination of the two. The requirement may be satisfied in one of the following ways, depending on the student’s expertise in mathematics. Courses must be completed with grades of C- or better.
1. Students with a limited background in mathematics can complete the requirement with any of the combinations of these courses listed below. Inquire at the Office of Academic Advising, 364 Oregon Hall, for other possible combinations.
MATH 105, 111, 121 (any three)  
MATH 311, 312, 243  
MATH 110, 111, 242  

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, 242, 243 or 425  
CIS 111, 122, 210  

3. Students who have MATH 111 skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:  
MATH 231, 242, 246, 251, 261  
CIS 211, 212  

4. Satisfactory completion of MATH 211, 212, 213  

Group Requirements  
To promote educational breadth, bachelor's degree candidates are required to complete work in each of three groups representing comprehensive fields of knowledge: arts and letters, social science, and science. Approved group-satisfying courses must be at least 3 credits each.  
Only the departments and courses listed below may be used to satisfy group requirements. Courses refer to the current year only. For previous years, consult earlier UO catalogs.  

"One Course" Restriction. Students admitted fall term 2002 or after may use only one course that has the same subject code as their major to fulfill group requirements. Students admitted before fall 2002 have through summer session 2009 to graduate without the one-course restriction.  

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  
Group-satisfying requirements are determined according to the degree to be earned.  

Bachelor of Arts, Fine Arts, or Science  
Students must complete a minimum of 46 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 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 codes may be used to fulfill the total 36-credit requirement.  

"Double-Dipping" Restriction. Students 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. Students admitted before fall term 1999 have through summer session 2006 to graduate without the double-dipping restriction.  

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 codes may be used to fulfill the total 36-credit requirement.  

This list of group-satisfying courses has been updated to include changes made to the university's curriculum during winter and spring terms 2003. Some of the courses listed here are not described in departmental course listings.  

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

Art (ART)  
101 Understanding Contemporary Media  
111 The Artist Experience  

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  

251 19th-Century Art  
252 20th-Century Art  
358 History of Design  
359 History of Photography  
381 Nomadic Art of Eurasia  
382 Art of the Silk Route  
384, 386 Chinese Art I, II  
387 Chinese Buddhist Art  
394, 395, 399 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  
314 Gender and Sexuality in Antiquity  
321 Classic Myths  

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

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

Comparative Literature (COLT)  
101 Literature, Language, Culture  
201 The World of Epic  
202 The World of Drama  
203 The World of Poetry  
204 The World of Fiction  
206 The World of Autobiography  
301 Approaches to Comparative Literature  
360 Gender and Identity in Literature  

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

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

East Asian Languages and Literatures: Chinese (CHN)  
150 Introduction to the Chinese Novel  
151 Introduction to Chinese Film  
152 Introduction to Chinese Popular Culture  
201, 202, 203 Second-Year Chinese  
301, 302, 303 Third-Year Chinese  
308 Literature of Modern Taiwan  
350 Gender and Sexuality in Traditional Chinese Literature  
351 Gender and Sexuality in Modern Chinese Literature  

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

East Asian Languages and Literatures: Korean (KRN)  
201, 202, 203 Second-Year Korean  

English (ENG)  
104, 105, 106 Introduction to Literature  
107, 108, 109 World Literature  
207, 208 Shakespeare  
210, 211 Survey of English Literature  
215, 216 Survey of American Literature  
230 Introduction to Environmental Literature  
250 Introduction to Folklore  
265, 266 History of the Motion Picture  
321, 322, 323 English Novel  
340 Jewish Writers  
391, 392 American Novel  
394, 395 20th-Century Literature  

Environmental Studies (ENVS)  
203 Introduction to Environmental Studies: Humanities  

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

Germanic Languages and Literatures: Finnish (FINN)  
201, 202, 203 Second-Year Finnish  

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  
223 Germany: A Multicultural Society  
257, 258, 259 German Culture and Thought  
311, 312, 313 Intermediate Language Training  
340, 341 Introduction to German Culture and Society  
350 Genres in German Literature  
351 Diversity in Germany  
352 Authors in German Literature  
354 German Gender Studies
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**Group II: Social Science**

See "Double-Dipping" Restriction under Group Requirements.

**Anthropology (ANTH):**
- 150 World Archaeology
- 161 World Cultures
- 165 Sexuality and Culture
- 222 Anthropology of Life Stories
- 234 Pacific Island Societies
- 260 Introduction to Cultural Anthropology
- 314 Women and Culture I: Politics, Production, and Power
- 315 Women and Culture II: Creativity and Symbols
- 320 Native North Americans
- 325 The Americas: Indigenous Perspectives
- 326 Caribbean Societies
- 327 Anthropological Perspectives on Africa
- 328 New Guinea
- 329 Immigration and Farmworkers Political Culture
- 330 Hunters and Gatherers
- 342 Northeast Asia Prehistory
- 343 Pacific Islands Archaeology
- 344 Oregon Archaeology
- 350 Ancient Mesoamerica

**Business Administration (BA):**
- 101 Introduction to Business

**Economics (EC):**
- 101 Contemporary Economic Issues
- 201 Introduction to Economic Analysis: Microeconomics
- 202 Introduction to Economic Analysis: Macroeconomics
- 233 Microeconomic Principles and Environmental Issues
- 330 Urban and Regional Economic Problems
- 333 Resource and Environmental Economic Issues
- 340 Issues in Public Economics
- 350 Labor Market Issues
- 360 Issues in Industrial Organization
- 370 Money and Banking
- 380 International Economic Issues
- 390 Problems and Issues in the Developing Economies

**Educational Studies (EDST):**
- 111 Educational Issues and Problems
- 211 Historical Foundations of Education
- 212 Foundations of Learning and Intervention

**Environmental Studies (ENVS):**
- 201 Introduction to Environmental Studies: Social Sciences

**Ethnic Studies (ES):**
- 101, 102 Introduction to Ethnic Studies
- 250 Introduction to African American Studies
- 252, 253 Introduction to Asian American Studies
- 254, 255 Introduction to Chicano and Latino Studies
- 256, 257 Introduction to Native American Studies

**Geography (GEOG):**
- 142 Human Geography
- 201 World Regional Geography
- 202 Geography of Europe
- 204 Geography of Russia and Neighbors
- 205 Geography of Pacific Asia
Category A: American Cultures
The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, and 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 Archaeology
Art History (ARH)
483 Native American Architecture

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)
165 Sexuality and Culture
173 Evolution of Human Sexuality
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
325 The Americas: Indigenous Perspectives
329 Immigration and Farmworkers Political Culture
362 Human Biological Variation
366 Scientific Racism: An Anthropological History
421 Anthropology of Gender
424 Feminist Methods in Anthropology
429 Jewish Folklife and Ethnology
439 Feminism and Ethnography
443 North American Archaeology
444 Middle American Prehistory
446 Gender and Archaeology
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

Classics in English: Translation (CLAS)
314 Gender and Sexuality in Antiquity

Comparative Literature (COLT)
101 Literature, Language, Culture
301 Approaches to Comparative Literature
360 Gender and Identity in Literature
464 Cross-Cultural Investigations of Gender
479 Literature and Testimony

East Asian Languages and Literatures: Chinese (CHN)
350 Gender and Sexuality in Traditional Chinese Literature
351 Gender and Sexuality in Modern Chinese Literature

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

English (ENG)
245 Ethnic American Literature: [Topic]
250 Introduction to Folklife
315 Women Writers’ Cultures: [Topic]
316 Women Writers’ Forms: [Topic]
340 Jewish Writers
488 Race and Representation in Film
496 Feminist Film Criticism: [Topic]
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 those 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 in courses taken for the second bachelor’s degree is required for the second bachelor’s degree.

3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor’s degree was earned at the University of Oregon, or 23 credits if at another institution.

4. At least 75 percent of all course work required in the major for the second degree must be completed after the conferment of the first degree.

5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English may satisfy this requirement by providing high school transcripts as evidence of formal training in the native language and satisfactorily completing WR 121 and either WR 122 or 123. The bachelor of science degree requires proficiency in mathematics and/or computer and information science.

Bachelor’s Degree with Honors

Information about Clark Honors College, Latin honors, academic 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 Scholarships 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, 364 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 academic standing, the student should ask the instructor to record the grade change with the Office of the Registrar immediately and notify the Office of Academic Advising as soon as the grade change has been officially recorded. Retroactive changes to a term’s academic standing are made only if grade changes are recorded by the last day to register and add classes for the following term. If grade changes that affect GPAs and academic standing are submitted later than this, the student’s academic standing for the previous term is not amended.

Academic Warning. Students receive an academic warning when the term GPA is lower than 2.00 but the cumulative UO GPA is 2.00 or higher. This notation is not recorded on the student’s academic transcript.

Academic warning is given as a courtesy to advise a student of potential academic difficulty. Academic probation does not depend on the student receiving prior notice of academic warning.

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

- When the cumulative UO GPA is lower than 2.00.

- The notation “Academic Probation” is recorded on the student’s academic transcript. If the student has earned a 4.0 or more cumulative credits, that student is subject to disqualification at the end of the first term on probation. Students who have earned 44 or fewer cumulative credits are allowed two terms of probation before they are subject to disqualification.

Students on academic probation are limited to a study load of 15 credits or fewer. A student with probationary status who has a cumulative UO GPA lower than 2.00 and a term GPA of 2.00 or higher remains on academic probation for the following term.

Incoming students may be admitted on academic probation. Students are notified when such action has been taken.

Academic Disqualification

A student on academic probation may be academically disqualified when the next term’s cumulative UO GPA is lower than 2.00. The notation “Academic Disqualification” is recorded on the student’s academic transcript. 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. 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. For information about how to submit a petition to the Scholastic Review Committee, inquire at the Office of Academic Advising, 364 Oregon Hall; telephone (541) 346-3211.

2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising.

Registering for Classes

Schedule of Classes

The UO Schedule of Classes is published shortly before registration each term. Copies may be purchased for $0.50 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 classes each term; the dates are published in advance. Students are not officially registered and are 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 Registration

Entering freshmen with 44 credits or fewer qualify for IntraDUCKtion, 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 four or more terms must notify the Office of the Registrar 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 the registration eligibility form, which is provided in the summer session catalog and on the summer session website. It is also available from the summer session office and the Office of Admissions. Students who were enrolled in spring 2002 or after need not submit this form.

Transcripts

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 in 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 for 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.

Advanced Placement

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

College-Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College-Level Examination Program (CLEP). Examinations are available, for example, in American history, principles of economics, calculus, and biology. Students who have not completed their sophomore year (fewer than 90 credits) may also take CLEP general examinations in the humanities, sciences, and social sciences. A score of 50 or better on each examination earns 2 credits toward graduation and may fulfill a part of the group requirements for the bachelor's degree. Once a student is admitted to the university, UO accepts as transfer credit the successful completion of CLEP subject and general examinations by students.

Community Education Program

Individuals who want to enroll for 4 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, 223 Oregon Hall; telephone (541) 346-6614.

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 in the Office of the Registrar) 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 $60 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 Quizzing (198), Special Studies (199); courses numbered 50-99, 200, or 399-410; or for first-year second languages.

8. A student may not receive credit by examination in courses that:
   a. substantially duplicate credit already received or
   b. are more elementary than courses in which credit has been received or status has been established.

9. A student must be formally admitted and registered for classes during the term in which the examination is administered.

International Baccalaureate

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

Military Credit

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

Tuition and Fees

Sherri C. McDowell, Director
Office of Business Affairs
(541) 346-3170
Oregon Hall, First Floor

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 2002-3, the health service fee was $99, the incidental fee was $146.75, the technology fee was $50, the recreation center bond fee was $15.25, the energy surcharge fee was $20, and the building fee was $33. Each law student paid a $148.50 health service fee, a $250 incidental fee, a $112.50 technology fee, a $23 recreation center bond fee, a $30 energy surcharge fee, a $52.50 building fee, and a registration fee of $15. Each admitted student, at the time of first enrollment, is assessed a matriculation fee of $200-250 to cover the cost of enrollment services. The fees are subject to change for 2003-4.

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

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

Tuition for resident and nonresident students is listed in the School of Law catalog, available free from the UO School of Law. Health services and some incidental fee benefits are not available to students enrolled in the Community Education Program.

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

In the schedule, tuition is specified for one term only. There are three terms in the academic year: fall, winter, and spring (except for the School of Law, which operates on a two-semester system). The summer session operates on a separate tuition schedule that includes course self-support fees. For more information, see the Continuation Center in the Academic Resources 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 2002-3. Increases proposed for 2003-4 had not been confirmed at publication.
## Tuition Schedule

### Undergraduate

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-18 credits</td>
<td>$1,458</td>
<td>$5,301</td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>363</td>
<td>564</td>
</tr>
<tr>
<td>2 credits</td>
<td>457</td>
<td>1,059</td>
</tr>
<tr>
<td>3 credits</td>
<td>550</td>
<td>1,453</td>
</tr>
<tr>
<td>4 credits</td>
<td>643</td>
<td>1,847</td>
</tr>
<tr>
<td>5 credits</td>
<td>736</td>
<td>2,241</td>
</tr>
<tr>
<td>6 credits</td>
<td>829</td>
<td>2,635</td>
</tr>
<tr>
<td>7 credits</td>
<td>922</td>
<td>3,029</td>
</tr>
<tr>
<td>8 credits</td>
<td>1,015</td>
<td>3,423</td>
</tr>
<tr>
<td>9 credits</td>
<td>1,108</td>
<td>3,817</td>
</tr>
<tr>
<td>10 credits</td>
<td>1,201</td>
<td>4,211</td>
</tr>
<tr>
<td>11 credits</td>
<td>1,294</td>
<td>4,605</td>
</tr>
<tr>
<td>12 credits</td>
<td>1,364</td>
<td>4,996</td>
</tr>
<tr>
<td>Each additional credit beyond 16</td>
<td>79</td>
<td>380</td>
</tr>
</tbody>
</table>

### Graduate

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-16 credits</td>
<td>$2,621</td>
<td>$4,423</td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>526</td>
<td>726</td>
</tr>
<tr>
<td>2 credits</td>
<td>764</td>
<td>1,184</td>
</tr>
<tr>
<td>3 credits</td>
<td>1,041</td>
<td>1,541</td>
</tr>
<tr>
<td>4 credits</td>
<td>1,298</td>
<td>2,098</td>
</tr>
<tr>
<td>5 credits</td>
<td>1,554</td>
<td>2,554</td>
</tr>
<tr>
<td>6 credits</td>
<td>1,810</td>
<td>3,010</td>
</tr>
<tr>
<td>7 credits</td>
<td>2,066</td>
<td>3,456</td>
</tr>
<tr>
<td>8 credits</td>
<td>2,322</td>
<td>3,922</td>
</tr>
<tr>
<td>Each additional credit beyond 16</td>
<td>242</td>
<td>442</td>
</tr>
<tr>
<td>Graduate assistant (9-16 credits)</td>
<td>275</td>
<td>275</td>
</tr>
</tbody>
</table>

### Tuition Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a $6 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 8 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level.

### Special Fees

Special fees, fines, penalties, service charges, and other additional charges for specific classes, services, or supplies not covered in the tuition fee are set forth on a list available in many 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 Department 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 on campus and in the community.

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

- **Credit by Examination:** $40 per course. Assessed for taking an examination for advanced credit.

**Fee applies to each special examination regardless of the number of credits sought.**

- **Exceptions to Procedures:** $10-$25. Approved exceptions to procedural deadlines are subject to this fee.

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

- **Matriculation Fee:** $150-$200 for undergraduates: $300 for graduate students

### Tuition and Fee Refunds

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

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student’s control.

2. No refunds are made for any amount less than $3 unless a written request is made.

3. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the university’s financial aid repayment policy and schedule. See the UO Schedule of Classes for details.

For complete withdrawal, obtain withdrawal forms from the Office of Academic Advising, 364 Oregon Hall.

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

- **Testing:** $3-$50

### Transcripts

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

The university reserves the right to withhold transcripts of students who have unpaid financial obligations to the institution. Debtors contesting their accounts should contact the collections department for counseling and instructions for a written appeal. The collections department is located in the Office of Business Affairs on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene OR 97403-0237; telephone (541) 346-3215.

### Tuition and Fee

- **Refunds**

Testing: $3-$50

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### Student Financial Aid and Scholarships

**Elizabeth Bickford, Director**

(541) 348-3221
(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 and Scholarships provides counseling and information services to students and their families and administers a comprehensive program of financial assistance.

Office hours are 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday. Telephone service is available 8:00 a.m. to noon and 1:00 to 5:00 p.m., Monday through Thursday, 9:00 a.m. to noon and 1:00 to 5:00 p.m. on 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 expenses 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 $50 to $500 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 2002-3 ranged from $6,252 to $10,574. Cooperative living 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 table are the tuition and fees for a full-time student in 2003-4. Tuition and fee schedules are subject to revision by the Oregon University System. See the Tuition and Fees section of this catalog.

### Graduate resident

Graduate resident $2,970 $8,910
Graduate nonresident 4,563 13,889
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 and Scholarships to estimate a student's educational costs for the 2003-4 academic year.

### Meals and Housing

<table>
<thead>
<tr>
<th></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student commuter</td>
<td>$750</td>
<td>$2,250</td>
</tr>
<tr>
<td>Student living with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,190</td>
<td>6,570</td>
</tr>
</tbody>
</table>

Residence hall charges are higher for full term than for spring and winter.

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></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates and undergraduates</td>
<td>$300</td>
<td>$900</td>
</tr>
<tr>
<td>Law (semester)</td>
<td>525</td>
<td>1,050</td>
</tr>
</tbody>
</table>

### Miscellaneous Personal Expenses

<table>
<thead>
<tr>
<th></th>
<th>One Term</th>
<th>Three Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>$794</td>
<td>$2,350</td>
</tr>
<tr>
<td>Graduates</td>
<td>887</td>
<td>2,660</td>
</tr>
<tr>
<td>Law</td>
<td>1,350</td>
<td>2,700</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 (FAFS) for the Renewal Free Application for Federal Student Aid and mail to the federal processor, or submit it online.
2. List the University of Oregon, code number 003223, as a school to receive the application information.
3. Apply for admission to the University of Oregon.

### Deadlines

To be given priority consideration for the Federal Perkins Loan, Federal Work-Study Program, Oregon University System Supplemental Fie Waiver, 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 and Scholarships on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, transmit or mail the FAFSA or the Renewal FAFSA in early February. Online applicants should mail the FAFSA signature page, if applicable, obtained from the website, 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 from the student's family, the student and parents if the student is a dependent, or the 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 case by case.

### 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 and Scholarships 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, Oregon Opportunity 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.
2. The student has borrowed in excess of federal (Title IV) loan limits.
3. The student owes a refund on grants previously received for attendance at any institution under Federal Pell Grant, Supplemental Educational Opportunity Grant, Oregon Opportunity 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, Oregon Opportunity 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 and Scholarships does not determine eligibility for these programs.

The Office of Student Financial Aid and Scholarships determines the student's eligibility for and the amount of assistance 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 UO Student 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 and Scholarships 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 UO Student 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 Scholarships 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 and Scholarships 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 and Scholarships by the date specified on the document.

An explanation of revision and appeal policies and procedures is included with the financial aid award letter and on the financial aid website. 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 and Scholarships. Students are welcome to review them during office hours.

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 Oregon Opportunity Grant, and the university's UO Student 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 full time in good standing. The amount a student receives is determined by university policy and fund availability.

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

State of Oregon Opportunity Grants
Oregon Opportunity Grants are awarded to eligible undergraduate Oregon residents who complete the FAFSA, the Renewal FAFSA, or the online FAFSA.

An Oregon Opportunity 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 26 credits per academic year, and does not have a bachelor's degree.

The Oregon Student Assistance Commission determines eligibility and notifies the university.

The funds, 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. Limited funds may be available in 2003-4 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 a hourly wage based on the kind of work and their skills and experience. Students may work a maximum of twenty hours a week while school is in session.

University departments and offices and off-campus agencies that are nonprofit and perform services in the public interest list available jobs with Employment Services in the Career Center.

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

Federal Perkins Loan
The Federal Perkins Loan Program provides low-interest loans to eligible students who are admitted to a program leading to a degree or certificate, have good academic standing, and are enrolled at least half time.

The maximums that may be borrowed are $4,000 a year for undergraduates, up to a total of $20,000; $6,000 a year for graduate students; $40,000 combined total for both undergraduate and graduate study. The amount a student receives is determined by university policy and fund availability.

Repayment of a Federal Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is $40 a month or $120 a quarter. The university bills quarterly throughout the year.

The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt. Interest is charged during the repayment period at the rate of 5 percent a year on the unpaid balance.

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

A borrower of a Federal Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments write or call the Perkins Loan Office, Office of Business Affairs, 6237 University of Oregon, Eugene OR 97403-6237; telephone (541) 346-3171 or see the department's website.

Repayment of a Federal Perkins Loan is canceled upon the death or permanent total disability of the borrower. In addition, repayment of the loan may be canceled, in full or in part, for public service.
Information about cancellation provisions is available in the Office of Business Affairs and on their website.

Federal bankruptcy law generally prohibits student-loan borrowers from discharging their debts by declaring bankruptcy within seven years after the repayment period begins.

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

**William D. Ford Federal Direct Loan Program**

The University of Oregon participates in Federal 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 3 percent of the principal.

**Federal Direct Subsidized Stafford/Ford Loan**

Students must demonstrate need to qualify for a Federal Direct Stafford/Ford Loan. The university determines the amount the student may borrow. The federal government has set loan limits: $2,625 for the first academic year of undergraduate study (up to 44 credits); $3,500 for the second academic year (45-60 credits); and $5,500 for the remaining years of undergraduate 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. Once repayment begins, borrowers are charged a variable interest rate capped at 8.25 percent. The rate is adjusted annually on July 1.

**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 for the Federal Direct Stafford/Ford Loan; however, the student must pay the interest that accrues during in-school, grace, and authorized deferment periods.

**Additional Federal Direct Unsubsidized Stafford/Ford Loan**

Independent students and dependent students whose parents are denied access to the Federal Direct Parent Loan for Undergraduate Students (Federal Direct PLUS) program may be eligible for additional Federal Direct Unsubsidized Stafford/Ford Loan money. Students with fewer than 90 credits may borrow a maximum of $4,000 a year in additional funds above the maximum Federal Direct Stafford/Ford Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional $5,000 a year. Disbursement, repayment, deferment, and cancellation are handled through the office of the Student Financial Aid and Scholarships.

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

This program provides loans to parents of dependent undergraduate students. Loans 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, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is variable, based on the fifty-two-week Treasury bill plus 3.1 percent, and is capped at 9 percent. Borrowers are charged a 4 percent fee.

Parents interested in participating in the Federal Direct PLUS program can obtain application information from the Office of Student Financial Aid and Scholarships and on the department's website.

**Repayment**

Repayment of Federal Direct Stafford/Ford Loans (subsidized and unsubsidized) begins six months after termination of at least half-time enrollment or graduation. Repayment of Federal PLUS loans begins within sixty days of the last disbursement. Borrowers have the right to 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 $600 ($50 a month) over a period of twelve to thirty years depending on the total amount owed
- a graduated repayment schedule consisting of two or more graduated levels over a fixed or extended period of time
- an income-contingent repayment plan with varying annual repayment amounts based upon the total amount owed and the annual income of the borrower (provided the borrower’s spouse, if a joint return is filed, paid over a period not to exceed twenty-five years. PLUS borrowers are not eligible for this plan

If the borrower does not select one of these four plans, the Department of Education assigns one of the first three listed.

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

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

**Forbearance**

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

**Federal Direct Consolidation Loan**

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

**Entrance and Exit Counseling**

First-time Federal Direct Stafford/Ford Loan (subsidized and unsubsidized) borrowers must receive preloan counseling. Shortly before graduating or terminating enrollment at the University of Oregon, borrowers must receive exit loan counseling. The Office of Student Financial Aid and Scholarships 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...
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 attempted credits, including any transfer credits, is less than 150 percent of 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 who want consideration for assistance beyond this limit must submit a petition to the Office of Student Financial Aid and Scholarships.

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, a monthly salary, and health insurance benefits, are offered to outstanding graduate students by many departments. Each year the College of Arts and Sciences solicits and screens applicants for Rhodes, Marshall, and Melton graduate fellowships.

National ROTC Scholarships

The Army Reserve Officers' Training Corps (ROTC) Scholarship Program sponsors two-, three-, and four-year scholarships. These scholarships include tuition (up to $16,000), 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 and Scholarships

This group of university scholarships, not attached to a particular department or school, includes Presidential, Laurel, and general university scholarships. Details are available on the financial aid website. All of these scholarships require academic achievement. Some of them require financial need. Scholarships administered by the Office of Student Financial Aid and Scholarships are governed by the University Scholarship Committee, whose members are drawn from the faculty, the student body, and the chancellor's staff. The committee reviews 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 and on the financial aid website. Applicants must provide copies of academic transcripts from schools they have attended. The deadline for submitting a scholarship application and other necessary documents is January 15 for the following academic year. Prospective students also must apply for admission to the University of Oregon by January 15.

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 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 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. 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

In 1991 the UO Graduate School created the Target of Opportunity Laurel Award Scholarship to provide undergraduate students with incentives to attend graduate school and to support graduate students of color while they complete advanced degrees. Covering instructional fees only, these merit-based scholarships are open to full-time UO undergraduate and graduate students from an ethnic minority that reflects the UO Campus Diversity Plan. 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 early March. For complete eligibility and selection information, call the Graduate School, (541) 346-1387, or the Office of Multicultural Affairs, (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-remittance scholarship offers awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable for up to fifteen terms for entering freshmen, twelve terms for transfer and continuing students, and nine terms for graduate students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

Scholarship Criteria. In order to be considered for this scholarship, applicants must be a United States citizen or permanent resident and be a currently enrolled UO student in good academic standing or apply for admission and meet standard UO admission requirements. Scholarship recipients are selected competitively by the UO Diversity-Building Scholarship Committee. Factors considered in the selection process include, but are not limited to (1) potential impact on the educational diversity of UO students; (2) commitment to diversity through documented history of community service, leadership or other activities; (3) educational background and performance as documented by official high school and/or college transcripts; (4) financial aid eligibility as determined by federal guidelines; (5) a personal statement submitted to the scholarship committee with the application; and (6) a letter of recommendation. Preference is given to members of an ethnic
Application. The application postmark deadline for the Diversity-Building Scholarship is January 15. Application forms are available in the Office of Financial Aid and Scholarships and on its website.

UO Loan Fund
The University of Oregon Loan Fund has been established through donations and bequests for the purpose of helping University of Oregon students continue their education. Information about available funds and questions about applications should be directed to the Office of 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 $300 may be borrowed for thirty to ninety days. A small service charge is assessed on the loans.

To be eligible, borrowers must be enrolled, have no outstanding short-term loans, and have no current or past delinquency academic 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 existing debt to a loan. The interest rate is 10 percent a year on the unpaid principal balance and interest begins accruing from the beginning date of the loan. Students make $20-$40 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 Brandage Short-Term Loan
Carson IV 1967-68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff Jr. Student Loan Fund
Class of 1911
Class of 1931
Class of 1932
Class of 1933
Class of 1934
Class of 1941 Endowment
Class of 1941 Endowment Fund
Class of 1942 Endowment Fund
David Turltledove Memorial Loan Fund
Day Chuchman Memorial Student Loan Fund
Elizabeth Dudley Whittiee Memorial
Eugene Fortnightly Club
Eugene Women's Choral Club Loan Fund
Eulalie Crosby Bennett Loan Fund
George C. Widmer Fund
Ila Lake Bin Estate
Ila Stansfield Bequest
J. A. Murray Bequest
Joseph and George Widmer Loan Trust Loan Fund
Leuilia Potts Estate
Loran (Minter) Mittelager Fund
Lucile Gunderson Memorial Student Loan Fund
Mary Ellen Showers Harris
Mary P. Spille
McDonald-Cast Loan Foundation
Norman Oswald Memorial
Patroness Loan Fund of Min Phi Epsilon
Pi Lambda Theta
Richard C. Nelson Memorial
Robert Bailey Memorial Endowment
Rose E. Brenchman Memorial Loan Fund
Rose M. Hollellson Loan Fund
Schruff Art Students
Selling Emergency Loan Fund
University of Oregon Foundation
University of Oregon Mothers Endowment Grant and Loan Fund
Women's League Loan Fund
Restricted Funds
Funds with special restrictions are described below.

American Association of University Women
Emergency Loans to women upon recommendation of the Office of Academic Advising, 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. The borrower leaves the university.

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

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

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

Coos Bay-North Bend Rotary Scholarship Fund
General fund available for short-term 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 Cissnaun Fund
Long-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 Cutlbert Fund
Loans may be issued to married students in the fourth, fifth, or graduate year as majors in architecture or art. 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 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 Scholarships, 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 Coyle Loan Fund
Loans of up to $2,000 for students from Wasco County, Oregon, for graduate courses in engineering, law, or economics at Harvard University or the University of California.

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

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

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. Creamer 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.

Lucilla 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 and no interest for two years after leaving the university. If any portion of the loan remains unpaid two years after a student leaves the university, the loan balance bears interest at the standard student loan rate of 9 percent.

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

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

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

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

Ray Elickson 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 Programs.

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 $200, with annual payments of 4 percent interest. Notes are due on or before five years after the date of issue.

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

### Employment Services

**Employment Services**

[541] 346-3214

Career Center, 244 Hendricks Hall

http://uccareer.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 UO student work programs, and full-time job opportunities. All listings are available in 244 Hendricks Hall or on the Center’s website.

A majority of UO students are employed in part-time work. Students who want part-time work should visit the website 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, child care, computer support, and general labor. Some jobs are continuing; others are limited to specific projects.

**Federal Work-Study Program and UO Student Worker Program.** These programs are for 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 UO Student Worker program is available in the Work-Study and Technology Fee Manual on the website.

**Other Sources of On-Campus Employment**

**Housing.** Resident assistants earn room and board in exchange for residence hall counseling and administrative responsibilities. Appointments are generally made by the end of April for the next year. Apply to University Housing, Walton Hall. Other areas for employment include dining halls, conference services, food service, housekeeping, and family housing.

**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 deans or by individual instructors.

**Library.** Applicants should go to the library personnel office, 115F Knight Library.

**Student Union.** The EUM offers employment in the areas of child care, food service, and maintenance; clerical work, and with various student organizations.

### 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/

The purpose of the Office of University Housing is to provide student housing in an environment that promotes academic success, respects the rights of individuals, and provides opportunities for personal growth and development through students’ involvement in their communities. The University of Oregon has a variety of housing options, including traditional residence halls where all room and board needs are met, efficient studio and one-bedroom apartments for graduate students living alone, one-, two-, and three-bedroom apartments with one-room child care, and vintage homes in a residential neighborhood adjacent to downtown Eugene with accommodations for students or families who are at least twenty-one years of age. University housing also has extensive dining services available to its residents. 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 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." For more information about suitable housing, telephone [541] 346-4277. Calls are handled discreetly by authorized staff members, and any information provided is restricted to authorized staff members.

Listed rates for residence halls and for family housing and university apartments 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.

**Residence Halls**

The University maintains five residence hall complexes, which house approximately 3,250 first-year and returning students. All complexes have study lounges, TV lounges, laundry facilities, and are non-smoking. All halls are reserved single-gender by floor or wing (i.e., men on first floor, women on second and have common bathrooms and showers (the only exception is Barbur Hall, which offers private bathrooms in each room, and is therefore single-gender by room). Double-occupancy rooms are available in all halls, as are a limited number of single rooms. All rooms contain a bed, desk, chair, and closet for each resident, and rooms in Carson and Riley Halls also feature a sink in each room. Included in room and board charges are access to the Internet, cable television, and local telephone services. Long-distance service is available for an additional charge.
In a continued effort to provide residents with opportunities to develop relationships centered on their academic pursuits, university housing is the home of Residential Freshmen Interest Groups (Residential FIGS). Members of a residential FIG take fall term classes with approximately twenty-five other freshmen based on academic interests. In addition to living among some of their classmates, members of a residential FIG benefit from guaranteed enrollment in two thematically linked courses, which fulfill general-education requirements; opportunities to make friends and find study partners, who may also be their neighbors; faculty monitoring; and academic and social gatherings planned by student leaders. Choosing a special interest hall is another way that residents can tailor their environments and develop relationships with people who have similar interests. Special interest halls in past years included themes such as health and fitness, community service, creative arts, cyber-technology, international studies, and music.

Dining Services
The residence halls have two flexible meal plans. Both the standard plan and the premium plan allow meals to be distributed throughout the week as the student chooses. Residents of family housing and university apartments may pay cash for meals at any of the university’s dining centers. Students may use their meal plans in any of the several dining venues, which offer a range of choices from all-you-care-to-eat buffets to individually prepared entrees and a la carte market items to go. Venues include two traditional dining centers, a 1950s-style diner, a coffee house, a stir-fry grill, and a deli-style market.

Contract and Rates
Residence hall contracts are for the full academic year. Should a resident move in after the beginning of the academic year, the contract is in effect from the time they move in until the end of the academic year. For residence halls, the academic year is September 25, 2003 through June 11, 2004, excluding winter break. During breaks, dorms are unoccupied, residents may remain in the halls without food service for an additional fee. Residents must sign a contract that explains the 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 state laws and University of Oregon Student Conduct Codes. Failure to comply with the terms and conditions of occupancy can lead to eviction. Students may be released from the academic year contract for one of the following reasons: graduation, withdrawal, or participation in a university-planned educational program (e.g., study abroad). Residents may be released from the housing contract if they recruit another University of Oregon student who does not reside in the halls to move in and take their place for the remainder of the contract year.

Room and board charges are billed to students’ university account by term (quarterly) with a monthly payment option. Charges appear on the University of Oregon billing statement, along with tuition and other university fees. Rates vary based on selected room type [small single, single, large single, double, or deluxe double], meal plan (standard or premium), and complex (Barnhart Hall rooms, which are larger and include a private bathroom, are at the higher end of the range and must be specifically requested). The most popular option is the standard double with a standard meal plan, which equates to $6,565 in 2003–4.

2003–4 Annual Residence Hall Rates

<table>
<thead>
<tr>
<th>Plan</th>
<th>Standard Meal Plan</th>
<th>Premium Meal Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Double</td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td>Standard Hall</td>
<td>Standard Hall</td>
</tr>
<tr>
<td></td>
<td>$6,585–7,678</td>
<td>$6,865–8,125</td>
</tr>
<tr>
<td>Barnhart Hall</td>
<td>7,878</td>
<td>9,731–10,047</td>
</tr>
<tr>
<td></td>
<td>Double</td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td>Standard Hall</td>
<td>Standard Hall</td>
</tr>
<tr>
<td></td>
<td>$9,381–8,294</td>
<td>$7,281–8,541</td>
</tr>
<tr>
<td>Barnhart Hall</td>
<td>8,294</td>
<td>10,167–11,103</td>
</tr>
</tbody>
</table>

Application
Students must first apply for admission to the University of Oregon. Within a few weeks of applying for admission, undergraduate applicants automatically receive a housing brochure and application detailing residence hall options. Students do not need to be accepted to the University of Oregon before returning the housing application. However, university housing cannot process housing applications for students who have not yet applied for admission. Graduate students are mailed a residence hall application upon request. Summer housing is intended for returning students and conference groups, though new students are welcome to apply. Call or write for more information.

Dates and Deadlines for Fall Term Check-In
March 31
Housing applications received by this date with the $30 nonrefundable application fee are guaranteed a housing contract. Applications received after March 31 are accepted and added to a waiting list from which subsequent housing offers are made as spaces become available. Contracts are mailed when space is available from April through September. To confirm a housing reservation, applicants must return the signed contract with a $250 prepayment by the deadline stated on the contract cover letter.

June 15, July 15, and August 1
Cancellation deadlines. A credit for all or part of the prepayment is given if a prospective resident provides written notice to housing postmarked by June 15 ($250 credit), July 15 ($175 credit), or August 1 ($100 credit). No credits are given after August 1.

Early August to Mid-September
Welcome packets, including room, telephone number, mailing address, and roommate information, are mailed to students who have returned the signed contract and $250 prepayment.

Family Housing and University Apartments
The Office of University Housing maintains five apartment complexes and a limited number of houses for approximately 850 students and their families. Accommodation in Family Housing and University Apartments is open to married and single students. One complex was designed to provide single-dwelling units for graduate students, while other units may be occupied by student roommates or student families. For most units, preference is given first to students with children, second to graduate students, and finally to undergraduates who are at least twenty-one years of age.

All apartments and houses are unfurnished. Onsite coin-operated laundry facilities are available in apartment complexes, and hook-ups are available in all the houses. Units are equipped with a stove and refrigerator. The communities also have an active residence government, and the programming staff plan activities for residents. Additionally, some apartment communities have playrooms, recreation rooms, child-care programs, recycling facilities, and some also have access to Internet services that are included in rent.

Rates
Rental rates vary by complex or house based on size and amenities. Occupancy limits are based on the number of bedrooms and the number of persons in the household. No more than two adults may reside in a single unit.

2003–4 Monthly Rental Rates

<table>
<thead>
<tr>
<th>Unit</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>$345–450</td>
</tr>
<tr>
<td>One-bedroom</td>
<td>328–590</td>
</tr>
<tr>
<td>Two-bedroom</td>
<td>386–720</td>
</tr>
<tr>
<td>Three to five bedrooms</td>
<td>565–915</td>
</tr>
</tbody>
</table>

Application
Students must first apply for admission to the University of Oregon. Within a few weeks of applying for admission, graduate applicants automatically receive a housing brochure and application detailing apartment and home options. Undergraduate applicants are mailed a family housing application upon request. Students do not need to be accepted to the University of Oregon before returning the housing application. However, university housing cannot process applications for students who have not yet applied for admission. To be eligible for a housing assignment, students must be enrolled and maintain full-time status at the university. For most units, preference is given first to students with children, second to graduate students, and finally to undergraduates who are at least twenty-one years of age. Applications for family housing and university apartments must be accompanied by a $30 nonrefundable application fee. A $75 security deposit and prorated first month’s rent are required at the time of assignment.

Affiliated Housing
Fraternities and Sororities
(541) 346-1146
http://greeklife.uoregon.edu
Information about fraternities and sororities affiliated with the university is available from the Greek Life Office, Suite 5, Ehr Memorial Union.

Fraternities and sororities are more than just a housing option. They are concerned with the cultural, social, and academic growth of their members, offering programs that encourage community service, campus involvement, and interaction with the faculty.

Costs are comparable to those charged in university residence halls. Fifteen to twenty meals a week are cooked and served family style. Quiet sleep and study areas are available along with living and recreational areas. Room, meals, and
Academic and Career Planning

Advising

Office of Academic Advising 364 Oregon Hall
http://advising.uoregon.edu/

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 advisers and may not complete their first term's registration without discussing options with an adviser.

The importance of program planning cannot be overemphasized. A sound academic program indicates a growing intellectual maturity and sharpening of focus. A poorly planned program demonstrates the lack of clear direction.

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

Students who have declared majors are assigned to faculty advisers in their departments. The Office of Academic Advising coordinates advising for students who have not declared majors and for those interested in law and health professions. See also Academic Advising under Undergraduate Studies in the Academic Resources section of this catalog.

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 credits per 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.

2. Each term's schedule should be planned to include the university bachelor's degree requirements and requirements for the major.

3. Students should read the course descriptions in this catalog and the notes in the UO Schedule of Classes to learn course prerequisites.

4. Many university major disciplines and courses require competence in mathematics. Mathematics should be started in the freshman year.

5. A second language, whether required 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 and discuss the program with the assigned departmental faculty advisor.

7. New students might want to explore some special curricular programs: Freshman Interest

Groups, Transfer Interest Groups, Freshman Seminars, Pathways, Society of College Scholars, Williams Seminars, and Clark Honors College. These courses and programs should be investigated early in the first year.

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, composition, note taking, test taking, and writing.

Academic Majors, Minors, and Careers

University of Oregon undergraduates must complete at least one academic major to graduate. A minor is another way to focus studies toward career and interest areas. Inquiries about minors should be directed to specific departments. Faculty advisers in the respective departments are the best sources of information about majors and minors.

The Professional Distinctions program provides a focused academic skill area that complements the major through an internship, development of a portfolio, and special workshops. This program is described in the introduction to the College of Arts and Sciences.

Career Planning

Career Center
Hendricks Hall, Second Floor
http://uccareer.uoregon.edu/

Combining Academic and Career Interests

Linking academic and career interests requires personal insight and awareness of competencies valued in the workplace. The UO Portfolio, a web-based tool, is a personal document for students to describe their best documentation of competence valued by both the university and employers. See the Career Center website for more information.

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 (e.g., critical thinking, communication, self-management, 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.

Career Assessment Program

The program uses inventories to clarify interests, skills, work-related values, and work environment preferences. A counselor helps interpret the results.
# Calendar of Academic and Career Planning

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Academic Planning</th>
<th>Career Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman and Sophomore Years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman: 0-44 credits</td>
<td>Complete writing and at least half of group requirements. Decide on a major and a possible degree early in the sophomore year; seek assistance as needed from Office of Academic Advising. 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 degree audit on DuckWeb, and print a copy to use in consultations with advisers.</td>
<td>Obtain information about careers through career planning seminars, workshops, and employer presentations. Start the career portfolio of skills. Examine career information related to the major by using career information resources offered by the Career Center. Join curricular clubs. Apply for a professional distinction in a skill area that complements your major. Information is available in the Career Center and on its website.</td>
</tr>
<tr>
<td>Sophomore: 45-89 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year</strong> 90-134 credits</td>
<td>Review degree audit on DuckWeb, 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 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, another major, or a professional distinction.</td>
<td>Register with the Career Center; upload résumé. Attend Career Center workshops in job search, résumé writing, and interview skills. Arrange an internship or practicum. Interview individuals with jobs in anticipated career areas through the Mentor Program. Discuss career options with major adviser and a career counselor. Visit the quarterly career fairs. Start a professional distinction. Information is available in the Career Center and on its website.</td>
</tr>
<tr>
<td><strong>Senior Year</strong> 135+ credits</td>
<td>Review degree audit on DuckWeb, and print a copy to use in consultations with advisers. Consult with department adviser on progress in the major (fall term). File for graduation on DuckWeb by the end of the second week of classes in the term preceding the term of anticipated graduation. Attend workshops sponsored by the Office of Academic Advising on applying to professional and graduate programs (fall and spring terms).</td>
<td>Check with the Career Center for current job listings and the campus interview schedule (fall term). Design and begin your job search with a career counselor. Visit the quarterly career fairs. Register for Career Center events on the web.</td>
</tr>
</tbody>
</table>

## 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 website provides links to career resources and opportunities.
- Employer presentations, which are scheduled throughout the year, include organizational structure and product or service, entry-level requirements, and the characteristics sought in applicants. These presentations are listed in the Oregon Daily Emerald and on the Career Center website.
- **Mentor Program.** This career exploration course is a unique opportunity for students to be matched with two professionals in career fields of interest to the student. Through informational interviews, students learn about the job and gather advice about how to succeed in the field. The course also addresses résumé and cover letter writing, skill identification, networking, and the basics of career planning.

## 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.
Graduate School

Marian Friestad, Associate Dean
(541) 346-5129
12 Chapman Hall
1219 University of Oregon
Eugene OR 97403-1219
http://gradschool.uoregon.edu/

Graduate Council Faculty
James R. Cresswhite, English
Kirby Doeter-Derkard, psychology
Paul F. Doerksen, music
Rebecca J. Dorsey, geological sciences
Linda F. Ettinger, arts and administration
Jo Anna Gray, economics
Susan W. Hardwick, management
Richard Linton, graduate school (ex officio)
Massimo Lolliini, Romance languages
Ellen Hawley McWhirter, counseling psychology and human services
Alan D. Meyer, management
H. Leslie Sievers, journalism and communication

Advanced Degrees and Certificates
Through the Graduate School, the University of Oregon offers study leading to advanced degrees in the liberal arts and sciences and in the professional areas 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 most of these degrees appear in the departmental sections of this catalog; general requirements of the Graduate School are stated in this section.

College of Arts and Sciences
Anthropology: M.A., M.S., Ph.D.
Archaeology
Biological anthropology
Cultural anthropology
Asian studies: M.A., M.S.
China
Japan
Southeast Asia
Biology: M.A., M.S., Ph.D.
Cell biology
Developmental biology
Ecology
Evolution
Genetics
Marine biology
Microbiology
Molecular biology
Neuroscience
Chemistry: M.A., M.S., Ph.D.
Biochemistry
Cell biology
Chemical physics
Inorganic chemistry
Materials science
Molecular biology
Neuroscience
Organic chemistry
Physical chemistry
Theoretical chemistry
Classics: M.A.
Comparative literature: M.A., Ph.D.
Computer and information science: M.A., M.S., Ph.D.
Software engineering: M.S.E.
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.
Macroeconomics
Applied econometrics
Environmental economics
Game theory
Industrial organization
International economics
Labor economics
Public finance
English: M.A., Ph.D.
American literature
English literature
Film studies
Folklore
Literature and environment
Medieval studies
Rhetoric and composition
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
Sports medicine
Geography: M.A., M.S., Ph.D.
Biogeography
Climatology
Cultural geography
Environmental studies
Geographic education
Geographic information science
Geomorphology
Human-environment relations
Political-ethnic geography
Quaternary environments
Regions: Africa, American West, Europe, Latin America, Middle East, Russia
Geological sciences: M.A., M.S., Ph.D.
Geodesy
Geomorphology
Mineral deposits
Mineralogy-petrology-geochemistry
Stratigraphy-sedimentary petrology-paleontology
Structural geology-geophysics, tectonics, volcanology
Germanic languages and literatures: M.A., Ph.D.
History: M.A., Ph.D.
Afrika

Graduate Studies

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

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.
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.S.
Astronomy, astrophysics, and 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.
Comparative politics
Formal theory and methodology
International relations
Political theory
Public policy
Psychology: M.A., M.S., Ph.D.
Clinical
Cognitive
Developmental
Neuroscience
Social and personality
Romance languages: M.A., Ph.D.
French: M.A.
Italian: M.A.
Spanish: M.A.
Russian and East European studies: M.A., certificate
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 and gender studies: certificate

Professional Schools and Colleges
School of Architecture and Allied Arts
Architecture: M.Arch.
Interior architecture: M.Arch.
Technical teaching in architecture: certificate
Art: M.F.A.
Ceramics: M.F.A.
Fibers: M.F.A.
Metalsmithing and jewelry: M.F.A.
Multimedia design: M.F.A.
Painting: M.F.A.
Photography: M.F.A.
Printmaking: M.F.A.
Sculpture: M.F.A.
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
Museum studies
Performing arts management
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.
Not-for-profit management: certificate
Public policy and management: M.P.A.

Charles H. Lundquist College of Business
Accounting: M.Acct., 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.I.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
Communication disorders and sciences: M.A., M.S., Ed.D., Ed.D., Ph.D.
Continuing administration—superintendent: certificate
Counseling, family, and human services: M.A., M.S., Ed.D.
Marriage and family therapy
Counseling psychology: D.Ed., Ph.D.
Early childhood: certificate
Early childhood—elementary special education: certificate
Early intervention: M.A., M.S., Ed.D., Ph.D.
Early intervention—early childhood special education: certificate
Educational leadership: M.A., M.S., Ed.D., D.Ed., Ph.D.
Elementary: certificate
English speakers other languages: certificate
English speakers other languages—bilingual: certificate
Initial administration: certificate
Integrated teaching: certificate
Middle-secondary education: certificate
Middle-secondary special education: certificate
Music education: certificate
Reading education teaching: certificate
School psychology: M.A., M.S., Ed.D., Ph.D., certificate
Special education: rehabilitation: D.Ed., Ph.D.
Interdisciplinary studies: teaching: one subject: M.A. (inactive)

School of Journalism and Communication
Communication and society: M.A., M.S., Ph.D.
Journalism: M.A., M.S.
Literary nonfiction
Journalism: advertising: M.A., M.S.
Journalism: magazine: M.A., M.S.
Journalism: news-editorial: M.A., M.S.

School of Music
Dance: M.A., M.S., M.F.A.
Music
Intermedia music technology: M.Mus.
Music composition: M.Mus., D.M.A., Ph.D.
Music conducting: M.Mus.
Choral
Orchestral
Wind ensemble
Music education: M.Mus., D.M.A., Ph.D.
Music history: M.A., 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., 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 Postbaccalaureate Nongraduate Student status from the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217; telephone (541) 346-3201.
Students who want to earn a graduate degree are admitted to the Graduate School in accordance with the procedures described below.

Graduate Admission
To be admitted to the Graduate School for the purpose of seeking an advanced degree or enrolling in a formal 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 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 12 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. Filing a Change of Major form and any official documents the new department requires accompanies 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. One copy of the
application form, the fee, and official transcripts from all colleges or universities from which the student has received a bachelor's or advanced degree must be sent to the Office of Admissions. Another copy of the application form, 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. The applicant may also be asked to submit 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 course work, but does not intend to pursue a specific graduate degree, must submit the official application form and an official transcript from the college or university from which he or she received either the bachelor's degree or a subsequent advanced degree to the 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 must 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 paper-based TOEFL, 173 computer-based TOEFL, or higher) and application deadlines for graduate admission. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 800, Princeton NJ 08540, USA. If a student has been admitted to the university with a score between 500 and 574 on the paper-based test (or 173 and 232 on the computer-based test), the student must take an additional English-proficiency test after arrival on campus. If the score on the English-proficiency test indicates that additional instruction is necessary, the student must enroll in special English classes. For more information about the Academic English for International Students (AEIS) and its cost, write to the AEIS Adviser, Office of International Programs, 5209 University of Oregon, Eugene OR 97403-5209, USA.

International students who wish instruction in English as a second language before beginning their studies at the University of Oregon or any other 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 minimum University of Oregon health insurance requirements. These requirements may be met by purchasing the health insurance sponsored by the Associated Students of the University of Oregon. This plan may be purchased during the registration process. Questions about the minimum requirements should be directed to the International Student Advisor, Office of International Programs, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3206.

Course Numbering System

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

600-699 Graduate courses for graduate students only.

700-799 Except in the School of Music, courses of a highly technical nature that count toward a professional degree only, not toward advanced academic degrees such as an M.A., M.S., or Ph.D. Both 600- and 700-level courses with the MUP subject code denote graduate courses that apply toward advanced academic degrees in the School of Music.

General Requirements and Policies

Course Registration Requirements and Limits

A graduate student may register for up to 16 credits of graduate or undergraduate course work fall through spring terms. Registration in excess of this level, up to a maximum of 18 credits, requires payment of additional fees for each extra credit. During summer session graduate students are limited to a maximum of 12 credits. Minimum registration is 3 graduate credits a term.

International students should request information from the Office of International Programs about Immigration and Naturalization Service regulations and minimum credit requirements. Graduate students working toward an advanced degree must be enrolled continuously until all degree requirements are completed (see Continuous Enrollment). Furthermore, students who use 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 in Thesis (503). If a doctoral dissertation is being completed, registration must include no fewer than 3 credits in 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 that offer student loans set registration requirements. The Office of the Registrar can only certify the number of credits a student officially has registered for. 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 wish to take graduate courses should refer to the university's Faculty Handbook or Staff Handbook for information about regulations and fees.

Faculty members may not pursue an advanced degree in the department in which they hold an appointment. To pursue a degree in another department, they must submit a petition to the dean of the Graduate School for approval.

Joint-Campus Program

Graduate students at the university may, with adviser and departmental approval, take graduate courses at any of the other institutions in the Oregon University System. A student registers for these courses with the University of Oregon registrar, who records each grade on the academic record under Joint-Campus Course (JCP610). The student must be a matriculated UO graduate student in an advanced degree program and registered for UO courses the same term the JC 610 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Joint-campus course work counts toward the 24 graded credits required for the master's degree. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

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

The University of Oregon has graduate WICHE programs in historic preservation and exercise and movement science. For information about the following degree programs, write to the listed coordinators: M.S. in historic preservation—Donald L. Petting, School of Architecture and Allied Arts, 5249 University of Oregon, Eugene OR 97443-5249; Ph.D. in exercise and movement science—Louis R. Osternig, Department of Exercise and Movement Science, 1240 University of Oregon, Eugene OR 97403-1240.

Grade Requirements

Graduate students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or
lower for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B-.

A GPA below 3.00 at any time during a graduate student's study or the accumulation of more than 5 credits of N or P 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
- postmaster's
- postdoctoral
- nonadmitted Community Education Program nonadmitted summer session

Credits earned in these classifications are recorded on the student's transcript.

Up to 15 graduate credits earned under one or more of the above classifications may later be counted in a master’s degree program if endorsed by the school or department and approved by the Graduate School. These credits fall within the 15-credit maximum of transfer credit allowed for a 45-credit master's degree program. Approved credits may be used to meet relevant university degree requirements.

Incompletes
Graduate students must convert an incomplete (I) received for a graduate course to a passing grade within one calendar year of the assignment of the incomplete.

Students may request more time for the removal of the incomplete by submitting a petition for approval by the dean of the Graduate School. The petition must be signed by the instructor and state the course requirements that were not initially completed. Prerequisites for allowance of additional time include, but are not limited to, enrollment in a current term, adherence to the seven-year time allocation, and a minimal remaining quantity of work. This policy does not apply to incompletes assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (600). Theses and dissertation credits are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits are converted after the instructor submits a supplementary grade report to the Office of the Registrar. Incompletes that remain on the academic record after the degree is completed may not be removed.

Continuous Enrollment
Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all the program's requirements have been completed. The student must register for 3 graduation credits each term, excluding summer session, to be continuously enrolled.

On-Leave Status
A graduate student interrupting a study program for one or more terms, excluding summer session, must register for on-leave status to ensure a place upon return. Only graduate students in good standing are eligible for on-leave status.

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

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

A master's degree candidates, except summer-only students, may apply for a maximum of three academic terms of on-leave status during the course of study for the degree. Doctoral candidates may apply for a maximum of three academic terms prior to advancement to candidacy, and they may apply for a maximum of three academic terms of registration in absentia after advancement to candidacy. See Continuous Enrollment under Doctoral Degrees.

Permission to Reregister
A graduate student who fails to maintain continuous enrollment or obtains 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 reenrollment form may result in a change of residency status from resident to nonresident. More information is available from the residency and admission officer in the Office of Admissions.

When reregistration is approved, a master's candidate must register for 3 credits for each term he or she has stopped out. If the accumulated credits total more than 6, 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 master's 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. Agreement to waive the residency requirement depends on the program's plans for satisfying the spirit of the residency requirement in the absence of full-time study on the Eugene campus.

The doctoral degree year of residency may not be completed through distance education technology.

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

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

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 2002-3 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>$1,061</td>
<td>$1,061</td>
</tr>
<tr>
<td>4</td>
<td>1,208</td>
<td>2,098</td>
</tr>
<tr>
<td>5</td>
<td>1,554</td>
<td>2,554</td>
</tr>
<tr>
<td>6</td>
<td>1,610</td>
<td>3,010</td>
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<td>2,066</td>
<td>3,466</td>
</tr>
<tr>
<td>8</td>
<td>2,322</td>
<td>3,922</td>
</tr>
<tr>
<td>9-16</td>
<td>2,621</td>
<td>4,423</td>
</tr>
<tr>
<td>Each credit over 16</td>
<td>242</td>
<td>442</td>
</tr>
</tbody>
</table>

Fellowships and Financial Aid
One purpose of scholarship and fellowship support provided by the UO 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.
Publications that describe programs that fund graduate education. This is a self-service resource area. The graduate funding 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 and Scholarship 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 Programs, 5299 University of Oregon, Eugene OR 97403-5299, USA.

International students are eligible for the departmental teaching and research fellowships described above.

Master's Degrees

Master's degree candidates must fulfill the requirements of the Graduate School, which are listed below, and the additional requirements set by the school or department in which the degree is to be awarded. Consult the departmental sections of this catalog for these requirements.

Credit 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. Of the total of 24 must be in University of Oregon graded courses passed with a grade point average (GPA) of 3.0 or better. 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. 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 600–999 must be taken in residence.

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 in Thesis (503). 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 earn a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be in courses taken for better 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 (DIP)) 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 standards of the University master's degree requirements (a minimum of 45 credits). A Concurrent Master's Degree form is available in the Graduate School.

Time Limit

Students must complete all work for the master's degree within seven years, including transferred credits, thesis, the language requirement for an M.A., and all examinations.

Residency and Enrollment Requirements

For a master's degree, the Graduate School requires that a minimum of 30 credits (applicable to degree requirements) be taken on the Eugene campus during at least two terms of study. A second master's degree also requires a minimum of two terms of full-time study on the Eugene campus. Individual schools or departments may have additional residence requirements. For example, the master of fine arts degree in studio arts has a residence requirement of two academic years (six terms).

Students enrolled in an advanced degree program must attend the university continuously, except for summer, until all the program's requirements have been completed, unless on-leave status (maximum of three academic terms) has been approved. In the term the degree is granted, 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 master's degree program
2. 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. 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 ODU cumulative grade point average.

Distance Education. Credit earned in distance-education study is considered transfer credit and no more than 15 graduate credits may be applied

Graduate Studies
to a student's degree program without prior written approval of the dean of the Graduate School. A policy statement on distance education and graduate degrees is available in the Graduate School, 125 Chapman Hall.

Reservation of Graduate Credit: Permission to Register for Graduate Credit. Senior undergraduates 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. Two options are available for disposition of course credits:

Option 1. Include the course in requirements for the bachelor's degree

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 three graduate courses while classified as an undergraduate.

Credits in Research (601); Supervised Teaching (602); Internship (604); Reading and Conference (605); Field Studies or Special Problems (608); Workshop, Special Topics, or Colloquium (508 or 509); and Practicum, Terminal Project, or Supervised Tutoring (609) do not qualify.

Transfer of Reserved Graduate Credit. Undergraduates who have passed graduate-level courses that have been approved in Option 2 of the Reservation of Graduate Credit process may apply up to 12 credits to a master's degree (within the overall 15-credit maximum for transfer credit).

Course work taken for letter grades (mid-B or better) and P/N grades, if accompanied by the instructor's statement that the passing grade was equal to a mid-B or better, is eligible for consideration. If approved, these courses can be used to satisfy relevant university master's degree requirements. A Transfer of Reserved Graduate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master's degree program and within two years of earning the bachelor's degree.

Other University of Oregon Transferred Credit. A maximum of 15 graduate credits earned at the University of Oregon while classified as a graduate 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 fulfilling the second-language requirement for the bachelor of arts degree. (See Requirements for the Bachelor of Arts in the Registration and Academic Policies section of this catalog.) The student's major department may establish a higher level of proficiency or a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master's degree. There is no language requirement for the M.S. and professional advanced degrees unless the department so specifies.

Examinations and Thesis

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

In some fields, master's degree candidates must submit a thesis; in others the thesis is optional. A student who writes a thesis must complete the following procedures:

1. Request information from the major school or department about the various steps involved and the standards expected

2. Consult the University of Oregon Style and Policy Manual for Theses and Dissertations, available on the Graduate School's website. Only theses that meet the standards of style and form discussed in that manual are accepted.

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

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

The advisory committee, appointed by the department, determines the work to be completed in light of the student's academic background and objectives. The number of committee members is determined by the department. The adviser shall be from the regular faculty, tenured or tenure-track.

Research Compliance

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

Summary of Graduate School Requirements for a Master's Degree

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

Language requirement ......................... M.A. only

Minimum GPA ......................... 3.00

Minimum thesis credits ......................... 6 credits

Time limit for program completion........ seven years

Total credit minimum ............... 45 credits

Registration minimum per term .......... 3 credits

Minimum graded credits taken

in residence ........................................ 24 credits

Minimum credits in major .......... 30 credits

Minimum credits in residence .......... 30 credits

The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for at least 9 credits in Thesis (503)

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)
- 601 Research: [Topic] (1–16R)
- 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 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) 924-2714
Portland Campus, 722 SW 2nd Avenue, Suite 230, Portland OR 97204
aim@contiuue.uoregon.edu
http://www.aimdegree.com/

Advisory Board and Associates

Chris Buhl, Kaiser Permanente

Janet Cormack, applied information management

Linda F. Ettinger, arts and administration

Curtis D. Littd, continuing education

Jane Maitland-Chelson, applied information management

Kim Sherman, journalism and communication

About the Program

The multidisciplinary master's degree program in applied information management (ISM:AIM) is designed to examine the relationship between developments in information technologies and
the management of organizations. The degree program, which is available on site at the Portland Center and online, leads to a master of science (M.S.) degree from the Interdisciplinary Studies Program offered by the Graduate School.

The AIM Program is framed from the perspective that information managers, to be effective, 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.

Graduate Study in Applied Information Management. To earn a master of science degree in interdisciplinary studies: applied information management—either at the Portland Center or online, students must complete 54 credits in four areas: information management, business management, information design, and research.

The 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 a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based) or 250 (computer-based). The typical student works in a technology position, has five years professional experience, and has a clear understanding of how the academic program can promote and augment professional goals.

More information, application materials, and a list of required courses are available on the program’s website and from the program coordinator at the AIM office in Portland.

Applied Information Management Courses (AIM)

405 Reading and Conference: [Topic] (1-5R)
406 Special Problems: [Topic] (1-5R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-6R)
410/510 Experimental Course: [Topic]
605 Reading and Conference: [Topic] (1-5R)
606 Special Problems: [Topic] (1-5R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-6R)
609 Terminal Project [1-6R]
610 Experimental Course: [Topic] (1-6R)
614 Managing Organizations in Technological Environments (3) Examines critical issues in business and provides a framework for redesigning organizations in response to change. Topics include market trends, work force changes, and environmental conditions.
644 Marketing Management and Planning (3) Investigates the design of a marketing program, nature and behavior of markets, marketing decisions and law, evaluation of marketing efficiency, and issues involving technology.
649 Creating Business Solutions with Technology (3) Methods of aligning information technology planning with corporate goals and objectives. Topics include strategic planning, design and evaluation of technology projects.

652 Information and Society (3) Examines the roles and effects of information using an institutional framework. Working in teams, students analyze information structures for organizations in every aspect of society.
654 Information Design and Communication (3) Addresses concepts, vocabulary, tools, and technologies related to the design and preservation of electronically processed and printed information that increase attention and understanding.
656 Information Design Trends (3) Examines information design trends, as they affect standards and website implementation, from a project manager’s perspective.
663 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, management 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.

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 designed for 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 comprised 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 maximum of 39 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.

Guidelines for the ISIP Program include:
1. A maximum of 15 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across all three areas of the program.
2. The terminal project or thesis consists of 9 credits distributed across at least two areas. Credit for this project is earned in Terminal Project (IST 600); 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. An applicant who has been denied admission to a departmental graduate program at the university must have departmental permission to use that department as a program area. Consent must be obtained in writing from each of the three advisers. Indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Subsequent changes in the program must be approved by both the adviser in the area involved and the 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 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, 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 or department requirements of residence and study must be satisfied. The requirements for Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this catalog. It is recommended that a student not take all undergraduate and all graduate work at the university.

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 unconditionally admitted student in a doctoral program. During this year of residency the student is expected to make progress toward the degree by completing course credits 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.

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 10 credits in Dissertation (803). Credit for Dissertation is recorded P/N (pass/no pass). See Dissertation Registration for more information.
Language Requirement

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

Advisory Committee

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

Examinations and Advancement to Candidacy

Every student must pass 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. The manual is available from the Graduate School's website. Preparation of the dissertation usually requires the greater part of one academic year. Doctoral dissertations must be submitted to University Microfilms International in Ann Arbor, Michigan. Copyright registration is optional.

Research Compliance

University policy requires that students who intend to engage in research involving human or animal subjects have their research procedures approved before they begin to collect data. Researchers who want to use human subjects may obtain protocol forms and procedures from the Human Subjects Compliance Office, located in the Riverfront Research Park. Researchers who want to use vertebrate animals may obtain protocol forms and procedures from the Office of Veterinary Services and Animal Care located in Streisinger Hall.

Dissertation Committee

Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the dean of the Graduate School, who appoints the committee after approving it. The committee includes at least four instructional faculty members with the rank of assistant professor or higher. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the home department committee members may be from another department, with the approval of the dean of the Graduate School and the home department. The committee should be proposed to the dean within one month of 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 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 publicized. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

Completion of Dissertation

Within two weeks following the defense of the dissertation but before the dissertation is submitted in duplicate to the Graduate School, each member of the dissertation committee must confirm in writing either approval or disapproval of the final version. Approval requires a unanimous vote. In the event of a split vote, the dean of the Graduate School determines the review procedure after consultation with the student, the department chair (or the school dean), and the committee.

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

Time Limit

The seven-year time limit for completing a doctoral degree begins with the first term of admission as a conditional regular doctoral student at the University of Oregon. 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 this seven-year period.

A petition for extension of the period can only be considered if the student has already advanced to candidacy and has an approved dissertation proposal by the end of the seventh year. Petitions for extension of the seven-year limit may include the requirements of a second thesis, dissertation, or a comprehensive examination or both. Petitions are evaluated case by case and are not automatically granted.

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. In such cases, a petition for an extension of that three-year period is evaluated in the same manner as a petition to extend the seven-year limit.

Students are responsible for staying informed about, and complying with, departmental regulations as well as Graduate School regulations.

Continuous Enrollment

Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously until all the program's 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 Regulations 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

Candidates for the D.Ed. degree must meet the requirements established by the College of Education. In addition to a primary specialization, the student's plan of study should include
work in supporting areas of education, such as
foundations areas, a research area, and some
noneducation courses related to the program.
With the exceptions noted here, the general re-
quirements 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 knowl-
edge or a study in which the student takes
knowledge that is available and produces a
constructive result of importance and value for
educational practice.

Advancement to Candidacy
Advancement to candidacy for the D.Ed. degree
is based on recommendation by a doctoral advisory
committee and demonstrated proficiency in
comprehensive examinations. The student may
take these examinations only after (1) admission
to the degree program, (2) substantial com-
pletion of all the planned course work, and (3) 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, profi-
ciency and comprehensive examinations, second
languages, a program of study including area of
emphasis, and a dissertation. Requirements for
residence, time limit, and continuous enroll-
ment 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 perform-
ces, 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 sum-
ners) until all the program’s requirements
are completed, unless on-leave status has
been approved. Minimum enrollment is
3 graduate credits a term
3. Course work and residence. Student’s advisory
committee, appointed by the department,
school, or college, determines the program,
which must include three years of accredited,
full-time graduate work beyond the bachelor’s
degree, of which at least one academic year
(three consecutive terms of full-time study—
minimum of 9 completed graduate credits a
term) must be spent on the Eugene campus
4. Second languages or other specialized
knowledge. Regulations are set by the
department, school, or college
5. Comprehensive examination, covering the
major discipline, advances the student to
candidacy for the degree. The examination is
taken after the majority of required course
work has been completed and after most of
the requirements for the degree, except
completion and defense of the dissertation,
have been satisfied
6. Appointment of dissertation committee, regis-
tration for Dissertation (603), and completion of
dissertation. The committee is appointed fol-
lowing advancement to candidacy and at least
six months before completion of the disserta-
tion. 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 representa-
tive who is a graduate faculty member from
outside the candidate’s department, school, or
college. A minimum of 18 credits in Disserta-
tion (603) are required after advancement
7. In absentia. Postadmission doctoral stu-
dents 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
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 and of term in which all
degree requirements are satisfied
12. Diploma, with commencement date, issued by
registrar

Research Institutes
and Centers
The university’s interdisciplinary institutes and
centers provide opportunities for graduate train-
ing and research. Members hold faculty positions
in related academic departments. Graduate stu-
dents who intend to work in one of the institutes
as part of thesis or dissertation research must
satisfy the graduate degree requirements of the
related department through which they earn
their degree.

Center for Asian
and Pacific Studies
Charles H. Lachman, Director
(541) 346-5088
(541) 346-0802 fax
110 Gerlinger Hall
University of Oregon
Eugene OR 97403-1246
caps@darkwing.uoregon.edu
http://darkwing.uoregon.edu/~caps/

The Center for Asian and Pacific Studies,
launched in 1989, is an interdisciplinary research
center devoted to promoting understanding of
Asia and the Pacific, specifically the regions of
East Asia, Southeast Asia, the Pacific islands,
and South Asia, in any historical period. The
center’s associates include approximately sixty
UO faculty members who teach and do research
in the humanities, social sciences, and sciences
as well as in the professional schools and col-
leges. Approximately twenty faculty members from
other Oregon public and private institutions
of higher education participate in center
activities as affiliates.

The center supports University of Oregon faculty
research on Asia and the Pacific through the
sponsorship of workshops, conferences, lecture
series, and visiting scholar affiliations that de-
velop out of the faculty’s research interests. It
may also fund curricular development and pro-
vide opportunities for UO students to study in
Asia and the Pacific. Finally, the center dissemi-
nates information about Asia and the Pacific to
the university community and the public at large
through a variety of outreach activities.

Center for Ecology
and Evolutionary Biology
Daniel Udovic, Director
(541) 346-4532

Members
William R. Bradshaw, biology
Scott Bridgham, biology
George C. Carroll, biology
Richard W. Castenholz, biology
Patrick C. Phillips, biology
Bitty A. Roy, biology
Margaret E. Saks, biology
Joseph W. Thornton, biology
Daniel Udovic, biology
A. Michelle Wood, biology
Research Institutes and Centers

Center for the Study of Women in Society
Sandra L. Morgan, Director
(541) 346-5015
(541) 346-5006 fax
340 Hendricks Hall
csws@uoregon.edu
http://csws.uoregon.edu/

The Center for the Study of Women in Society, a multidisciplinary research center, is committed to generating, supporting, and disseminating research on women and gender. This mission reflects the breadth of the center's programs, which include research initiatives, grant and fellowship opportunities, events and sponsored projects, publications, and curriculum and faculty development. An important goal is to work with the university community and regional, national, and international networks to create conditions that facilitate excellent research and to make connections between education and research, public policy, and advocacy.

The center's executive committee consists of two members of the center's professional staff or faculty, five to seven UO faculty affiliates, and two graduate students.

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 places: women in the northwest United States, the feminist humanities project, and women's health.

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 the Fund for the Study of Women, which provided initial support for the center.

Center on Diversity and Community

Chair
(541) 346-3212
(541) 346-3166 fax
130 Guttinger Hall
codac@uoregon.edu
http://www.uoregon.edu/~codac/

Executive Committee
Keith Arch, law
Devin W. Bender, law
Gigi Collins, human resources
Susan W. Hardwick, geography
Toby Hill-Meyer, women's and gender studies
Robin H. Holmes, counseling and testing center
Abigail Lovett, sociology
Dobra L. Merkin, journalism and communication
John Shuford, philosophy
Mia Tuan, sociology

Established in 2001, the Center on Diversity and Community is dedicated to interdisciplinary research. It promotes inquiry, dialogue, and
understanding about racial, ethnic, and cultural diversity. The center advances diversity scholarship, offers innovative programs and events, information exchange, and facilitates partnerships with individuals and communities be they public or private, educational, or civic.

Promoting knowledge, skills, and leadership that moves toward a well-ordered society, which is becoming more diverse in identity, perspective and demography, is at the core of the center’s mission.

The center fulfills its mission through individual and collaborative research initiatives, interdisciplinary courses, fellowship and award opportunities, conferences and publications, and sponsored programs and events. Activities are organized into three areas:

- Research projects by faculty members, postdoctoral fellows, and graduate scholars and colloquia on other events that promote inquiry and dialogue on matters of interest to researchers, practitioners and wider audiences

- Research generating programs on diversity and campus climate: an interdisciplinary research interest team: the facilitation training course, Diversity Understanding Communication Knowledge Skills: and student discussion groups, campus and community dialogues, and other special events

- Partnerships for diversity that have intra- and interinstitutional affiliations, undergraduate community research internships, and other collaborative research activities

Each of these areas is organized to facilitate dissemination of its findings through a widely accessible information clearinghouse.

**Computational Intelligence Research Laboratory**

**David W. Etherington, Director**

(541) 346-0470

Riverfront Research Park

1850 Millrace Dr., Suite 1

1269 University of Oregon

Eugene OR 97403-1269

info@cirl.uoregon.edu

http://www.cirl.uoregon.edu/

**Members**

David W. Etherington

Matthew L. Ginsberg

Andrew J. Parkes

Christian Hoge

Research in the Computational Intelligence Research Laboratory addresses basic questions in artificial intelligence, including search, knowledge representation, and reasoning. Emphasis is on planning, scheduling, constraint satisfaction, and common-sense reasoning. Laboratory members participate in some activities in the Department of Computer and Information Science, including the supervision of graduate students.

The laboratory provides financial support for students and fosters an intimate relationship among a small group of researchers and the graduate students working in closely related areas. The laboratory is committed to having no more than twice as many students as faculty members.

**Computational Science Institute**

**John S. Conery and Janice Cony, Codirectors**

(541) 346-5576

105 Cascade Hall

**Members**

Gregory D. Ashken, physics

Karen D. Cashman, geological sciences

John S. Conery, computer and information science

Janice Cony, computer and information science

Sarah A. Douglas, computer and information science

Matthew L. Ginsberg, computational intelligence research laboratory

Roger Haydock, physics

James N. Inanuma, physics

Michael E. Killian, chemistry

Eugene M. Lukacs, computer and information science

Allen D. Maloy, computer and information science

Gary Meyer, computer and information science

Warren L. Peticolas, chemistry

Brad D. Shelton, mathematics

Terry Takakishi, biology

Russell S. Tomlin, linguistics

Douglas R. Toomey, geological sciences

Charles R. B. Wright, mathematics

Yuan Xu, mathematics

Computation, once viewed as an 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 tradition of interdisciplin ary cooperation, provides an ideal environment for this type of work. The Institute, established in 1995, is an association of researchers from nine departments formed to support computational science efforts at the university.

The Institute’s parallel supercomputers are connected via a network to researchers around the state and to the national supercomputing centers. 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**

**Robert G. Ribe, Director**

(541) 346-0675

130 Hendricks Hall

http://gladstone.uoregon.edu/enviro/

**Executive Committee**

John H. Baldwin, planning, public policy and management

Michael Hibbard, planning, public policy and management

David Huise, landscape architecture

Patricia F. McDowell, geography

Gregory McLaughlin, sociology

Michael V. Russo, management

Lynda F. Shapiro, biology

Dennis Todd, 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 environment and development and initiate programs that encompass environmental themes in the natural sciences, social sciences, policy studies, humanities, and the professional fields. Because environment and development problems are seldom adequately addressed by a single discipline, the institute encourages cross-disciplinary research, education, and public service and provides a structure for the development and support of such programs.

The Institute sponsors workshops, conferences, visiting speakers, and special research programs such as the Ecosystem Workforce Program and the Program for Watershed and Community Health. The Institute also operates a laboratory for studies of regional landscape change and future planning. Opportunities for student research and work are available through institute projects.

**Institute of Cognitive and Decision Sciences**

**Bertram F. Malle, Director**

(541) 346-4941

(541) 346-4914 fax

257 Straub Hall

**Members and Associates**

Holly Arrow, psychology

Dare A. Baldwin, psychology

George W. Evans, economics

Stephen F. Pickas, computer and information science

Jennifer J. Freyd, psychology

T. Givon, linguistics

Susan Givon, linguistics

William T. Harbaugh, economics

Sara D. Hodges, psychology

Warren Holmes, psychology

H. Johnson, philosophy

Steve Larson, music

Bertram F. Malle, psychology

Robert Manro, psychology

Louis J. Moss, psychology

Mikhail Myagkov, political science

John M. Orbell, political science

Eric W. Pederson, linguistics

Ellen Peters, psychology

Michael L. Posner, psychology

Jason Quiring, psychology

Mary K. Rothbart, psychology

Jacqueline Schaechter, linguistics

George J. Sheridan Jr., history

Pani Sjovig, psychology
Institute of Molecular Biology

Tom H. Stevens, Director
(541) 346-5191
297 Klamath Hall

Members
Alice Barkan, biology
Andy Berglund, chemistry
Bruce A. Bowman, biology
Roderick A. Capaldi, biology
Frederick W. Dahlquint, biology
Beatrice D. Darimont, chemistry
Chris Q. Doe, biology
O. Hayes Griffith, chemistry
Karen J. Guillemin, biology
Diane K. Hawley, chemistry
Erik A. Johansen, biology
Brian W. Matthews, physics
Kenneth E. Preboda, chemistry
Stephen J. Ruxton, physics
John A. Schellman, chemistry
Eric Selker, biology
George F. Sprague Jr., biology
Karen U. Sprague, biology
Franklin W. Stuhl, biology
Tom H. Stevens, chemistry
Peter H. von Hippel, chemistry

Associates
Bruce P. Branchaud, chemistry
Andrew Marcus, 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 all eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, translation and folding of proteins and cellular signaling mechanisms. A more fundamental understanding is developed through studies of RNA-protein interactions that control gene expression, macromolecular structure using imaging microscopes, x-ray crystallography and nuclear magnetic resonance, and structure-function relationships in proteins and 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 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 Genomics and Proteomics, funded by a grant from the M. J. Murdock Charitable Trust.

Institute of Neuroscience

William Roberts, Director
(541) 346-4556
222 Huesch Hall
http://www.neuro.uoregon.edu/

Members
Edward A. A. Klug, exercise and movement science
Shawn R. Lockett, biology
Richard Macocco, psychology
Heide Niewoehner, psychology
Peter M. O'Day, biology
Michael W. Posner, psychology
John H. Postlethwait, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tuhiltz, biology
Paul van Dusenlaur, exercise and movement science
Jascha C. Weeks, biology
Munir Waterfield, biology
James A. Weston, biology
Marjorie Woolacott, 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 morphological, chemical, 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 neuroergenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans. More information is available on the institute's website.

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.

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.

The Neuroscience section of this catalog has a list of relevant graduate courses.

Institute of Theoretical Science

James N. Imamura, Director

James E. Hutchinson, mathematics
Leahy, mathematics
Peter B. Gilkey, mathematics
Amrit Goswami, physics
David R. Herrick, chemistry
Stephen D. H. Han, physics
Rudolph C. Hwa, physics
James N. Imamura, chemistry
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Jens Nöckel, physics
Deivison E. Soper, physics
John J. Toner, physics
Robert L. Zimmerman, physics

Members

Dietrich Bolitz, physics
Paul L. Caanua, physics
Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Peter B. Gilkey, mathematics
Amrit Goswami, physics
Marina C. Guenza, chemistry
David R. Herrick, chemistry
Stephen D. H. Han, physics
Rudolph C. Hwa, physics
James N. Imamura, chemistry
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Jens Nöckel, physics
Deivison 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 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
Bowman Family Building
http://darkwing.uoregon.edu/~ishhp/

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.

Kinesiology Publications, a service of the institute, provides the international academic community with research and teaching resources about 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 researchers and students all over the world. Increasingly, these are available in PDF format, which can be transmitted electronically. Kinesiology Publications works cooperatively with the Sport Information Resource Centre of Canada to distribute research-based information.

As an affiliate of the Department of Exercise and Movement Science, the institute provides learning opportunities for students. As new professions emerge in the field, the institute identifies educational requirements and provides continuing education programs in cooperation with partners from the health care industry. The institute and PeaceHealth's Oregon Heart Center offer ACSM Health/Fitness Instructor and Exercise Specialist certifications for fitness and cardiovascular rehabilitation specialists.

Community outreach efforts include newsletters and regularly scheduled programs such as the Athletic Training Service Center and the Health and Wellness for Student Athletes and Employees (HWSAE) Conference, which focuses on older adult health and rehabilitation.

Lewis Center for Neuroimaging

Ray L. Nunnally, Director

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http://lcnL.uoregon.edu/

The Robert and Beverly Lewis Center for Neuroimaging, a component of the Brain, Biology, and Machine Initiative at the university, supports interdisciplinary research in cognitive neuroscience and biological imaging. The center has a Siemens Allegro 3T magnetic resonance imaging unit and full capabilities for design and fabrication of magnetic resonance coils to support a broad range of research needs. The center's primary function is to develop applications for the biological sciences and neurosciences and to create software tools and informatics systems to expand the use of noninvasive imaging for research in the fields of biometrics, mammalian and fish genetics, animal and human behavior and cognition, brain adaptability, and neurotoxicity.

In addition to supporting the research requirements of the University of Oregon and affiliated Oregon University System institutions, the center is a resource for student training and education in the physical principles of imaging technology and data analysis.

Materials Science Institute

J. David Cohen, Director

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[541] 346-3422 fax
183 Willamette Hall
http://materials.science.uoregon.edu/

Members

Dietrich Bolitz, physics
J. David Cohen, physics
Miriam Deutsch, physics
Stephen Gregory, physics
Marina C. Guenza, chemistry
Michael M. Haley, physics
Roger Hoydock, physics
James E. Hutchinson, chemistry
David C. Johnson, chemistry
Stephen D. Kean, physics
Heiner Linke, physics
Mark Lomberg, chemistry
Andrew Marcus, chemistry
Catherine J. Page, chemistry
Geraldine L. Richmond, chemistry
Peter C. Sercel, physics
Richard P. Taylor, physics
David R. Tyler, chemistry

Associates

Bruce P. Brandt, chemistry
Rossell J. Donnelly, physics
Kenneth M. Doysee, chemistry
George W. Rayfield, physics
Michael G. Raymer, physics
Jack M. Rice, geological sciences
John J. Toner, physics
Haithi Wang, physics

Initiated as a state Center of Excellence in 1985, the Materials Science Institute fosters collaboration among materials-oriented research groups in the Departments of Chemistry, Physics, and Geological Sciences. Members of the institute are active in the study of the synthesis, structure, reactivity, and thermodynamics of materials; the characterization of electronic, magnetic, and optical properties of materials; and condensed matter theory. Materials scientists seek to understand the relationships among the composition, structure, and properties of materials. A broad definition of materials includes organic and inorganic solid-state materials and low-dimensional condensed phases such as polymer chains, 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.

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 institute have access to modern instrumentation, through individual research laboratories and 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.

**Industrial Internships for Master's Degrees in Chemistry or Physics**
The Materials Science Institute sponsors internship programs in semiconductor device processing, polymer science, and organometallic synthesis. These programs offer interdisciplinary training at the physics-chemistry interface and are designed to make students more effective problem-solvers in the industrial environment. Students begin the program during summer session with three graded 4-credit courses. Students who successfully complete these courses interview for internships with local and regional industries. Students selected by these companies complete a six- to nine-month internship with salaries ranging from $2,000 to $3,500 a month. Participants have typically moved quickly into permanent employment during or after the internship. Students remain enrolled at the university throughout the program. They meet regularly with faculty advisers and report on their internship experience. After the course work and internship, students can earn a master of science degree in chemistry or physics by completing an additional 12 graduate credits during the regular academic year in the respective department.

**Oregon Center for Optics**
Michael G. Raymer, Director
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Stephen Gregory, physics
Andrew Marcus, chemistry
Thomas W. Mossberg, physics
Jens Nickel, physics
Michael G. Raymer, physics
Hailin Wang, physics

**Associates**
Howard J. Carmichael, physics
Steven L. Jacques, Oregon Medical Laser Center, Providence St. Vincent Medical Center
David McIntyre, physics, Oregon State University
Geraldine L. Richmond, chemistry
Peter C. Seroi, physics

The Oregon Center for Optics facilitates scientific research and education at the university wherever optical science is involved, either in 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, founded in 1987, is an outgrowth of the 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 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 range of disciplines. In engineering, they are used more and more to achieve myriad 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 at the Oregon Center for Optics includes:
- 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—fabrication and applications
- semiconductor device physics—semiconductor lasers, fundamental interactions
- molecular physics—control of processes with ultrashort light pulses
- atomic physics—ultracold atomic vapors, atoms in structured environments
- ultrafast optical detection techniques
- optical data storage—time domain holography, new architectures
- optical beam routing—time domain holographic techniques
- light scattering in biological tissue—optical transport and coherence
- optical materials—self-assembled crystals, photonic band gaps.

**Oregon Humanities Center**
Steven Shankman, Director
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Debra M. Metz, journalism and communication
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John M. Ordell, political science
Christine Theodoropolous, architecture
Marc Vanscheeuwijck, music
Louise Westling, English

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 encourages, supports, and disseminates humanistic research. Its program of Oregon Humanities Center Research Fellowships supports full-time research in residence for university faculty members. Its Distinguished Visiting Lecturer program brings to campus leading humanists scholars from other institutions. The center provides support for graduate students during the final year of their study for the Ph.D. or professional degree, and it makes available other forms of support to connection with faculty research publication.

**Teaching.** The center offers 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 may be large lecture classes or small seminars; and they may be team-taught.

**Public Programs.** The center offers public lectures, conferences, symposia, exhibitions, and performances. These include five endowed annual lectures, weekly work-in-progress talks, and activities cosponsored with other groups. The center understands the term humanities to include literature, philosophy, history, the study of languages: linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and the historical, interpretive, and conceptual aspects of the social and natural sciences and the professions. The center seeks to explore the relation of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

**Oregon Institute of Marine Biology**
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**Faculty**
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Richard W. Gutenhofer, biology
Richard B. Emlet, biology
Janet Holdier, Oregon Institute of Marine Biology
Alan Shaika, biology
Lynda P. Shapton, biology
Norah R. Trelveiller, biology
A. Michelle Wood, biology
Craig M. Young, biology
The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. The varied marine environments in that area provide the institute with an ideal location for the study of marine organisms. Research focuses on deep sea biology, invertebrate physiology and biochemistry, larval biology, the ecology and physiology of marine phytoplankton, animal behavior, and the ecology of coastal environments including estuaries, beaches, and the rocky intertidal zone. 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 or studies. Courses include marine ecology, invertebrate zoology, vertebrate biology, marine birds and mammals, algae, and biological oceanography. Students can 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 the director of the institute or visit OIMB's website.

Oregon Survey Research Laboratory
Woody Carter and Robert J. Choquette, Codirectors
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Scott R. Miller, journalism and communication
Alan D. Meyer, management
Robert M. O'Brien, sociology
Jean Stuckard, planning, public policy and management
Wedley W. Wilson, economics

Faculty Fellows
William T. Harbaugh, economics
Renee A. Irvin, planning, public policy and management

Since 1993, the Oregon Survey Research Laboratory has provided resources and an intellectual home for faculty and staff members and students involved in survey-related research. In addition, it offers a complete range of survey-related services to nonacademic clients, including local, state, and federal government agencies; other research organizations; nonprofit organizations; and, if space is available, the private sector.

The laboratory designs and conducts surveys on target populations using techniques that fall within the current paradigm of survey research methodology. It is especially equipped for trained interviewers to conduct computer-aided telephone interviews using random-digit dialing, but also conducts mail and online surveys. Studies are designed to meet the needs of the particular investigation, which may include atypical survey conditions. The laboratory offers survey research services in any combination, from a single operation to a completely integrated package, including study design and planning, sampling, instrument design, prototyping, data collection, coding and direct data entry, data cleaning and file construction, data analysis and computing, and data archiving.

The Oregon Survey Research Laboratory provides training, instruction, and employment for students in survey methods, while it conducts and promotes research in survey methodology. Research products are available to the public within a reasonable time after a project's completion. Projects follow appropriate human subject protections.

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. McDaniel, physics
John S. Reynolds, architecture

Associate
John H. Baldwin, planning, public policy and management

The Solar Energy Center emphasizes a regional approach to research into using the sun's radiant energy for heating water, lighting, heating, and cooling buildings; and generating electricity. Work includes expanded collection and improved monitoring of insolation data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, photovoltaics, and daylighting. The center's efforts include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and 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.
Honors at Oregon

Robert Donald
Clark Honors College

Richard Kraus, Director
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Faculty

Clark Honors College is a small, liberal arts college of 800 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 collegiate 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, 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 resident faculty as well as by faculty members from other campus departments.

Honors college courses fulfill university group requirements with an integrated curriculum of humanities, social sciences, and sciences. Survey courses taken in the first two years are supplemented with special colloquia and seminars in the junior and senior years. Course enrollments are limited to 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 in Clark Honors College pay the same tuition and fees as other university students. Due to the higher costs associated with special instruction and smaller classes, however, honors college students are assessed an additional resource fee, payable at the same time as tuition and appearing on each student's bill. Students who entered in 2002-3 paid $400 a term for the first year, $200 a term for the second year, and $100 a term for the third year and after. Fees are subject to change. Complete resource fee information is on the honors college website. The honors college awards a number of need-based scholarships, which may cover all or part of the resource fee.

To qualify for a resource fee scholarship, students must file a federal financial aid application by January 15.

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; Forensics (debate and individual events speaking); 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, Teach for America, 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, seminar room, faculty and administrative offices, lounge, 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 and instructions are available at the honors college website, and may also be obtained from the college office.

For students entering in 2003-4, 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 identifies how the applicant's unique qualities and experiences would contribute to the diversity of the Clark Honors College community
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)
5. A summary of the applicant's organized extra-curricular and community activities

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 have a sound academic record and a strong desire for a challenging liberal arts education in addition to specialized work in a major. Students who have attended another college for one year or more are advised to acquire at least one of the teacher recommendations from a faculty member at that college.

Transfer students should complete the standard application and forward to the honors college transcripts of all college work to date in addition to items 1 through 5 listed above.

The early notification deadline is November 1 for the following academic year. The deadline for regular admission is January 15. Applications received between January 15 and May 1 are considered if space is available. Applications and questions about the honors college may be addressed to Clark Honors College Admissions, PO Box 3195, Eugene OR 97403-0195.

**Academic Requirements**

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

**Full-Year Sequences**

**History.** Honors College History (HC 231H, 232H, 233H)

**Literature.** Honors College Literature (HC 221H, 222H, 223H)

**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; PSY 302; SOC 312, 412, 413; or other approved courses

**Science.** Approved courses at the 200 level or above in anthropology, astronomy, biology, chemistry, geography, geological sciences, 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 one of the three multicultural categories described in the Registration and Academic Policies section of this catalog.

**Other Requirements**

**Colloquia.** Five required colloquia include HC 421, 431, 441, and two others of the student's choice. Students may enroll in colloquiums after their freshman year. Recent topics are Philosophical Thinking, Jane Austen, Rebellion and Revolution, Cosmology, Beyond Vengeance, and Human Genome Project.

**Thesis Seminar.** Coordinated with major departments. Seminar: Thesis (HC 407H) aids students in the preparation of their theses.

**Writing.** 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 221H, 222H, 223H), Honors College History (HC 231H, 232H, 233H), and Seminar: Thesis (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.

**Second Language.** 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. The second-language requirement is also waived for students pursuing bachelor of architecture and bachelor of fine arts degrees. In music, where there are several choices of degrees, the second-language requirement is waived only in cases where it is not a requirement for the student's chosen degree.

**University and Major Requirements.** Honors college requirements represent roughly one-thousandth of a student's total four-year schedule, leaving time for general university requirements, major requirements, and electives.

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)

109 (H) Honors College Introduction to Microeconomics (4) Introduction to microeconomic analysis; focus is on demand and supply behavior in a decentralized market economy.

204 (H) Honors College Introduction to Macroeconomics (4) Principles of macroeconomic analysis; focus is on determination of unemployment, inflation, and aggregate output.

207, 208, 209 (H) Honors College Science (4, 4, 4) Principles of social science, works, and methods of the social sciences, affecting social perception and behavior as well as personality development. Sequence.

211, 212 (H) Honors College Experimental Psychology (4, 4) Introduction to psychology through close study of secondary texts and experimental studies of the processes of perception, memory, learning, and cognition. Sequences.

213, 214, 215 (H) Honors College History (4, 4, 4) History of the modern world. The following courses are open to sophomore, junior, and seniors.

304 (H) Honors College Social Science (4) The thought, works, and methods of the social sciences.

311, 312 (H) Honors College Arts and Letters: Topic (4, 4, 4) Intensive study of major writers, artists, philosophers, and composers. Topics and areas change from term to term. Specific requirements of departmental honors programs are listed in the departmental sections of this catalog.


412 (H) Gender Studies: Topic (4, 4R) Historical, cultural, and social scientific explorations of topics that focus on gender (e.g., sexuality, the family, androgyny). R twice when topic changes for maximum of 16 credits.

415 (H) World Perspectives: Topic (4, 4R) Topics vary but always focus on societies and cultures that are non-European or non-European American. R twice when topic changes for maximum of 16 credits.

421 (H) Honors College Arts and Letters Colloquium: Topic (4, 4R) Offered in a range of topics with an emphasis on art and literature. R thrice for a maximum of 16 credits when topic changes.

431 (H) Honors College Social Science Colloquium: Topic (4, 4R) Offered in a range of topics with an emphasis on social science. R thrice for a maximum of 16 credits when topic changes.

441 (H) Honors College Science Colloquium: Topic (4, 4R) Offered in a range of topics with an emphasis on science. R thrice for a maximum of 16 credits when topic changes.

Academic Honors

Departmental Honors

Academic 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 (School of Architecture and Allied Arts); 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; French; general science; geography; geological sciences; German; history; humanities; international studies; Italian; 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; Spanish; theater arts.

Specific requirements of departmental honors programs are listed in the departmental sections of this catalog.

Society of College Scholars

Through the Society of College Scholars, high-achieving students can enrich and enhance their undergraduate education. Those who earn more than 60 credits and achieve a GPA of 3.00 or better are eligible to join the Society. Students may join this program any time up to the end of the senior year. The program is described in the introductory section for the College of Arts and Sciences.

Professional Distinctions Program

Students who have completed 60 credits and achieved a GPA of 3.00 or better are eligible to begin the Professional Distinctions Program. This program is described in the introductory section for the College of Arts and Sciences.

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 University of Oregon, and a GPA 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 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

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. Some focus on scholastic achievement; others consider grades and 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 honorary societies charge initiation fees. The Otten 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 disburses the awards.

Honorary Societies Based on Scholarship (membership by invitation)

Alpha Lambda Delta

One of two national honorary societies for freshmen, Alpha Lambda Delta is for students whose cumulative GPA is 3.60 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 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. 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

Dennis Todd, Adviser

(541) 346-2317

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. The UO 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. Selection for Phi Beta Kappa is automatic, but students do not have to apply or be nominated for consideration. After screening academic records, a 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. 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 before spring commencement. Initiation fee: $55.

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 GPA of 3.70, or 3.50 if the last five terms' GPA is at least 3.60 with 9 credits or more earned of A, B, C, D, or F grades.
3. Five terms and at least 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 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); 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 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 three ways:
   a. at least three courses in each of two groups corresponding to the three undergraduate general-education groups 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 credits from one of those groups can be counted for breadth.
7. No evidence of academic misconduct or poor character.

Students are typically invited to join the society shortly before they graduate.

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–$30.

Honorary Organizations

Phi Beta Kappa
Laura Blake Jones, Adviser
(541) 346-1133

Established in 1910, Phi Beta Kappa is the oldest honorary on campus. Membership is composed of faculty members and of students who have completed at least three years of study. Criteria are contributions to the university, potential for community leadership, and commitment to the university as alumni. No application is required. Prospective members are nominated by the active membership. New members are selected each spring.

Mortar Board
Rachel Johnson, Adviser
(541) 346-1148

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 take place spring term. Initiation fee: $35.

Professional Organizations

Alpha Kappa Delta
Michael C. Dreiling, Adviser
(541) 346-3025

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 problems through social and intellectual activities that lead to improvement of the human condition. Initiation fee: $35.

Alpha Kappa Psi
Anne M. Forrestel, Adviser
(541) 346-9458

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, 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 2.75 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: $90.

Asklepiads
Steve 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 and Science 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 104 Oregon Hall. Initiation fee: $20.

Beta Alpha Psi
Steven R. Matsuura, Adviser
(541) 346-3340

The primary objective of Beta Alpha Psi, a national scholastic and professional accounting fraternity, is to encourage and recognize excellence in the accounting field. A cumulative GPA of at least 3.00 is required for membership. The fraternity provides members and practicing accountants with opportunities for self-development and encourages a sense of ethical, social, and public responsibility. Initiation fee: $30.

Beta Gamma Sigma
Jeanne Cole, 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: $40.

Delta Phi Alpha
Kenneth S. Calkoon, Adviser
(541) 346-4060

Chartered in 1936, Delta Phi Alpha is a national honorary society dedicated to promoting the study of German language, literature, and civilization; to furthering an interest in and a better understanding of German-speaking people; and to fostering a sympathetic appreciation of German culture. Membership is open to graduate and undergraduate students who have completed two years of college German. Students must have an overall GPA of 2.75 and a GPA of 3.30 in their upper-division German courses. Initiation fee: $10.

Kappa Tau Alpha
Alan G. Stavitsky, Adviser
(541) 346-5886

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. Hausworth and Allan J. Sieradski, Advisers
(541) 346-5630

The student chapter of the Mathematics Association of America 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. Students
are welcome to attend events regardless of whether they choose to join the chapter.

Mu Phi Epsilon
Claire L. Wachter, Adviser
(541) 346-3758

An international music fraternity, Mu Phi Epsilon members to gain experience in public performances. Music majors or minors who have reached second-year standing in the music major curriculum are eligible for election on the basis 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 complete at least 12 credits with a grade point average of 3.10 or better. Initiation fee.

Phi Beta
School of Music Adviser
(541) 346-5561

Phi Beta is a professional fraternity for students of music, speech, dance, drama, 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

Pi Alpha Alpha, a national honorary society, promotes scholarship and recognition among students and professionals in public affairs and administration and fosters 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 to 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 Loschiavo, Adviser
(541) 346-1141

A service honorary organization for undergraduate and graduate students, Alpha Phi Omega develops leadership skills and promotes friendship by serving the local community. Applications are accepted year round in 164 Oregon Hall. Initiation fee: $45

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 Student Life.

American Association of University Women
Senior Recognition Award (graduate student)

Bess Templeton Crisman Award (junior woman)

Burt Brown Barker Vice Presidential Cups (men's and women's living organizations)

Centurian Awards (undergraduate students)

Dean's Award for Service (senior)

Doyle Higdon Memorial Trophy (senior)

Emerald Athletic Award (senior student-athlete)

Friendship Foundation Awards (international student)

Prehumnayan Award (fourth-year senior)

Gerlinger Cup (junior woman)

Global Citizen Award (any student)

Golda Parker Wickham Scholarship (any student)

Graduate Service Awards (master's or doctoral students)

Jackson Athletic Trophy (senior student-athlete)

Jeffrey Hairston Bell Award (senior)

Kory Cup (junior man)

Mary Hudzikiewicz Award (freshman)

Monroe Harold Hunter Leadership Scholarship (junior woman 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 James Award (any student)

Vernon Barkhurst Award (senior)

Wilson Cup (senior)

Fellowships and Scholarships
For information about other fellowships and scholarships, see Student Financial Aid and Scholarships 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 (first-year graduate student in English)

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

Fulbright Grants for Overseas Study (graduate students)

Fullbright-Reyes Dissertation Research Abroad Program (doctoral candidates)

German Academic Exchange Service Study Grant (undergraduate students)

Marshall Scholarship (undergraduate and graduate students in any discipline)

Rubin International Ambassadorial Scholarship (junior or second-year undergraduate or graduate)

Stevenson Vasey Scholarships (first-year graduate student in English)

Lloyd Staples Fellowship (undergraduate and graduate students in any discipline)

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 and Gender Studies Program administers the Bruce M. Abrams Award in Lesbian, Gay, Bisexual Studies. The Department of Philosophy 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 Reheek 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 expostory or creative writing or other student projects.
College of Arts and Sciences

Joe A. Stone, Dean
(541) 346-3902
114 Friendly Hall
http://cas.uoregon.edu/

About the College

The College of Arts and Sciences—the central academic division of the university since its founding in 1876—enrolls a majority of UO students and provides a nucleus of courses for liberal arts, professional, and preprofessional programs. The college offers courses that satisfy general-education requirements and more advanced courses for liberal arts 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 pace of technological, economic, political, and social change makes a broad educational base ever more important. The Chronicle of Higher Education noted that “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.

The ability to read, write, and think critically is fundamentally important technical training for those of us who must adapt to, orchestrate, and use the inevitable changes in our society. People whose intellectual development has been fostered by broad exposure to the humanities and social sciences make productive employees, thoughtful citizens, and competent leaders.

Indeed, surveys of liberal arts and sciences graduates show that their initial salaries are lower than those of graduates from professional schools. However, in as little as four to five years time, the liberal arts and sciences graduate fares better, on average, than graduates from more vocationally oriented fields.

Academic 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. Many students 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 a professional school.

Preparatory Programs. The college also has preparatory programs for professional specializations. Information about these programs—those offered by the College of Arts and Sciences and those offered elsewhere in the university—is in the Academic Resources section of this catalog.

Undergraduate Research Opportunities. Undergraduate students have a chance to participate in faculty research projects. Arrangements must be made with the individual faculty member and the department.

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 undecided students are assigned academic advisers by the director of college advising and the Office of Academic Advising, who also direct them to special advisers from various departments in the College of Arts and Sciences.

Preparation for Kindergarten through Secondary School Teaching Careers

Students who complete a degree in a College of Arts and Sciences department are eligible to apply to the College of Education’s fifth-year licensure program in middle-secondary teaching. More information is available in the College of Education section of this catalog or from College of Arts and Sciences K-12 education advisors, who are listed under their home departments.

Professional Distinctions Program

Students in the Professional Distinctions program add to their degree a set of skills and knowledge that complements the major in a professionally distinctive way. Participants develop a professional demeanor in career workshops, apply what they have learned in the classroom to internships and other participatory learning experiences, and profile and present their knowledge and accomplishments for prospective employers using electronic portfolios and resumes.

Admission. To be admitted to the program, a student must have a cumulative grade point average of 3.00 and 60 credits of completed course work. Applicants must develop and propose a plan for earning a professional distinction. Assistance with the application is available from the Career Center.

Required Elements

1. Program Proposal. Each student creates content and coherence for an individualized program.

2. Professional Concentration. A focused set of academic skills achieved through 12 to 24 credits of course work (three to six courses); the lower range of credits is typically earned for upper-division work.

3. Participatory Learning Experience. Participants complete a 4-credit internship or participatory learning experience.

4. Professional Training Workshops. Employment skills are honed in these workshops.

5. UO Professional Portfolio. Each student presents his or her abilities to prospective employers in a professional portfolio.

Recognition. Upon completion of program requirements, the student receives a professional distinction certificate, signed by the dean of the College of Arts and Sciences.

Honors Program

Society of College Scholars

Through the Society of College Scholars, high-achieving students can enrich a conventional undergraduate degree program with intensive interaction with some of the college’s finest faculty members, unique course offerings and specialized research, and related learning opportunities. The society attracts and challenges academically strong and gifted students, and it enhances the core elements of a liberal arts education: critical reasoning; curiosity; written and oral communication; ethical and moral judgment; philosophical, historical, scientific, and other forms of inquiry.

Admission. A student is eligible to apply to the program if he or she enters the university with the criteria in place for receiving a Dean’s Scholarship: a high school GPA of 3.60 or higher or its equivalent for a transfer student. Eligible students...
complete an application to the society, which includes an essay addressing the applicant's goals and plans for study at the university. A student may apply for admission at any time until the end of sophomore year. Students who enter later in their university careers develop with the director a written plan for completing the required elements of the program.

Required Elements

- **College Scholars Colloquium.** Entering freshman college scholars are introduced to the nature of academic inquiry, interact with distinguished faculty members, and are closely guided in planning a course of study. Participants earn 1 credit in each of three terms.

- **Academic Plan.** College scholars develop an academic plan in consultation with a faculty adviser. While the academic plan can be readily changed, the process of developing and maintaining a plan that articulates student goals is important for ensuring academic success.

- **Department Honors.** College scholars complete a departmental honors program, which typically includes a research project or other capstone project.

Recommended Elements

- **Sophomore Scholars Circle.** Sophomore-level college scholars take one or more discussion-oriented seminars in a yearlong series led by a distinguished faculty member. Participants earn 1 credit in each of three terms.

- **Professional Distinctions Program.** College scholars are encouraged to participate in the Professional Distinctions program, which enhances the liberal arts degree with skills and abilities of particular value when the new graduate enters the employment setting.

- **Honors Residence Hall.** College scholars may choose to live in the Honors Residence Hall, which has an atmosphere that encourages intellectual and personal growth; resident assistants in the honors hall are drawn from the College Scholars Society and other honors programs.

**Recognition.** Upon graduation, each college scholar receives a letter from the dean of the College of Arts and Sciences that highlights individual achievements along with a formal certificate of completion.

Other Options for Honors

There are several other ways to pursue an honors degree at the University of Oregon, which are described in the Honors at Oregon section of this catalog. Consult individual program listings for specific requirements for honors in particular majors.

**Freshman Honors Colloquium Courses (CAS)**

110 Humanities Freshman Honors Colloquium (1R) Introduces fields in the humanities to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Prereq: acceptance into the Society of College Scholars program. R thrice for a maximum of three credits.

120 Science Freshman Honors Colloquium (1R) Introduces fields in the sciences to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Prereq: acceptance into the Society of College Scholars program. R thrice for a maximum of three credits.

130 Social Science Freshman Honors Colloquium (1R) Introduces fields in the social sciences to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Prereq: acceptance into the Society of College Scholars program. R thrice for a maximum of three credits.

**African Studies**

**H. Leslie Steeves and Laura Fair, Committee Co-chairs**

(541) 346-3751 or -4388
208 Allen Hall

**Steering Committee**

Andre Difrack, Romance languages
Jennifer Craig, dance
Laura Fair, history
Denise Galvan, international studies
Jesalyn J. Gassama, law
Okambo George, English
Rita Houka, dance
Joanna E. Lambert, anthropology
Karen McPherson, Romance languages
Dennis Ly, Payne, linguistics
Kathy Poule, international programs
Greg Ringer, planning, public policy and management
H. Leslie Steeves, journalism and communication
Peter A. Walker, geography
Anne Williams, international programs
Stephen R. Wooten, international studies

**About the Program**

The African studies committee encourages 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 in cooperation with the African Students Association. In addition, the committee supports faculty and student research on Africa in collaboration with the Research Interest Group on African Studies, funded by the Oregon Humanities Center. Information about the research interest group is available from Stephen R. Wooten.

UO students may apply to study at the University of Ghana or at the University of Cape Town, South Africa through the Council on International Educational Exchange. Students may also choose one of twenty programs in twelve African countries sponsored by the School for International Training—Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Uganda, and Zimbabwe. A summer journalism program in Ghana is offered. Financial aid is available for all these programs. Information may be requested from the Office of International Programs; 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 International Programs in the Academic Resources section of this catalog.

Students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the IE Global Internships program. Financial
Studies: African Drumming
Geography. Geography of Africa (GEOG 475/57S)
International Studies. Seminar: Development
Information is available from the Yamada
History. Precolonial Africa (JUST 325), Colonial
English. World Literature (ENG 109), Special
Dance. African Dance (DANC 185, 285), Special
Language Center; telephone (541) 346-4011.
Women's History (HIST 416), Society and
work within Africa,
Culture in Modern Africa (HIST 417)
Science (HIST 326). Africa
aid is available. More information is available from the Office of International Programs.
The UO offers opportunities for Swahili self-study with the assistance of native speakers.
Information is available from the Yamada Language Center. telephone (541) 346-4011.
Each spring the African studies committee coor
the offering of Introduction to African Studies (HUM 315). This course is recommended
for students considering a study abroad or an internship program in Africa or another course
work on Africa.
The following courses with content on Africa may be offered at the university during 2003–4.
Anthropology. Exploring Other Cultures: Perspectives on Africa (ANTH 310), Peoples of West Africa and the Sahara (ANTH 428)
Dance. African Dance (DANC 185, 285), Special Studies: African Literature (ENG 398)
Geography. Geography of Africa (GEOG 475/575)
History. Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 342), African Women's History (HIST 416), Society and Culture in Modern Africa (HIST 417)
Humanities. Introduction to African Studies (HUM 315)
International Studies. Seminar: Development and Social Change in Sub-Saharan Africa (INTL 407)
Journalism. Third World Development Communication (J 453)
Linguistics. Languages of the World (LING 211), Introduction to Linguistic Analysis (LING 290)
Music. Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452)
Romance Languages. Francophone Literature and Culture (FR 361)

Anthropology
Lynn Stephen, Department Head
(541) 346-5102
(541) 346-0888 fax
305 Condon Hall
http://darksign.uoregon.edu/~anthro/

Faculty
William S. Ayres, professor (Pacific islands and Southeast Asian archaeology, chiefdoms, archaeo-
Arif Dirlik, Knight Professor of Social Science (modern China, transnational Asia). See History


Course
Bhavani Muthuswamy, courtesy professor (South Asia, Native Americans of the Southwest, Caribbean), B.A., 1961, M.A., 1932, Mysore; Ph.D., 1958, Poona. (1986)

Emeriti
Don E. Dumond, professor emeritus, B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D., 1962, Oregon. (1962)
Harry G. Wolcott, professor emeritus, B.S., 1951, California, Berkeley; M.A., 1959, San Francisco State; Ph.D. 1966, Stanford. (1964)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
Cynthia J. Budlong, Museum of Natural History
Thomas J. Connolly, Museum of Natural History
Pamela E. Endwez, Museum of Natural History
Dennis L. Jokinda, Museum of Natural History
Patricia Kier, Museum of Natural History
Brian L. O'Nall, Museum of Natural History
Guy Tasa, Museum of Natural History

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 they provide a broad understanding of human nature and society for students in other 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 second language study; history; international studies; art history; and planning, public policy and management.

Preparation. High school students planning to major in anthropology should take two years of high school mathematics, preferably algebra, and some work in a modern second language. They should also have a sound background in English.
Students transferring with two years of college work should come with a year's work in social sciences, preferably anthropology, introductory biology, introductory computer science, and the equivalent of two years of college instruction in a second language are recommended.

Careers. Graduates with bachelor's degrees in anthropology can find employment in the pursuits normally open to graduates in the 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, museums. For university teaching and research careers, a Ph.D. degree is necessary.

Bachelor's Degree Requirements

The department offers work leading to bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Major requirements are the same for each. 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 270
2. 8 credits in physical anthropology at the 300-499 level
3. 8 credits in cultural anthropology at the 300-499 level
4. 4 credits in anthropology or prehistory at the 300-499 level
5. 12 credits in electives in anthropology selected from ANTH 340, 350, 360, 370, 450, 460, 480

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 12 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:

Fall Semester
- Introductory courses in anthropology—including 110, 150, and 270—recommended

Spring Semester
- ANTH 210

Sophomore Year
- 12 credits in 300-499 level anthropology course from the anthropology, cultural, and physical offerings (in any combination or order)

Junior Year
- 12 credits in 300-499 level anthropology courses

Senior Year
- 12 credits in 300-499 level anthropology courses

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, typically through work at the master's level. Consequently, students spend the first year, and in some instances the first two years, of graduate study establishing a broad foundation in anthropology by completing one of the following four courses with grades of B– or better: Basic Graduate Physical Anthropology (ANTH 660), Archaeology and Anthropology (ANTH 681), Social Theory (ANTH 682), Anthropological Linguistics (ANTH 683).

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 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, computer science, or paleography, approved by the department faculty.

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but not required. Admission is limited, and preference is given to applicants with excellent academic records and 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 credits are secondary, but no candidate is recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied.

The department also requires competence in two modern second languages, one language and one special skill, or two skills (including those earned for an M.A. or M.S.) 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

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

12 credits

Workshop: Archaeological Field School (ANTH 408/508) or equivalent ........................................ 8

Cultural Resource Management (ANTH 449/549) ................................................................. 4

Elective Courses

32 credits

Two courses selected from each area:

Archaeology Anthropology. ANTH 320, 407/507, 417, 607, 608 ........................................ 8

Regional Prehistory. ANTH 310, 343, 344, 407/507, 410/510, 442/542, 443/543, 444/544, 607 ........................................ 8

Method and Theory. ANTH 365, 407/507, 447/547, 471/571, 607, 681 ........................................ 8

Practical Applications Special Problems: Cultural Resource Management Archaeology Internship (ANTH 406, 408), Practicum: Cultural Resource Management Archaeology (ANTH 409, 609) ........................................ 8

The following complementary courses are recommended:

Geography, Cartographic Methods (GEOG 311), Advanced Cartography (GEOG 411/511), Introductory Geographic Information Systems (GEOG 415/515)

Historic Preservation. Introduction to Historic Preservation (AAAP 411/511), Historic Survey and Inventory Methodology (AAAP 451/551)

Honors

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

Approval for graduation with honors is granted to a student who

1. Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA
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, who serves as thesis adviser

Minor Requirements

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

- 4 credits in 100- or 200-level courses
- 12 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 applied to the minor.

Middle and Secondary School Teaching Careers

The College of Education offers a five-year program for middle-secondary teaching license in social studies. This program is described in the College of Education section of this catalog.
110 Introduction to Anthropology

122 Anthropology of Life Stories (4) Examines how individuals experience and tell others about their lives within the context of culture. Narratives of personal experience take the form of life stories, histories, and autobiographies.

123 Pacific Island Societies (4) Focuses on select societies in New Guinea and Polynesia; discusses exchange, gender, politics, development, and migration.

270 Introduction to Biological Anthropology (4) Examines the biological aspects of human species from comparative, ecological, and evolutional perspectives. Explores theoretical and methodological issues in biological anthropology. Lambert, Lukacs, Moreno.

310 Exploring Other Cultures: Social Theory (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. 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 areas. 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.


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.

325 The Americas: Indigenous Perspectives (4) Examines the history of the Americas (North, Central, and South America: the Caribbean) from the perspectives of their original indigenous inhabitants. Prereq: one social science course. O'Neill, Stephen.

328 New Guinea (4) A look at the lifeways of New Guinea people; focuses on personhood, gender, exchange, Christianity, and development.

329 Immigration and Farmworkers Political Culture (4) Mexican farmworkers in the United States, their history, and their living and working conditions are explored along with the political culture of immigration. Introductory social science course recommended. Stephen.


340 Fundamentals of Archaeology (4) Methods modern archaeology uses to reconstruct the past, including background research, field methods, laboratory analyses, and interpreting data. Prereq: ANTH 150.

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

344 Oregon Archaeology (4) Native American cultural history of Oregon based on archaeological evidence. Focuses on environmental and ecological factors that condition human adaptations and on contemporary cultural resource protection issues. Taught by staff members from the Museum of Natural History.

360 Human Ecology (4) Cultural and biological perspectives on human adaptations and changes in the course of human evolution. Prereq: ANTH 270 or instructor's consent. Moreno.

361 Human Evolution (4) Fossil evidence of human evolution; Homo sapiens' place among the primates; variability of populations of fossil hominids. Prereq: ANTH 270 or instructor's consent. Lukacs.

362 Human Biological Variation (4) Genetic and biological structure of human populations; population dynamics and cultures of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prereq: ANTH 270 or instructor's consent. Lukacs.

363 Nutritional Anthropology (4) Human nutrition and adaptation. Evolution of human diet; diet-related disease patterns in different populations; biological, social, economic, political, and historical factors in human nutrition. Prereq: ANTH 172, 270 or instructor's consent. Moreno.

365 Food and Culture (4) Ethnological approach to the role of nutrients 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 382. 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 stress. Prereq: ANTH 270 or instructor's consent. Moreno.


375 Primates in Ecological Communities (4) How do primates interact with other species at evolutionary and ecological scales? What factors influence differences and similarities in primate communities? Prereq: ANTH 171 or 270 or instructor's consent.

398 Special Studies: (Topic) (1–5R)

401 Research: (Topic) (1–21R)

403 Thesis (1–12R)

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)

410/510 Experimental Course: (Topic) (1–5R)

411/511 Political Anthropology (4) Government in traditional societies, political innovations under colonial rule, and the new nationalistic administrations in Africa and Asia. Prereq: upper-division standing in a social science.
shaping the lives of people in contemporary Latin America. Prereq: introductory course in cultural anthropology; institutional studies, political science, history, or sociology, or instructor’s consent. Stephen.

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

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

436/536 Cultures of Island Southeast Asia (4) Peoples and cultures of Indonesia, Malaysia, and the Philippines. Topics include precolonial state systems: colonialism, gender, kinship, and religion; local economy and state interaction. Prereq: ANTH 435 or instructor’s consent. Stephen.

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 voices, and the politics of fieldwork and the text. Prereq: for 439: instructor’s consent; for 539: 8 credits in social science or humanities. Silverman.

440/540 Topics in Old World Prehistory (4) Topics include prehistoric cultures in selected regions of the Middle East, Southeast Asia, or Africa, from the first human cultures to the historic periods. Prereq: 4 credits in archaeology or prehistory or instructor’s consent. Ayres. X when topic changes for maximum of 12 credits.

441/541 Recent Cultural Theory (4) Survey of various cultural frameworks: Durkheimian, Marxist, feminist, transnationalism, Orientalism. Prereq: 8 credits in social science.

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 (4) Survey of interdisciplinary research applied to prehistoric cultures and environments in North America. Prereq: ANTH 150 or instructor’s consent. Moss.

444/544 Middle American Prehistory (4) Not offered 2003-4.

447/547 Traditional Technologies (4) Explores 2.5 million years of human technologies through analysis and replication of stone, bone, shell, and wood tools as well as basketry and ceramics.

448/548 Gender and Prehistory (4) Discussion of gender in maturing field 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, 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, and public programs. Jikko, Kiser.

452/552 Postcolonialism and Globalization: [Topic] (4) Examines issues of politics and culture presented by globalization; includes inquiry into the problem of globalization itself. X once when topic changes for maximum of 8 credits.


462/562 Primatology (4) The fossil record and theoretical implications of the hominid radiation with special reference to their various adaptations. Description, special senses, dentition. Prereq: ANTH 361 or instructor’s consent. Lukacs.


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

465/566 Primate Feeding and Nutrition (4) Evaluates primate feeding and foraging behavior, diet, and nutrition. Explores nutritional, physiological, and behavioral solutions to feeding challenges, both ecological and evolutionary. Prereq: ANTH 171 or 270.

467/567 Paleoecology and Human Evolution (4) The relationship between ecology and the biocultural morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoanthropological inference; current theories of hominid origins. Prereq: ANTH 361 or instructor’s consent, Lukacs.


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

472/572 Primate Conservation Biology (4) Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural implications of primate biodiversity, distribution, and abundance. Prereq: ANTH 171 or 270 or instructor’s consent.
Art History
See School of Architecture and Allied Arts

Asian Studies

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Ira Asin, history (China)

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Michael Baskett, East Asian languages and literatures (Japanese film and literature)

Aleita Biersack, anthropology (Southeast Asia and Pacific Islands)

Steven T. Brown, East Asian languages and literatures (Japan)

Kathie Carpentor, international studies (Southeast Asia)

Scott Delaney, linguistics (Southeast Asia)

Joseph W. Desautels, dance (Southeast Asia)

Ari Driik, history (transnational modern Asia)

Stephen W. Durrant, East Asian languages and literatures (China)

Maram Epstein, East Asian languages and literatures (China)

Michael B. Fishman, East Asian languages and literatures (China)

Noriko Fujii, East Asian languages and literatures (Japan)

Andrew E. Golby, history (Japan)

Bryn Goodman, history (China)

Jeffrey S. Hames, history (Japan)

Tatsuo Harada, East Asian languages and literatures (Japanese language and literature)

Esther Jacobson, art history (Central Asia, China)

Stephen W. Kohl, East Asian languages and literatures (Japan)

Richard Kraus, political science (China)

Robert Kyt, music (Southeast Asia)

Charles H. Lackham, art history (China)

Wendy Larson, East Asian languages and literatures (China)

David Luwei Li, English (Chinese film)

Don S. Levi, philosophy

John R. Lukacs, anthropology (South Asia)

Geraldine Moreno, anthropology (Southeast Asia)

Robert C. Proudfoot, international studies (Southeast Asia)

Paula Rogers, East Asian languages and literatures (linguistics)

Tee-Lan Sung, East Asian languages and literatures (China)

Richard M. Starrs, management (Korea)

Richard P. Sultmeier, political science (China)

Sarah Thompson, art history (Japan)

Mark T. Uy, religious studies (East Asian religion)

Anita M. Weiss, international studies (South Asia)

Kyu Ho Yeu, journalism and communication

473/573 Paleanthropology 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.

474/574 Human Paleopathology (4) Methods and techniques of paleopathology, the disease process, and how hard tissues are affected by them. Pivotal anthropological issues in which paleoanthropology plays a key role. Prereq: ANTH 366.

475/575 Issues and Methods in Paleoanthropology (4) Primary methods and techniques anthropologists use to reconstruct the dietary patterns of prehistoric human populations. Prereq: ANTH 150, 270, 366.

481/581 Principles of Evolutionary Psychology (4) Investigates how understanding of our evolutionary history is used to further understanding of the human mind. Prereq: ANTH 170, 270 or equivalent background in evolutionary theory.

482/582 Human Behavioral Ecology (4) Addresses behavioral strategies humans use to respond contingently to environmental variability within and across cultures. Prereq: ANTH 170, 270 or equivalent knowledge of evolutionary theory.

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

563 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Special Problems: [Topic] (1–16R)

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

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

611 Ethnographic Research: Epistemology, Methods, Ethics (4) Introduces a variety of techniques in ethnographic research. Examines the relationships between methods, theory, and ethics.

612 Ethnographic Writing and Presentation (4) Focuses on field notes, ethnographic writing, and presentation. Students write from their own research. Prereq: ANTH 611.

630 Political Forces and the Disciplines: [Topic] (1–5R) Examines cultural and political forces that have shaped the discipline since the 19th century. Emphasis on anthropological, historical, geographical, and literary. Focuses on modern nation states.

640 Basic Graduate Physical Anthropology (5) Introduction to major subfields of physical anthropology: paleoanthropology, paleontology, and primatology. Prereq: ANTH 170, 270 or equivalent knowledge of paleoanthropology.

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.

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. Birensack.


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.
Undergraduate Studies

The Asian Studies Program's interdisciplinary programs lead to a bachelor of arts (B.A.) degree with a major in Asian studies with an emphasis on East Asia.

Students who complete three years or equivalent of Southeast or South Asian language study abroad or at another institution may, with support of an Asian studies faculty adviser, construct a major emphasis in Southeast Asian studies.

Students may enhance majors in other departments with a minor in East Asian studies or Southeast Asian studies.

Students who major in Asian studies often complement their coursework with a year or more of residence in Asia or double major to combine a profession with their area of expertise. Job possibilities are increasing in such fields as business, journalism, government, and education. Many students go on to graduate 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 office, which is composed of faculty members with Asian specializations.

Declaring a Major

To be accepted into the Asian Studies major program, a student must request acceptance as a major in the Asian Studies office before attaining senior status. 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 with 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
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 (6 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 6 credits must deal with China, Southeast Asia, South Asia, or Pacific islands
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 fourth 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 all minor is available in the Asian studies office. Students should acquaint themselves with the selection 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 that focus entirely on East Asia. At least 12 credits must be upper division
2. 4 credits in courses that have 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 that focus entirely on Southeast Asia. At least 12 credits must be upper division
2. 4 credits in courses that have a partial focus on Southeast Asia

Graduate Studies

The university offers an interdisciplinary program in Asian studies with an emphasis on East Asia leading to the master of arts (M.A.) degree. Students who complete three years or equivalent of Southeast or South Asian language study abroad or at another institution may, with support of an Asian studies faculty adviser, construct an emphasis in Southeast Asian and/or South Asian studies. The M.S. degree program is inactive.

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.

Prior to registration, the Asian studies committee assigns each student an adviser, who helps the student develop an individualized 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. 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.

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

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

The application deadline is February 1 for admission the following fall term. Application information and materials are available from the Asian studies office.

Second Master's Degree

Students enrolled in graduate programs offered by 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 first year of study.

2. To ensure interdisciplinary breadth, students must complete at least two courses in each of the following areas:
   a. Humanities—courses in architecture, art history, literature, music, religious studies
   b. Social science—courses in anthropology, economics, geography, international studies, political science
   c. History

3. To ensure a cross-regional awareness, at least 8 of the 44 credits must be in courses about a culture or civilization other than the student's primary language and civilization focus.

4. At least 6 of the 44 credits are earned in Thesis (ASIA 440). 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 an examination addressing general Asian studies topics.

A list of Asian-related courses approved for inclusion in the Asian studies graduate curriculum is available from the program coordinator.

The M.A. candidate is required to demonstrate competence in an approved Asian language equivalent to at least three years of college training. The language requirement is a critical part of the program and must be planned from the outset of graduate work, particularly if the student has no training in an Asian language. Languages offered at the University of Oregon are Chinese 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)

605 Reading and Conference: [Topic] (1–6R)

611 Perspectives on Asian Studies: [Topic] (1–6R)

615 Colloquium: [Topic] (1–6R)

619 Independent Study: [Topic] (1–6R)

620 Directed Reading: [Topic] (1–6R)

621 Directed Research: [Topic] (1–6R)

625 Internship: [Topic] (1–6R)

630 Thesis: (1–9R)

640 Directed Teaching: [Topic] (1–6R)

641 Directed Research: [Topic] (1–6R)

650 Seminar in Asian Language: [Language] (1–6R)

654 Directed Study: [Language] (1–6R)

656 Directed Study: [Language] (1–6R)

660 Directed Study: [Language] (1–6R)

664 Directed Study: [Language] (1–6R)

668 Directed Study: [Language] (1–6R)

670 Directed Study: [Language] (1–6R)

674 Directed Study: [Language] (1–6R)

678 Directed Study: [Language] (1–6R)

680 Directed Study: [Language] (1–6R)

684 Directed Study: [Language] (1–6R)

690 Directed Study: [Language] (1–6R)

694 Directed Study: [Language] (1–6R)

698 Directed Study: [Language] (1–6R)

699 Directed Study: [Language] (1–6R)

700 Directed Study: [Language] (1–6R)

704 Directed Study: [Language] (1–6R)

708 Directed Study: [Language] (1–6R)

710 Directed Study: [Language] (1–6R)

714 Directed Study: [Language] (1–6R)

718 Directed Study: [Language] (1–6R)

720 Directed Study: [Language] (1–6R)

724 Directed Study: [Language] (1–6R)

728 Directed Study: [Language] (1–6R)

730 Directed Study: [Language] (1–6R)

734 Directed Study: [Language] (1–6R)

738 Directed Study: [Language] (1–6R)

740 Directed Study: [Language] (1–6R)

744 Directed Study: [Language] (1–6R)

748 Directed Study: [Language] (1–6R)

750 Directed Study: [Language] (1–6R)

754 Directed Study: [Language] (1–6R)

758 Directed Study: [Language] (1–6R)

760 Directed Study: [Language] (1–6R)

764 Directed Study: [Language] (1–6R)

768 Directed Study: [Language] (1–6R)

770 Directed Study: [Language] (1–6R)

774 Directed Study: [Language] (1–6R)

778 Directed Study: [Language] (1–6R)

780 Directed Study: [Language] (1–6R)

784 Directed Study: [Language] (1–6R)

788 Directed Study: [Language] (1–6R)

790 Directed Study: [Language] (1–6R)

794 Directed Study: [Language] (1–6R)

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804 Directed Study: [Language] (1–6R)

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814 Directed Study: [Language] (1–6R)

818 Directed Study: [Language] (1–6R)

820 Directed Study: [Language] (1–6R)

824 Directed Study: [Language] (1–6R)

828 Directed Study: [Language] (1–6R)

830 Directed Study: [Language] (1–6R)

834 Directed Study: [Language] (1–6R)

838 Directed Study: [Language] (1–6R)

840 Directed Study: [Language] (1–6R)

844 Directed Study: [Language] (1–6R)

848 Directed Study: [Language] (1–6R)

850 Directed Study: [Language] (1–6R)

854 Directed Study: [Language] (1–6R)

858 Directed Study: [Language] (1–6R)

860 Directed Study: [Language] (1–6R)

864 Directed Study: [Language] (1–6R)

868 Directed Study: [Language] (1–6R)

870 Directed Study: [Language] (1–6R)

874 Directed Study: [Language] (1–6R)

878 Directed Study: [Language] (1–6R)

880 Directed Study: [Language] (1–6R)

884 Directed Study: [Language] (1–6R)

888 Directed Study: [Language] (1–6R)

890 Directed Study: [Language] (1–6R)

894 Directed Study: [Language] (1–6R)

898 Directed Study: [Language] (1–6R)

900 Directed Study: [Language] (1–6R)

904 Directed Study: [Language] (1–6R)

908 Directed Study: [Language] (1–6R)

910 Directed Study: [Language] (1–6R)

914 Directed Study: [Language] (1–6R)

918 Directed Study: [Language] (1–6R)

920 Directed Study: [Language] (1–6R)

924 Directed Study: [Language] (1–6R)

928 Directed Study: [Language] (1–6R)

930 Directed Study: [Language] (1–6R)

934 Directed Study: [Language] (1–6R)

938 Directed Study: [Language] (1–6R)

940 Directed Study: [Language] (1–6R)

944 Directed Study: [Language] (1–6R)

948 Directed Study: [Language] (1–6R)

950 Directed Study: [Language] (1–6R)

954 Directed Study: [Language] (1–6R)

958 Directed Study: [Language] (1–6R)

960 Directed Study: [Language] (1–6R)

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974 Directed Study: [Language] (1–6R)

978 Directed Study: [Language] (1–6R)

980 Directed Study: [Language] (1–6R)

984 Directed Study: [Language] (1–6R)

988 Directed Study: [Language] (1–6R)

990 Directed Study: [Language] (1–6R)

994 Directed Study: [Language] (1–6R)

998 Directed Study: [Language] (1–6R)
College of Arts and Sciences


Bradley T. Scher, professor emeritus. B.S., 1936, California Institute of Technology; Ph.D., 1940, California, Berkeley. (1950)


Sanford S. Tepper, professor emeritus. B.S., 1939, City University of New York, City College; M.S., 1939, Cornell; Ph.D., 1959, California, Berkeley. (1958)


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

Participating
JoAn Hudson, electron microscope facility

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

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.

Biology Advising Center for Undergraduates

(541) 346-4525
73 Klaman Hall
bioadvis@oregon.uoregon.edu

In the Biology Advising Center, students can meet with trained pet advisors or the director of undergraduate advising to receive help in planning an individualized program of study.

The advising center provides other resources, including job and internship files, a list of special study opportunities, and graduate bulletins from many schools.

Nonmajors

Courses for nonmajors, 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 focuses on the biological basis of topics in ecology, evolution, behavior, human physiology, and genetics.

Students who are contemplating a major in biology or a related science are advised to begin their biology course work with one of the lower-division sequences. The two sequences described in the next section, are distinctive and are intended for students with different interests and career goals in the broad field of biology.

Majors

Preparation. Modern biology is a quantitative and interdisciplinary science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible. International baccalaureate and advanced placement course work and testing are encouraged.

Transfer Students. Students who intend to transfer as biology majors from a community college or university should carefully plan the program of course work they take before transferring. Students who transfer after one year of college should have completed a year of general chemistry with laboratories and a year of college-level mathematics. Satisfactory completion of a yearlong biology major's introductory sequence that includes laboratories and features strong components of genetics, evolution, and physiology allows transfer students to complete the 200-level general biology sequence requirement by taking General Biology IV: Biochemistry and Genetics (BI 214). In addition to these biology courses, transfer students can facilitate completion of major requirements by taking a year of general chemistry with laboratories, two terms of organic chemistry, mathematics through two years of calculus, and a year of general physics for science majors. Students who plan on applying to graduate programs in medicine or allied health are encouraged to take a full year of organic chemistry with laboratories and a full year of physics with laboratories to satisfy graduate program admissions requirements. Organic chemistry course work completed at a community or junior college may not be used to satisfy upper-division credit requirements at the University of Oregon unless an American Chemical Society exam is passed.

Lower-Division Biology Sequences. Students planning to major in biology or a related discipline may take either of the 200-level biology sequences: BI 211-214 or BI 251-253. Students should consult the department website or visit the advising center for up-to-date information about the sequences and for advice on which sequence is best for them.

The general biology sequence requires completion of, or concurrent enrollment in, the first term of general chemistry. It is targeted toward students with an interest in whole-organism biology. Students may take this sequence in the freshman year, if they have the math skills needed to begin general chemistry. For some science majors, the three terms of general biology suffice. For biology majors, General Biology IV: Biochemistry and Genetics (BI 214) is required. The three-term foundations sequence requires fulfillment of a year of general chemistry and concurrent enrollment in or completion of the first term of organic chemistry. It is for students with an interest in processes and mechanisms at the cellular and molecular level. Students contemplating medical school or an emphasis in molecular genetics or biochemistry are advised to take this sequence. Because the sequence assumes familiarity with chemical concepts, most students should begin it fall term of the sophomore year, after completing the year of general chemistry with laboratories that is required of biology majors.

CAREERS

The biology major prepares students for a multitude of outstanding fields. According to a recent U.S. News & World Report, being a biologist is the number one ranked and most satisfying profession out of the top 10 in the United States. Jobs for biology majors are predicted to grow by at least 25 percent in the next few years. Recently, more than one-third of the UO's biology seniors have accepted jobs to graduate schools in biomedicine and research. Many graduates have gone on to U.S. medical, dental, pharmacy, veterinary, physician assistant, optometry, physical therapy, and nursing schools across the country. Graduates are pursuing M.S. and Ph.D. degrees in molecular biology, neuroscience, ecology and evolution, and marine biology. Former UO biology majors now work in health services, the industry, government agencies, education, and nonprofit organizations including the Peace Corps, Teach for America, university research centers, pathology and crime laboratories, food processing companies, nature centers, forestry departments, fish and wildlife organizations, computer software companies, museums, botanical gardens, zoos, conservation organizations, science and technology research centers, community colleges, high school science departments, health departments, and hospitals. More details about career opportunities and recent outstanding graduates are available from the Biology Advising Center.

Biology majors are encouraged to become involved in a variety of learning experiences in addition to their college courses. Research, 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 United States. Students in the Biology Advising Center, 244 Hendricks Hall; students are encouraged to use resources in the Biology 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. General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
2. General Chemistry Laboratory [CH 227, 228, 229] or Advanced General Chemistry Laboratory [CH 237, 238, 239]

3. Mathematics, to include Calculus for Biological Sciences I (MATH 240, 247) or Calculus I (MATH 251, 258) or equivalent: a course in statistics is recommended.

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

5. Organic chemistry sequence (CH 331, 332 or CH 331, 335, 336)

6. One of the introductory sequences: the four-ter
general biology sequence (BI 211–214) or the three-term foundations sequence (BI 251–253)

7. A minimum of 44 upper-division biology credits with the following restrictions:
   a. At least one 300-level course in each of the three areas: cellular, molecular, organismal, and ecology-evolution
   b. At least 12 credits 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 44 upper-division credit requirement. Descriptions of the 300-level areas, a list of approved courses from other departments, and a list of courses that fulfill the significant laboratory or fieldwork requirement are available in the Biology Advising Center.

Emphasis Areas in the Major

Fulfilling the requirements for an undergraduate degree in biology provides a solid, general foundation in the discipline. Some biology majors may want to concentrate their studies in one of five emphasis areas: ecology and evolution; human biology; marine biology; molecular, cellular, and developmental biology; or neuroscience and behavior. The requirements listed for each emphasis may be fulfilled by the student completing the biology major. Upon graduation, students who complete the requirements for an emphasis area receive written recognition from the department.

Ecology and Evolution credits

Ecology (BI 370) .................. 4
Evolution (BI 380) .................. 4
Probability and statistics (MATH 243 or 245 or equivalent) .................. 4

At least one course that provides a field experience in ecology selected from Pollination Biology (BI 306), Forest Biology (BI 307), Freshwater Biology (BI 308), Experimental Course: Neotropical Ecology (BI 410), Marine Birds and Mammals (BI 453), Field Ornithology (BI 459), Quantitative Ecology (BI 472), Marine Biology (BI 474), Field Botany (BI 448) .................. 4–5

At least three courses selected from Research (BI 401), Experimental Courses: Ecology of Infectious Disease, Neotropical Ecology (BI 410), Algae and Photosynthetic Bacteria (BI 431), Molecular Genetics (BI 442), Experimental Design (BI 470), Population Ecology (BI 471), Community Ecology (BI 472), Microbial Ecology (BI 473), Quantitative Genetics (BI 481), Conservation Biology (BI 483), Molecular Evolution (BI 484), Population Genetics (BI 486) .................. 12

Students may apply up to 12 credits of course work from other departments to the emphasis in ecology and evolution. Select courses from

Anthropology, Primate Systematics and Taxonomy (ANTH 461), Paleoeprimateology (ANTH 462), Primate Behavior (ANTH 463), Paleoecology and Human Evolution (ANTH 465), Biogeography, Biogeography (GEOG 427), Advanced Biogeography (GEOG 428), Vegetation History and Ecosystem Dynamics (GEOG 431).

Geology, Paleontology I (GEOL 431), Paleontology II (GEOL 432), Paleontology III (GEOL 433), Palaeoecology (GEOL 435)

Landscapes Architecture: Principles of Applied Ecology (LA 441)

Human Biology credits

Practicum (BI 409) in biomedical research, medicine, allied health, or clinical practice, ... Career Center/Advising Program (BI 407) .................. 1

Two upper-level research courses selected from Molecular Genetics (BI 340), Cell Biology (BI 322), Developmental Biology (BI 326), Neurobiology (BI 350), Human Genetics (BI 423) .................. 8

Two upper-level research courses selected from Microbiology (BI 330) and Microbiology Laboratory (BI 341), Sensory Physiology (BI 353), Vertebrate Form and Function (BI 354), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356), Investigations in Medical Physiology (BI 358) .................. 8

Two upper-level research courses from Biomedical Sciences: Computational Neurobiology, Evolution of Development, Invertebrates (BI 410), Human Molecular Genetics (BI 423), Systems Neurobiology (BI 461), Hormones and the Nervous System (BI 467), Experimental Design (BI 470) .................. 8

Course work outside the department .................. 12

Select from the list below:

Anatomy, Human Anatomy I (ANAT 311, 312), Human Anatomy II (ANAT 313, 315)

Anthropology, Human Evolution (ANTH 360), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362), Nutritional Anthropology (ANTH 363), Evolutionary Biology of Primates (ANTH 364), Human Genetics Laboratory (ANTH 366), Primate Systematics and Taxonomy (ANTH 401), Paleoprimatology (ANTH 462), Primate Behavior (ANTH 493), Methods and Perspectives in Human Biology (ANTH 464), Paleoecology and Human Evolution (ANTH 467), Anthropological Perspectives of Health and Illness (ANTH 489)

Exercise and Movement Science, Motor Control (EMS 333), Motor Development (EMS 335), Sports Medicine (EMS 301), Physiology of Exercise (EMS 371), Biomechanics (EMS 381), Experimental Course: Cardiovascular Physiology (EMS 416), Sports Nutrition (EMS 463)

Human Physiology, Human Physiology Laboratory (HPHY 313, 314), Human Physiology Laboratory II: Laboratory (HPHY 316, 317)

Psychology, Biopsychology (PSY 304), Psychoactive Drugs (PSY 383), Abnormal Psychology (PSY 427), Learning and Memory (PSY 433), Cognition (PSY 435), Human Performance (PSY 436), Brain Mechanisms of Behavior (PSY 445), Human Neuropsychology (PSY 446), Hormones and Behavior (PSY 450)

Marine Biology credits

One cellular-molecular course selected from Molecular Geosciences (BI 320), Cell Biology (BI 322), Developmental Biology (BI 326), Neurobiology (BI 360) .................. 4

One systematics-organism course selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331), Plant Diversity and Physiology (BI 340), Vertebrate Form and Function (BI 354), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356) .................. 4–5

One ecology-evolution course selected from Ecology (BI 370), Marine Biology (BI 357), Biological Diversity (BI 375), Evolution (BI 380), Animal Behavior (BI 390) .................. 4

Course work selected from Vertebrate Zoology (BI 451), Marine Molecular Physiology (BI 453), Estuarine Biology (BI 454), Marine Birds and Mammals (BI 455), Marine Biology (BI 457), Biological Oceanography (BI 458), Marine Ecology (BI 474) .................. 13

Spend at least one term (fall or spring) at a summer session at the Oregon Institute of Marine Biology in Charleston, Oregon, and take the marine biology seminar (BI 407)

Molecular, Cellular, and Developmental Biology credits

Molecular Genetics (BI 320) .................. 4
Cell Biology (BI 322) .................. 4
Developmental Biology (BI 324) .................. 4

Course work selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331), Vertebrate Evolution and Development (BI 355), Neurobiology (BI 360), Evolution (BI 380), Special Studies: Principles of Human Genetics (BI 399), Experimental Course: Evolution of Development (BI 410), Techniques in Electron Microscopy (BI 417), Human Molecular Genetics (BI 423), Advanced Molecular Genetics (BI 424), Developmental Genetics (BI 426), Biochemistry (CH 461, 462, 463), Cellular Neuroscience (BI 463), Developmental Neuroscience (BI 466), Biochemistry Laboratory (CH 467), Molecular Evolution (BI 484) .................. 20

Neuroscience and Behavior credits

Cell Biology (BI 322) .................. 4
Neurobiology (BI 360) .................. 4

Introduction to Methods of Probability and Statistics (MATH 243) or Statistical Methods I (MATH 425) or equivalent .................. 4

One course selected from Biopsychology (EMS 333), Sensory Physiology (BI 353), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356), Animal Behavior (BI 390) .................. 4

Three courses selected from Seminar: Motor Learning: EMS 407, Experimental Course: Computational Neurobiology (BI 410), Human Neurophysiology (PSY 449), Systems Neuroscience (BI 461), Cellular Neuroscience (BI 463), Evolution of the Nervous System (BI 465), Developmental Neurobiology (BI 466), Hormones and the Nervous System (BI 467) .................. 12

Animal Use in Teaching Laboratories

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

Prospective biology majors who are concerned about this should discuss it with their advisors before beginning the biology program. Students are encouraged to review the syllabuses for laboratory courses before enrolling. Syllabuses are available in the Biology Advising Center and on the department’s website.

Department and university policies require that the use of live vertebrate animals be minimized in
teaching laboratories and be approved by the curriculum committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon. 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 Advising Center for help with determining a program of study. Freshman biology majors enrolled in a calculus course typically take general chemistry with laboratories. Upper-division biology electives and General Physics (PHYS 201, 202, 203) are typically taken by majors after successful completion of an introductory sequence.

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.

Courses with the BI subject code that are taken to meet major requirements must be passed with grades of C- or better. Students should choose the pass/no pass (P/N) 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 Marine Biology (BI 301), Invertebrate Zoology (BI 451), Estuarine Biology (BI 454), Marine Biology: Biology of Fishes or Marine Molecular Physiology (BI 457), Biological Oceanography (BI 458), and Marine Ecology (BI 474). A seminar series (BI 440T) features invited speakers who are actively involved in research and illustrates the range of research currently occurring in marine biology. Undergraduate research is encouraged at OIMB.

The summer program at OIMB emphasizes field studies and includes a variety of courses such as Invertebrate Zoology (BI 451), Marine Birds and Mammals (BI 453), Marine Ecology (BI 474), and some two-week courses. A weekly seminar and a weekend workshop series are also held. Detailed information and applications may be obtained from the Biology Advising Center, from the director of the Oregon Institute of Marine Biology, or from the OIMB website. 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 terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the UO and are 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 website or the Biology 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 nongraduates. 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 for professional school. The Biology Advising Center, the director of undergraduate advising, the student relations committee, or the head of the department 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 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 Knight Library and in the Office of Academic Advising.

The Biology Teacher Recognition Award highlights efforts to improve biology education through student feedback. Initiated by student nominations, the award recognizes faculty members and teaching assistants who excel in one or more aspects of teaching effectiveness.

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 courses with the BI subject code 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 Advising Center, which includes obtaining an acceptance signature from the faculty research adviser and an honors committee member
5. Complete a minimum of 9 credits in Research (BI 401) during three consecutive terms
6. Complete a thesis based on laboratory research or the equivalent that is approved by the biology honors committee and the faculty adviser
7. Defend the thesis in a public forum

For more information, see an adviser in the Biology 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. For more information, consult individual faculty members in the department or visit the Biology Advising Center.

Students are invited to attend seminars that feature visiting and local scientists. 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.

Minor in Biology

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

Requirements

At least 28 credits of biology that includes
1. Completion of a yearlong introductory biology sequence with laboratories numbered 200 or higher
2. At least 18 credits of upper-division biology course work. No more than 8 credits from BI 401–419 may be applied to the minor including no more than 4 credits from BI 401–409. Students who complete BI 261–264 may apply 4 credits to the 401–419 category
3. At least 16 credits of biology applied to the minor must be taken at the University of Oregon
4. Course work must be completed with grades of P, C-, or better.

Kindergarten through Secondary Teaching Careers

Students who complete a B.A. degree with a biology major are eligible to apply for the College of Education's five-year license program
in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department’s K-12 education adviser, Peter Wetherwax; see also the College of Education section of this catalog.

Graduate Studies

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

Applications are reviewed by members of the following programs:
1. Molecular and cellular biology
2. Neuroscience and development
3. Ecology and evolution
4. Marine biology

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

Financial support for graduate students is available through training grants, research grants, and teaching assistantships.

Detailed information about the graduate program, faculty research interests, and physical facilities is available at the biology department website.

Master’s Degree

Master’s degrees earned at 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 requirements:
- A minimum of 60 credits of course work and the preparation of a critical essay
- 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 admissions coordinator.

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 at another institution.

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 the Catalog 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 website 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 for the paper-based test or 250 for the computer-based test or better for international students

Completed application forms, topics of college transcripts, and letters of recommendation should be sent to the department’s graduate admissions coordinator.

Application Deadline. Application materials must be received by the department by December 15, 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 eukaryotic and prokaryotic organisms. 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, forty postdoctoral fellows, and sixty 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 neuroscience. 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 one of the participating departments. For more information see the Research Institutes and Centers section of this catalog.

Center for Ecology and Evolutionary Biology

The center promotes and facilitates research and graduate education in ecology and evolutionary biology. Active research programs emphasize molecular evolution, evolution of developmental biology, life-history evolution, photoperiodism and seasonal development, population and quantitative genetics, ecology of mutualism, plant-fungus and plant-insect interactions, theoretical ecology, microbial ecology, global change, biochemistry, and community and ecosystem dynamics. Researchers use a variety of methods, organisms, and habitats to address critical questions in their disciplines. For more information see the Research Institutes and Centers section of this catalog.

Developmental Biology Program

A rigorous graduate training program investigates the mechanisms that lead from a fertilized egg to an adult organism. Various laboratories in the Institute of Neuroscience and of Molecular Biology are investigating how cell polarity is established in yeast, C. elegans embryos, and Drosophila stem cells; how asymmetric cell division is regulated; how signals program cell fate choice in vertebrates, invertebrates, and plants; how vertebrate Drosophila and C. elegans embryos establish major body axes; how neuronal diversity is generated in zebrafish and Drosophila; 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 admissions coordinator. See also the Research Institutes and Centers section of this catalog.

Environmental Studies

The Environmental Studies Program offers interdisciplinary graduate study leading to a master of arts (M.A.) or master of science (M.S.) in environmental studies and an interdisciplinary doctor of philosophy (Ph.D.) degree in environmental sciences, studies, and policy. Students choose courses offered in appropriate disciplines to design a program that meets individual goals. More information is available in the Environmental Studies section of this catalog.

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 website 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 biomedical information encountered in daily life. Humain reproduction and development in the light of modern scientific experience. Lectures, laboratory.

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

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.

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.

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

131 Introduction to Evolution (4) Darwinian evolution; human-caused evolution, natural selection, specialization, extinction, and human evolution. Lectures, discussion.

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.

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

180 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. Pre- or coreq: 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 physiology of plants, animals, and fungi. Lectures, laboratory-discussion. Prereq: 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. Pre- or coreq: CH 331.

214 General Biology IV: Biochemistry and Genetics (4) Protein structure and function; metabolism; DNA structure, replication, mutation, and repair; gene mapping and complementation; and gene regulation. Prereq: P or C- or better in BI 211. Pre- or coreq: CH 331.

251 Foundations I: Biochemistry and Cell Physiology (5) Focuses on the cellular structures and chemical reactions that allow cells to grow, transform energy, and to communicate. Pre- or coreq: CH 331.

252 Foundations II: Genetics and Molecular Biology (5) How living organisms store, replicate, and transmit their genetic information, and how this information directs the activities of the cell and organism. Prereq: P or C- or better in BI 251.

253 Foundations III: Evolution and Biodiversity (5) Genetic basis and ecological context of evolutionary change leading to an examination of the generation and major patterns of biodiversity. Prereq: P or C- or better in BI 252.

256 Pollination Biology (4) Ecology and evolution of pollination biology; coevolution, mutualism, animal foraging behavior, plant breeding systems, biodiversity, and conservation issues associated with endangered species and introduced species. Prereq: BI 213 or BI 253.

260 Forest Biology (4) Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratory, field trips. Prereq: BI 213 or BI 253 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. Prereq: BI 213 or BI 253 or instructor's consent.

310 Molecular Genetics (4) Molecular mechanisms regulating control of gene expression. Topics include chromosomal structure, transcription and processing of RNA, control of transcription, translational control, and genetic rearrangement. Prereq: BI 214 or BI 252 or instructor's consent.

322 Cell Biology (4) Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chaperones, cytoskeletal functions, intracellular junctions, extracellular matrices, signaling, cell division mechanics and controls, aging and death. Lectures, laboratory-discussion. Prereq: BI 214 or BI 252 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. Prereq: BI 214 or BI 253 or instructor's consent.

333 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichment, culture isolation, and partial characterization. Pre- or coreq: BI 214 or BI 252 or instructor's consent.

340 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant divisions, including adaptation essential for colonization and survival in various aquatic and terrestrial environments. Lectures, laboratory. Prereq: BI 214 or BI 253 or instructor's consent.

353 Sensory Physiology (4) Introduction to physiology of the senses: cellular physiology of peripheral receptors through the computational mechanisms that are ultimately related to perception. Prereq: BI 214 or BI 253.

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. Prereq: BI 214 or BI 253 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 arise by changes in regulatory gene activities. Prereq: BI 214 or BI 253.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and basic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals: comparison with those in other animals. Lectures, laboratory. Prereq: BI 214 or BI 253 or instructor's consent.

357 Marine Biology (4) Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Prereq: BI 213 or BI 253 or instructor's consent. Not open to students who have credit for BI 426 or 474.

358 Investigations in Medical Physiology (4) Human physiology with research and clinical medicine applications. Neuroendocrinology, addiction medicine, cardiology, pulmonology, immunology, reproduction, fertility, and pediatric diseases. Lectures, discussions, primary literature research. Prereq: BI 214 or BI 253 or HPHY 314 or instructor's consent.

360 Neurobiology (4) Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 214 or BI 252 or instructor's consent.

370 Ecology (4) The relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and paleoecology. Required fieldwork. Prereq: BI 213 or BI 253 or instructor's consent. Calculus or statistics recommended.

375 Biological Diversity (4) Patterns of global biological diversity through time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Prereq: BI 213 or BI 253 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 213 or BI 253 or instructor's consent.


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

401 Research: [Topic] (1-16R)

402 Supervised College Teaching (1-6R) R for maximum of 9 credits.

403 Thesis (1-12R)

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

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

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

408/508 Laboratory Projects: [Topic] (1-16R)

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

412/512 Marine Field Studies: [Topic] (4-8R)

415/515 Marine Biology (4) Topics include field studies of marine organisms, marine biology, wetlands biology, and coastal ecosystems. Prereq: instructor's consent. R when topic changes. Offered at Oregon Institute of Marine Biology.

417/517 Techniques in Electron Microscopy (5) Techniques in biological electron microscopy, including fixation, embedding, thin section, positive and negative staining, shadowing, and microscope operation. Emphasis on transmission electron microscopy. Prereq: instructor's consent.
423/523 Human Molecular Genetics (4) Advanced topics in genetics that relate to human development and disease. The human genome, sex determination, X chromosome inactivation, chromosomal abnormalities, trinucleotide repeat expansions, cancer. Prereq: BI 320.

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

425/525 Developmental Genetics (4) Genetic regulation of development, including investigations of molecular mechanisms and studies of development. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 320 or 328 or instructor's consent.


432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 214 or 233.


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: BI 213 or 253 or instructor's consent. Offered summer session only.

451/551 Invertebrate Zoology (5-6) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratory. Prereq: instructor's consent. Offered at Oregon Institute of Marine Biology.

452/552 Insect Biology (4) Anatomy, physiology, systematics, and behavior of insects. Insect societies. Lectures, laboratory.

433/553 Marine Molecular Physiology (5) Molecular and physiological approaches to understanding how marine organisms work. Mechanisms that organisms use to deal with changing conditions, including temperature, salinity, oxygen, and development. Prereq: BI 214 or BI 252 or instructor's consent. Offered at Oregon Institute of Marine Biology.

454/554 Estuarine Biology (5) The biological and physical factors regulating abundance, distribution, production, and biodiversity within estuaries. Includes field trips to marshes, tidal flats and exploration of estuarine habitats. Prereq: BI 264 or instructor's consent.

455/555 Marine Birds and Mammals (4-6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory. Prereq: instructor's consent. 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 213 or 253 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.

467/567 Hormones and the Nervous System (4) Effects of hormones on neuronal structure and function in vertebrates and invertebrates, particularly during development and metamorphosis. Relationship between neural and behavioral changes. Prereq: BI 360 or instructor's consent.

CH 467/567 Biochemistry Laboratory (4) See Chemistry

470/570 Experimental Design (4) The design and statistical analysis of experiments, with an emphasis on the analysis of variance. Focus on computer-based analysis and presentation of results. Prereq: MATH 243 or 425 or equivalent or instructor's consent. Offered alternate years.

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. Effects of climate and climate change on ecosystem structure and function. Prereq or coreq: BI 370 or BI 380 or instructor's consent.

473/573 Quantitative Ecology (5) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Required fieldwork. Prereq or coreq: BI 370 or instructor's consent.

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

475/575 Freshwater Ecology (4) Study of fresh-water environments, particularly lakes; chemical, physical, and biological interactions. Lectures, laboratory; required fieldwork. Prereq: BI 370 or instructor's consent.

477/577 Microbial Ecology (4) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling; interaction among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 330 or 370 or instructor's consent.

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

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

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

484/584 Molecular Evolution (4) General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320 or 380 or instructor's consent.

486/586 Population Genetics (4) Analysis of the genetic mechanisms of evolutionary change. Study of artificial and natural selection, mutation, migration, population structure, and genetic drift. Prereq: BI 214 or 253 and MATH 252 or instructor's consent.


503 Thesis (1-18R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-18R)

605 Reading and Conference: [Topic] (1-10R)

606 Field Studies: [Topic] (1-10R)

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

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

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

610 Experimental Course: [Topic] (1-5R)
Canadian Studies
Paul Goldman and Janet Wasko, Committee Co-chairs
(541) 346-5065 or 4179
125C Education Building or 214A Allen Hall
Steering Committee
John H. Baldwin, planning, public policy and management
Doug Blundy, arts and administration
Gaylene Carpenter, arts and administration
Bryan T. Dewus, planning, public policy and management
Paul Goldman, educational leadership
Susan W. Hardwick, geography
Steven Hecker, labor and education research
Jan L. Jacobson, law
Romil V. Kellett, architecture
Glen A. Love, English
Madonna L. Moss, anthropology
Karen McPherson, Romance languages
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, University of Oregon Libraries are 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 systems as well as the strong ties that exist between the United States and Canada. The following courses focus specifically on Canada and United States:

Anthropology. Native North Americans (ANTH 320)

English. Western American Literature (ENG 326)

Geography. Urban Geography (GEOG 442/542), Advanced Geography of European—American Regions; Canada (GEOG 470/570)

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


Planning. Public Policy and Management. City Management (PPPM 471/571)

Information about other courses with content on Canada is available from the committee co-chairs.

Chemistry
Frederick W. Dahlquist, Department Head
(541) 346-6101
(541) 346-6463 fax
91 Klumath Hall
http://darkwing.uoregon.edu/~chem/

Faculty
Jeffrey A. Dina, professor (physical). B.S., 1979, Wisconsin; Madison; Ph.D., 1985, California, Berkeley. (1985)


Special Staff

Emeriti

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

Undergraduate Studies
The Department of Chemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation. A recent American Council on Education survey identifies the department among the thirty strongest in the nation.

The curriculum in chemistry is designed to provide broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work is a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, geochemistry, materials science, and molecular biology. One strength of the program is the opportunity for undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction. Major and minor students alike can enjoy this experience of scientific inquiry. One to two years of preparatory course work typically precede the freshman 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 two general-chemistry sequences—General Chemistry (CH 221, 222, 223), and Honors General Chemistry (CH 224H, 225H, 226H)—both of which lead to organic chemistry, the second-year sequence in chemistry. Each sequence covers the fundamentals of chemistry but uses a different approach and a textbook tailored to suit a student's background in high school chemistry and mathematics.

**Careers.** Career opportunities for chemists are available in education, government, and industry (see the annual October issue of *Chemical and Engineering News*). A bachelor's degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biotechnology, pharmacology, physiology, medicine, medicinal chemistry, materials science, metallurgy, neurosciences, oceanography, forensic science, geochemistry, geological sciences, atmospheric sciences, and environmental sciences. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and financial analysis. The alumni newsletter, *Chemistry News*, has examples of careers UO majors have chosen. Follow the links from the department's home page.

**Chemistry Major Requirements**

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 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) ........................................ 12
General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239) .......................................................... 6
Organic Chemistry I,II,III (CH 331, 335, 336) .................................. 12
Organic Chemistry Laboratory (CH 337, 338) ........................................ 12
Organic Analyisis (CH 339) ....................................................... 10
Physical Chemistry (CH 411, 412, 413) ........................................... 12
Physical Chemistry Laboratory (CH 417, 418, 419) .................................. 12
Advanced electives described below ........................................... 9-12
Instrumental Analysis (CH 429) ................................................. 5

**Related Science Requirement**

**38 credits**

Calculus I,II,III (MATH 251, 252, 253) ........................................ 12
Introduction to Differential Equations [MATH 256] ........................................ 8
Several-Variable Calculus I (MATH 281) ........................................... 8
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.

Research (CH 401) ........................................ 9
Mechanics, Electricity, and Magnetism (PHYS 412, 413) ........................................ 8
Inorganic Chemistry (CH 431, 432, 433) ........................................... 12
Advanced Organic-Inorganic Synthesis (CH 436) ........................................... 5
Quantum Chemistry (CH 441) ........................................ 4
Quantum Chemistry and Spectroscopy (CH 442, 443) ........................................... 8
Chemical Thermodynamics (CH 444) ........................................... 4
Statistical Mechanics (CH 445) ........................................... 4
Chemical Kinetics (CH 446) ....................................................... 4
Advanced Inorganic Chemistry (CH 451) ........................................... 4
Advanced Organic Chemistry—Stereochemistry and Reactions (CH 452) ........................................... 4
Advanced Organic Chemistry—Synthesis (CH 453) ........................................... 4
Biochemistry (CH 461, 462, 463) ........................................... 12
Research Instruments (CH 470) ........................................... 12
Introduction to Geochemistry (GEOG 470) or Thermodynamic Geochemistry (GEOG 471) or Aquous Geochemistry (GEOG 472) or Isotope Geochemistry (GEOG 473) ........................................... 4

**Sample Program for Majors**

**Freshman Year** 49 credits

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) ........................................... 12
General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239) ........................................... 6
Calculus I,II,III (MATH 251, 252, 253) ........................................... 12
College Composition I or II (WR 121, 122, 123) ........................................... 6
Electives ....................................................... 13

**Sophomore Year** 49-52 credits

Organic Chemistry I,II,III (CH 331, 335, 336) ........................................... 12
Organic Chemistry Laboratory (CH 337, 338) ........................................... 12
Foundations of Physics I (PHYS 251, 252, 253) ........................................... 10
General Physics (PHYS 201, 202, 203) ........................................... 12
Introductory Physics Laboratory (PHYS 204, 205, 206) ........................................... 6
Second language or electives ........................................... 9-12

**Junior Year** 41-44 credits

Physical Chemistry (CH 411, 412, 413) ........................................... 12
Physical Chemistry Laboratory (CH 417, 418, 419) ........................................... 12
Introduction to Differential Equations [MATH 256] ........................................... 8
Several-Variable Calculus I (MATH 281) ........................................... 8
Second language or electives ........................................... 9-12

**Senior Year** 32-35 credits

Advanced electives and/or Research (CH 401) ........................................... 9-12
Instrumental Analysis (CH 429) ........................................... 5
Electives ........................................... 16

**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 those students, the Department of Chemistry offers a biochemistry major.

Courses taken to satisfy major requirements must be passed with grades of C- or better.

Variations in courses and order may be worked out in consultation with an adviser.

Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed. Students who plan to apply to medical schools should investigate the need for a physics laboratory course that is not included in this curriculum.

**Biochemistry Major Requirements**

**85 or 88 credits**

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) ........................................... 12
General Chemistry Laboratory (CH 227, 228, 229) ........................................... 6
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) ........................................... 12
Physical Chemistry (CH 411, 412, 413) ........................................... 12
Physical Chemistry Laboratory (CH 417, 418, 419) ........................................... 12
Biochemistry (CH 461, 462, 463) ........................................... 12
Biochemistry Laboratory (CH 467) ........................................... 4
Advanced electives described below ........................................... 9-12

**Related Science Requirement**

**42 credits**

Calculus I,II,III (MATH 251, 252, 253) ........................................... 12
Introduction to Differential Equations [MATH 256] ........................................... 4
General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253) ........................................... 12
Foundations of Biology II: Biochemistry and Cell Physiology, Genetics and Molecular Biology (BI 231, 232) ........................................... 10
Molecular Genetics (BI 320) ........................................... 4

**Advanced Electives**

One course or 6 credits of Research (CH 401) or three courses. The advanced elective courses are similar to those listed under the chemistry major; biochemistry majors might direct attention to biology or biochemical courses.

**Sample Program for Biochemistry Majors**

**Freshman Year** 50 credits

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223) ........................................... 12
General Chemistry Laboratory (CH 227, 228, 229) ........................................... 6
College Composition I or II (WR 121, 122, 123) ........................................... 6
Calculus I,II,III (MATH 251, 252, 253) or General Physics (PHYS 201, 202, 203) ........................................... 12
Electives ........................................... 4

**Sophomore Year** 46-50 credits

Chemistry I or II (CH 331, 335, 336) ........................................... 12
Foundations of Biology II: Biochemistry and Cell Physiology, Genetics and Molecular Biology (BI 231, 232) ........................................... 10
Electives ........................................... 4

**Junior Year** 35-45 credits

Introduction to Differential Equations [MATH 256] ........................................... 4
Biochemistry (CH 461, 462, 463) ........................................... 4
Biochemistry Laboratory (CH 467) ........................................... 4
Advanced electives ........................................... 3-9
Electives ........................................... 8-12
 Senior Year | 31-41 credits
---|---
Advanced electives or Research (CH 401) or a combination of Research and electives | 3-9
Physical Chemistry (CH 411, 412, 413) | 12
Physical Chemistry Laboratory (CH 417, 418, 419) | 8
Electives | 31-41

Honors Program
The criteria used for the selection of students who qualify for departmental honors in chemistry or biochemistry are:

1. Grade point average (GPA) of 3.50 or higher in all graded courses.
2. Suitability 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. Endorsement for a major with honors by a member of the university faculty.
4. 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 coursework 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, of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C- or better. Credit for Seminar (CH 407), Reading and Conference (CH 405), and laboratory problems (CH 408) may not be applied as required coursework for the minor.

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

Inorganic Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 431.

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

Biophysical Chemistry Option: General chemistry with laboratories plus CH 331, CH 332 or CH 333; CH 320, CH 337, 338, 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:

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General chemistry sequence</td>
<td>12</td>
</tr>
<tr>
<td>General chemistry laboratories</td>
<td>6</td>
</tr>
<tr>
<td>Upper Division</td>
<td>20 credits</td>
</tr>
<tr>
<td>Organic Chemistry I (CH 331)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry of Biological Molecules (CH 332) or Organic Chemistry II (CH 333)</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry (CH 461, 462)</td>
<td>8</td>
</tr>
<tr>
<td>Biochemistry (CH 463) or Biochemistry Laboratory (CH 467)</td>
<td>4</td>
</tr>
</tbody>
</table>

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 405), and Special Laboratory Problems (CH 408) 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.

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, and molecular or cell biology. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction between 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 (GTF's). 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 $19,000, plus tuition waiver, for the calendar year including summer research. Research projects in the Department of Chemistry have been sponsored by the American Cancer Society, American Chemical Society, American Heart Association, Beckman Foundation, CoCenex, Inc., Department of Energy, Dreyfus Foundation, Fuji-Silysia, Medical Research Foundation, National Institutes of Health, National Science Foundation, Office of Naval Research, Research Corporation, U.S. Department of Education, and U.S.-Israel Binational Science Foundation.

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, faculty members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information about admission and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology
One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the 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 study 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 conformation changes to their resonance Raman spectra; and a fundamental interest in the nature of excited states.

Materials Science
The discipline of materials science seeks to understand the structures, properties, and structure-property relationships of condensed phase materials. It is by nature interdisciplinary, combining expertise from the fields of chemistry, physics, geology, and molecular biology. Most 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 electron transport across protein assemblies and biotechnological materials. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the Materials Science Institute. Collaboration between institute members and industrial and national research laboratories is also an important dimension of the program. See also Materials Science Institute in the Research Institutes and Centers section of this catalog.

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 in the chemistry department. Undergraduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal courses are 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 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 varied 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 from and contributes to many areas of physics, chemistry, and materials science. Research groups in physical chemistry develop and use 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 polymeric 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

These internships, sponsored by the Materials Science Institute, are described in the Research Institutes and Centers section of this catalog. Information and application materials are available through the 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, and cosmetics; biochemistry of food and energy production, nutrition, drugs and pharmaceuticals, and disease. Sequence. Prereq for 102: CH 101 or high school chemistry or one year of college chemistry.

111 Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biopolymers, and organic functional groups. Lecture, demonstration. Prereq: MATH 05.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

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

211, 212 Introductory General Chemistry (4,4) Not offered 2003–4.

211, 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. Lecture. Prereq: high school chemistry, coreq: MATH 111, 112 or equivalent. Current enrollment recommended. Students can receive credit for only one of the following sequences: CH 211–212 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, thermodynamics, reactions, and an introduction to quantum chemistry. Pro- or coreq: calculus. Coreq: CH 257, 258, 260. 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 211–212 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, voltammetry, exercises in kinetics and inorganic chemistry reactions. CH 211, 212 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) Experiments in chemistry use spectrophotometric, titrimetric, and electrochemical techniques and culminate in a laboratory research project. Coreq: 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 212 or 226H. Concurrent CH 332 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 335 recommended. 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. 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; pro- or coreq: CH 311, 322 or CH 331, 332. 339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Prereq: CH 337, 338 with grades of C- or better and CH 331, 335, 336 or equivalents or instructor's consent.

350 Physiological Biochemistry (4) Topics include protein structure and function, enzyme mechanisms, control metabolism and bioenergetics, integration and regulation of metabolism,
cytoskeleton, muscle and hormone action, and muscle physiology. Prereq: CH 332 or instructor's consent. Not offered 2003-4.

399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R) Introduction to methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (1-12R) 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) Biochemistry seminar for undergraduates 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.

419/519 Experimental Course: [Topic] (1-5R)

411/511, 412/512, 413/513 Physical Chemistry (4,4,A) Methods approximations 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 253; MATH 256, 261. Strongly recommended.

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,A) Experiments in thermal chemistry, dynamic chemistry, kinetic chemistry, and molecular spectroscopy to illustrate theoretical principles. Prereq: PHYS 204, 205, 206, prereq or coreq: CH 411/511, 412/512, 413/513.

429 Instrumental Analysis (5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor's consent.


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 Advanced Organic-Inorganic Chemistry (4) Principles of organic-inorganic reaction dynamics; kinetics and mechanisms, linear free-energy relationships, isotope effects, substitution reactions, dynamic behavior of reactive intermediates, electron transfer chemistry.

452/552 Advanced Organic Chemistry—Stereochemistry and Reactions (4) Principles and applications of stereochemistry: ring-closure, elimination, and addition reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature. Prereq: CH 451/551.


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 461/561 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 biochemical 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 Instrument: [Topic] (1-3R) Advanced experimental and theoretical concepts and the operation of instrumentation used in chemical research. Topics include Fourier transform infrared spectroscopy (FT-NMR), Raman transform infrared spectroscopy (FT-IR), electron pair magnetic resonance (EPR), and computers. Prereq: instructor's consent.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

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

607 Seminar: [Topic] (1-5R) Seminars in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Topic] (1-16R)

609 Terminal Project (1-16R)

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

613 Organic Chemistry: [Topic] (1-4R) Topics include biologic and bioorganic chemistry, computational chemistry, green chemistry, medicinal chemistry, natural products, organometallic chemistry, polymers, catalysis, molecular motors, and spectroscopic methods for structure determination. 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, and other current topics in physical chemistry. R when topic changes.

615 Inorganic Materials: [Topic] (1-4R) Topics include spectroscopic methods, metal-containing polymers, organometallics, interfaces and surfaces, electrochemistry, nanostructured materials, solid state materials with novel properties, semiconductors, crystallization of metastable phases. R when topic changes for maximum of 12 credits.

616 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 bio-synthesis. R when topic changes.


624 Physical Chemistry Journal Club: [Topic] (1R) Preparation and delivery of colloquium-style lectures in chemical physics based on papers from the literature. R for maximum of 12 credits.

634 Physical Methods of NMR Spectroscopy (1R) 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.

636, 643 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.

643 Physical Biochemistry (4) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformation, and the physical basis of the spectroscopic, biochemical, and rapid reaction techniques needed to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics.
Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

**Major Requirements**

The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

**Greek**

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

Greek courses beyond the first year or courses in translation of 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

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 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 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 201, 202, 303, repeated with departmental approval; other 300- or 400-level courses in either language except LAT 421; Latin and Greek prose composition .......... 36

Latin and Greek civilization (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., CLASS 301, 302, 303, 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 advisor, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL) ......................... 20

**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)
16 upper-division credits in related courses in classics (CLASS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Latin. The minor in Latin requires 24 credits distributed as follows:

8 credits in 400-level courses in Latin (LAT)
16 upper-division credits in related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL).

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Secondary School Teaching Careers
The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. License 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 departmental adviser. The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the College of Education section of this catalog.

Preparatory Program for 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 (ARH 322) or Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427).

Courses recommended in addition to the major:
- Ancient Greek (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 (ARH 407), Art of Ancient Greece (ARH 322) or Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427).

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

Courses recommended in addition to the major:
- Art of Ancient Greece (ARH 322) or Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), 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.

Graduate Studies
The Department of Classics offers the master of arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree may be earned with thesis or with a 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
7. 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 course work, which must include one Seminar (ARH, HIST, GRK), IAT, or CLAS 507.
2. Complete the general M.A. requirements stipulated by the Graduate School.
3. Complete surveys of Greek history (HIST 512) and Roman history (HIST 514). Equivalent courses taken as an undergraduate may fulfill this requirement.
4. 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.
5. 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 advisers, define a reading list for the translation part of the examination.

Additional information may be obtained from the classics department and is included with the letter of admission.

Interdisciplinary Program in Classical Civilization
The Department of Classics administers an interdisciplinary master of arts degree in classical civilization to provide predoctoral training for prospective candidates in ancient history, or for students interested in a general graduate program in ancient studies. The candidates must satisfy requirements (1), (2), and (3) for the master of arts degree in classics; pass with a grade of mid-B or better Authors (LAT or GRK 511); and define, with the help of an advisory committee, a coherent program of study. More information may be obtained from the department office.

Classics in English Translation (CLAS)
199 Special Studies: [Topic] (1–5R)
201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenaean times to the conquest of Rome. Wilson.
202 Roman Life and Culture (4) Examines Roman civilization from the founding of Rome in the 8th century B.C. to the victory of Constantine and his reign early in the 4th century A.D. Calhoon, Jaeger.
203 Greek and Roman Epic (4) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the Aeneid. Emphasis on literary criticism and intellectual history. Lowerstam, Wilson.
204 Greek and Roman Tragedy (4) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and intellectual history. Bowditch, Jaeger.
205 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. Lowerstam, Wilson.
314 Gender and Sexuality in Antiquity (4) Introduction to construction of the categories of status in Western sexuality through study of Greek and Roman attitudes toward gender roles, human- and nonhuman, the family, and privacy. Bowditch, Jaeger.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–21R)
403 Thesis: (1–12R)
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) Proposes second-year proficiency in Greek or Latin.
601 Research: [Topic] (1–16R)
602 Supervised College Teaching: (1–5R)
605 Reading and Conference: [Topic] (1–16R)
606 Special Problems: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R)
608 Colloquium: [Topic] (1–16R)
619 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)
Greek Courses (GRK)

101, 162, 103 Basic Greek (5, 5, 5) Fundamentals of the Attic Greek language; readings in Attic Greek and in Koine.

199 Special Studies: [Topic] (1–5R)

301, 302, 303 Authors: [Topic] (4, 4, 4R) Second-year Greek: selections from major Greek authors with focus on reading and syntax. 301: Plato or Lysias. 302: Euripides. 303: Homer. R when reading material changes.

347, 348, 349 Greek Prose Composition (1, 3, 1–3) 347, 348: intensive practice in composing Attic Greek prose with emphasis on syntax and idiom. 349: study of Lysias, teocrites, and Demosthenes leading to practice in their styles.

399 Special Studies: [Topic] (1–3R)

401 Research: [Topic] (1–21R)

402 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Practicum: [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: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Aristophanes, lyric poetry, comedy, pastoral. R when topic changes.


503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

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)

809 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, Calhoun, Jaeger.

199 Special Studies: [Topic] (1–5R)

301, 302, 303 Authors: [Topic] (4, 4, 4R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. 301: Caesar. 302: Virgil's Aeneid. 303: Recent authors are Cicero, Terence, Tibullus, Juvenal, Calhoun, Jaeger, Lowerson, M. Nicol, Wilson. R when reading material changes.

347, 348, 349 Latin Composition (1, 1, 1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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, Pliny, Ovid, Lucan, comedy, philosophy, elegy, epic, satire. R when topic changes.


503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

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)
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 study for our times. It is closely allied with literary and critical theory, philology, historicism, and cultural studies, yet independent of none of them. Comparative literature creates its own subject matter by the very nature of the approaches taken. 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 for undergraduates, graduate students, and the public.

The program maintains an active schedule of other lectures and seminars. Recent visitors include Nathaly Armstrong, Charles Bernstein, Eduardo Cadava, Hans Ulrich Gumbrecht, David Harvey, Michael Henry Heim, Heather James, Mary Loyau, Karmel Loehrke, Franco Moretti, Andrew Parker, Thomas Pflau, Mary Louise Pratt, Andrew Ross, Henry Raye, Ella Shubat, Peter Stallybrass, John Whittier Tread, and Gang Yue. Library holdings, which are strong in all areas of research in literature, include an outstanding collection of journals, many of which come to the library in exchange for Comparative Literature.

Undergraduate Studies

The undergraduate program offers a unique major that cuts across discipline, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for possible careers in the media, law, government, business, or teaching. Students with a good background in one or more languages other than English find that the program gives them the opportunity to study literature and related cultural productions, including canonical and emerging writings, in a variety of historical and theoretical perspectives.

The program provides maximum flexibility for developing the major. Working with the chair of undergraduate studies or an advisor, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature, Language, Culture (COLT 101)</td>
<td>4</td>
</tr>
<tr>
<td>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), Approaches to Comparative Literature (COLT 301)</td>
<td>4</td>
</tr>
</tbody>
</table>

At the time of declaring the major, the 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 major for the student unless there is a particular reason to do otherwise. The focus is a way to coherently organize the student's work. 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 a product (literature and resistance, nationalism).

Upper-Division Requirements. Upper-division requirements are satisfied by a three-course requirement, which encourages the student (1) to achieve linguistic and literary depth and comparative breadth, (2) to acquire a comprehensive set of skills appropriate to the core areas, and (3) to develop a focus that is personal and consistent. To satisfy these requirements, the student must complete (a) a fourth course, taken in another department or program, and subject to the approval of the advisor, is chosen in accordance with the student's focus and should contribute to the definition of that focus.

Core Areas

Comparative Literature. Four upper-division courses, three of which have the COLT subject code. A fourth course, taken in another department or program and subject to the approval of the advisor, 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 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 fourth course have the COLT subject code and should intersect with the primary national language.

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 fourth course have the COLT subject code 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 ascertain what each student needs to become linguistically proficient.

Honors in Comparative Literature

Majors may request approval to pursue an honors option in any of the two honors options.

Second Foreign Language 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 who choose 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 or her to contribute to diverse areas of the field as she proceeds in 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 last several years from admission to the Ph.D.

Admission

A complete application for admission includes the university's application form, a transcript of college and graduate-level work to the date of application, three letters of recommendation, a statement of purpose, a ten- to twenty-page sample in English of critical writing about literature and, if appropriate, the application for a graduate teaching fellowship (CTF). 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 a graduate major in one literature and competence in two of the following languages: Chinese, Danish, French, German, Greek, Italian, Japanese, Latin, Norwegian, Russian, Spanish, Swedish. Under special circumstances arrangements may be made with the program director to study other literatures.

Overview of Requirements

Between entrance and advancement to doctoral candidacy, students must complete ten courses in the primary and contextual fields, four courses in the focus field, 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 advisers; 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., the English novel) or in other ways (e.g., modern Japanese, contemporary Luso-Brazilian). Where the primary field is a period in a national literature (e.g., 19th-century French), the contextual field may treat that period in a 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. It 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: and Dissertation Work in Progress (COLT 611) is required at least once, but may be repeated. Students whose GTP appointments require course work in pedagogical methodology 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 are 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 GTP 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 adviser submits a brief statement of purpose to that adviser and to the chair of graduate studies. Two to three pages long, the statement identifies and justifies the student's primary, contextual, and focus fields. It is understood that these fields depend to some degree on available courses, and that they may be adjusted in response to the curriculum. The final draft of the statement must be submitted no later than the first week of spring term.

First-Year Conversation. In weeks three or four of spring term, the student, the adviser, and two participating faculty members meet to discuss 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 course work 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 reports in detail 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 fifteen 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. After the Proposal to Form a Committee, the examination is held by the chair of graduate studies in the seventh week of the fourth term, and the student is required to submit a final draft of the statement of purpose to be used in the examination process.

Dissertation. The dissertation is typically comprised of two or three years of coursework leading to candidacy. The dissertation project is submitted 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 each project 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. Calhoun.

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 poetry 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.
205 The World of Autobiography (4) Examines the nature and problems of writing about the self. Explores autobiography and its subgenres in cultural and international contexts.
206 Genre (4R) Identifies emerging, hybrid, or minor genres in cultural and international contexts. Topics for 2003-4: Performing the Self: Ambivalent Anxieties. 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. Lunsbury.
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. Topic for 2003-4: Decad, Desire, Domesticity, and the Novel.
399 Special Studies (1-5R) Advanced study of gender in literature, with some attention to the history and problems of the discipline. Lunsbury.
401 Research (Topic) (1-21 R) Research.
403 Thesis (1-12R)
405 Reading and Conference: Topic (1-21R)
408/508 Workshop: Topic (1-21R)
410/510 Experimental Course: Topic (1-5R) Experimental Course.
412/512 Medieval Culture: Topic (4R) Examines the relation between cultural studies and medieval societies. Concentrates on such issues as belief, aesthetics, gender. 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, digital culture, cyberpunk. R twice when topic changes for maximum of 15 credits.
450/550 Cinematic Representations: Topic (4-5R) Film treated in broad aesthetic (including literary) and cultural contexts. Calhoon, Lesage. Topic for 2003-4: Theories of Melodrama. R twice when topic changes for maximum of 15 credits.
481/581 Studies in Contemporary Theory: Topic (4-5R) Issues identied in literary or cultural theory for close examination. R twice when topic changes for maximum of 15 credits.
463/563 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. Topic for 2003-4: Colonialism and Culture. R twice when topic changes for maximum of 15 credits.
484/584 Cross-Cultural Investigations of Gender: Topic (4-5R) Advanced study of gender in settings of historical and cultural difference with explicit attention to the theoretical perspectives underlying comparison. R twice when topic changes for maximum of 15 credits.
479/579 Literature and Testimony (4-3) The literature of testimony as both a historical phenomenon and a challenge to the ethical and canonical assumptions of comparative literature. Lollini.
490/590 Philosophical Problems and Literary Contexts: Topic (4-5R) Establishes a dialogue between philosophy and literature as disciplines, as historical constructions, as value systems. Topic for 2003-4: Radical Empirical Aesthetics. R twice when topic changes for maximum of 15 credits.
503 Thesis (1-16R)
601 Research: Topic (1-16R)
603 Dissertation (1-16R)
605 Reading and Conference: Topic (1-16R) Seminar.
612 Comparative Literature in the Academy (1-3R) Presentation of work in progress and related intellectual matters by doctoral candidates. Prereq: instructor's consent.
613 Comparative Literature in the Academy (1-3R) Focuses on research projects and scholarship in contemporary literary theory. Prereq: instructor's consent.
614, 615 Graduate Studies in Comparative Literature (5,5) 614: overview of the state of the discipline. Treats historical and theoretical developments in literary studies including philosophy and cultural studies; reconsideration of the place of comparative literature in a global, pluralistic curriculum. 615: survey of contemporary literary theory.

Computer and Information Science

Michal Young, Department Head

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120 Deschutes Hall
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Eugene OR 97403-1202
http://www.cs.uoregon.edu/

Faculty

Eugene M. Luks, professor (algebraic algorithms, computational complexity, symbolic computation). B.S., 1966, City University of New York City College; Ph.D. 1966, Massachusetts Institute of Technology. (1983)
Computer and Information Science


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

Charles R. B. Wright, courtesy professor (group theory). See Mathematics

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

Patticipating

David W. Etherington, Computational Intelligence Research Laboratory
Matthew L. Cisinberg, Computational Intelligence Research Laboratory
Andrew J. Parke, Computational Intelligence Research Laboratory

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, systems, 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
- human-computer interaction, visualization
- software engineering
- networking
- database systems
- programming languages and compilers
- artificial intelligence

The department also 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 continuously evolving as the discipline matures and as students' needs change.

Facilities

The Department of Computer and Information Science is housed in Deichman Hall. This three-story, 27,000-square-foot science facility holds faculty and graduate student offices and extensive laboratory space for research and instruction.

The departmental computing environment is a mix of Unix, Apple Macintosh, and Intel-based computers. The main servers are two Sun SPARC servers 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, which upper-division undergraduates and graduate students use a Sun Ultra SPARC and Sun Blade 100 workstation lab.

Research labs operate a variety of Unix workstations and Intel-based computers. The Human-Computer Interaction 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 Dextal speech synthesizer. Usability studies are supported by a laboratory with multiple video cameras, video cassette recorders, and audio recording.

The cognitive modeling and eye-tracking laboratory (feature an LG Technologies pupl-center, cone-ratio reflective EyeGaze eye tracker and supporting high-end workstations, used to collect and analyze the eye movements that people make during human-computer interactions.

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 Sirius Video; and, two Silicon Graphics Power Challenge systems with two and twelve CPUs. These machines are connected with 100mb Fast Ethernet to a dedicated Ethernet switch. Research in the institute is also supported by a four-processor Origin 2000, four Indigo2 High-Impact workstations, and eight 92 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 one-gigabit network. The university is a member of Internet2, a high-speed network, connecting major research institutions.

Affiliated Institutes

Computational Intelligence Research Laboratory
The laboratory's research focuses on basic questions in artificial intelligence, including search, knowledge representation, and reasoning. The laboratory provides financial support for students and fosters an intimate relationship among a small group of researchers who work in closely related areas.

Computational Science Institute
The institute combines research in the physical sciences with work in applied mathematics, linear algebra, and computer science. This association of researchers from nine departments supports computational science efforts at the University of Oregon.

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 arts, as well as abundant possibilities in the computer industry itself.

The CIS program prepares students for these challenges by emphasizing the fundamental concepts needed to be a successful computer scientist in the face of continuously evolving technology. Hence our graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and work effectively in dynamic, problem-solving teams. The master of arts (M.A.) or master science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching in universities.

Undergraduate Studies

The Department of Computer and Information Science offers a major and a minor in computer and information science, a major in mathematics and computer science, and a minor in computer and information technology.

Majors

The computer and information science major is intended for students who want to study computers and computer programming with strong mathematical and scientific foundations. The mathematics and computer science major emphasizes formal and abstract problem solving, complemented by computational methods and computer technologies. This program, administered jointly with the Department of Mathematics, is described in Mathematics and Computer Science section of this catalog. Both of these majors lead to the bachelor of arts (B.A.) or bachelor of science (B.S.) degrees.

Minors

The computer and information science minor, which consists of a subset of courses required for the major, is often chosen by students majoring in mathematics or the sciences. It is also attractive to students who have solid backgrounds in mathematics. The minor in computer and information technology is the study of computing with a strong practical emphasis and involves hands-on use of tools and technology for modern work environments. This minor complements such majors as business, economics, planning, public policy and management, and architecture.

High School Preparation

High school students who plan to major in computer and information science should pursue a strong academic program, including substantial work in mathematics and the sciences. High school courses in computer programming or computer technology are useful but not required. Upon arrival at the university, freshmen should consult with a CIS adviser to find the entry-level course best suited to the student's background. A placement test may be required for enrollment in some of the introductory level courses.
Major Admission Policies and Premajor Requirements

Students who declare computer and information science as their intended major after fall 2001 are classified as computer and information science premajors and must formally apply for admission to the major after completing five premajor courses: Computer Science II (CIS 210, 211, 212) and Elements of Discrete Mathematics II (MATH 231, 232)—typically during the sophomore or junior year. Students must achieve a GPA of 2.60 or better in these courses, and the courses must be completed with grades of C– or better. Premajor courses may be retaken once, but all earned grades are used to compute the GPA. Students must submit a formal application for admission to the major by the end of the term in which they complete CIS 212 (fall or winter term).

Transfer or Second Baccalaureate Students

Students who have completed the equivalent of the premajors at another institution and satisfied the minimum GPA and grade requirements are admitted conditionally to the major. Unconditional admission is granted after the student has completed, with a GPA of 2.60 or better, two courses selected from Computer Science III (CIS 213), Introduction to Data Structures (CIS 313), and Computer Organization (CIS 314). These courses must be completed during the first two terms of study in the department. Transfer students who plan to complete most of the requirements for the CIS major at the University of Oregon should fulfill as many of the general education requirements as possible before entering the university, including at least one year of calculus (equivalent to MATH 251, 252, 253), but at a minimum the equivalent of Elementary Functions (MATH 112).

Major Requirements

Computer and information science majors must complete a total of 54 credits of CIS courses of which 24 must be completed in residence at the University of Oregon. In addition, majors must complete a total of 12 credits in mathematics, 12 credits in the sciences, and 4 credits of technical or business writing. Required CIS and mathematics courses must be taken for letter grades and passed with a C– or better except for Data Structures Laboratory (CIS 323), which is taken pass/no pass (P/N). Mathematics and CIS electives, science courses, and the writing course may be taken for letter grades or pass/no pass. Grades of C– or P or better must be earned in these courses.

Premajors Core

Major course work begins with a year-long sequence, Computer Science II.1, II.2 (CIS 210, 211, 212), taken concurrently with Elements of Discrete Mathematics II.1, II.2 (MATH 231, 232, 233). Permission to enroll in CIS 210 is determined by the results of the mathematics and CIS placement tests, administered by the university’s Testing Office. Programming experience, obtained through a high school course, employment, or a course such as CIS 122, is recommended.

Upper-Division Core

The seven courses in the upper-division core cover the fundamental requirements for university computer science programs as defined by national curricular standards. Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323), Operating Systems (CIS 415), Software Methodology (CIS 422), and Principles of Programming Languages (CIS 425). These courses lay the foundations for advanced work in computer science during the junior and senior years.

Upper-Division Electives

The 16 credits in upper-division electives allow students to explore areas beyond the core courses and to probe areas of particular interest. Eight of these 16 credits must be taken from the following approved list: CIS 399, 410, 413, 420, 423, 429, 432, 441, 442, 443, 445, 451, 452, 451, 461, 462, 471, 490. CIS 399 and CIS 410 courses must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments.

Only eight credits in CIS 401–409 may be applied to the upper-division elective requirement. None of these courses can be taken for more than four credits when used to satisfy this requirement.

Majors may specialize in a subarea of computer science by selecting appropriate upper-division electives in CIS and in other departments. Information about the following areas of specialization is available in the department office: cognitive science, computational science, networking, software engineering, and pregraduate studies.

Mathematics


Writing

In addition to the university’s writing requirement, CIS majors must take either Scientific and Technical Writing (WR 320) or Business Writing (WR 321).

Science

Majors must take at least 12 credits in one of the following four options:

1. General Physics (PHYS 201, 202, 203) or Foundations of Physical I (PHYS 251, 252, 253).
2. Introductory General Chemistry (CH 211, 212, 223), General Chemistry (CH 221, 222, 223), or Forensic General Chemistry (CH 224H, 225H).
3. General Biology (BI 211, 212, 213)
4. Psychology. Psychology courses at the 200 level or above, of which at least eight must be from the experimental and physiological fields (PSY 340–468).

Major Progress Review and Major in Good Standing

Each major must meet with his or her adviser and file the Major Progress Review form after completing the 6 to 12 credits of the upper-division core. Failure to file this form may result in lower priority registration for CIS courses. A student who receives two grades below C– in the upper-division core is removed from the major.

Prerequisites

Prerequisites for CIS core courses must be completed with grades of C– or better. Students who can present evidence of equivalent academic experience may submit a petition to the Undergraduate Education Committee to waive a prerequisite.

Internships

Practical work experience in the software industry is considered a valuable complement to academic course work. Majors may receive academic credit for internships performed during the academic year or summer. To earn upper-division elective credit for an internship, the work experience must be at a technical level beyond CIS 313 and be sponsored by a CIS faculty member. A contract signed by the faculty sponsor, intern supervisor, and the student must be filed with the department before the internship begins.

Sample Programs for Majors

Students can use the following sample programs to plan their schedules. Individual programs vary, based on each student’s preparation, interests, and personal goals. Students should meet regularly with their academic advisors to assist in designing a program that meets their needs and fulfills major requirements.

Sample Program I

Students who have experience in computer programming and a strong background in mathematics should follow this program. It allows motivated students to take course work beyond the minimum requirements and allows qualified students to fulfill the requirements for the honors program. Students who follow this plan may want to consider applying to the department’s accelerated M.S. program, which is described under Graduate Studies.

Freshman Year

42–46 credits

Computer Science II.1, II.2 (CIS 210, 211, 212) .... 12
Elements of Discrete Mathematics II.1, II.2 (MATH 231, 232, 233) .... 12
Computer Organization (CIS 314) .... 12
Mathematics courses. .... 12
Writing (WR 320) .... 12
A total of 60 credits.

Sophomore Year

46–50 credits

Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425) .... 12
Upper-division mathematics electives .... 7–8
Upper-division CIS elective .... 4
Social science group-satisfying courses .... 8
Multicultural requirement .... 4
A total of 50–54 credits.

Junior Year

43–48 credits

Operating Systems (CIS 415), Software Methodology (CIS 422), Principles of Programming Languages (CIS 425) .... 12
Upper-division mathematics electives .... 7–8
Upper-division CIS elective .... 4
Social science group-satisfying courses .... 8
Multicultural requirement .... 4
A total of 48–52 credits.

Senior Year

40–44 credits

Operating Systems (CIS 415), Software Methodology (CIS 422), Principles of Programming Languages (CIS 425) .... 12
Electives .... 8
A total of 40–44 credits.

Sample Program II

Students who need to acquire introductory skills in mathematics or computer programming...
should follow this program. It is also suitable for students who decide to major in CIS during the sophomore year or later.

**Freshman Year** 42-46 credits

- Concepts of Computing: Algorithms and Programming (CIS 122) .................................................. 4
- Calculus I, II, III (MATH 251, 252, 253) .................................................. 12
- College Composition I or II (WR 121, WR 122 or 123) .................................................. 6
- Arts and letters group-satisfying courses .... 8-12
- Multicultural requirement or elective .................................................. 4
- Social science group-satisfying course .................................................. 6

**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 courses .... 4-6
- Social science group-satisfying course .................................................. 4
- Multicultural requirement or elective .................................................. 4
- Electives .................................................. 4-8

**Junior Year** 46-50 credits

- Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Lab (CIS 323) .................................................. 24
- Upper-division mathematics electives .... 7-9
- Upper-division CIS elective .................................................. 4
- CIS-major science requirement ................. 12
- Electives .................................................. 9-12

**Senior Year** 43-48 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

**Honors Program**

Students with a GPA of 3.50 or higher in computer and information science and a cumulative GPA of 3.00 or higher are encouraged to apply to the department honors program after completing CIS 313, 314, and 315. To graduate with departmental honors, a student must write a thesis under the supervision of a faculty member.

**Minor Requirements**

**Computer and Information Science**

The minor in computer and information science introduces the theories and techniques of computer science and develops programming skills that are applicable to the student's major.

Before enrolling in CIS 313 or other upper-division courses, students planning a minor in computer and information science should file an application form with the CIS department. Each student should consult with his or her CIS faculty adviser to plan the minor program.

Before graduating, the student must supply the department with an up-to-date transcript.

The CIS minor requires completion of 24 credits. Courses applied to the CIS minor must be completed with grades of C- or better. CIS 409 and CIS 323 may not be used to fulfill requirements for the minor.

**Lower-Division Courses** 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Computer Science I, II, III (CIS 210, 211, 212)</td>
<td>12</td>
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</table>

**Upper-Division Courses** 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Data Structures (CIS 313)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Computer Information Technology**

The minor in computer information technology prepares students to work with evolving technologies for work environments that require development and management of business databases, computer networks, web applications, and software systems. The minor requires 24 credits, 12 lower-division and 12 upper-division.

Lower-division courses must be completed with grades of B- or better. After completing lower-division courses, students must file an application form with the department declaring the minor. They are then eligible to enroll in the upper-division courses. Upper-division courses must be taken in sequence and are offered only once a year. Upper-division courses must be completed with grades of C- or better.

**Lower-Division Courses** 12 credits

- Concepts of Computing: Information Processing (CIS 110) .................................................. 4
- Concepts of Compiling: Computers and Compilation (CIS 111) .................................................. 4
- Advanced Business Systems (CIT 201) .................................................. 4

**Upper-Division Courses** 12 credits

- Database Systems (CIT 381) .................................................. 4
- Information Architecture and Internets (CIT 382) .................................................. 4
- Enterprise Networks (CIT 383) .................................................. 4

**Graduate Studies**

The department offers programs leading to the 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 (M.S.E.) through a joint program with three other institutions.

**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. Software development and analysis
   c. Data structures and algorithms analysis

2. GRE score on the general test. The computer science test is optional but recommended 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) for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants who have not been required to take the GRE must be evaluated on a case-by-case basis.

**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, and all faculty members are invited to 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 to carry on research during a master's degree student.

**Master's Project.** The project option requires a master's degree project and up to 12 credits in Final Project (CIS 609).

**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.

**Basic Degree Requirements**

The 54-credit master's degree program consists of core courses, cluster depth-and-breadth courses, and elective courses.

**Core Courses (12 credits)** Algorithms and Complexity (CIS 621), Structure of Programming Languages (CIS 624), 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 cluster of related courses. A list of clusters is available in the department office.

**Elective Courses (30 credits).** Twelve of the 30 credits 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 601), with prior approval by the adviser
2. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 609)
3. Experimental Courses (CIS 510 or 511), which are new courses awaiting permanent status, with prior approval by the graduate education committee

**Software Systems.** Students must show competency in the design and implementation of software systems by taking one course that requires a substantial programming project. A list of courses that satisfy this requirement is available in the department office.

**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 (P/N); graded elective courses must be passed with grades of mid-C or better. A 3.00 GPA must be maintained for 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, and all faculty members are invited to 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 to carry on research during a master's degree student.

**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 is open to students who have successfully completed a master's degree program.

**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 January 15 of the graduation year. Students should submit a Graduate Record Examinations (GRE) score, Test of English as a Foreign Language (TOEFL) score if not a native English speaker, three letters of recommendation, and a statement of goals. If a UO undergraduate takes one or two 400-level electives that also are offered as 300-level courses, the student can petition the department to have four or eight credits deducted from the total number of credits required for the master’s degree. The student must earn an A– or better in the 400-level course and have an overall GPA of 3.50 in upper-division CIS courses to participate in this accelerated master’s program. Candidates for the degree must 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 the advanced, state-of-the-practice knowledge and skills needed by Oregon software, software-intensive, and computer-related industries. The program is intended for individuals with a computer science or engineering background and significant industrial experience in software engineering. Courses are offered to nonadmitted students, provided prerequisites are met, or as part of the degree program. The courses focus on principles, methods, and tools that can be used to create high-quality products that serve the needs of customers. Courses are taught at the Capital Center in Beaverton. Some courses are offered in a distance-learning format.

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.

Admission. Application is made first to the OMSE program at the Capital Center. Admitted students select one of the four partnership schools as the degree-granting institution. The OMSE program is offered jointly by Oregon Graduate Institute and three Oregon University System institutions: University of Oregon, Oregon State University and Portland State University. 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 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 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 January 15 for the following fall term. Materials include everything 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. Core Requirements. Ph.D. candidates who enter the program without a master's degree in computer science must take 48 credits in graduate coursework including the core and cluster classes for the M.S. program.
   b. Cluster Courses (12 credits). A required course and two depth courses from a list of approved clusters. This list is updated each year to reflect experimental and other courses offered that year.
   c. Elective Courses (24 credits). An additional 24 credits of elective, 600-level course work, CIS 607 and any course numbered 630 or higher may be used to satisfy this requirement.
   d. Minimum Annual Enrollment. Ph.D. students are expected to enroll in at least 6 credits of 600-level course work each year. Research (CIN 601), Dissertation (CIS 603), and Readings (CIS 606) do not satisfy this requirement.
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 six breadth courses and the directed research project leads to a change in the student’s doctoral status from conditional to unconditional.
4. Oral Comprehensive Examination. Choose an area of research and work closely with an advisor to learn the area in depth by surveying the current research and 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 comprehensive 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.
5. Advancement to Candidacy. After the oral comprehensive examination, the committee decides whether the student is ready for independent research work. If so, the student is advanced to candidacy.
6. Dissertation and Defense. Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, which typically comprises 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 often includes an outside examiner. This outside examiner should be a leading researcher 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 presenting the research and answering questions about the methods and results. The dissertation committee, augmented by outside members according to university regulations, may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense.
7. Graduate School Requirements. Ph.D. students must meet the requirements set by the Graduate School as listed in this 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 supervize the dissertation.
Computer and Information Science Courses (CIS)

110 Concepts of Computing: Information Processing (4) Integration of technology and information systems for creation, storage, and dissemination of information used in decision-making. Labs cover spreadsheets, Telnet, FTP, website creation tools.

111 Concepts of Computing: Computers and Computation (4) Principles and practices of programming for the web using a scripting language; basic concepts of problem analysis, program design, implementation, and testing; web application architectures. Prereq: CIS 110 or equivalent, MATH 111.

115 Multimedia on the Web (4) Introduces the principles and practice of web communication using digital media, including graphics, animation, video, and sound. Labs cover software used to create interactive multimedia documents. Prereq: CIS 110 or equivalent, MATH 111.

122 Concepts of Computing: Algorithms and Programming (4) Problem solving, algorithm design, data structures, and programming using an object-oriented language in a Unix environment. Introduces techniques for program design testing and debugging. Prereq: CIS 110 or equivalent, MATH 111.

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.

210, 211, 212 Computer Science I,II,III (4,4,4) Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Sequence. Prereq: programming course and MATH 112; coreq for CIS majors: MATH 231, 232, 233.

313 Introduction to Data Structures (4) Design and analysis of data structures as means of engineering efficient software; attention to data abstraction and encapsulation. Lists, trees, heaps, stacks, queues, dictionaries, priority queues. Prereq: CIS 212, MATH 232; coreq for CIS majors: MATH 231.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming. 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) 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] (1-2R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-4R) 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 Practicum (1-2R) The student assists other students who are enrolled in introductory programming classes. For each four hours of scheduled weekly consulting, the student is awarded 1 credit. Prereq: departmental consent. R for maximum of 4 credits.

410/510 Experimental Course: [Topic] (1-5R) New courses are offered under this number, the first year or two, before final definition of the course and permanent approval by the University Senate and State Board of Higher Education.


420/520 Automata Theory (4) Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability, Non-determinism and complexity classes. Prereq: CIS 315 or instructor's consent, MATH 233.

422/522 Software Methodology I (4) Technical and non-technical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects. Pre- or 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.


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.

451/551 Database Processing (4) Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL. Embedded SQL, and concurrency control. Prereq: CIS 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.

455/555 Computational Science (4) Solving scientific problems with high-performance computers; algorithms, languages, and software used in scientific computing and visualization. Group projects on current research in physics, chemistry, biology, and other sciences. Prereq: CIS 314. 422 or instructor's consent.

461/561 Introduction to Compilers (4) Lexical analysis; parsing; attribute, code generation. Prereq: CIS 314, 425 or 624. CIS 420/520 strongly recommended.

471/571 Introduction to Artificial Intelligence (4) Basic: themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning. Prereq: CIS 315.

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-level 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)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

604 Internship: [Topic] (1-4R)

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

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

607 Seminar: [Topic] (1-5R) Research topics are presented.

608 Colloquium: [Topic] (1R)

609 Final Project (1-16R) Final project for master's degree without thesis.

610 Experimental Course: [Topic] (1-5R) See CIS 410.

621 Algorithms and Complexity (4) Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. CIS 420/520 strongly recommended.

622 Theoretical Foundations: [Topic] (1R) Selected topics from computability and complexity theory. Prereq: CIS 621. R twice when topic changes for maximum of 12 credits.

624 Structure of Programming Languages (4) Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes,
pomorphism, 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-set and data-level parallelism, symbolic computation, multiprocessor networks and consistency algorithms, performance modeling. Prereq: CIS 429.


831 Parallel Processing (4) Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 629.

Computer Networks (4) Advanced issues in computer networks, focusing on research in extending the services offered by the Internet. Prereq: CIS 432/532.

560 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life cycle model, development environments, and speculative view of the future role of artificial intelligence.

677 Knowledge-Based Interfaces (4) Examination of research knowledge-based user interfaces with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert system explanation. Prereq: CIS 677.

Computer Information Technology Courses (CIT)


301 Database Systems (4) Introduction to database systems, emphasis on database design and access. Database concepts, data modeling, normalization, data warehousing, query languages, formulation of complex queries. Prereq: CIT 281.

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 281.


Oregon Master of Software Engineering Courses (OMSE)

511 Managing Software Development (3) 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) 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) Covers communication and other leadership skills. Includes technical writing, effective presentations, meeting, team and decision-making skills, and professional ethics. Prereq: OMSE 500.

521 Quantitative Decision-Making (3) 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) 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.

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

531 Software Requirements Engineering (3) 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.

532 Software Architecture and Domain Analysis (3) Methods and principles of the architectural design of complex, large-scale software systems to accommodate change and evolution through product releases or versions. Prereq: OMSE 522.

533 Software Design Techniques (3) 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.

551 Strategic Software Engineering (3) 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.

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

610 Experimental Course: Topics (3R) See CIS 411.

Creative Writing

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Faculty

Emeritus


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: Fiction, Poetry (CRWR 241, 243) and Introduction to Creative Writing: Literary Nonfiction (CRWR 244). Other students should consult their major advisors 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 and on the website.

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. Apply online from the program’s website or download a copy of the graduate admission application. Mail one copy to the university Office of Admissions with a $50 fee. Mail a second copy to Creative Writing Program Admissions Committee.*
2. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions and the other to the program’s admissions committee.
3. Send or have sent to the program’s admissions committee:
   a. Sample of the applicant’s creative writing
   b. Letters of recommendation from three people familiar with the applicant’s potential as a writer

Application materials must be postmarked by January 31 for admission to the program the following fall term. More information and application instructions are available on the program’s website.

Degree Requirements
The candidate for the M.F.A. degree must complete 72 credits of graduate work during six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR) courses, 18 in Thesis (CRWR 503) or Writing and Conference (CRWR 605) or both, and 18 in literature or literature in translation. The candidate must pass a written examination on a reading list of works of fiction or poetry.

Creative Writing Courses (CRWR)

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


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

324 Intermediate Creative Writing: Short Story Writing (4R) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: CRWR 241. R twice for maximum of 12 credits.

330 Intermediate Creative Writing: Literary Nonfiction (4R) Examines basic techniques and structure of literary nonfiction (the literary essay). Extensively examines student work and established models. Prereq: CRWR 244 or instructor’s consent. R twice for maximum of 12 credits.


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

403 Thesis (1-12R)

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

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

410 Experimental Course: [Topic] (1-6R)

411 Kidd Tutorial (4R) Tutorial creative writing focused on poetry, fiction, or literary nonfiction. Prereq: cumulative GPA of 3.20 (B+) or better, or one course selected from CRWR 324-341, or instructor’s consent. R twice for maximum of 12 credits.

420 Craft of Poetry (4) Advanced undergraduate study of literary models. Designed to broaden and deepen student writers’ understanding of the pragmatics of the literary tradition. Prereq: CRWR 241.

421 Craft of Fiction (4) Advanced undergraduate study of literary models. Designed to broaden and deepen student writers’ understanding of the pragmatics of the literary tradition. Prereq: CRWR 241.

430 Advanced Creative Writing (4R) Advanced study in short story, poetry, and literary nonfiction writing. Prereq: one course selected from CRWR 324-341 and instructor’s consent. R twice for maximum of 12 credits.

431/551, 452/552, 453/553 Projects in Writing (3,3,3R) Advanced instruction and practice in writing short stories, novels, drama, or nonfiction. Prereq: instructor’s consent. R with instructor’s consent.


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

605 Writing and Conference: [Topic] (1-16R) Prereq: instructor’s consent.

607 Seminar: [Topic] (1-5R) Selected seminars offered each year. Prereq: instructor’s consent. R when topic changes.

630, 631, 632 Graduate Creative Writing: Poetry (6,6,6R) Concentration on student writing in a workshop setting. Prereq: instructor’s consent. R once each academic year.

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.

East Asian Languages and Literatures

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Faculty


Emeriti


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

Undergraduate Studies

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 as early as possible so that they can satisfy the requirements in four years of undergraduate study. Background in languages, literature, or history at the high school or community college level is 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. Careers options for people with knowledge of Chinese or Japanese are steadily increasing.

Major Requirements

Prospective majors must meet with an East Asian Languages and Literatures faculty adviser when declaring the major; each spring to obtain the adviser's signature before fall term registration; and two terms before graduation. 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. This option requires 47 graded credits in courses beyond the second-year level, including 19 credits of upper-division Chinese-language courses, History of Chinese Literature (CHN 305, 306, 307), and 16 advisor-approved credits of upper-division coursework 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. This option requires 47 graded credits in courses beyond the second-year level, including Third-Year Chinese (CHN 301, 302, 303); History of Chinese Literature (CHN 305, 306, 307); Literary Chinese (CHN 431, 432); 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. This option requires 47 graded credits, 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 coursework 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. This option requires 47 graded credits in courses beyond the second-year level, including Third-Year Japanese (JPN 301, 302, 303), Introduction to Japanese Literature (JPN 305, 306), two terms of Fourth-Year Spoken Japanese (JPN 411, 412), two terms of Fourth-Year Reading and Writing Japanese (JPN 414, 415), and either the third term of Fourth-Year Spoken Japanese (JPN 413) or the third term of Fourth-Year Reading and Writing Japanese (JPN 416). The remaining 4 credits may be earned in any other upper-division Japanese language or literature course; in a comparative literature (COLT) course when the topic is Japanese literature; or in a Japanese culture course offered by disciplines such as history, religious studies, or art history.

Honors

Graduation with departmental honors is approved for students who
1. Earn a cumulative GPA of 3.50 or better in all college work
2. Earn a cumulative GPA of 3.75 or better in major college work
3. Complete, with the supervision of a faculty member, a senior thesis to be evaluated by the thesis director and one other faculty member in the department.

Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Minor Requirements


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 four in Tokyo, Japan. Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the Academic Resources section of this catalog.

Kindergarten through Secondary Teaching Careers

Students who complete the B.A. degree with a major in Chinese or Japanese are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department's K-8 education adviser, Nancy Inawakawa; see also the College of Education section of this catalog.

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 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, genres, 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, pedagogy, and performing arts, and women’s and gender studies.

The graduate program in Japanese language and pedagogy offers advanced training and research in Japanese linguistics, second language acquisition, and language teaching. Faculty members in this area are specialists in applied linguistics, theoretical linguistics, and language pedagogy, and students can consult specialists from the Department of Linguistics. The presence in the Eugene school district of a Japanese-immersion school and the department's Japanese Language and Culture lab, a state-of-the-art computer laboratory and research unit, offers an extraordinary support network to graduate students who want to pursue individual and collaborative research projects.

Comparative Literature. Several members of the department's faculty 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 admission fall term.

An applicant for admission to the Ph.D. program should have completed a master of arts degree in
either Chinese or Japanese language and literature or its equivalent.

Application Procedure
1. Obtain a Graduate Admission Application from the department’s graduate secretary. Online application is available through the department’s website.
2. Send one copy to the university Office of Admissions with a $50 fee, and the remaining copies to the department’s graduate secretary.
3. Submit or have sent to the department’s graduate secretary:
   a. Official transcripts of college-level work as of the date of application.
   b. A 750-word statement of purpose describing the applicant’s academic experience to date, reasons for wanting to do graduate work in the UC Department of East Asian Languages and Literatures, and career goals.
   c. Three letters of recommendation from teachers who can comment personally on the applicant’s language competence and aptitude for graduate study.
   d. Test of English as a Foreign Language (TOEFL) scores of at least 600 on the paper-based test or 250 on the computer-based test for international students.
   e. Substantial writing sample (e.g., graduate seminar paper, undergraduate research paper on a relevant topic) from applicants to the literature programs. Ph.D. candidates should submit a master’s thesis or equivalent.
   f. Academic writing sample—an M.A. thesis or substantial seminar paper in an area related to Japanese linguistics, pedagogy, or second-language acquisition—from Ph.D. applicants to the Japanese language and pedagogy program.
   g. Graduate Record Examinations scores from applicants to the language and pedagogy program who are native speakers of English.
   h. Evidence of proficiency in Japanese from nonnative speakers of Japanese who are applicants to the language and pedagogy program.

 Speaking. Minimum ACTFL scale of intermediate-high (advanced-high for Ph.D. candidates). Candidates may submit formal testing results through ACTFL, or a member of the faculty can give an oral interview over the telephone or in person.

Listening, Reading, and Writing. Candidates must supply intermediate-high proficiency in Japanese as a foreign language. Those with intermediate level (nijyu) are required to complete the oral transmission test in December by the Association of International Education and the Japan Foundation. Ph.D. candidates must submit the intermediate level (nijyu) of the test. Priority is given to applicants whose files are complete by February 15. A departmental faculty committee reviews the completed file and notifies the applicant of its decision.

Master of Arts Requirements
Chinese
Option One. This is the usual option for students seeking the M.A. degree in East Asian Languages and Literatures with a specialization in Chinese literature. It requires successful completion of a minimum of fourteen 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 adviser-approved graduate courses in literary theory or another literature; Chinese Bibliography (CHN 580); one approved course in language pedagogy, Asian history, or another field relevant to the student’s career objectives; and five Chinese seminars. With the adviser’s approval, one course in Reading and Conference (CHN 605) may be counted as one of the fourteen courses. Students must pass a comprehensive written examination at the end of study or write a master’s arts thesis. Students who elect to write a thesis must register for 9 credits of Thesis (CHN 503).

Option Two. A master’s student may, in consultation with the student’s adviser, apply for early entry to the Ph.D. program. Such applications are typically made in spring term but, in any event, only after at least two terms at the university. Applications must include transcripts, three recommendations, and a statement of the student’s prospective course of study. Students who elect this option are awarded the master’s degree upon completion of the course work for the Ph.D. degree. This option requires successful completion of a minimum of twelve 4-credit 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 adviser-approved graduate courses in literary theory or another literature; Chinese Bibliography (CHN 580); one approved course in language pedagogy, Asian history, or another field relevant to the student’s career objectives; and five Chinese seminars. With the adviser’s approval, one course in Reading and Conference (CHN 605) may be counted as one of the twelve courses. Students must pass a comprehensive oral examination that covers the student’s primary areas of study.

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.

Students who are admitted with a proficiency at the intermediate-high level on the ACTFL scale must take language courses until they attain the advanced level.


2. Two elective courses:
   a. One course in Japanese culture, which may be selected from among the following courses: Japanese Film (JPN 507), Japanese Cinema (JPN 571), Japanese Film and Literature (JPN 571), Japanese Society and Culture (ANTH 686), Japanese Print Media (JPN 589), Japanese History (JIST 500), Japanese Politics (JPS 554).
   b. One adviser-approved course, which may be selected from Workshop (JPN 508), Classical Japanese Literary Language (JPN 537, 538), Japanese Discourse Structure (JPN 442), Second-Language Teaching Practice (LING 546), or East Asian, linguistics, or education courses.

Practicum: Teaching (JPN 690)
Second-Language Acquisition (LING 544) and Second-Language Teaching (LING 545)

Literature. The M.A. degree in East Asian languages and literatures with a specialization in Japanese literature requires successful completion of a minimum of twelve graduate-level courses including:

1. Topics in Premodern Japanese Literature (JPN 524), Topics in Modern Japanese Literature (JPN 525), or Modern Japanese Writers (JPN 526).

2. Two graduate courses in literary theory and criticism.

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 take both terms of Classical Japanese (JPN 537, 538).

4. Students without training in classical Japanese must take at least the first term of Classical Japanese Literary Language (JPN 537).

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 the 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 completion of a minimum of six 4-credit graduate-level courses beyond those required for the M.A. degree. Depending on the student's background or preparation at the time of admission to the Ph.D. program, the number of required courses may be nine or twelve. Courses must be chosen in consultation with the student’s adviser.

Course Work
1. Complete successfully
   a. Six courses in Chinese literature or film
   b. Three methods courses—Issues in Early Chinese Literature (CHN 221), Issues in Medieval Chinese Literature (CHN 524), Issues in Modern Chinese Literature (CHN 525) or equivalents—unless the student has already taken these courses
2. Choose one of the following options:
   a. Demonstrate the ability to use a second foreign language substantively in research or pass a translation examination in the language
   b. Demonstrate advanced knowledge of a particular methodology or theory by taking three graduate-level courses, including one course in Reading and Conference (CHN 605) for which the student writes a paper applying the methodology to Chinese literature
   c. Complete three courses in a secondary literature

Examination and Dissertation
1. Pass a qualifying examination, which advances the student to degree candidacy. The examination consists of three questions, selected from six, on the student's primary areas of study. The student answers one question on a day on three successive days. Three hours are allotted to answer each question
2. Present and orally defend a dissertation proposal and bibliography—paying attention to methodology, sources, historical background, and theory—within two terms of becoming a degree candidate
3. Write and successfully defend a Ph.D. dissertation. The Graduate School requires at least 18 credits in Dissertation (CHN 603)

Japanese
Language and Pedagogy. Students choose two areas of specialization from linguistics, language learning, or language teaching (e.g., discourse analysis and syntax, teaching methods and curriculum and materials development, acquisition and phonology). The annotated bibliography and the comprehensive exams are based on these two areas. If possible, the qualifying paper also should be based on at least one of the areas of specialization.

Requirements for advancement to candidacy—Items 1 through 5 below—may be satisfied in any order, but students are strongly encouraged to complete the qualifying paper and annotated bibliography before taking the comprehensive exam.

Requirements for the Degree
1. Course work. Courses used to fulfill this requirement must be chosen in consultation with a faculty adviser
   a. Syntax and Semantics II (LJNG 552)
   b. Two or three courses in Japanese or general linguistics
c. Two or three courses in second language acquisition
d. Two or three courses in Japanese pedagogy or general pedagogy or approved education courses
e. One course in statistics
f. Seminar: Prosseminar (JPN 507)
2. Qualifying Paper. The qualifying paper must make a significant contribution to the field (i.e., it must be of publishable quality). It must be approved by two readers, at least one of whom is a member of the East Asian languages and literatures faculty
3. Annotated Bibliography. The bibliography should have a section for each of the student’s areas of focus. The list of bibliographic materials should be equivalent to references required for an M.A. thesis
4. Comprehensive Exams. There are two comprehensive exams, one for each area of specialization. Each exam is taken over the course of three days. While preparing for each exam (i.e., compiling the annotated bibliography), students create four or five potential questions for the exam. The exam, which is a combination of the student’s proposed questions and faculty questions, has five questions; the student must answer four of them
5. Language Requirement. One year of course work or the equivalent in a second language
6. Dissertation Proposal. Within one month of advancement to candidacy, the student forms a dissertation committee of at least four members. More information about the committees is available in the Graduate School section of this catalog. The dissertation proposal must be approved by the chair and one other member of the dissertation committee
7. Dissertation. Write and successfully defend a 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 expertise, needs, and interests of the student, the 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.
   a. Two or three courses in Japanese literature and/or film
   b. Two or three courses in a period- or genre-based comparative field and/or in a minor literature
   c. Two courses in critical theory
   d. 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, demonstration of acceptable reading knowledge of additional foreign or classical languages, or the successful completion of third-year level literature courses in that language.

The student must successfully complete an advancement to candidacy examination, which typically consists of the writing and presentation for approval to the faculty committee of a substantial prospectus (twenty to twenty-five pages) on 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)
106 Field Studies: [Topic] (1-2R)
108 Workshop: [Topic] (1-2R)
119 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.
300 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
405 Reading and Conference: [Topic] (1-21R)
406 Field Studies: [Topic] (1-18R)
407 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-21R)
409 Supervised Tutoring (1-5R)
410 Experimental Course: [Topic] (1-5R) Prereq: instructor’s consent.
450/550 Teaching East Asian Languages and Literatures at College Level (2R) Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums. Prereq: for non-CFTIs: instructor’s consent. R thrice for maximum of 6 credits.
600 Colloquium: [Topic] (1-3R) K twice when topic changes for maximum of 9 credits.

Chinese Courses (CHN)
Placement examinations are required for new students who have exposure to Chinese, either through formal course work or through informal contact. 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 First-Year Chinese (5, 5, 5) Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.
150 Introduction to the Chinese Novel (4) Introduction to one long or several short novels. Focuses on plot, character, cultural 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 aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese. Prereq: one year of Chinese or equivalent.
203, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: two years of Chinese or equivalent.
305, 306, 307 History of 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 in Traditional Chinese Literature (4) Literature by and about women in traditional Chinese culture. Readings in English.
351 Women in Modern Chinese Literature (4) Women in Chinese literature during the 1920s and 1930s and the post-Mao period of mainland culture. Larson.
399 Special Studies: [Topic] (1–5R) Topic varies from term to term. R for maximum of 12 credits.
401 Research: [Topic] (1–4R)
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 (1–4R) Prereq: instructor’s consent. R for maximum of 15 credits.
410/510 Experimental Course: [Topic] (1–5R) Prereq: instructor’s consent.
411, 511, 412, 512 Fourth-Year Chinese (4,4) 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 of Chinese modern literary and cultural texts. Topics change yearly. R once, with instructor’s consent and when topic changes, for maximum of 8 credits.
423/523 Issues in Early Chinese Literature (4) Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative. Prereq: instructor’s consent.
424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about Chinese poetry and its characteristics. Prereq: instructor’s consent.
425/525 Issues in Modern Chinese Literature (4) Explores scholarship on and questions raised about modern Chinese literature and culture, includes realism, modernism, gaudy, and literary form. Prereq: instructor’s consent.
431/531, 432/532, 433/533 Advanced Chinese (4,4,4) Exclusively uses of authentic materials, both spoken and written. Sequence. Prereq: four years of Chinese or instructor’s consent.
436/536, 437/537 Literary Chinese (4,4,4) 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 political 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 archetype of the literature of long suffering. Readings from the Shijing and Chuci and on questions of thematic and linguistic transmission. Prereq: instructor’s consent.
455/555 The Han-Tang Poetic Tradition (4) Examines Han interpretations of classic poetry anthologies as they were received in the poetry of the Han, Six Dynasties, and Tang. Prereq: instructor’s consent.
456/556 Traditional Chinese Law and Literature (4) Considers Chinese law as defined in the late Zhou and Han periods and as reflected in the statutes, short fiction, and 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 2,500 years. Prereq: instructor’s consent.
503 Thesis (1–6R)
601 Research: [Topic] (1–10R)
602 Supervised College Teaching (1–16R)
603 Dissertation (1–16R)
605 Reading and Conference: [Topic] (1–16R) Prereq: instructor’s consent. R as student projects warrant.
606 Field Studies: [Topic] (1–16R) Prereq: instructor’s consent.
607 Seminar: [Topic] (1–4R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources are in Chinese, English, or both. R when topic changes.

Japanese Courses (JPN)

Placement examinations are required for new students who have exposure to Japanese. Experience through formal coursework or through informal conversation. Native speakers of Japanese or students whose competence in the language already exceeds the scope of the material may not enroll in Japanese-language courses.

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.
196 Field Studies: [Topic] (1–2)
proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 410/510 or instructor's consent.


440/540 Japanese Phonology and Morphology (4) Introduction to Japanese phonology and morphology. Covers basic phonetic aspects in relation to phonological analysis. Morphologic topics include word formation and other morphosyntactic aspects. Prereq: LING 290 or JPN 303 or instructor's consent.

441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, case marking, typological characteristics, phrases, and clauses. Prereq: LING 290 or 421/521, three years of Japanese or instructor's consent.

442/542 Teaching Japanese as a Foreign Language I (4) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, demonstrations, and writing short papers. Prereq: two years of Japanese-language study and LING 444/544 or instructor's consent.

443/543 Teaching Japanese as a Foreign Language II (4) Focus on curriculum development, materials development, evaluation, and class management. Prereq: JPN 443/543.

450/550 Japanese Bibliography (2) Examination of basic reference works in both Western languages and Japanese; training in research methods. Prereq: two years of Japanese of instructor's consent.


471/571 The Japanese Cinema (4) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as a narrative form and artists' efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

472/572 Japanese Film and Literature (4) Contemporary Japanese culture examined through film and fiction. Focus on writers' and filmmakers' efforts to define a national cinema. Topics vary. Prereq: JPN 471/571. Readings, films, and discussions in English.

503 Thesis (1-6R) For students whose competence in the language already exceeds the scope of the materials may not enroll in Korean language classes.

504 Research: (Topic) (1-10R) Prereq: Instructor's comment. R as approved by the faculty.

505 Reading and Conference: (Topic) (1-16R) Prereq: Instructor's comment. R as approved by the faculty.

506 Supervised College Teaching (1-16R) Prereq: Instructor's consent. R as approved by the faculty.

507 Dissertation (1-16R) R as approved by the faculty.

508 Structure of Japanese Discourse (4) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, referential choice, and sentence styles. Prereq: JPN 411/511 or instructor's consent.


Korean Courses (KRN)

Native speakers of Korean or students whose competence in the language already exceeds the scope of the materials may not enroll in Korean language classes.

101, 102, 103 First-Year Korean (5, 5, 5) Introduction to basic Korean grammar, syllabary, conversation, and characters. Prereq: Instructor's consent.

201, 202, 203 Second-Year Korean (5, 5, 5) Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Prereq: KRN 103 or equivalent. Offered alternate years with KRN 101, 102, 103; not offered 2003-4.

Economics

Van W. Kolpin, Head Department

(541) 346-4061
435 Prince Lucien Campbell Hall
http://economics.uoregon.edu/

Faculty

Bruce A. Bluhm, associate professor, Knight Professor of Social Science (applied econometrics, industrial organization, international trade). B.A. 1988, Gustavus Adolphus, M.A. 1993, Ph.D., 1995, California, Davis. [1985]

Trudy A. Cameron, Raymond F. Miketoff Professor of Environmental and Resource Economics (applied microeconomics, applied econometrics). B.A. 1977, British Columbia; Ph.D., 1982, Princeton. [2001]


Robin McKnight, assistant professor (public finance, health economics, labor economics). B.A. 1985, Amherst; Ph.D. 2002, Massachusetts Institute of Technology. [2003]


Glenn R. Waddell, assistant professor (applied econometrics, industrial organization, labor economics). B.S., 1995, Trenton; M.S., 1996, Miami; Ph.D., 2000, Purdue. [2001]


Special Staff

Cathleen S. Lonn, associate professor (econometrics, labor), director, Social Science Data Services Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. [1987]
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 freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus sequence, to be taken in the freshman or sophomore year. Suggested preparation for second-year college transfer students is (1) the equivalent of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (2) the equivalents of either Calculus for Business and Social Science LI (MATH 241, 242) or Calculus LI,II,III (MATH 251, 252, 253) and Introduction to Methods of Probability and Statistics (MATH 243).

Undergraduate Resources. Rooms 405-407 in Prince Luccin Campbell Hall house the economics undergraduate resource center. Close to the department’s main office and to faculty and graduate teaching fellow offices, this area has facilities for study-group meetings, research, and consultation with peer advisers. Its convenient location makes it easy to reach between classes or while waiting to see a faculty member. The undergraduate study room and peer-advising facility houses information on graduate schools, internships, jobs, and graduation requirements. This resource room, which contains four modern computers that are networked to university computing facilities, contains another study area.

Online Courses. Two economics courses are offered via the Internet—Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). These courses are self-paced, and the examinations are administered on the World Wide Web. The courses, which must be completed within a standard ten-week term, are open to enrolled and community education students and to high school students who have completed university course work. More information is available from the department or in the Undergraduate Program section of the department’s website.

CAREERS. Career opportunities in economics are found in federal, state, and local government agencies; private industry; various nonprofit organizations; and journalism. A bachelor’s degree in economics provides an excellent background for admission to law school and business school. Students with superior undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education, economic research organizations in government, and private industry.

Major Requirements

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year.
2. Calculus for Business and Social Science LI (MATH 241, 242) or Calculus LI,II,III (MATH 251, 252, 253). Should be completed by the end of the sophomore year.
3. Introduction to Probability and Statistics (MATH 243) or Econometrics (EC 423) for students who have completed MATH 253. Should be completed by the end of the sophomore year.
4. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) or Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413). Should be completed by the end of the junior year.
5. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424). EC 425 is recommended. Should be completed by the end of the junior year.
6. Additional 28 credits in economics courses numbered 400 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, and no more than 8 of the 28 may be in courses numbered 400 or above.
7. Grades of C- or better in courses taken to satisfy major requirements. Exceptions are courses offered P/N only—EC 401, 402, 405, and 408. No more than 6 credits graded P/N may be applied to the economics major.
8. A student who has earned 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 (EC 480, 481), the student cannot use International Economic Issues (EC 380) to satisfy 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 goals. Suggested course work for seven professional concentrations is described below. Sample programs for each concentration, descriptions of career possibilities, and recommendations for additional preparation are available in the undergraduate resource center and the department office.

Business Economics—Banking and Finance
1. Complete major requirements including
   a. Money and Banking (EC 370) or Monetary Policy (EC 470).
   b. Issues in Industrial Organization (EC 360) or Multinational Corporations (EC 494).
   c. International Economics (EC 380) or International Finance (EC 480) or 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 Public Economics (EC 450).
   b. Urban and Regional Economics (EC 430) or Public Economics (EC 440).
   c. Issues in Industrial Organization (EC 360) or Multinational Corporations (EC 494).
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 Public Economics (EC 440).
   c. Issues in Industrial Organization (EC 360) or Multinational Corporations (EC 494).
   d. Labor Market Issues (EC 350) or Public Economics (EC 450).
2. Complete a minor or equivalent in political science or planning, public policy, and management.

Environmental Economics
1. Complete major requirements including
a. Resource and Environmental Economic Issues (EC 333) or Environmental Economics (EC 433)
b. Issues in Public Economics (EC 340) or Public Finance (EC 440)
c. Issues in Industrial Organization (EC 360), Theories of Industrial Organization (EC 460), or Industrial Organization and Public Policy (EC 461)

2. Complete the environmental studies minor or an approved equivalent

**Graduate Preparation in Economics and Mathematical Economics**

1. Complete major requirements including
   a. Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413)
   b. Calculus II (MATH 251, 252)
   c. Econometrics (EC 423, 424)
   d. Games and Decisions (EC 427). Behavioral and Economic Microeconomics (EC 428), or Topics in Mathematical Economics (EC 429)

2. Complete a minor in mathematics

**International and Development Economics**

1. Complete major requirements including
   a. International Finance (EC 480) and International Trade (EC 491)
   b. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 460), or Issues in Economic Growth and Development (EC 491)
   c. Issues in Industrial Organization (EC 360), Theories in Industrial Organization (EC 460), or Multinational Corporations (EC 484)
   d. Money and Banking (EC 370) or Monetary Policy (EC 470)

2. Complete a minor or the equivalent in business administration, political science, history, international studies, or an area studies program

**Law and Economics and Political Economy**

1. Complete major requirements including
   a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
   b. Labor Market Issues (EC 350) or Labor Economics (EC 450)
   c. Issues in Industrial Organization (EC 360), Industrial Organization (EC 460), Industrial Organization and Public Policy (EC 461), or Multinational Corporations (EC 484)
   d. International Economics (EC 380) or International Trade (EC 481)
   e. Games and Decisions (EC 427)

2. Complete a minor or equivalent in political science

**Departmental Honors**

Qualified students may apply to graduate with honors in economics. Two requirements must be met:

1. Completion of upper-division economics courses with a least a 3.50 grade point average
2. Completion of a research paper, written under the guidance of a faculty member, for 4 credits (EC 491). A copy of the completed paper, approved by the faculty adviser, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate

Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they intend to graduate.

**Minor Requirements**

A minor in economics requires 24 credits distributed as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Microeconomics</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>Introduction to Economic Analysis</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td>Microeconomics (EC 201)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Intermediate Microeconomic Theory (EC 311)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Two additional upper-division 4-credit courses in economics</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

The two upper-division 4-credit courses must be taken at the 400 level. All courses applied to the economics minor must be completed with grades of C− or better.

A student who has received credit for a 400-level course cannot receive credit toward the economics minor for a corresponding 300-level course.

**Kindergarten through Secondary Teaching Careers**

Students who complete a degree in economics are eligible to apply to the College of Education’s five-year licensure program in middle-secondary teaching or the five-year licensure program in elementary teaching. More information is available in the College of Education section of this catalog.

**Graduate Studies**

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). Graduate fields include macroeconomics, applied econometrics, game theory, economic growth and development, industrial organization, international economics, labor economics, public finance, and environmental economics. A detailed description of degree requirements may be obtained from the department office.

General information about graduate work at the University of Oregon is available in the Graduate School section of this catalog.

Applicants for admission must submit the following to the department:

1. Scores on the general test of the Graduate Record Examinations (GRE) sent by the testing center
2. Three letters of recommendation
3. Complete transcripts of previous work sent by the issuing institution

At minimum, applicants should have a knowledge of mathematics equivalent to Calculus III, III (MATH 251, 252, 253), Knowledge equivalent to Several-Variable Calculus III (MATH 281, 282) and Linear Algebra (MATH 341, 342) is recommended.

Applicants whose native language is not English and who have not graduated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL). Applicants to the Ph.D. program whose native language is not English must also submit a Speaking Proficiency English Assessment Kit (SPEAK) or Test of Spoken English (TSE) score.

**Master’s Degree**

The Department of Economics offers a master’s degree program to prepare students for consulting and applied research positions in private industry and government, teaching positions in two-year colleges, or study for a Ph.D. in economics.

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

   **a. Course Work Option.** Seven elective field courses, at least four of which must be at the 600 level and must include Seminar: Econometrics II (EC 607) or Seminar: Econometrics II (EC 607). The 600-level courses must be approved by the candidate’s adviser 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 3 credits in EC 601 may be applied to the 45-credit minimum for the research paper and no more than 9 credits in EC 603 may be applied to the 51-credit minimum for the thesis

   The thesis or research paper, on a topic from the area of economics in which a 600-level field course was taken, must be approved by two department faculty members. The candidate’s committee must have approved a prospectus for the thesis or research paper before the term in which the thesis or research paper is approved

4. All the courses taken to satisfy master’s degree requirements (except EC 503, 601, and 665) must be taken for letter grades and completed with a least a 3.00 cumulative grade point average

**Time Limits.** Students who choose the course work option must complete all the master’s degree requirements within three years. Students who choose the research option must complete all the 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.

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

**Doctor of Philosophy Degree**
A Ph.D. in economics prepares students to teach at liberal arts and research universities; to work in state, federal, and international organizations; and to conduct research or work as a consultant for private industry. 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 608, all economics courses must be taken for letter grades.

1. Core requirements must be completed in the first year and must include three terms each of microeconomic theory, macroeconomic theory, and econometrics. Students who complete these nine courses with a GPA of 3.90 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 3.90 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 3.90 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade lower than mid-B and pass it with a grade of mid-B or better.

3. Students must file an approved program of study by December 15 following the qualifying examination.

4. Two-term EC 607 sequences in two fields of economics must be completed with a 3.00 GPA or better. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty who have specialties in that field.

5. Five elective EC 607 courses in economics must be taken outside the two fields. Advancement to candidacy may be requested after the student has completed the above requirements and orally defended a prospectus for the dissertation, which must include a minimum of 6 credits in Research (EC 601). Students must be enrolled for at least 3 credits during the term of their advancement.

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 final public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School.

**Time Limits.** The Graduate School’s seven-year time limit for completion of all Ph.D. degree requirements begins with the most recent year of three consecutive terms of full-time enrollment in permanently numbered graduate courses. The economics department requires that every Ph.D. student in economics complete all degree requirements in eight years, beginning with the student’s first term of enrollment in the economics doctoral program.

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 doctorate in economics at the University of Oregon is designed as a four-year program for full-time students. Students in the Ph.D. program may apply to be awarded a master’s degree after two years of full-time study in the doctoral program.

Detailed information is given in the department’s pamphlet, *Graduate Studies in Economics*.

**Support Services**

**Social Science Data Services Laboratory**
Cathleen S. Leue, Director
(541) 346-1335
451 McKenzie Hall

The Social Science Data Services Laboratory specializes in data acquisition, access to online data, and the archiving of local data. The laboratory’s membership in the Inter-University Consortium for Political and Social Research entitles the university community to order data from the largest data archive in the world. Data available to consortium members include panel study of income dynamics, international financial statistics, census data, national crime statistics, and current population surveys. The laboratory also participates in the National Center for Health Statistics Public Use Data Tape Program. The laboratory stores data from the panel study of income dynamics, international financial statistics, Citibase, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

The laboratory services include locating and ordering data and creating subsets of these data, training users to use the basic system and the SAS statistics package, and moving data to the university’s VMS cluster. The laboratory also archives data sets generated by campus researchers.

**Social Science Instructional Laboratory**
Cathleen S. Leue, Director
(541) 346-2547
442 and 445 McKenzie Hall

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 them publish on the World Wide Web and design multimedia presentations. Staff members teach students computer applications, offer consulting services, help students find and retrieve real-world data, and provides research assistance to social science graduate students. Any UO student may use the laboratory whenever it is not in use by a class.

The Social Science Instructional Laboratory consists of a twenty-three-station laboratory and a thirty-three-station laboratory. Both contain state-of-the-art, Pentium-based computers with sound, high-end video, twenty gigabytes of storage, and CD drives. Each laboratory is equipped with an instructor station, a wheelchair-accessible station, a scanner, and a computer projector system. Printing capabilities include two laser printers, a color laser printer, a large-format color printer, and a high-speed printer. The laboratories have Microsoft Office Suite, a large selection of statistical software, and software for GIS, web editing, graphics (e.g., Freehand and Photoshop), and specific class needs.

The Internet and e-mail accounts are easily accessed using laboratory computers.

The Social Science Instructional Laboratory houses the instructional geographic information systems (GIS) laboratory, in which students can use the powerful Arc/Info software to create maps and conduct spatial analyses.

**Economics Courses (EC)**

101 Contemporary Economic Issues (4) Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.

198 Special Studies: Topic ([1–3R])

201 Introduction to Economic Analysis: Microeconomics (4) First term of introductory sequence in principles of economics. MATH 111 recommended.


HC 204 (H) Honors College Introduction to Microeconomics (4) See Honors College

HC 205 (H) Honors College Introduction to Macroeconomics (4) See Honors College

311 Intermediate Microeconomic Theory (4) Consumer and firm behavior, market structures, general equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: EC 201, MATH 111. Students cannot receive credit for both EC 311 and ECON 311.


330 Urban and Regional Economic Problems (4) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201, 202, Whitelaw.

339 Resource and Environmental Economic Issues (4) Economic analysis of renewable and nonrenewable natural resources; environmental issues and policies. Prereq: EC 201, Cameron, Harbaugh, Whitelaw.


350 Labor Market Issues (4) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201, 202. Singell, Stone.

360 Issues in Industrial Organization (4) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201, 202. Blonigen, Wilson.


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.

390 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

404 Internship (1–4R) R for a maximum of 4 credits.

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)


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 253 and elementary statistics. Haynes, Kolpin, Singell, Thoma.

427/527 Games and Decisions (4) Game-theoretic methods of decision-making. Topics may include extensive-form games, noncredible threats, payoffs on the deterministic equilibrium; strategic-form games, undominated strategies, Nash equilibrium, coalition games, and the core. Prereq: MATH 111 or equivalent. Van den Nouweland.

428/528 Behavioral and Experimental Economics (4) Investigates the "rational choice" model and behavioral alternatives, using laboratory experiments. Topics may include altruism, auctions, cognitive and behavioral finance, bounded rationality, hyperbolic discounting, and decision-making under uncertainty. Prereq: EC 311. Harbaugh.

429/529 Topics in Mathematical Economics (4) Mathematical formulations of economic theory. Linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prereq: EC 311, 313 and elementary calculus. Kolpin, van den Nouweland.

430/530 Urban and Regional Economics (4) Location theory: urbanization and metropolitan growth; regional analysis: intraurban rent, location and land use, size distribution of urban areas, welfare economics, political economy, and urban problems. Prereq: EC 311. Whitelew.

432/532 Economy of the Pacific Northwest (4) Locational factors influencing development of the region's major industries: recent changes in income and population; problems and government policies in the areas of taxation, environment, and planning. Prereq: EC 311. Whitelew.

433/533 Resource and Environ­mental Economics (4) [Approximate time pattern of harvest for a replenishable resource and appropriate rate of exhaustion of a nonreplenishable resource. Issues in natural resource and environmental policies. Prereq: EC 311. Cameron, Harbaugh, Whitelew.


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. Ellis.


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, Kolpin, Wilson.


492/584 Multinational Corporations (4) Economic perspective of multinational corporations. Explores the policies governments use to influence corporate behavior and patterns of investment; taxation as a tool for implementing public policy. Prereq: EC 311, Davies.


491/591 Issues in Economic Growth and Development (4) Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 311, 313. Chakraborty.

492/593 The Evolution of Economic Ideas (4) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 311, 313. Thoma.

494/594 Issues in Modern Economic Thought (4) Contemporary works that have been, or are, influential in shaping economic policy. Linkages among current comprehensive social theories and their relationship to earlier ideas. Prereq: EC 311.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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


608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1-3R) Graduate teaching fellows may earn 3 credits a term; available to other graduate students with department head's consent.
English
Warren Ginsburg, Department Head
(541) 346-3611
(541) 346-1509 fax
110 Prince Lucien Campbell Hall
1286 University of Oregon
Eugene OR 97403-1280
http://darkwing.uoregon.edu/~eng/

Faculty


Steven Shuckman, College of Arts and Sciences Distinguished Professor (16th-century literature, the classical tradition, comparative literatures); director, Oregon Humanities Center. B.A., 1966, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1963)


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

Participating
T. Givon, linguistics
Russell S. Tomlin, linguistics

Undergraduate Studies
The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

CAREERS. The study of English opens doors to many careers. All fields of endeavor place high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the 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 advisor. 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. Students who declare an English major fall 2003 or after must take at least 26 of the required 36 upper-division credits at the University of Oregon.

**Lower-Division Courses** 21 credits

**Introduction to the English Major (ENG 220)** (ENG 221, 222, 223)................. 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

**Upper-Division Courses** 36 credits

One English literature course, pre 1500 .................................................. minimum of 3

Two literature courses, 1500 to 1789 .............................................. minimum of 6

Two literature courses, 1789 to the present ................................ minimum of 6

One literary theory or criticism course (not limited to ENG 300) ........ minimum of 3

One folklore, ethnic literature, or women’s literature course, ................................ minimum of 3

Additional upper-division course work in literature or writing or a combination of both to total 36 credits. No more than 6 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 enroll in Seminar (ENG 407) on a topic 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 supervision of two faculty members. The honors program is fully compatible with courses and requirements in the department.

**Honors Program Admission.** Students are recommended by a faculty member for admission to the honors program during their sophomore year. However, admission is possible as late as the junior year. Entry into the program is determined by the honors program director after a review of the student’s achievement in literature courses and other evidence of superior academic ability.

**Honors Degree Requirements.** Two or three honors seminars should be taken during the sophomore and junior years. By the end of the junior year, a prospectus for the senior honors project should be submitted to the program director. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The 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 thesis must be approved by the faculty adviser and a second faculty member after a formal presentation.

**Minor in English**

The English minor requires 24 credits of approved course work selected from the documents titled University of Oregon English Major Requirements and Advising Supplement, which is updated each year. Both documents are available in the Department of English office. Only courses with the ENG subject code and writing courses numbered WR 320, 321, or 423 may be used for the minor. Introduction to Literature (ENG 104, 105, 106) and transfer equivalents may not be used to satisfy minor requirements.

A maximum of 6 credits may be taken in lower-division courses, and all upper-division courses must be taken in residence at the University of Oregon. Course work must be taken for letter grades and passed with grades of mid-C or better. Courses applied to another major or minor may not be used to satisfy requirements for the minor in English.

**Certificate in Film Studies**

The certificate requires 36 credits: 12 credits in Group 1 and 24 upper-division credits in Groups 2, 3, and 4. Students must earn a grade of mid-C or better in required courses, including independent studies.

**Group 1: Introduction to Film Studies.** Media Aesthetics (ENG 260) and History of the Motion Picture (JIL (ENG 265, 266)

**Group 2: Aesthetics, Theory, and Methods of Film Studies.** At least one course from English, music, and history and communication, or other departments or departments on national cinema—China, France, Germany, Russia, or other nations—and other topics emphasizing the aesthetic aspects of film.

**Group 3: Film and Society.** At least two courses from foreign-language departments, English, the social sciences, sociology, and communication, or other departments or schools on national cinema—China, France, Germany, Russia, or other nations—and other topics emphasizing the aesthetic aspects of film.

**Group 4: Electives.** At least two electives selected in consultation with an adviser in the film studies area. These courses can be in a related field, such as theatre arts, or another film course. Up to four credits in independent study can be applied to any one of the group requirements except Group 1.

**Graduate Studies**

The Department of English offers graduate study in English and American literature, film studies, folklore, and rhetoric and composition. 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 packet.

**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 department also offers an emphasis in film studies. Students whose goal is a doctorate specializing in English and American literature should apply for admission to the department’s doctoral program (described below). Students who complete the M.A. program at the University of Oregon and want to enter the Ph.D. program must reapply to the department for admission into that program.

**Admission Requirements**

1. An undergraduate grade point average (GPA) of at least 3.00 (B+) or, if the student has 12 or more credits of graduate work in English, a graduate GPA of 3.30 or better.

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 or download it from the web; links are on the department’s website under Graduate Studies.

2. Send the first copy to the UO Office of Admissions with a $50 admission fee and the second copy to the graduate secretary.

3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the UO Office of Admissions, the other to the graduate secretary.

4. Submit or have sent to the graduate secretary a. An official record of GRE scores

b. Letters of recommendation from three people familiar with the applicant’s academic background and intellectual abilities

c. A personal statement of background and objectives in pursuing the course of study

d. A writing sample that demonstrates the applicant’s ability in literary studies.

The application deadline for fall-term admission is January 15. Candidates are admitted only for fall term.

The completed file is reviewed by the department’s graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

**Degree Requirements**

Completion of the degree requires reading competence in one foreign language. Reading competence may be demonstrated by a B+ average in the yearlong Old English sequence; a grade of mid-B or better in the last term of a
second-year language course or an approved
300-, 400-, or 600-level literature course with
readings in the target language; scoring at the
25th percentile or better on the Graduate Student
Foreign Language Test (GSFLT); or passing the
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
director. 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
one's graduate work for the M.A. in English. The emphasis
is oriented toward students who want to be
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 adviser oversees Reading and Conference (ENG 603) during the first term: helps the
student develop an individual plan of study, which
must be approved by the director of graduate studies; and directs the master's thesis
during the final term of study.

Course requirements

- Reading and Conference (ENG 603) in media aesthetics and film theory
- Three 500-level film courses
- One 600-level film seminar
- Two 600-level seminars in theory, criticism, folklore, or 20th-century literature
- Two 600-level seminars in the School of Journalism and Communication
- Two or more graduate courses in film studies or related courses in other departments
- Thesis (ENG 503)

Interdisciplinary M.A.

For information see the description of the Interdisciplinary Studies: Individualized Program (ISIP) in the Graduate School section of this catalog.

Doctor of Philosophy Degree

Students who want to pursue a Ph.D. at the
University of Oregon should apply directly to the
doc toral program. Students in the doctoral program who have not earned an M.A. prior to
being admitted may receive the M.A. at the
appropriate stage of their course of study, typically
at the end of the second year (subject to the
fulfillment of department and university M.A. requirements listed in the Graduate School
section of this catalog).

The number of places in the Ph.D. program
is limited, and admission is competitive.

Admission Requirements

1. A bachelor of arts (B.A.) or a master of arts
(M.A.) in English or a related field, with at
least a 3.50 graduate grade point average (GPA)
2. A combined Graduate Record Examinations
(GRE) score of 1250 on the verbal section of
the general test and the literature in English
test
3. For non-native 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 version
Admission procedures are the same as for M.A.
degrees. The application deadline for fall term is
January 15: candidates are admitted only for fall term.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus.

The 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 on an approved 400-, 500-, or 600-level
literature course, with readings in the target language; scoring at the 75th percentile or better on the GSFLT; or passing the Toronto Medieval Latin examination at the Ph.D. level.

Students may petition the graduate committee
to test in languages that don't fit the above criteria.

Teaching

Doctoral candidates must have experience as
classroom teachers in the department before they
receive the degree.

Courses

The student must take eighteen seminars, six in
designated distribution areas:
  - Introduction to Graduate Studies in English
    (ENG 690)
  - Pre-1800
  - Renaissance
  - 1660-1800
  - 19th century
  - Literary theory

Individual Plan of Study. The twelve remaining
semesters, 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 also define
their individual plan of study according to one of
two structured emphasis options: film studies,
folklore, literature and the environment, medieval studies, or rhetoric and composition.
Each emphasis has a fixed set of courses and a
special section on the qualifying examination.

Graduate course work should be done at the 600 level. Exceptions to this policy must be made in
advance by the director of graduate studies in consultation with the individual faculty adviser.

A cumulative GPA of 3.50 or better in all
graduate work at the University of Oregon is the
minimum requirement for satisfactory progress
ward the Ph.D.

Qualifying Examination

Doctoral candidates must take the Ph.D.
qualifying examination at the beginning of the second
year of study. This examination, which covers
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 rete
it once, the following spring term.

Students who pass the qualifying examination
can complete their remaining course work during the
next three terms and begin preparing for the
Ph.D. oral examination. Those who have completed two graduate-level English courses
(taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of at least 3.30 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 each student
with 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 adviser or advisors and must be
approved by the English department graduate
committee. As a supplement to the Ph.D.
oral examination, a student may choose to complete a
one-to-two-hour written examination on
part 2. The Ph.D. oral examination may be retaken
only once.

Ph.D. Dissertation

After completing all other degree requirements,
the candidate should consult with a faculty adviser
willing to work in the area of the
student's interest and submit a dissertation
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 Testing Office of the University Counseling and Testing Center 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 AES 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, 1127 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.

104, 105, 106 Introduction to Literature (4, 4, 4)


151 Introduction to African American Literature (4) Not offered 2002-3.

159 Special Studies: [Topic] (1-5R)
207, 208 Shakespeare (4, 4) The major plays in chronological order with emphasis in the first term on the early and middle plays through Hamlet and in the second term on the later plays beginning with Twelfth Night. Preinkl, Gill, Rocke, 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. Preinkl, Ginsburg, Pypins.

230 Introduction to Environmental Literature (4) Introduction to the major literary genres of poetry, nonfiction, and fiction that examines the human place in the natural world. Clark, Crosswhite, Sayre, Rossi, Westling.

240 Introduction to Native American Literature (4) Not offered 2003-4.

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

255 Folklore and U.S. Popular Culture (4) Explores the relationship between folklore and popular culture, with special emphasis on the analysis of myths, icons, stereotypes, heroes, celebrities, rituals, and celebrations. Wojcik.

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.

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

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


312 African American Drama (4) Not offered 2003-4.


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. Huhndorf, Kintz, Pyle.

340 Jewish Writers (4) Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present. Stein. Not offered 2003-4.


399 Special Studies: [Topic] (1–5R) R when topic changes. 

Junior standing or above is a prerequisite for 400-level courses.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–6R) On- or off-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)

407/507 Seminar: [Topic] (1–5R) Selected seminars offered each year.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Selected topics offered each year.


413/513 Theories of Literacy (4) Approaches to literacy through theory, rhetoric and cultural studies. Examines issues involved with school and community literacy. Prereq: ENG 404, 604 Community Literacy. Clark.

414/514 Classical and Medieval Literary Theory (4) Origins of literary theory beginning with Plato through Plotinus and the Middle Ages, with attention to its importance for understanding the assumptions of later literary theory including contemporary. Shankman. Not offered 2003–4.


419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Criticism. Crosswhite, Kintz, Pyle.


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, Laskaya.

427 Chaucer (4) Close textual study of selected Canterbury Tales in Middle English; instruction in the grammar and pronunciation of Chaucer's language. Bayless, Boren, Earl, Ginsberg, Laskaya.


434/534 Spenser (4) Examines the works of Edmund Spenser. Rowe.

436/536 Advanced Shakespeare (4) Detailed study of selected plays and/or poetry. Freinkel, Rowe, Saunders.


451/551 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. Pyle, Rossi, Stein, Stevenson, Teich. R when topic changes.


461/561 American Literature to 1800 (4) Readings in American poetry, nonfiction prose, drama, and fiction. Rossi, Sayre.


471/571 Modern British Literature (4) Historical survey of dominant British genres, movements, works, and authors from 1900 to the present. Gage, Peppis, Wickes.

475/575 Modern Poetry (4) 20th-century British and American poetry with emphasis on the modernist period, 1910–45. Representative authors include Yeats, Stein, 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. Peppis, Wickes.

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. Huhndorf.


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., Melville, Hawthorne). Sherman, Wójciak.

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.

490/590 Film Directors and Genres: [Topic] (4R)

492/592 History of Rhetoric and Composition (4R)

493/503 Modern Rhetorical Criticism (4R)


496/596 Feminist Film Criticism: [Topic] (4R)

497/597 Feminist Literary Theory (4) Current and/or historical schools of literary theory that depend primarily on gender analysis. Clark, Farwell, Kintz, Wood.


503 Thesis (1–16R)
501 Research: [Topic] (1–16R)
502 Supervised College Teaching (1–16R)
503 Dissertation (1–21R)

604 Internship: [Topic] (1–6R) On-or off-campus internship in a variety of writing or literature-related settings.

605 Reading and Conference: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R) Selected seminars offered each year.

608 Workshop: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–16R)
611 Composition Graduate Teaching Fellow Seminar I (1–3) Issues in pedagogy related to the university's writing requirement. Laskaya.

612 Composition Graduate Teaching Fellow Seminar II (1–3) Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Laskaya.

613 Graduate Teaching Fellow Composition Apprenticeship (1–2) Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent. Laskaya.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one of three major theorists or a significant theoretical problem. Clark, Crosswhite, Li, Westling, Wood. R when topic changes.

620 Medieval Literature: [Topic] (6R) Recent offerings include Chaucer's Troilus and Criseyde, Humor and Vulgarity in Medieval Literature, Bayern, Boren, Earl, Ginsberg, Laskaya. R when topic changes.

630 Renaissance Literature: [Topic] (5R) Recent offerings include Hamlet, Jacobean Poets, Renaissance irrationalities. Pretzkel, Gage, Rockett, Rowe, Sanszuk. R when topic changes.

635 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Bohls, Dugaw, Sawyer, Shankman. R when topic changes.

640 19th-Century Literature: [Topic] (5R) Recent offerings include Romantic and Critical Nationalism, Horwitz, Smith, Stevenson, Teich. R when topic changes.


670 Modern Literature: [Topic] (5R) Recent offerings include James, Modernist Politics, Gage, Kintz, Peppis, Westling, R when topic changes.

690 Folklore: [Topic] (5R) Intensive study of selected topics in folklore. Recent offerings include Topics in Folk Art, Film and Folklore Fieldwork, Dugaw, Sherman, Wojcik. R when topic changes.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Fort.

691 Composition Theory: [Topic] (5R) Intensive study of topics related to rhetorical theory and the teaching of writing. Crosswhite, Gage, Laskaya, Teich. R when topic changes.

695 Film Studies: [Topic] (5R) Intensive study of selected topics related to film studies and literature. Recent topics include Introduction to Film Theory, Feminism, Comedy, and the Commercial-esque; Melodrama. Karlyn, Lesage. R when topic changes.


Expository Writing Courses (WR)

WR 49 is a self-supporting course offered through the Continuing Education, 332 Oregon Hall. A separate fee that is assessed for students enrolled in these courses must be paid in addition to regular tuition. This course carries credit for enrollment (eligibility) but not toward graduation; it satisfies no university or college requirement.

49 Developmental Composition (3) Concentrates on components of clear, focused essay writing. Emphasis on revision, identifying and correcting grammar and punctuation errors, and peer reviewing. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. Recommended for students with Test of Standard Written English (TSWE) score of 30 to 37. Marinor. Not offered 2003–4.

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 relationships of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing. Prereq: Test of Standard Written English (TSWE) score of 30 or better, WR 49, or equivalent.

122 College Composition II (4) Written reasoning as a process of argument. Developing and supporting thesis in response to complex questions. Attention to critical 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 and documenting argument based on the use of sources. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

196 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) 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.


399 Special Studies: [Topic] (1–5R) Prereq: sophomore standing or above. R when topic changes.

400/508 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) Prereq: junior standing or above. R when topic changes.

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
Gregory D. Buthun, adjunct professor (environmental data sampling, alternative energy, nonthermal modeling). See Physics.
Scott D. Bridgham, associate professor (ecosystem ecology, climate change, plant community dynamics). See Biology.
Trudy Ann Cameron, Raynold F. Miksaell Professor of Environmental and Resource Economics (environmental economics, ecumetrics, applied microeconomics). See Economics.
Patricia F. McDowell, professor (genomorphology, river management and restoration, Quaternary environments). See Geography.
Ted Traskie, assistant professor (philosophy of nature, environmental ethics, ecophenomenology). See Philosophy.
Daniel Udovic, professor (population ecology, metabolism, biology and environmental education). See Biology.
Patricia A. Walker, assistant professor (environmental politics, cultural geography, political ecology). See Geography.
Louise Westling, professor (modern British and American literature, ecocriticism, environmental humanities). See English.
The dates in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating Faculty
Keith Aoki, law
Karl Appuhn, history
Michael D. Axline, law
William S. Ayres, anthropology
John H. Baldwin, planning, public policy and management
Patrick J. Bakey, geography
Carol Ann Bassett, journalism and communication
Ann Bettman, landscape architecture
Alissa Biersack, anthropology
James Blanchard, physical activity and recreation services
Shawn Bolus, education
John E. Bonine, law
William E. Bradshaw, biology
G. Z. Brown, architecture
Aileen R. Buckley, geography
George C. Carroll, biology
Lawrence R. Carter, sociology
Katharine V. Cashman, geological science
Richard W. Catenholz, biology
Sezanne Clark, English
Shanen Cohen, geography
Robert M. Collins, law
John S. Crenson, computer and information science
James R. Croswell, English
Robert G. Dorn, political science
Jane L. Dawson, political science
Matthew Dennis, history
Irene Diamond, political science
Alan Dickman, biology
Jerome Dethimb, landscape architecture
Rebecca J. Disease, geological science
Bryan T. Downs, planning, public policy and management
Michael C. Drilling, sociology
Richard B. Emlot, biology
Paul C. England, chemistry
Arthur M. Farley, computer and information science
John B. Foster, sociology
John T. Gage, English
Dennis C. Galvin, international studies
Daniel Goldrich, political science
Patricia A. Gwartney, sociology
William T. Harang, economics
Susan W. Hardwick, geography
Kenneth I. Helphand, landscape architecture
Michael Hibbard, planning, public policy and management
Richard G. Hildreth, law
Janet Hudson, Oregon Institute of Marine Biology
Garrett K. Honge, creative writing
Carl J. Hoslicks, planning, public policy and management
David Hulse, landscape architecture
James E. Hutchinson, chemistry
Kanna A. Irwin, planning, public policy and management
Jon L. Jacobson, law
Bart Johnson, landscape architecture
Mark Johnson, philosophy
Ronald W. Kebl+. architecture
Douglass J. Kennett, anthropology
Laurel J. Kooser, journalism and communication
Joanna E. Lamiri, anthropology
Kenneth B. Lieberman, sociology
John T. Lysaker, philosophy
W. Andrew Marcar, geography
Richard D. Margerum, planning, public policy and management
Gregory McLaughlin, sociology
Jerry F. Medlar, political science
Robert A. Melnick, landscape architecture
Ronald D. Mitchell, political science
Geraldine Moreau, anthropology
Cassandra Munsley, Institute for a Sustainable Environment
Madonna L. Moss, anthropology
Alexander B. Murphy, geography
John Novak, political science
Jeffrey Osier, history
Stephen E. Peeples, journalism and communication
Daniel A. Pope, history
David C. Poore, planning, public policy and management
Robert C. Prout, international studies
Mark H. Reed, geological sciences
Gregory J. Retallack, geological sciences
John S. Reynolds, architecture
Robert G. Ribe, landscape architecture
William Ross, English
Bitty A. Roy, biology
Charles W. Rusch, architecture
Michael V. Russo, management
Gordon M. Sayre, English
Marc Schluesselberg, planning, public policy and management
Alan Shank, biology
Lynda P. Sharpe, biology
Paul Sloup, psychology
Michael Strong, physical activity and recreation services
Lawrence S. Sugiyama, anthropology
Richard P. Stuuterman, political science
Nora B. Terry;ig, English
Joseph W. Thornton, biology
Dennis Todd, honors college
Dunlgs R. Tomney, geological sciences
Terri Warltinski, fine and applied arts
Louise Westling, English
Peter B. Wetherax, biology
Ray J. Weldan, geological sciences
Cathy Whitlock, geography
A. Michelle Wood, history
Mary C. Wood, law
Richard York, sociology
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. Core faculty members listed above have dedicated responsibilities in the program. Participating faculty members have demonstrated professional interest in environmental studies by researching environmental issues, teaching courses that meet program requirements, and voluntarily participating in a variety of program activities. They are all available to advise students who are interested in environmental studies. More information about the faculty is available on the program’s website.

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 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 the nature and scope of the forces underlying...
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 adviser for possible substitutions.

2. Basic Requirements in Mathematics and Natural Science (20 credits)
   a. Majors must take at least one university-level mathematics course numbered 100 or higher; MATH 111 is recommended
   b. Choose a three-course combination from one of the following four groups
      - Chemistry, General Chemistry (CH 221–223) or transfer equivalent
      - Earth Sciences, Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) or Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), The Evolution of the Earth (GEOL 203) or The Natural Environment (GEOG 141), Global Environmental Change (GEOG 142), The Evolving Earth (GEOG 103)
   c. Life Sciences, Introduction to Chemical Principles (CH 111) and General Biology I:II:III: Cells, Populations (BI 211, 212) or General Biology I:II:III: Cells, Organisms, Populations (BI 211–213) or equivalent or Foundations I:II:III: Biochemistry and Cell Physiology, Genetics and Molecular Biology, Evolution and Biodiversity (BI 251–253)
   d. Physical Sciences, Introduction to Chemical Principles (CH 111), Physics of Energy and Environmental Physics (PHYS 241), Solar and Other Renewable Energies (PHYS 162) or General Physics (PHYS 201–203) or transfer equivalent
   e. Choose one course from a different group or from the following list of additional approved lower-division courses: Introduction to Human Origins (ANTH 170), Introduction to Human Adaptability (ANTH 172), Introduction to Evolution (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 (except GEOG 341 and GEOG 461) 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

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 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 201–203), Community Planning Workshop (PPPM 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 lead 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), Perspectives on International Development (INTL 240)

Upper-Division Courses

Social Science. Urban and Regional Economic Problems (EC 360), Site Analysis (LA 361), International Community Development (INTL 420), Experimental Courses: Urban Impact Assessment (ENVS 410), Sustainable Development (PPPM 410), Architectural Contexts: Place and Culture (ARCH 430), Introduction to Landscape Planning Analysis (LA 440), Land Use and Growth Management (PPPM 440), Urban Geography (GEOG 442), Urbanization and the City (SOC 442), Socioeconomic Development Planning (PPPM 448), Sociology of Developing Areas (SOC 450), Environment and Development (GEOG 455)

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), Environmental Management (PPPM 331), Resources and Environmental Economic Issues (EC 333), Introduction to Public Law (PPPM 418), Science, Technology, and
Environmental Studies 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 website.

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 for Biological Sciences II (MATH 246, 247) and a 300-level statistics or data analysis course (e.g., ECON 342, MATH 425)

b. Upper-Division Natural Sciences (36–42 credits). At least three introductory science sequences from the following list:

   - Chemistry, General Chemistry I (CH 221–223) or transfer equivalent. General Chemistry Laboratory (CH 227–229) is strongly recommended
   - Earth Sciences, Earth’s Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203) or The Natural Environment (GEOC 141), Global Environmental Change (GEOC 143), The Evolving Earth (GEOG 103)
   - Life Sciences, General Biology I,II,III; Cols, Organisms, and Populations (BI 211–213) or transfer equivalent or Foundations I,II,III; Biochemistry and Cell Physiology, Genetics and Molecular Biology, Evolution and Biodiversity (BI 251–253) or Introduction to Chemical Principles (CH 111). General Biology I,II,III; Cols, Populations (BI 211, 213)
   - Physical Sciences, General Physics (PHYS 201–203) or transfer equivalent. Introductory Physics Laboratory (PHYS 204–206) is strongly recommended

3. Upper-Division Electives (18 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 requirements for the environmental science major

4. Capstone Experiences (minimum of 4 credits)

a. Environmental Issues (ENVS 411) or approved course

b. Practical learning experiences—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 advisor

Approved Upper-Division Electives

Consult the program’s term-by-term tip sheet about courses numbered 399, 407, or 410 that fulfill upper-division elective requirements.

Natural Sciences

Anthropology. Human Ecology (ANTH 360), Human Evolution (ANTH 261), Food and Culture (ANTH 385), Primate in Ecological Communities (ANTH 375), Primate Feeding and Nutrition (ANTH 460), Primate Conservation Biology (ANTH 472), Human Behavioral Ecology (ANTH 485)
Biological, Forest Biology (BI 307), Freshwater Biology (BI 306), Microbiology (BI 330), Microbiology Laboratory (BI 331), Plant Diversity and Physiology (BI 340), Marine Biology (BI 357), Zoology (BI 370), Biological Diversity (BI 375), Evolution (BI 390), Animal Behavior (BI 390), Marine Field Studies (BI 412), Algae and Photo-synthetic Bacteria (BI 431), Mycology (BI 432), Systematic Botany (BI 442), Field Botany (BI 448), Invertebrate Zoology (BI 451), Insect Biology (BI 452), Estuarine Biology (BI 454), 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).

Chemistry, Organic Chemistry I (CHEM 331)

Computer and Information Science, Modeling and Simulation (CIS 441), Computational Science (CIS 455)

Environmental Studies, Special Studies: Environmental Data Analysis (ENVS 399)

Geography, Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Watershed Science and Policy (GEOG 360), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Fundamentals of Remote Sensing (GEOG 418), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Hydrology and Water Resources (GEOS 425), Fluvial Geomorphology (GEOS 427), Long-Term Environmental Change (GEOS 430), Vegetation History and Ecosystem Dynamics (GEOS 431), Climatological Aspects of Global Change (GEOS 432), Environmental Alteration (GEOS 461), Advanced Geographic Information Systems (GEOS 475)

Geological Sciences, Earth Resources and Environment (GEOL 310), Earth Materials (GEOL 311), Earth Physics (GEOL 313), Introduction to Hydrogeology (GEOL 316), Essentials of Mineralogy (GEOL 321), Determinative Methods in Mineralogy (GEOL 422), Introduction to Petrology (GEOL 323), Geophysics (GEOL 325), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Sedimentary Petrology (GEOL 416), Geology of Ore Deposits (GEOL 425), Paleontology I, II, III: Paleozoic Marine Faunas, Mesozoic and Cenozoic Marine Faunas, Neozoic Marine Faunas (GEOL 431, 432, 433), Paleopedology (GEOL 435), Field Geology (GEOL 450), Hydrogeology (GEOL 451), Neotectonics and Quaternary Geology (GEOL 452), Technics (GEOL 453), Environmental Field Geophysics (GEOL 464), Geodynamics (GEOL 466), Introduction to Geochemistry (GEOL 470), Aqueous Geochemistry (GEOL 472)

Landscape Architecture, Principles of Applied Ecology (LA 441), Landscape Ecology (LA 485)

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), and Field Studies (ENVS 405). Workshops (ENVS 408), or Practicum (ENVS 409) for work that focuses on an environmental theme or issue and leads to a written, public 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, if the project is science based.

Honors

Students who want to graduate with honors in environmental studies must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates must also complete a student-initiated project or 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 as late as the first term of their senior year.

Honor's 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 must be distributed over at least two terms. Environmental science majors may substitute these credits for one upper-division natural science elective, environmental studies majors for one upper-division social science or humanities elective.

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 408, 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 adviser'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 Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order.

Choose two courses from one of the three-course combinations listed under Basic Requirements in Mathematics and Natural Science of the environmental studies major.

Choose an additional course from a different science group or from the list of additional natural-science courses.

Advance Course Requirements: 20 credits

Choose one natural-science elective from the environmental studies major.

Choose four social-science or humanities electives from the thematic groups of the environmental studies major. At least three courses must belong to one thematic group. No more than two courses may be taken in any one department.

Kindergarten through Secondary Teaching Careers

Students who complete a bachelor’s degree with a major in environmental studies or environmental science are eligible to apply for the College of Education’s five-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department’s undergraduate adviser; see also the College of Education section in this catalog.

Graduate Studies

The Environmental Studies Program offers graduate study leading to a master of arts (M.A.) or master of science (M.S.) in environmental studies and an interdisciplinary doctor of philosophy (Ph.D.) degree in environmental studies, sciences, and policy.

Students choose courses offered in appropriate disciplines to design a course plan based upon individual goals and backgrounds.

Limited financial support for graduate students in the Environmental Studies Program may be available through graduate teaching fellowships. Support generally consists of a small stipend and a tuition waiver. There is no separate application for consideration as a GTF.

Application instructions and materials are available on the program’s website.

Application deadline. Applicants for graduate admission must submit all necessary materials by January 15. New students are accepted only for fall term.

Master’s Degree

Students admitted to the two-year master’s degree program must complete 63 credits distributed as follows:

Breadth-Area Course Work (16 credits). These courses may overlap the concentration areas. One course must be completed in each of four areas: natural systems; resource law, policy, and planning; environmental and society; and perspectives on the environment.

Concentration Area Course Work (minimum of 43 credits). Graduate-level courses related to environmental themes in each of three 15-credit concentration areas.

Seminars (3 credits). Three terms of weekly, environmental studies graduate seminars: 1 credit is earned each term.

Internship (3 credits). Ninety hours or more of environmental internship.

Thesis or Terminal Project (9 credits)

Concurrent Master’s Degree Programs

Environmental studies students may obtain concurrent degrees in other disciplines. For more information, contact the program office.
Doctor of Philosophy Degree

The interdisciplinary Ph.D. degree is offered by the Environmental Studies Program under the umbrella of the Joint-Campus Graduate Program in Environmental Sciences, Studies, and Policy, established by Oregon State University, Portland State University, and the University of Oregon. The environmental sciences, studies, and policy program requires three to four years of postgraduate study. Faculty members from the three participating institutions contribute to program seminars and workshops.

Admissions Procedure

Admission to the Ph.D. program must be granted by both the Environmental Studies Program and by an academic unit that offers a Ph.D. degree—the focal department. Applications are reviewed independently by the admissions committees in the Environmental Studies Program and in the focal department, and both committees must approve the application before the applicant can be accepted into the program.

Requirements

Ph.D. students satisfy breadth and concentration requirements established by the Environmental Studies Program and the requirements of the focal department. After admission to the program, each student meets with a preliminary advisory committee to discuss a proposed course plan for completion of the degree.

Students should consult the Graduate School section of this catalog for information about university admission, residency requirements, and degree requirements. A handbook for new students, which outlines departmental requirements, is available in the program office.

Focal Department Course Work

Varies by department.

Environmental Studies Breadth-Area Course Work (16 credits). These courses may overlap the concentration areas. One course must be completed in each of four areas: natural systems; resource law, policy, and planning; environment and society; and perspectives on the environment.

Environmental Studies Concentration Area Course Work (minimum of 32 credits outside of the focal department). Graduate-level courses related to environmental themes in each of two 16-credit concentration areas.

Seminars (5 credits). Five terms of weekly environmental studies graduate seminars. 1 credit is earned each term.

Assessments of Competency. After passing an 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 mastery of the literature, and be written in a creditable prose style. A formal, public defense must take place on the OSU 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)

190 Field Studies: [Topic] (1-3R) R with instructor's consent.
198 Laboratory Projects: [Topic] (1-2R) 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 and economic processes. Walker.
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.
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-12R) R with instructor's consent.
403 Thesis (1-8R)
404 Internship: [Topic] (1-16R)
405 Reading and Conference: [Topic] (1-16R)
406 Field Studies: [Topic] (1-12R) R with instructor's consent.
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-8R)
409 Practicum: [Topic] (1-12R) R with instructor's consent.
410/510 Experimental Course: [Topic] (1-5R)
411/511 Environmental Issues: [Topic] (4R)
In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, public lands management, or environmental literature. R twice when topic changes for maximum of 12 credits.
503 Thesis (1-16R)
601 Research: [Topic] (1-16R) R with instructor's consent.
602 Supervised College Teaching (1-5R) R with instructor's consent.
603 Dissertation (1-16R)
604 Internship: [Topic] (1-5R) R for maximum of 10 credits.
605 Reading and Conference: [Topic] (1-16R) R with instructor's consent and faculty approval.
606 Field Studies: [Topic] (1-16R) R for maximum of 10 credits.
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R)
609 Terminal Project (1-16R)
610 Experimental Course: [Topic] (1-5R)
Ethnic Studies

Program Director

5268 University of Oregon
Eugene OR 97403-5268

Faculty


Shari M. Hu¨ndorf, associate professor. See English. The date in parentheses ot the end of each entry is the first year on the University of Oregon faculty.

Executive Committee

Lynn H. Fujitama, women’s and gender studies
Shari M. Hu¨ndorf, English
Peggy Passor, history
Janahbin Lee Shiao, sociology
Nacomi Zark, philosophy

Participating Faculty

Carlos Aguirre, history
Steven W. Beidler, law
Arif Dirlik, history
Karen J. Ford, English
Anthony S. Fny, English
Gordon C. Nagayama Hall, psychology
David Leinweber, English
Jeffrey Ostler, history
Peggy Passor, history
Scott L. Pratt, philosophy
Robert C. Pronofno, international studies
Judith Raiskin, women’s and gender studies
Lynn Stephen, anthropology
Cynthia H. Tolenito, English
Mia Tuan, sociology

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 experience of underrepresented communities in North America and the perspectives of other 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.

Ethnic studies courses that satisfy university general-education requirements are listed under Group Requirements and Multicultural Requirement in the Registration and Academic Policies section of this catalog.

Undergraduate Studies

Students may earn a major or minor in ethnic studies. The program’s goal is to encourage student awareness of the ethnic and culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—that related ethnic studies courses can enrich their academic programs.

Courses applied to a major or minor in ethnic studies may not be used to satisfy major or minor requirements for other programs.

Upper-division courses with related subject matter offered in other departments may be included in an ethnic studies major or minor program by arrangement with the course’s instructor and the director of ethnic studies.

Specific details and course approvals must be obtained from the ethnic studies program.

Major Requirements

The Ethnic Studies Program offers an interdisciplinary undergraduate major in ethnic studies leading to a bachelor of arts or a bachelor of science degree. Majors must construct their programs in consultation with an ethnic studies adviser. The major requires a minimum of 56 credits distributed as follows:

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credits Introduction to Ethnic Studies (ES 101, 102)</td>
<td>8</td>
</tr>
<tr>
<td>Two courses in African American studies, Asian American studies, Chicano and Latino studies, or Native American studies</td>
<td>8</td>
</tr>
<tr>
<td>One course must be chosen from ES 250, 252, 254, or 256. The second must be an approved course in the same area</td>
<td>16</td>
</tr>
<tr>
<td>One additional 100- or 200-level course with the ES subject code</td>
<td>4</td>
</tr>
</tbody>
</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 credits Theories of Race and Ethnicity (ES 496)</td>
<td>4</td>
</tr>
<tr>
<td>Ethnic Studies Proseminar (ES 499)</td>
<td>4</td>
</tr>
<tr>
<td>Four courses with the ES subject code</td>
<td>16</td>
</tr>
<tr>
<td>Three approved courses offered in other departments</td>
<td>12</td>
</tr>
<tr>
<td>Majors must complete required courses with letter grades of mid-C or better and a grade point average of 2.50 or higher. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon.</td>
<td></td>
</tr>
</tbody>
</table>

**Minor Requirements**

The interdisciplinary minor in ethnic studies requires a minimum of 28 credits distributed as follows:

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits Introduction to Ethnic Studies (ES 101, 102)</td>
<td>8</td>
</tr>
<tr>
<td>One 200-level course with ES subject code</td>
<td>4</td>
</tr>
</tbody>
</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 credits Four approved courses, at least two of which must have ES subject code</td>
<td>16</td>
</tr>
</tbody>
</table>

Upper-division courses must be taken in residence at the University of Oregon. The minor program must be planned in consultation with an ethnic studies adviser at least two terms before graduation. Courses required for the minor must be completed with letter grades of mid-C or better.

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.

106 Field Studies: [Topic] (1–2R)


250 Introduction to African American Studies (4) Focuses on historical, cultural, and social issues in African America and surveys scholarship in African American studies.

242 Introduction to Asian American Studies (4) Focuses on historical, cultural, and social issues in Asian America and surveys scholarship in Asian American studies.

254 Introduction to Chicano and Latino Studies (4) Focuses on historical, social, and cultural issues in Chicano and Latino communities and surveys scholarship in Chicano and Latino studies.

256 Introduction to Native American Studies (4) Focuses on historical, social, and cultural issues in Native America and surveys scholarship in Native American studies.


399 Special Studies: [Topic] (1–3R)

401 Research: [Topic] (1–2R)

402 Reading and Conference: [Topic] (1–2R)

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–2R)

410/510 Experimental Course: [Topic] (1–5R)


498 Theories of Race and Ethnicity (4) Prepares majors for independent research in ethnic studies. Examines historical and contemporary theoretical works on race and ethnicity. Prereq: completion of required courses for ethnic studies major (except ES 499) or instructor’s consent.

490 Ethnic Studies Proseminar (4) Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Prereq: ES 498 or instructor’s consent.


European Studies

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European Studies Committee
Ibrahim J. Gassall, law
Evlyn Gould, Romance languages
MasiLrno Lollini, Romance languages
Alexander Mathus, Germanic languages and literatures
Alexander B. Murphy, geography
Lars Skalnes, political science
Malcolm Wilson, classics
Virpi Zuck, Germanic languages and literatures

About the Program

European studies offers an interdisciplinary undergraduate program 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" here is 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.

Certificate Requirements

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 advisor, and must 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 assign a European studies adviser with whom a program of study is planned. Students must obtain the adviser's approval for the four elective courses and for the topic of the independent project and must consult on 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 coursework and transcript evaluation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Core (8 credits)

Geography of Europe (GEOG 202) and The Idea of Europe (HIST 420)

Electives (12-16 credits)

Four 3- or 4-credit courses—at least two at the 300 or 400 level—that contribute a broad range of cultural, linguistic, historical, and systematic perspectives on Europe. The courses must be taken under the guidance of a European studies adviser.

Foreign Language

For bachelor of arts degree candidates, one European second language through the third-year college level. For other bachelor of arts degree candidates, one European second language through the second-year college level.

Independent Project

A research paper or project that requires performance and creative work and is appropriate to the student's interests and major is the final requirement for the certificate. The project should integrate different perspectives on Europe or on any of its constituent cultures, nations, or subregions. The student undertakes this project, under the supervision of an adviser, in the appropriate discipline, for 3-6 credits (e.g., 403 Thesis). The project may, but need not, be developed from an existing course. Whatever the origin or context of the project, the topic must be approved in advance by the European studies adviser. The project adviser evaluates the project.

European Studies Courses (EURO)

300 Special Studies: [Topic](1-5R)
403 Thesis (1-5R)
405 Reading and Conference: [Topic](1-6R)
407 Seminar: [Topic](1-6R)
410 Experimental Course: [Topic](1-8R)

Additional Courses

Geography, Geography of Europe (GEOG 202)
History, The Idea of Europe (HIST 420)
Political Science, European Politics (PS 324)

Exercise and Movement Science

Gary A. Klug, Department Head
(541) 346-4107
(541) 346-2841 fax
122C Esslinger Hall
1240 University of Oregon
Eugene OR 97403-1240
http://www.uoregon.edu/~ems/

Faculty


Courtesv

Stansil L. James, courtesy professor, B.S., 1953, M.D., 1962, Iowa. (1979)
Donald C. Jones, courtesy associate professor, B.S., 1960, Centenary (Hacketstown); M.D., 1973, Louisiana State. (1983)

Emeritus

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

About the Discipline

The study of exercise and movement science involves the exploration and understanding of the functional and structural mechanisms that underlie human performance in all of its manifestations from fundamental motor skills to sustained...
Health Science Option

Students who plan careers in medicine, physical therapy, nursing, or other allied health sciences may wish 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 EMS prerequisites and core requirements, the health science option includes the following courses:

- Organic Chemistry Laboratory (CH 337, 338)...
- Internship (EMS 404)...
- 1-15 Students who choose the health science option should work closely with their faculty advisers and plan 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 3.5 or better. Candidates must complete an honors thesis under the supervision of a thesis committee, which consists of two exercise and movement studies faculty members.

University bachelor's degree requirements are described in the Registration and Academic Policies section of this catalog.

Minor Requirements

The minor is designed for students who are majoring in biology, general science, or chemistry. The minor requires a total of 18 credits, with a minimum requirement of one course for each department. The introductory chemistry sequence should be taken in the first year.

Major Requirements

Prerequisite and major requirement courses must be taken for letter grades and passed with a minimum GPA of 2.0. Students must maintain at least an overall 2.0 grade point average in courses required for the major.

The introductory chemistry sequence should be taken in the first year.

Prerequisites 53-57 credits

- General Physics (PHYS 201, 202, 203)...
- Mind and Brain (PSY 201) or Mind and Society (PSY 202), and either Thinking (PSY 330) or Development (PSY 375)...
- General Biology I.LIII: Cells, Organisms. Populations (BI 211, 212, 213) or Foundations I.LIII: Genetics and Evolution, Molecular Genetics. Biochemical Basis of Life (BI 250, 252, 253)...
- General Chemistry (CH 221, 222, 223)...
- General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206)...
- Calculus for Biological Sciences (MATH 246)...

Major Requirements 46-48 credits

- Human Anatomy I.LII (ANAT 311, 312) and laboratories (ANAT 311, 315)...
- Human Physiology I.LII (HPHY 313, 314) and laboratories (HPHY 316, 317)...
- Motor Control (EMS 335)...
- Motor Development (EMS 335)...
- Sports Medicine (EMS 361)...
- Physiology of Exercise (EMS 371)...
- Biomechanics (EMS 381)...
- 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...

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 adviser and program committee. An integral part of the graduate program is the exchange of information and inquiry with other disciplines throughout the university.

Departmental Focus

- The department's focus 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. Faculty research emphasizes neurophysiology, biomechanics and biomechanical and cardiorespiratory physiology.

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, 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.

- Requirements for the degree must be completed within seven years.

Doctoral Degree

- The doctoral degree program consists of a minimum of 135 credits beyond the bachelor's degree; at least 60 of these credits must be completed in exercise and movement science courses.

- 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 the master's or the doctoral degree program are available from the director of graduate studies. Admission into the department's graduate programs is based on the applicant's academic record and:

1. Minimum Graduate Record Examinations (GRE) scores
   - Master's degree program: 470 verbal, 500 quantitative or combined GRE verbal and quantitative scores of 1000 with neither below 450
   - 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 3.0

3. A minimum score of 550 (paper-based) or 213 (computer-based) 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
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 2002-3. The application deadline is March 1; direct inquiries to the department's director of graduate studies.

Jan Brookhoff Graduate Scholarship
This award was established in 2000 to aid the department's graduate students. The amount of the award for 2001-2 is $1,000. The application deadline is November 15, 2001.

Athletic Training Program
The department offers a program in athletic training with curriculum approved by the National Athletic Trainers Association. Admission is granted only to students who are certified by the NATA Board of Certification or who have qualified for the certification examination. The program enhances the preparation of the athletic trainer through advanced study of supporting disciplines and development of critical thinking skills in the clinical and research environments. Each student, in conjunction with the program director, designs a supporting area of study from courses offered in the department or in related areas. Success in the program demands a solid undergraduate preparation in athletic training and supporting disciplines such as anatomy and physiology.

Graduate teaching fellowships (GTF) are available for highly qualified students who are certified as athletic trainers. GTF awards provide full tuition waiver and a monthly stipend that varies in amount according to the assignment. Employment opportunities include intercollegiate athletics, high schools, sports medicine clinics, recreation and intramural sports, and professional athletics.

Qualifying students can find more information on the department website or directly inquire to the graduate director of studies, telephone (514) 346-5430.

Required Courses
Seminar: Special Topic in Sports Medicine (EMS 507), Research (EMS 601), Seminar (EMS 607), Practicum (EMS 609), Sports Medicine (EMS 663, 664, 665), Clinical and Functional Anatomy (EMS 674)

Support Area Options (18 credits)
Course work required in exercise physiology, biomechanics, motor learning and motor control.

International Institute for Sport and Human Performance
Henriette Heiny, Director
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 Insturutes and Centers section of this catalog.

Exercise and Movement Science Courses (EMS)
101 Exercise as Medicine (4) The effects of exercise on health and in the prevention and treatment of disease.
102 Exercise and Wellness across the Life Span (4) Processes affecting physical activity and exercise from infancy through older adulthood. Topics include physiological, sensory-motor, and cognitive factors across the life span.
103 Exercise and Performance (4) Structure and function of the human body including movement analysis. Topics include training and exercise responses; sport, daily living, and workplace performance; and injury adaptations.
199 Special Studies: Special Topic (1-4R)
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: ANAT 311, HPHY 313.
325 Motor Development (4) The development of motor skill; understanding the integration of neurophysiological, morphological, and cognitive functions in producing changes in motor skills across the life span. Prereq: ANAT 311, HPHY 313.
361 Sports Medicine (4) Analysis of exercise as a physical stressor and resulting bodily adaptations. Prereq: ANAT 312, pre-or coreq: HPHY 313.
371 Physiology of Exercise (4) Physiology of exercise, physical conditioning, and training: significance of these effects for health and performance. Prereq: HPHY 314.
381 Biomechanics (4) Fundamental principles of physics applied to the analysis of human movement. Emphasis on developing abilities to analyze movement quantitatively. Prereq: MATH 112, PHYS 201; pre-or coreq: ANAT 311, HPHY 313.
399 Special Studies: Special Topic (1-4R)
401 Research: Special Topic (1-21R)
403 Thesis (1-4R) For honors students during the terms in which they conduct research or write a thesis.
404 Internship: Special Topic (3-16R) 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: Special Topic (1-21R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent.
406 Special Problems: Special Topic (1-21R)
407/507 Seminar: Special Topic (1-5R) Topics are designed to develop advanced knowledge in human anatomy, normal and abnormal health sciences, motor control, biomechanics, and physiology.
408/508 Workshop: Special Topic (1-21R)
409 Practicum: Special Topic (1-21R) Current topics include Preoccupational Therapy and Prophylactic Therapy.
410/510 Experimental Course: Special Topic (1-5R)

470/570 Environmental Physiology (4) Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude. Prereq: HPHY 314.
503 Thesis (1-16R)
601 Research: Special Topic (1-16R)
602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R)
605 Reading and Conference: Special Topic (1-16R)
606 Special Problems: Special Topic (1-16R) Study of selected problems in the field of exercise and movement science.
608 Workshop: Special Topic (1-16R)
609 Practicum: Special Topic (1-16R)
610 Experimental Course: Special Topic (1-5R) Current topics include Neural Control of Posture and Locomotion and Respiratory Physiology.
641 Motor Control I (4) Neural mechanisms underlying voluntary control. Emphasizes how different regions of the brain contribute to visual perception, ocular and manual motor control.
642 Motor Control II (4) Discussion of research evidence that contributes to understanding of development and control of balance and gait in typical populations and in patients with motor disorders. Prereq: EMS 641, Van Donkelaar, Woolacott.
674 Clinical and Functional Anatomy (4) Explores general principles of major joint structure and function as related to clinical areas of sports medicine. Prereq: ANAT 312.
677 Biochemical Principles of Exercise (4) Physiological and chemical mechanisms underlying the major functions of the body during exercise.
678, 679 Systems of Physiology I, II (4,4) Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.
681, 682, 683 Biomechanics (4,4,4) The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns. Sequence. Prereq: EMS 381 or equivalent.

Anatomy Courses (ANAT)
311 Human Anatomy I: Bones, Muscles, Nerves (4) Course on human anatomy, the skeletal and muscular systems. Lectures, laboratory. Prereq: BI 212 or BI 231 or instructor's consent; coreq: ANAT 314.
312 Human Anatomy II: Systems of the Body (3) The neurocirculatory, respiratory, digestive, and urogenital systems. Prereq: ANAT 311; coreq: ANAT 313.
Folklore

Sharon R. Sherman, Program Director
(541) 366-3509
468 Prince Lucien Campbell Hall

Participating Faculty
Doug Blandy, arts and administration
Edwin L. Coleman II, English
Matthew Demnia, history
Hanna M. Dubaw, English
Marion Sherman Goldman, sociology
Kenneth J. Helphand, landscape architecture
Shari M. Hahnhorst, English
Mark Levy, music
Michael Majdellie, media services
Anne Buh McInerny, music
Jeffrey Stanley, history
Dorothee Ollmeier, Germanic languages and literature
Donald L. Poting, architecture
Leland M. Ruth, art history
Philip W. Scheir, anthropology
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Ronald Wixman, geography
Daniel N. Wojcik, English
Stephanie Wood, history

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 explore 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 Folklore Program is its emphasis on the use of film and video. Students who want to use film and video in their study of folklore receive the theoretical and practical training necessary to document and present folklore visually. Training is available in equipment use, fieldwork methodologies, and editing. Although the program encourages shooting in the field, the School of Journalism and Communication and the off-campus Community Cable Access Center offer studio training.

Folklore Archive
The Randall V. Mills Archive of Northwest folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, study and faculty research projects, and audio and visual materials including audio and videotapes and more than 7,000 slides. A six-part indexing and cross-referencing system makes the data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

Undergraduate Studies
Students may earn a certificate in folklore while completing major and degree requirements in another department or school. A primary goal of the program is to encourage students to become more aware of the culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—name only a few—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 8 credits
Introduction to Folklore (ENG 230) ............................... 4
Introduction to Cultural Anthropology (ANTH 110) ............................... 4

Approved Electives 24 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 adviser 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.

The Department of English’s Ph.D. program offers a structured emphasis in folklore, and folklore may be selected as an area of concentration in the doctoral degree program in anthropology.

Folklore Courses (FLR)

196 Workshop: [Topic] [1-2R]
199 Special Studies: [Topic] [1-5R]
399 Special Studies: [Topic] [1-5R]
490 Research: [Topic] [1-5R]
403 Thesis (1-6R)
404 Internship: [Topic] [1-6R]
405 Reading and Conference: [Topic] [1-6R]
406 Field Studies: [Topic] [1-6R]
407/507 Seminar: [Topic] [1-5R]
408/508 Workshop: [Topic] [1-5R]
409 Practicum: [Topic] [1-6R]
410/510 Experimental Course: [Topic] [1-5R]
411/511 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. Dugan, Sherman.

485/585 Film and Folklore (4) The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmaker's techniques. Analysis includes dramatic and ethnographic films. Sherman.


491/591 Anglo-American Ballad and Folksong (4) Study of popular ballads in the Anglo-American tradition—styles, origins, forms, content, and dissemination. History and influence of popular media. 503 Thesis (1-6R)

601 Research: [Topic] (1-6R)

602 Supervised College Teaching (1-16R)

604 Internship: [Topic] (1-6R)

608 Workshops: [Topic] (1-8R)

609 Terminal Project (1-6R)

610 Experimental Course: [Topic] (1-6R)

681 History and Theory of Folklore Research (6) Examines nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present.

Additional Courses

Consult the program's tip sheet each term for special offerings that fulfill degree requirements.

Other undergraduate and graduate courses with related subject matter—including approved Reading and Conference (405, 505), Seminar (407/507, 607), and Experimental Course (410/510, 610)—may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For descriptions of the following courses, see departmental sections of this catalog.

Anthropology. Introduction to Language and Culture (ANTH 180), Anthropology of Life Stories (ANTH 222), Women and Culture II. Creativity and Symbols (ANTH 313), Native North Americans (ANTH 326), The Americas: Indigenous Perspectives (ANTH 325), Culture and Psychology (ANTH 413/513), Field Methods in Cultural Anthropology (ANTH 417), Anthropology and Folklore (ANTH 419/519), Culture, Illness, and Healing (ANTH 420/520), Peoples of West Africa and the Sahara (ANTH 428/528), Jewish Folklore and Ethnicity (ANTH 429/529), Balkan Society and Folklore (ANTH 430/530), Approaches to the Symbolic (ANTH 433/533)

Architecture. Vernacular Building (ARCH 434/534)

Art History. Museology (ARCH 411/511)

Arts and Administration. Art and Human Values (AAD 250), Museum Education (AAD 429/529), Art in Society (AAD 430/530), Art and Community Service (AAD 451/551), Arts Administration (AAD 460/560)

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

English. Introduction to Folklore (ENG 250), Folklore and U.S. Popular Culture (ENG 255), Native Americans in Literature and Law (ENG 464/564), Native American Representation in Film (ENG 485/585), Storytelling in Mythology and Religion (ENG 484/584), American Popular Literature and Culture (ENG 497/597), Race and Representation in Film (ENG 498/598), Folklore (ENG 680)

Geography. Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. African American History (HIST 250, 251), Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), The American West (HIST 456/556, 457/557), American Indian History (HIST 468/568)

International Studies. Cross-Cultural Communication (INTL 431/531)

Judaic Studies. American Jewish Culture (JSTD 330)

Landscape Architecture. Contemporary American Landscape (LA 485/585)

Music. East European Folk Ensembles (MUS 390, 690), Music in World Cultures (MUS 365), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 452/552), Folk Music of the Balkans (MUS 453/553), Music of India (MUS 454/554)

Religious Studies. Great Religions of the World (REI 201, 202), Chinese Religions (REL 301), Japanese Religions (REL 303), Buddhism and Asian Culture (REL 305)

Romance Languages. Survey of Spanish American Literature (SPAN 318, 319)

Sociology. Race, Class, and Ethnic Groups (SOCI 343), Sociology of Race Relations (SOCI 445/545)

Theater Arts. Multicultural Theater (TA 472/572)

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**General Science**

James M. Schomber!, Program Director

(541) 346-3288

149 Willamette Hall

http://darkwing.northeast.edu/~gensci1/

**Program Committee Faculty**

Alan Dickman, biology

Thomas R. Dyke, chemistry

Eugene D. Humphreys, geological sciences

James A. Iseberg, mathematics

Gary A. Kug, exercise and movement science

John R. Lukacs, anthropology

James M. Schomber!, physics

Cathy Whitlock, geography

Christopher B. Wilson, computer and information science

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**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 disciplines. Students planning graduate study or technical careers in one of these areas or 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 flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science adviser and taking advantage of the expertise of faculty members who serve on the program committees. Course sequences that meet requirements for professional schools and training programs should be selected in consultation with program advisers or committee members. Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require completion of additional courses beyond those required for the general science major.

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 university's general education 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 advisors or committee members. Upon admission, transfer students should consult a general science adviser in the program office.

Careers. Through the General Science Program, prehealth science students preparing for careers in medicine, dentistry, or related fields can meet professional school admission requirements. 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. Most graduate programs in science require a year each of physics and organic chemistry.

Major Requirements

Lower Division

The following lower-division courses must be completed with grades of C- or P (pass) or better. Courses graded N (no pass) or F (may be repeated for credit).

1. Calculus I, II (MATH 251, 252) or Calculus for Biological Sciences I, II (MATH 246, 247)
2. Three of the sequences or three-course combinations listed below. At least two of the sequences must include or be accompanied by the corresponding laboratories:
   - Anthropology. Introduction to Biological Anthropology (ANTH 201), and two from Introduction to Monkeys and Apes (ANTH 170), Introduction to Human Adaptability (ANTH 172), Evolution of Human Sexuality (ANTH 173). Human Evolution (ANTH 361), Human Biological Variation (ANTH 362), Human Osteology Laboratory (ANTH 360)
   - Astronomy. The Solar System (ASTR 121), The Birth and Death of Stars (ASTR 122), Galaxies and the Expanding Universe (ASTR 123)
   - Biology. Three from General Biology I, II, III, IV: Cells, Organisms, Populations, Biochemistry and Genetics (BI 211, 212, 213, 214) or Foundations I, II, III, Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 251, 252, 253)
   - Chemistry. General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H) with laboratories (CH 227H, 228H, 229H)
   - Computer and Information Science. Computer Science I, II (EIS 210, 211, 212)
   - Geography. The Natural Environment (GEOG 141), Global Environmental Change (GEOG 148), and one from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)
   - Geological Sciences. Earth's Dynamic Interior (GEOG 101), Earth's Dynamic Geology and Landform Development (GEOG 102), The Evolving Earth (GEOG 103) with laboratories (GEOG 104, 105, 106) or Earth's Interior Heat and Dynamics (GEOG 201), Earth Surface and Environmental Geology (GEOG 202), Evolution of the Earth (GEOG 203)
   - Physics. General Physics (PHYS 201, 201, 203) with laboratories (PHYS 204, 206, 206) or Foundations of Physics (PHYS 251, 252, 253)

Upper Division

The upper-division requirements listed below are for students who declared the general science major fall 2000 or later. Students who declared the major before fall 2000 follow the requirements that were in effect when they declared the major.

1. Complete a minimum of 32 credits in approved science courses numbered 400 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 400-412, 507, 598, 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 or to meet the general science residency requirement.

Upper-division courses may be selected from:

- Anatomy. ANAT 311, 312, 314, 315
- Anthropology. Courses in human and primate anatomy and evolution (ANTH 461-463, 467, 469, 471, 473)
- Astronomy. ASTR 321, 323, and PHYS 402
- Biology. BI 307 or a higher numbered course (including Oregon Institute of Marine Biology courses)
- Chemistry. CH 331-339, 390, 411-470
- Computer and Information Science. CIS 313-315, 415-471
- Exercise and Movement Science. EMS 333-381, 432, 463, 471
- Geography. Physical geography courses (GEOG 416, 421-432, 472)
- Geological Sciences. GEOG 371-350, 353, 414-473
- Human Physiology. HPHY 313, 314, 316, 317
- Mathematics. MATH 315-352, 411-466 (MATH 425 only with completion of 426)
- Physics. Physics and astronomy courses (PHYS 351-390, 411-490, 492, 493)
- Psychology. Courses in the experimental and physiological areas (PSY 302-304, 430-450, 494)

Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of their senior year. Honors in general science center on a thesis, which is the culmination of research conducted under the direction of a faculty adviser. The adviser does not need to be a member of the general science committee.

To graduate with honors, students must have at least a 3.50 overall grade point average and a GPA of 3.00 or better in the sciences. In addition, they must complete 9 credits of Research (401) or Thesis (403) or both in the appropriate department. These credits must be distributed over at least two terms and cannot be used to fulfill emphasis-area requirements.

Upon approval of the thesis by the adviser and the program director, honors in general sciences are awarded.

For guidelines and calendar, see a general science adviser.

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 Preparatory Programs in the Academic Resources section of this catalog.

Kindergarten through Secondary Teaching Careers

An academic major in general science can provide a strong background for certain teacher-education licensure programs. Students interested in teaching general science in middle school and junior high school should be aware that the integrated science endorsement requires broader preparation than the minimum requirements for the general science major. The College of Education offers a five-year program for middle-secondary teaching licensure in science. See the College of Education section of this catalog.
Geography

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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 143), 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. To achieve depth in a particular subfield of geography, electives are chosen from one of four tracks: environmental geography; culture, politics, and place; geographic information science; and geographic education.

General Requirements for a Bachelor's Degree in Geography

Bachelor of Arts (B.A.). Geography majors seeking a B.A. degree must demonstrate proficiency in a second language by passing the third term of a university language course with a grade of C- or better or by examination indicating an equivalent level of proficiency.

Students considering graduate school should complete both the mathematics and language requirements.

Bachelor of Science (B.S.). Geography majors seeking a B.S. degree must complete a mathematics sequence that satisfies the university’s mathematics requirement for a B.S. degree. Mathematics courses must be passed with a grade of at least C- or P. For the environmental geography track, a statistics sequence is recommended. For the geographic information science track, a computer programming sequence is recommended.

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 science.

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

The geography major requires a minimum of 46 credits in geography courses or specific environmental studies courses. At least ten courses (46 credits) must be taken in geography core subjects, and at least two elective courses (8 credits) are required in one of the four geography tracks.

At least eight geography courses must be taken for a letter grade. A grade of C- or better or P (pass) is required in each course, and a GPA of 2.25 or better is required in courses used to satisfy major requirements.

Introductory Geography (12 credits). The Natural Environment (GEOG 141), Human Geography (GEOG 142), and Global Environmental Change (GEOG 143).

Regional and Synthetic Geography (4 credits). One course selected from, Introduction to Environmental Studies: Social Sciences (ENVS 211), World Regional Geography (GEOG 211), Geography of Europe (GEOG 202), Geography of Russia and Neighbors (GEOG 204), Geography of the Middle East and North Africa (GEOG 209), Geography of Latin America (GEOG 214), Watershed Science and Policy (GEOG 360), Advanced Geography of Non-European American Regions (GEOG 470), Advanced Geography of Non-European American Regions (GEOG 475).


Physical Geography (8 credits). Two courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323). Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), 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 (8 credits). 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 Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463), Environment and Development (GEOG 465).

Electives (8 credits). Two 400-level courses chosen from one of the following four tracks. Bachelor of arts candidates may choose any track except geographic information science. Bachelor of science candidates may choose environmental geography or geographic information science. It is possible to create an independent track with the approval of a department advisor.


Culture, Politics, and Place—two from GEOG 421, 422, 444, 445, 446, 461, 462, 463, 465.

Geographic Information Science—two from GEOG 411, 414, 416, 418, 472.
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 licenses.

The department's graduate programs emphasize human geography, physical geography with an emphasis on environmental change and Quaternary 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. Students follow an individualized program that includes courses and seminars in related disciplines.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their training to geographic problems.

Admission

The Department of Geography only accepts applications for admission in the fall term. Application materials should arrive by February 1 to be considered the following fall term. The department notifies applicants of the admission decision around April 1. Graduate teaching fellowships typically are awarded once a year, in April.

The department's website has online application materials and information about the application process. Apply to the Graduate School online or download an application form. Alternatively, an application packet may be requested by mail from the department.

Applicants must submit scores from the Graduate Record Examination general test; the subject test in geography is not required. There is no minimum requirement for GRE scores.

International students whose native language is not English must submit results from the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required by the department, and the applicant must have taken the test within five years of the date of application.

Send two original transcripts showing all college-level work and degrees earned to the geography department and to the university's Office of Admissions.

Send three letters of recommendation and a two-to-three-page statement of purpose to the department.

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 political and ethnic geography, cultural geography, and human-environment relations. Areas of emphasis in physical geography include biogeography, vegetation history and palynology, climatology, and geomorphology. Environmental studies in the department focus on global environmental change, forest issues, river and watershed issues, and politics, policy, and law. In geographic techniques, cartography, data analysis, visualization, and geographic information systems are emphasized. Geographic education is another area of focus. The department also offers course work and faculty expertise in the American West, Europe (both West and East), Russia and neighboring states, Latin America, and Africa.

To ensure breadth of knowledge in the discipline, Ph.D. and master's degree candidates must complete the following courses or their equivalents:

- Cartographic Methods (GEOG 311) or Introductory Geographic Information Systems (GEOG 510):
- 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) and Current Trends in Geography (GEOG 621) must be taken during the first year the graduate student is in residence. Each graduate student must take Workshop (GEOG 400) for 1 credit 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

General Geography Program. The general master's degree in geography emphasizes broad understanding of physical and human geography and basic geographic techniques. Students develop specialized research skills during work on the thesis. Beyond the general requirements for graduate students in geography, two graduate seminars (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 university foreign 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 typically are 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 in Thesis (GEOG 502) for 5 credits, 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 teaching social studies at any level. Course and seminar requirements parallel those for the general geography master's program, but teacher licensure is deemed to be a substitute for foreign language competence. Students must take at least one workshop (GEOG 608) that is designed for this option. A final written examination administered by a departmental committee is required. A learning activity project is substituted for the thesis.

Students interested in this option must have public school teaching licensure and must indicate their intent to pursue the option before being admitted to the graduate program. Completion of the geography and education option by itself does not lead to additional licensure in the state of Oregon.

Graduate students admitted to the department's summer master's degree program must seek formal admission if they decide to enter the regular geography graduate program.

Doctoral Program
The Ph.D. program requires competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. Although this program is designed to suit each individual's background and interests, prospective candidates should pay attention to the systematic specialization and regional interests of the department's faculty members before applying for admission. The candidate may use the flexibility of Research (GEOG 601) and Reading and Conference (GEOG 608) 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 (GEOG 607)—one in human geography and one in physical geography—and the completion of a second language or technical skill. The second-language or skill requirement may be met in any of the following ways:

1. Proficiency in a second language at the level required for the master's degree or computer-programming skills
2. Advanced second-language training to the level required to pass a third-year college-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing at least three courses in cartography or advanced geographic information systems and approved advanced-level courses from outside the department

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in 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 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) or research assistantships are available. These provide a modest stipend, a tuition waiver, and must pay a small fee each term. GTFs usually require for 15 credits of coursework each term and are assigned duties for 8 hours per term for each 0.20 full-time equivalency of their fellowship. Applications for fellowships should be received by February 1.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions that fall under this program. For work-study certification and to apply for loans or grants, a request for forms should be made to Office of Student Financial Aid and Scholarships. 1279 University of Oregon, Eugene OR 97403-1278.

Geography Courses (GEOG)

141 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. Marcus.
142 Human Geography (4) Ways in which various cultures live and use their environments. Discussion of the changing distributions of major cultural elements. Wixman.
146 Field Studies: [Topic] (1-2X)
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. Wixman.
202 Geography of Europe (4) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Murphy.
204 Geography of Russia and Neighbors (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 rural and urban landscapes of Pacific Asia. Wixman.
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. Hardwick.
207 Geography of the United States (4) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration. Hardwick.
208 Geography of the Middle East and North Africa (4) Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa. Cohen.
214 Geography of Latin America (4) Physical, cultural, and economic processes that have shaped the rural and urban character of Latin America. Nelson.
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.
312 Climatology (4) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Special fee. Bartlein.
322 Biogeography (4) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 143 or instructor's consent. Whitlock.
341 Population and Environment (4) Patterns of population growth over history and place, current policies and programs, and impacts and trends in United States and international contexts. Includes method and theory. Prereq: GEOG 142 or instructor's consent. Cohen.
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 142 or instructor's consent. Whitlock.
360 Watershed Science and Policy (4) Physical and biological processes of watersheds; problems of land use, water quality, riparian zones, aquatic ecology, scientific basis of watershed management and policy. Special fee. Prereq: GEOG 141, or GEOG 102 or 202, or BI 130 or 213. McDowell.
401 Research: [Topic] (1-2X)
402 Thesis (1-12R)
405 Reading and Conference: [Topic] (1-2X)
406 Field Studies: [Topic] (1-2X)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-16R)
409 Practicum: [Topic] (1-21R)
418/510 Experimental Course: [Topic] (1-4R)
Topics are listed in the Schedule of Classes each term.


416/516 Introductory Geographic Information Systems (4) Covers such fundamental topics as data sources, input, manipulation, analysis, output, and product generation. Special fee. Prereq: GEOG 311.


421/521 Advanced Climatology: [Topic] (4R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Special fee. Prereq: GEOG 321, Bartlein. R when topic changes.


427/527 Fluvial Geomorphology (4) Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Special fee. Prereq: GEOG 327, MATH 112, McDowell.

430/530 Long-Term Environmental Change (4) Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee. Prereq: GEOG 320 or 322 or 323 or instructor's consent. Whitlock.

431/531 Vegetation History and Ecosystem Dynamics (4) Vegetation change through the Quaternary period as it appears in the paleoecological record; implications for modern ecology and biogeography. Special fee. Prereq: GEOG 323 or BI 210 or 370 or instructor's consent. Whitlock.

432/532 Climatological Aspects of Global Change (4) Role of the climate system in global change, the Earth's climatic history, and potential future climatic changes. Prereq: GEOG 321 or 322 or 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 341 or 342 or 343 or instructor's consent. Murphy, Wixman.

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 341 or 342 or instructor's consent. Cohen, Hardwick.

444/544 Geography of Languages (4) Present distribution of languages in the world, where, and how many. Historical evolution of present linguistic pattern. The significance of other cultural phenomena to languages. Prereq: GEOG 142 or instructor's consent. Wixman. Not offered 2003-4.

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 341 or 342 or 343 or instructor's consent. Wixman. Murphy.

446/546 Geography of Religion (4) Origin and diffusion of religions, religious world-view, environmental perception and allocation, religion, territory, the organization of space. Prereq: GEOG 142 or instructor's consent. Wixman.

451/561 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 341 or 342 or 343 or ENV 201 or instructor's consent.

452/562 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: GEOG 341 or 342 or 343 or ENV 201 or instructor's consent. Walker.

453/563 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 341 or 342 or ENV 201 or instructor's consent. Murphy.


460/570 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. Hardwick. R when region changes.


475/575 Advanced Geography of Non-European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. Prereq: GEOG 201, another course on the region of study, or instructor's consent. R when region changes.

503 Thesis (1-16R)
601 Research: [Topic] (1-16R)
602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R)
605 Reading and Conference: [Topic] (1-16R)
606 Field Studies: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R) Murphy.

610 Experimental Course: [Topic] (1-5R)
620 Theory and Practice of Geography (4) Overview of the nature of geography, its development as an academic discipline, contemporary issues, and problems in major subfields. Emphasizes methodology. Prereq: graduate standing in geography. Murphy.


632 Progress in Human Geography (1R) Recent developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress. Prereq: graduate standing. Cohen, Hardwick, Murphy, Nelson, Walker, Wixman. R for maximum of 12 credits.

633 Progress in Geographic Information Science (1R) Recent developments in cartography, GIS, remote sensing, data analysis, and visualization. Lectures, readings, and presentation of faculty and student works in progress. Prereq: graduate standing. Moehan, Marcus, Murphy. R for maximum of 12 credits.
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. Undergraduate majors must take for letter grades (the pass/no pass option is not acceptable) all the courses required in their degree program. Required courses must be completed with grades of C- or better. Exceptions for honors students are noted under Honors in Geological Sciences.

Major Options
Earth science is an unusually broad subject. It addresses everything from the chemical processes that make rocks and minerals to the physics behind plate tectonics and the travel of earthquake shock waves through the planet. It explores the history of the evolution of life revealed in fossils, and it probes the earth processes that affect how humans can survive on the surface of the planet. To address this breadth, the department offers four curricular options for a major in geological sciences: geology, geophysics, environmental geoscience, and paleontology.

All of the options require a common core of general chemistry, calculus, general geology, and physics, except that paleontology-option students may take biology in place of physics. Every option includes an introductory geology sequence. See Introductory Sequences above. The courses in each option are divided into three categories: core, additional requirements, electives.

Geology Option
Core 59-63 credits
Earth’s Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203) .......................... 12
General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213) .......................... 12
General Chemistry (CHEM 211, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H) .......................... 12
Calculus I, II, III (MATH 251, 252, 253) .......................... 12
Earth Materials (GEOL 311) .................................. 5
Earth Physics (GEOL 315) .................................. 2
Introduction to Hydrogeology (GEOL 316) .................................. 2
Introduction to Field Methods (GEOL 318) .................................. 3

Additional Requirements
Essentials of Mineralogy (GEOL 341) .................................. 1
Dendrochronology and Tree Rings (GEOL 372) .................................. 1
Introduction to Petrology (GEOL 323) .................................. 3
Sedimentology and Stratigraphy (GEOL 334) .................................. 4
Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352) ...... 5
Field Geology (GEOL 450) .................................................. 10
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, General Chemistry Laboratory

Computer and Information Science, Computer Science I II III (CIS 210, 211, 212), Introduction to Algorithms (CIS 315)

Geography, Geomorphology (CEOG 322), Introductory Geographic Information Systems (GEOG 416), Introductory Geomorphology (GEOG 422), 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 II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable I (MATH 411, 412), Differential Equations and Fourier Analysis I (MATH 420, 421), Advanced Calculus II (MATH 423, 425)

Physics, Introductory Physics Laboratory (PHYS 204, 205, 206), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-Ray Crystallography (PHYS 427)

Geophysics Option

Core 59-63 credits
See requirements under Geology Option Core

Additional Requirements 28 credits

Geophysics (GEOL 323) .................................................. 4
Introduction to Differential Equations (MATH 256), Several-Variable Calculus II (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 (GEOL 350), Structural Geology Problems (GEOL 351), Physical Chemistry (CH 411), Introductory Geographic Information Systems (GEOL 426), Hydrogeology (GEOL 451), Tectonics (GEOL 453), Geophysical and Environmental Fluid Mechanics (GEOL 454), Environmental Field Geophysics (GEOL 464), Geodynamics (GEOL 466), Introduction to Seismology (GEOL 468), Aqueous Geochemistry (GEOL 472) .................................................. 16

Environmental Geoscience Option

Core 59-63 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 the Environment (GEOL 310) .................................................. 4

Sedimentology and Stratigraphy (GEOL 334) .................................. 4
Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352) .................................. 5
Geologic Hazards (GEOL 353) .................................................. 4

Electives 28 credits

Up to 8 credits can be from Group B—courses 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 (GEOL 425), Palaeogeography (GEOL 435), Hydrogeology (GEOL 451), Neotectonics and Quaternary Geology (GEOL 452), Geophysical and Environmental Fluid Mechanics (GEOL 454), Environmental Field Geophysics (GEOL 464), Aqueous Geochemistry (GEOL 472)

Geography, Introductory Geographic Information Systems (GEOG 416), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Climatological Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461)

Group B (up to 8 credits). Select courses from geology-option electives, especially the upper-division physics courses, and, with departmental permission, engineering courses offered at Oregon State University.

Paleontology Option

Core 56 credits

Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203) .................................................. 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 201), General Biology II: Cells, Organisms (BI 211, 212) .................................................. 12

General Chemistry I II III: General Chemistry (CH 221, 222, 223) or Honors Chemistry I II III (CH 221H, 222H, 223H) .................................................. 12

Earth Materials (GEOL 311) .................................................. 5

Introduction to Field Methods (GEOL 316) .................................................. 3

Additional Requirements 39 credits

Essentials of Mineralogy (GEOL 321) .................................................. 2

Determinative Methods in Mineralogy (GEOL 322) .................................................. 2

Introduction to Petrology (GEOL 323) .................................................. 3

Sedimentology and Stratigraphy (GEOL 334) .................................................. 4

Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352) .................................................. 5

Paleontology I II III: Paleozoic Marine Fossils, Mesozoic and Cenozoic Marine Fossils, Nonmarine Fossils (GEOL 431, 432, 433) .................................................. 12

Field Geology (GEOL 450) .................................................. 10

Electives 12 credits

Select courses from geology-option electives, Earth Physics (GEOL 315), and Introduction to Hydrogeology (GEOL 316) .................................................. 12

Honors in Geological Sciences

Application for graduation with honors in geological sciences must be made no later than spring term of the student's junior year. To be eligible for graduation with honors, a student must

1. Maintain either a 3.50 grade point average (GPA) or better in geological sciences courses or a 3.00 GPA or better in all science courses

2. Submit and orally present an acceptable honors thesis written under the supervision of a department faculty member 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 A Thesis (GEOL 401) the term before they intend to graduate, and for 3 credits of Thesis (GEOL 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: GEOL 201-203 or GEOL 101-103. In addition, a minimum of 15 credits must be earned in other geological sciences courses numbered 213 or 300-499. Any such geological sciences courses listed in the UC Catalog may be used to meet this requirement, except that no more than 8 credits in GEOL 213, 304, 306, 307, or 308 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 (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203), then earn at least 15 credits in courses listed under the appropriate major.

Biological Majors

The Fossil Record (GEOL 304), Oceanography (GEOL 397), Geology of Oregon and the Pacific Northwest (GEOL 306), Sedimentology and Stratigraphy (GEOL 334), Paleontology I II III (GEOL 431, 432, 433)

Chemistry Majors

Earth Materials (GEOL 311), Essentials of Mineralogy (GEOL 321), Determinative Methods in Mineralogy (GEOL 322), Introduction to Petrology (GEOL 323), Aqueous Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Physics Majors

Geophysics (GEOL 325), Structural Geology (GEOL 350), Neotectonics and Quaternary Geology (GEOL 452), Tectonics (GEOL 453), Geophysical and Environmental Fluid Mechanics (GEOL 454), Environmental Field Geophysics (GEOL 464)

Nonscience Majors

Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) or Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203), plus at least 15 credits of coursework compatible with the student's interests. Students with minimal mathematics and science backgrounds may want to select two courses from Geology of National Parks (GEOL 215), The Fossil Record.
Vocational Earthquakes (GEOL 306), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308). Three additional geological science courses must be chosen. Students with strong science backgrounds may choose from Earth Materials (GEOL 311), Essentials of Mineralogy (GEOL 321), Introduction to Petrology (GEOL 323), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 330), Paleontology I,II,III (GEOL 431, 432, 433), Paleopedology (GEOL 435).

Group Requirements
Thirteen geological sciences courses satisfy university science group requirements. See the Group Requirements section of this catalog under Registration and Academic Policies.

Kindergarten through Secondary Teaching Careers
Students who complete a degree with a major in geological sciences are eligible to apply to the College of Education's five-year license program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the College of Education section of this catalog.

Graduate Studies
The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in geochemistry, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Non-native speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements
Basic university requirements for graduate degrees are described in the Graduate School section of this catalog. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should write to the Department of Geological Sciences for details.

Programs
Graduate study in geological sciences is offered in five broad areas: volcanology-petrology, geochemistry, stratigraphy-surface processes, paleontology-paleopedology, structural geology-geophysics, and economic geology (mineral deposits).

Volcanology-Petrology-Geochimstry
The department has excellent analytical and other research facilities for studies in these subdisciplines, and the volcanic and metamorphic terranes of the Northwest offer unparalled opportunities for field studies. Active research programs are diverse and include studies of eruption dynamics, magma volatile inventories, and magma rheology; experimental studies of igneous phase equilibria and trace element partitioning; calculations of multi-component equilibria in aqueous systems and volcanic gases; and studies of igneous protogenese.

Stratigraphy-Surface Processes
The stratigraphic record of tectonically active sedimentary basins indicates the dynamic interactions among basin subsidence, sediment input from eroding sources, evolution of depositional systems, and active faulting and folding that govern these processes. Research in this area combines field-based stratigraphic, sedimentologic, and geometric analysis with provenance studies and concepts derived from theoretical models to decipher the complex structural and climatic controls on the filling histories of active basins.

Surface processes regulate how tectonics and climate affect landscape evolution. Field observations, numerical simulations, topographic analyses, and experimental facilities are used to study sediment transport processes over a range of spatial and temporal scales. Projects incorporate links between active tectonics and structural geology, biology, geomorphology, and surface processes to address problems such as land-slip evolution and hilly slope evolution. Biological contributions to soil creep and landscape lowering, and the geomorphic implications of seismic-induced landsliding.

Paleontology-Paleopedology
Studies of fossil soils, plants, and vertebrates aim to reconstruct life on land and its role global change. Global changes of interest include Neogene paleoclimates and paleoenvironments of age and human evolution in East Africa, environmental effects of terminal Cretaceous impact and dinosaur extinction in Montana, consequences of mass extinction and methane clathrate degassing at the Pliocene-Pliocene boundary, and the effect of uplift and climate on weathering and atmospheric composition during the early Paleozoic.

Paleozoic paleontology and biostratigraphy includes research on global brachiopod and conodont evolution with particular emphasis on projects in Nevada, Alaska, Australia, and Britain. The brachiopod research provides information about lateral and vertical changes in paleoenvironments and marine ecology, whereas the conodont research provides a detailed time frame based on conodont zonation.

Structural Geology-Geophysics
Graduate work in the structural geology-geophysics area involves the study of the earth's dynamic processes. Seismic imaging techniques using regional arrays provide tools for understanding regional tectonics. Studies of upper-mantle and lithospheric beneath the Rocky Mountains and in the Pacific Northwest subduction zone are providing essential constraints, unavailable from surface geology, for detailed dynamical models of plate-tectonic deformation.

Structural geology focuses on applying modern field and analytical techniques to solving problems in Cretaceous 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 investigate the nature of sea-floor spreading including the segmentation, transport, and storage of oceanic lithosphere; and the spatial and temporal connectivity between magnetic, tectonic, and hydothermal processes.

Mineral Deposits
Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., red bed-brine reaction, boiling of solutions, effects of cooling hydrothermal solutions).

Related Research Activities
The Condon Museum of Geology, administered by the geological sciences department, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent vertebrates that are available to interested researchers for study.

Research Facilities
Students may use a variety of analytical facilities and equipment including a three-component broadband (0.03-50Hz) 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 range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres. Four piston-cylinder apparatuses with pressure-temperature capability to 60 kilobars and 1500°C may be used to study crystalline, partially molten, and molten silicates under mantlelike conditions. Other equipment measures transport properties and viscosity in melts and rocks at high temperatures.

Computers are used for much of the research in the department including acquisition of analytical and magnetometric data, acquisition and processing of seismic and gravity data, and numerical modeling of geophysical processes and chemical reactions. Two petrochemistry 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 20 servers, which supports the seismic array, as well as a Novell network for PCs and Macintosh workstations. A computer laboratory and visualization laboratory housing 10 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 \text{UNet} fiber-optic link. A student computer facility, equipped with PCs and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories here, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-ray fluorescence unit, photomicroscopes, a Lotz Arctophot unit, a fully maintained catalog of foraminifera, an acid room, and a cuneodont-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral Industries, United States Geological Survey, and private mining companies. Approximately three-fourths of the department's graduate students are fully or partially supported through teaching and research assistantships.

More information about financial assistance and departmental policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

Geological Sciences Courses (GEOL)

101 Earth's Dynamic Interior (4) Plate tectonics, mantle flow, and magnetism. Volcanoes, earthquakes, mountain building, generation of Earth's crust; rocks and minerals; Earth's internal structure. Comparison among other planets. (4)

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 coasts; geologic hazards. (4)

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. (1,1,1)

104, 105, 106 Introductory Geology Laboratory (1,1,1) Not offered 2003-4.

189 Laboratory Projects: [Topic] (1-5R)

199 Special Studies: [Topic] (1-6R) Studies of geologic topics combined 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 magnetics. Weekly lectures, two-hour laboratory.

202 Earth Surface and Environmental Geology (4) Earth materials, the rock record, human interactions with surface environments, weathering, soils, plants, and soils; rocks and environments, chemical and physical weathering, mineral and energy resources, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory.

203 Evolution of the Earth (4) Origin, history, and physical evolution of the Earth: geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory. Prereq: GEOL 102 or 101. 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.

234 The Fossil Record (4) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates. Fish, amphibians, reptiles, dinosaurs, and mammals; speciation and extinction. Intended for junior and senior nonscience majors but also open to geologic sciences majors.

236 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.

237 Oceanography (4) Characteristics of physical, chemical, and biological processes of the world's oceans. Includes sections on oceanography, plate tectonics, and human use and misuse of oceans. Tookey.

238 Geology of Oregon and the Pacific Northwest (4) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Weldon.

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 rocks; microscopic study of rock textures; environmental issues. Prereq: GEOL 201, 202 or GEOL 101, 102; coreq: CH 211 or 221 or 224. Cashman.

315 Earth Physics (3) 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 132, PHYS 201 or 211. Humphreys.

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: PHYS 201 or 211; off.

318 Introduction to Field Methods (2) Introduces to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101-103 or 201-203. Dorsey.

321 Essentials of Mineralogy (2) Crystal chemistry, mineral structures, relationship between structure and physical properties, systematics of important rock forming, ore, and alteration minerals. Prereq: GEOL 311; coreq: CH 212 or 222 or 225. Johnston.


325 Geophysics (4) Origin and composition of the Earth, gravity and isostasy, heat flow, tectonic processes, seismic wave propagation and its application to the study of the Earth. Coreq: MATH 252, PHYS 202 or 212. Humphreys.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their role in interpreting depositional environments; principles of stratigraphy, magnetostratigraphy, seismic stratigraphy, and chronostatigraphy. Prereq: GEOL 103 or 203; GEOL 313. Dorsey.

340 Structural Geology (3) Description, analysis, and origin of geologic structures including folds, faults, and tectonics. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 311 or instructor's consent. Coreq: GEOL 351 or 352. Weldon.


353 Geologic Hazards (4) Examines geologic hazards, including both the physical processes that cause them and society's attempt to mitigate them. Prereq: GEOL 311. Cashman.

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

403 Thesis: [Topic] (1-6R) Geoscience research, honors students only. Prereq: for maximum of 6 credits.

404 Reading and Conference: [Topic] (1-21R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-5R)

408/508 Laboratory Projects: [Topic] (1-6R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-5R) Coreq topics are Geomorphology, Vertebrate Paleontology, Data Analysis, Geos, Motulski, Roering.


422/522 Accreted Terranes (4) Evolution and accretion of tectonostratigraphic terranes to form the Cordilleran Mountain belt of the western
Geological Sciences


450 Field Geology (10) Geological fieldwork in selected parts of Oregon: emphasizing structural geology and field work. A course in structural geology and fieldwork. Offered summer session only; meets in the field for six weeks immediately after spring term.


464/564 Environmental Field 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 202 or PHYS 211, 212 or equivalents. Waif.

466/566 Geodynamics (4) Introduction to the process of the earth's physical workings. Includes seismology, bending of lithosphere, viscous flow, and heat transport. Prereq: one course in differential equations. Humphreys.


470/570 Introduction to Geochemistry (4) Analytical techniques of geochemistry; distributions of elements; lunar and planetary geochemistry; overview of terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 323 or CH 413/513 or instructor's consent.


473/573 Isotope Geochemistry (4) Introduction to nuclear physics and isotopic systematics: techniques of isotopic analysis; applications of stable (nonradiogenic and radiogenic) and radiocarbon isotopes in geochronology and for tracer studies of geophysical processes. Prereq: GEOL 311, 570 or equivalent. Gole. Not offered 2003-4.


620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalt, calcalkali series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents. Johnson. Not offered 2003-4.


640 Topics in Global Stratigraphy (Topic) (3R) Stratigraphic record in different parts of the world. Global events, major palaeontological changes and evolutionary outbursts, extinctions, faunal provinces, and migrations. Savage. R when topic changes. Not offered 2003-4.

650 Advanced Structural Geology (Topic) (3R) Quantitative analysis of structures, focusing on faults and fault-related structures. Problems include stress and strain inversion from mapped and field data. Prereq: calculus, GEOL 350 or instructor's consent. Welden. R twice with instructor's consent for maximum of 9 credits.


Germanic Languages and Literatures

Susan C. Anderson, Department Head

[541] 344-4051
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1250 University of Oregon
Eugene OR 97403-1250

Faculty

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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 German language, literature, and culture; German studies; 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 language, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a major in Germanic languages. Recent graduates of the department have been successful applicants to schools of law and business.

Major Requirements

The following courses cannot be applied to the major: Foreign for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 196), Reading and Conference (GER 405), Workshop (GER 406), Practicum (GER 409). 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 Intermediate German (GER 205). See Study Abroad in this section of the catalog for arrangements.

MAJOR IN GERMAN

German Language, Literature, and Culture Focus

1. Five upper-division German-language courses (20 credits)
2. Seven upper-division German literature and culture courses (26 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. German advising conference workshop taken pass/no pass (1 credit)
5. Foreign language retreat workshop (2 credits)
6. Students who want to study in Germany should plan their course work carefully.

German Studies Focus

The German studies focus combines advanced language training and German literature courses with an interdisciplinary program that includes courses in history, philosophy, political science, art history, music, religious studies, and Judaic studies. Majors are encouraged to develop their language skills in German with an emphasis on reading and writing and to use these tools in their course work.

Honors

To earn a bachelor of arts degree with departmental honors, a student must maintain at least a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 4 credits in Thesis (GER 403). More information is available from the Department of Germanic Languages and Literatures.

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 upper-division courses in German (28 credits). These may include courses in language, literature, and culture and civilization. Only one course taught in English 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 405), Special Problems (GER 406), 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 advisers.

**German Area Studies Minor**

The German area studies minor requires—in addition to second-year language proficiency—seven courses (28 credits) distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three courses selected from Intermediate Language Training (GER 311, 312, 313), Study in Germany (GER 317), Introduction to German Culture and Society (GER 340, 341), Centres in German Literature (GER 350), Diversity in Germany (GER 351), Authors in German Literature (GER 382), German Gender Studies (GER 384), German Cinema (GER 383), German Fairy Tales (GER 386), Introduction to German Literature (GER 390, 391, 392), Themes in German Literature (GER 396, 397, 398), Special Problems (GER 400), Seminar (GER 401), Experimental Course (GER 410), Advanced Language Training (GER 411, 412, 413), Play Performance (GER 425), German Culture and Society (GER 440), Special Topics in German Literature (GER 460)</td>
<td>28 credits</td>
</tr>
</tbody>
</table>

Four upper-division courses in at least two of the following fields: philosophy and religion, history and politics, art, history and music. See Requirements under German Studies Focus. 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. 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 must have approval from the German area studies adviser to ensure that the course has a substantive emphasis on German studies.

**Scandinavian Minor**

The Scandinavian minor correlates well with studies that have an 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 DANES 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 General Requirements and Multicultural Requirement sections of this catalog and Registration and Academic Policies.

**Study Abroad**

Germany. 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 or Study Abroad. Another opportunity is to study during the summer at the Deutsche Sommerschule am Festيف in Portland.

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 International Programs in the Academic Resources section of this catalog.

For more information students should consult departmental representatives and the Office of International Programs. Students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met. Study in Germany (GER 317) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

German majors must complete six courses on the UO campus, two of which must be 400-level courses with the GER subject code, unless they intend to graduate in absentia while enrolled through the Baden-Württemberg program.

Denmark, Finland, Norway, and Sweden. Students in Scandinavian 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 Uppsalas in Sweden. For more information consult departmental advisers in Scandinavian.

**Kindergarten through Secondary Teaching Careers**

Students who complete the B.A. degree with a major in German are eligible to apply for the College of Education's fifth-year licentiate program in middle secondary teaching; or the fifth-year licentiate program to become an elementary teacher. More information is available from the department's K-12 education advisers; see also the College of Education section of this catalog.

Some German courses may be applied to requirements for the certificate in second language acquisition and training. See The Linguistics section of this catalog for a description of the certificate. More information is available from department advisers.

**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 and theoretical work.

The core curriculum consists of six courses: GER 621, 622, 623, 624, 625, 626. Students take one course each term. These courses are grouped according to an area of study, and the coursework is divided into areas according to a common theme. These courses are also offered in the Germanic Languages and Literatures department, and similar courses are offered in the Comparative Literature and Languages department.

Students may be eligible to enroll in graduate courses in other departments of the College and Education's teaching certificate program through the College and Education's Teacher Education Program. Students interested in these courses should consult their appropriate adviser or the Teacher Education Program.

**German Courses (GER)**

Because every course listed here cannot be offered every year, students should consult the most recent UO Schedule of Classes.

101, 102, 103 First-Year German (5,5,5) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well
as an understanding of the spoken language.

**104, 105 Intensive First-Year German (7,8)** Covers the same work as GER 101, 102, 103. Sequence. Offered only during summer session.

**196 Field Studies: [Topic] (1–2R)**

**198 Workshop: [Topic] (1–2R)**

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

**201, 202, 203 Second-Year German (4,4,4)** Grammar and composition, reading selections from representative authors, conversation, and readings in English. Sequence. Prereq: GER 103 or 105 or equivalent.

**204, 205 Intensive Second-Year German (6,6)** Covers the same work as GER 201, 202, 203. Sequence. Prereq: one year of college German or equivalent or instructor’s consent. Offered only during summer session.

**221 Postwar Germany: Nation Divided (4)** Introduction to literary and cultural movements of public dissent, including 1989 student revolutions, in postwar Germany.

**222 Voices of Dissent in Germany (4)** Compares controversial East and West German literary movements that examined private life to criticize public and political spheres.

**223 Germany: A Multicultural Society (4)** Examines complexities of the increasingly multi-ethnic German society through the writings of African-Turkish and Jewish Germans.

**257, 258, 259 German Culture and Thought (4,4,4)** Introduction to German literature, art, music, philosophy, and history through analysis and discussion of selected documents from different periods—genres, and media. 257: from Luther to Marx. 258: from Schopenhauer to Musil. 259: culture of the Weimar Republic.

**311, 312, 313 Intermediate Language Training (4,4,4)** Extensive practice in speaking and writing German: complex grammatical structures in writing. Prereq: GER 203 or equivalent.

**317 Study in Germany (4)** Intensive German grammar review in preparation for DHS (Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber), a required test for students in German exchange programs. Prereq: GER 203 or equivalent.

**327, 328, 329 German for Reading Knowledge (4,4,4)** Intensive practice in grammar: reading texts in the student's own field. Sequence. Primarily for graduate: students in other disciplines recommended for students who want extra training in translation.

**340, 341 Introduction to German Culture and Society (4,4)** Writing by such figures as Kant, Marx, Freud, and Weber. 340: the emergence of Germany as a cultural and political entity explored through literature, film, and art. 341: the German crisis of modernization. Prereq: two years of college German or instructor’s consent. Readings, discussions, and written assignments in German. GER 340 and 341 are offered alternate years; 340 not offered 2003–4.

**350 Genres in German Literature (4)** Studies on such genres as German literature as a novel. 20th-century drama, political poetry. No knowledge of German required: readings and discussions in English. Not offered 2003–4.

**351 Diversity in German (4)** Examines the social construction of identity in German literature and culture. Addresses topics of plural voices and tolerance in German-speaking cultures. Topics vary.

**352 Authors in German Literature (4)** Representative works by writers such as Lessing, Schiller, Hoffmann, Böll, Hesse, Kafka, Flüsser, Brecht, and Nietzsche. No knowledge of German required: readings and discussions in English.

**354 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. Not offered 2003–4.

**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 America exiles, German New Wave. Conducted in English.

**356 German Fairy Tales (4)** The German fairy tale in historical and theoretical context. From the Brothers Grimm and romantic tales to adaptations by Tschudikov and Sendak.

**360, 361, 362 Introduction to German Literature (4,4,4)** Introduction to textual analysis—poetry, plays, and prose from 1810 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. Not offered 2003–4.

**366, 367, 368 Themes in German Literature (4,4,4)** Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past. Prereq: two years of college German or instructor’s consent.

**380 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 [Topic] (1–12R)**

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

**406 Special Problems: [Topic] (1–16R)**

**407/507 Seminar: [Topic] (1–5R)** Recent topics include Nietzsche in Scandinavia, Experimental Poetry.

**409/509 Workshop: [Topic] (1–10R)**

**409 Practicum: [Topic] (1–3R)**

**410/510 Experimental Course: [Topic] (1–5R)** Recent topics include Döppelgänger: Kierkegaard, Nietzsche, and Freud.

**411, 412, 413 Advanced Language Training (4,4,4)** Course in practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. 411: grammar. 412: writing. 413: speaking. Prereq: GER 311, 312, 313 or instructor’s consent.

**425 Play Performance: [Topic] (4R)** Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and some 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)**

**450/550 Special Topics in German Literature: [Topic] (4R)** Representative works by writers such as Lessing, Heine, Kafka, Brecht, Mann, and Wolf on representative works on such topics as how history and literature affect and influence each other. Typical topics include the political imagination. Prereq: GER 360, 361, 362 or instructor’s consent. R when topic changes.

**503 Thesis (1–16R)**

**601 Research: [Topic] (1–6R)**

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

**603 Dissertation (1–16R)**

**605 Reading and Conference: [Topic] (1–10R)**

**606 Special Problems: [Topic] (1–16R)**


**610 Colloquium: [Topic] (1–16R)**

**619 Practicum: [Topic] (1–16R)**

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

**621 Narrative (4R)** Analysis and theory of narrative texts. R when topic changes.

**622 Drama (4R)** Analysis and theory of dramatic texts. R when topic changes.

**623 Lyric (4R)** Analysis and theory of lyric texts. R when topic changes.


**625 Translations-Transformations (4R)** Presents the theory and practice of translation and other transformation media (e.g., the sister arts: literature into film). R when topic changes. Not offered 2003–4.

**866 Genres of German Literature: [Topic] (4R)** Generally focuses on a single genre such as the novel or the play. Frequently limited by a time frame or subgenre such as historical drama, ballad, or Novelle. Prereq: graduate standing or instructor’s consent. R when topic changes. Not offered 2003–4.

**890 Literary Studies: [Topic] (4R)** Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German theorists, literary and non-literary forms. Prereq: graduate standing or instructor’s consent. R when topic changes. Not offered 2003–4.

**Scandinavian Courses (SCAN)**

**196 Field Studies: [Topic] (1–2R)**

**198 Workshop: [Topic] (1–2R)**

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

**250 Scandinavian Fantasies (4)** Explores portrayals of the fantastic in Scandinavian film, mythology, literature, and philosophy in relation to individual identity, truth, and other experiences beyond language. Conducted in English.

**315 Cinematic Traditions in Scandinavia (4)** Examines the early history and development of the Scandinavian cinematic culture including the works of Ingmar Bergman. Conducted in English; films subtitled.

**325 Constructions versus Constructions of Identity (4)** Explores the notion of regional, ethnic, gender, and class identity in Scandinavian texts and culture. Topics include immigrant-exilant experience, life of the Arctic, Finland-Swedish writing. Conducted in English. Not offered 2003–4.
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 the language. Sequence. Not offered 2003-4.

199 Special Studies: [Topic] (1-3R)
201, 202, 203 Second-Year Swedish (4, 4, 4)
Review of grammar; composition, conversation. Readings from various texts in Swedish. Sequence or instructor's consent.

Norwegian Courses (NORW)

101, 102, 103 First-Year Norwegian (4, 4, 4)
Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language. Sequence. Not offered 2003-4.

199 Special Studies: [Topic] (1-3R)
201, 202, 203 Second-Year Norwegian (4, 4, 4)

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 the language. Sequence. Not offered 2003-4.

199 Special Studies: [Topic] (1-3R)
201, 202, 203 Second-Year Swedish (4, 4, 4)

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. Not offered 2003-4.

199 Special Studies: [Topic] (1-5R)
201, 202, 203 Second-Year Danish (4, 4, 4)
Review of grammar; composition, conversation. Selections from representative texts in Danish. Sequence. Prerequisite: SWED 203 or instructor's consent.

200, 201, 202 Second-Year Finnish (4, 4, 4)

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

The study of history offers a framework for a liberal education and the background that is essential for understanding the contemporary world. Through analyzing interpretive studies, accounts by witness to past events, and historical records, students come to appreciate 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 preparation in a second language. Students who transfer to the university at the end of their sophomore year should have completed a year of college-level history and at least one year of a second language.

CAREERS. History provides a foundation for careers in teaching, journalism, international endeavors, law, foreign service, business, government, 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 advisor 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 advisor is available for periodic review of the program and of progress in the major.

A staff of undergraduate peer advisors is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisors are trained in university and history major requirements, and they are a resource for information about 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 Department of History offers a bachelor of arts (B.A.) and a bachelor of science (B.S.), but all history majors must fulfill the second-language requirement for the university’s bachelor of arts degree. They must demonstrate proficiency in a second language either by completing, with a C– or P or better, at least the third term, second year of a second language. History courses that satisfy major requirements must be taken for letter grades. Twenty-one upper-division credits, including three courses numbered 400–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. 45 credits in history courses, 33 of which must be upper division including at least 21 at the 400 level. [Majors who declared before September 16, 2001 need only 29 upper-division credits.] No more than 8 graded credits of Reading and Conference (HIST 405) may be used to fulfill major requirements.

2. 8 upper-division credits in history before 1800

Plan 2000. (For majors who declared before September 16, 2001) 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)

Plan 2001. (For majors who declared 00 or after September 16, 2001) 8 upper-division credits in three of the following fields:

a. European history
b. United States history
c. African history
d. Asian history
e. Latin American history

4. A research paper written in a seminar (HIST 497). In exceptional circumstances a term paper written in a colloquium (HIST 498) or in a 400-level lecture course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option enroll in Reading and Conference (HIST 405) for 2 graded credits.

The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not displace the seminar experience. It should not be used to compensate for a student’s lack of planning or preparation. It is permitted only when there are strong pedagogical reasons for pursuing it.

5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement.

History Honors Program

The honors program provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis during the senior year. To be eligible for admission to the program, students must have completed at least 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. A grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for a bachelor’s degree with honors in history. Information about procedures for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements

The minor requires 25 credits in history taken for letter grades. Of these credits 21 must be upper division and include one course in history before 1800 in any field. Thirteen of the upper-division credits must be in 400-level courses.

Participating

Judith R. Baskin, Judaic studies
Robert Bussel, LERC
James D. Fox, library
Joseph G. Fracchia, honors college
Marianne S. Nicolle, arts and sciences
Barbara Cornado Pope, women’s and gender studies
Roxanna Przyniak, honors college
Elizabeth Reis, women’s and gender studies
Daniel Rosenberg, honors college
Stephanie Wood, Center for the Study of Women in Society
Doctor of Philosophy

Applicants are expected to have completed a master's degree in history or a closely allied field. 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 syllabus 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 societies, 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.


190 Foundations of Eastern Civilization (4) Introduction to traditional China and Japan: Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body: Literate classes; samurai; Mongols and Manchus. Asim, Gible; Haen.


199 Special Studies: [Topic] (1–5R) Problem-oriented courses 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, Civil War, Reconstruction. 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) The United States and Russia share historical experiences that extend far beyond diplomacy, trade, and international rivalry or alliance. Includes frontier expansion, revolution, industrialization, imperialism, world view. Kimball.


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.

301, 302, 303 Modern Europe (4, 4, 4) Political, social, cultural, intellectual, and economic trends from the 18th century to the present.


387 The Study of History (4) Introduction to theoretical reasoning and research methods.

388, 389 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. 389: 1800 to 1870, 388: 1870 to present.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (4) The ways in which perceptions about women’s and gender roles in society partially reflected and partially contrasted with their actual role. Wolverton.

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. R. Pope.


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. Migration, 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. Appuhn.
Honors College
See Honors at Oregon

Humanities
John Nicols, Program Director
(541) 346-4069
837 Prince Lucien Campbell Hall

Program Committee
Martha J. Beylison, English
James W. Earl, English
Charles H. Lachman, art history
Lauren J. Keister, journalism and communication
James C. Mohr, history
John Nicols, history
Scott L. Pratt, philosophy
Steven Shankman, English
George J. Sheridan, music
Martha J. Wyle's, English
Marc Varschewnik, 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 program is pluralistic and multicultural in its vision and interdisciplinary in its approach. It is designed to provide essential skills and understanding for intelligent action. As an added benefit, humanities courses provide preparation for a wide range of careers.

Major Requirements
The humanities major is an interdisciplinary bachelor of arts (B.A.) degree program. Proficiency in at least one second language is a requirement for the B.A. degree, is central to the humanities major. Although majors are not required to do more than meet the B.A. requirement, it is strongly recommended that they continue language study in upper-division courses.

The major in humanities requires 48 or 52 credits. Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

Introduction to the Major (4 or 8 credits)
Two courses from Introduction to the Humanities I,II,III (HUM 101, 102, 103) or Themes in the Humanities (HUM 300), recommended for students who declare the major in the junior or senior year.

Breadth Requirement (16 credits)
One course taken in each of the four areas listed below. At least two of these must be upper-division courses, and all four courses must be grouped 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), Classic Myths (CLAS 321)

History: Ancient Greece (HIST 412), Ancient Rome (HIST 414), Society and Culture in the Renaissance (HIST 420), Intellectual History of Modern Europe (HIST 427), The Book in History (HIST 440)

Philosophy: Philosophy in Literature (PHIL 331), Introduction to Philosophy of Science (PHIL 339)

Theater Arts: Studies in Theater and Culture (TA 471)

Kindergarten through Secondary Teaching Careers
Students who complete a degree with a major in humanities are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available 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) are 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.
International Studies

Linda O. Fuller, Program Director
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Faculty


Courtesies


Emeritus

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

University Committee on International Studies
Executive Committee
Shanika Chokkathiy, economics (growth and development)
Robert L. Davis, Romance languages (methodology and pedagogy, Spanish and Romance linguistics)
Linda O. Fuller, sociology (Latin America, global inequality, comparative socialism) (ex officio)
Dennis C. Galvan, international studies
Ibrahim J. Gassan, law (international business transactions, international law, human rights)
Richard Kraus, political science (comparative politics, Chinese politics, politics of culture)
Robert C. Proudfoot, international studies
H. Leslie Stevens, journalism and communication (Africa, gender and communication)

Program Committee
Arif Dirlik, history (modern China, transnational Asia)
Michael Hibbard, planning, policy and management (community and regional development)
Joanna E. Lambert, anthropology (ecology, climate feeding and nutrition, Africa)

Jeffrey Mageto, Yamada Language Center
Thomas Mills, international programs
Alexander B. Murphy, geography (cultural and political geography, Europe, law and geography)
Lise Nelson, geography (cultural and political geography, international rural development, feminist theory)
Eric W. Peterson, linguistics (cognitive and psycholinguistics, language and culture, South Indian language)

Lynn Stephen, anthropology (Latin America, ethnicity and social movements, gender)
Anne Williams, international programs

Philip D. Young, anthropology (social anthropology, rural development, Latin America)

About the Program
The 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 awareness 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 for Women in Development and the International Studies Association. These links provide more opportunities in research, internships, funding, and employment for international studies students.

The Vietnam-University of Oregon Sister University Project, overseen by the international studies, offers opportunities for field schools, faculty and student exchanges, alternative research processes.

Undergraduate Studies
The interdisciplinary bachelor of arts degree offers students a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the interdependent modern world.

Advising. The role of the faculty advisor is central to the program. Students interested in applying to the program should choose a faculty member with whom they have a common area of interest to act as their advisor and mentor. Typically one of the committee members named above is a faculty member from the student's concentration area. Advising about specific major requirements is available from the program's undergraduate advisers.

Admission. Students who want to major in international studies should apply for admission during their sophomore or junior year at the university and should have at least a 3.00 grade point average (GPA). Premajor advising and help with application procedures are available at the international studies office. Applicants must meet with an international studies undergraduate adviser to review the application before submitting it for consideration. Applications are due on Monday of the fourth week of fall, winter, and spring terms.
Major Requirements

The major consists of work in three core blocks: International Core Foundation, Regional Cultures, and Area Studies, and Professional Concentration Areas. A minimum of 48 credits, of which must be upper division, are required in these blocks. Courses must be passed with grades of C- or better to satisfy major requirements. In addition, three years of a second language or the equivalent is required.

The major may include courses from a number of departments. The minimum requirement is 16 credits in each block. Courses applied to the major, with the exception of the language requirement and up to 9 credits in INTL 406 or 409, must be taken for letter grades.

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, Conflicts, and Global Resources (INTL 261), 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 should 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. To 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 Areas. 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 five core faculty members of the International Studies Program as an advisor 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 write a thirty- to fifty-page thesis. An advisor must be selected and a proposal approved by the program faculty term before graduation. Students may apply up to 6 credits in Thesis (495) to the appropriate block of the 48 credits required for the international studies major.

The completed thesis must be awarded a grade of A or better by the adviser (P, or pass, for Clark Honors College thesis) and approved 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 A- or better, or by an examination.

International Experience. Majors must have a significant international experience to complete requirements for the major. This is usually satisfied by at least one term of study or work in another country. The international studies internship adviser is a resource for opportunities abroad. For information about study abroad, see International Programs in the Academic Resources section of this catalog and index entries under “Overseas study.” Advice is available from the Office of International Programs, 530 Oregon Hall.

Internship Option. Students may earn pass/no pass (P/N) 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)

Anthropology, Economic Anthropology (ANTH 452)
Economics, Economic Growth and Development (EC 490)
International Studies, Gender & International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), The Political Challenge (INTL 440), South Asia: Development and Social Change (INTL 442), Journalism and Communication (INTL 455)
Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 480)
Sociology, World Population and Social Structure (SOC 303), Political Economy (SOC 420), Sociology of Developing Areas (SOC 490)

Cross-Cultural Communication, Indigenous Cultural Studies, and Ethnic Identity

Required Course (4 credits)

Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

Ethnic Studies, Advisor-approved courses

Geography, Political Geography (GEOG 441), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446)

Humanities, Multicultural Studies in the Humanities (HUM 350)

International Studies, Gender and International Development (INTL 421)

Indigenous Cultural Survival (INTL 432)

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 (AAAD 250) or Music in World Cultures (MUS 358)

Elective Courses (minimum of 12 credits)

Anthropology, Anthropology and Folklore (ANTH 410), Cultural Resource Management (ANTH 449), The Anthropology Museum (ANTH 450)

Art History, Critical Approaches to Art: Historical Study (ARHI 301), Museology (ARHI 411)

Arts and Administration, Art and Human Values (AAAD 250), The Arts and Visual Literacy (AAAD 301), Arts Administration (AAAD 460)

Dance, Dance and Folk Culture (DANC 301)

Dance, Folk Art and Material Culture (DANC 411), Folklore, Film and Folklore (DANC 485)

Historic Preservation, Introduction to Historic Preservation (AAP 411)

International Studies, Cross-Cultural Communication (INTL 431)

Music, Music in World Cultures (MUS 338), Introduction to Ethnomusicology (MUS 351), Musical Instruments of the World (MUS 452)

Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 480)

Theater Arts, Multicultural Theater (TA 472)

Diplomacy: Law and International Relations

Required Courses (8 credits)

Aid to Developing Countries (INTL 422) and Introduction to International Relations (PS 203) or International Political Economy (PS 340)

Elective Courses (minimum of 8 credits)

Geography, Political Geography (GEOG 441)

Asian American Cross-Cultural Communication (HST 431), South Asia: Development and Social Change (INTL 442)

Political Science, United States Foreign Policy I (PS 426), International Organization (PS 426), United States Foreign Policy II (PS 426), Theories of International Politics (PS 455), United States-Chinese Relations (PS 456), International Environmental Policies (PS 477)

Sociology, Political Economy (SOC 420), Systems of War and Peace (SOC 464)

International Business

Required Courses (8 credits)

Managing in a Global Economy (MCM 420) and International Marketing (MKTG 470)

Elective Courses (minimum of 8 credits)

Anthropology, Economic Anthropology (ANTH 412)

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)
International Economics
Required courses (8 credits)
International Finance (EC 480), International Trade (EC 481)

Elective Courses (minimum of 8 credits)
Anthropology, Economic Anthropology (ANTH 412)
Economics, Issues in Industrial Organization (EC 360), International Economic Issues (EC 380), Introduction to Econometrics (EC 420), Public Economics (EC 440), Issues in Economic Growth and Development (EC 491)
Geography, Geography of the World Economy (GEOG 424)
International Studies, Aid to Developing Countries (INTL 422)

International Education
Required Course (4 credits)
Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)
International Studies, Seminar: Cross-Cultural Childhood (INTL 407), Indigenous Cultural Survival (INTL 432), Gender and International Development (INTL 421), World Value Systems (INTL 430)
Journalism and Communication, International Communication (J 398), Third World Development Communication (J 455)
Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 440)
Political Science, International Organization (PS 420)

International Environment
Required Course (4 credits)
International Community Development (INTL 420)

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 465), Environment and Development (GEOG 465)
International Studies, Seminar: Indigenous Cultural Survival (INTL 432), Aid to Developing Countries (INTL 422)
Planning, Public Policy and Management, Natural Resource Policy (PPPM 443)
Political Science, International Environmental Politics (PS 477), Environmental Politics (PS 497)

International Gender Issues
Required Courses (6 credits)
Women and Culture I: Politics, Production, and Power (ANTH 314) and Gender and International Development (INTL 421)

Elective Courses (minimum of 8 credits)
Anthropology, Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421), Feminism and Ethnography (ANTH 439)
International Studies, Seminar: Women's Movements around the World (INTL 407)
Journalism and Communication, Third World Development Communication (J 455)
Sociology, Sociology of Women (SOC 355), Issues in Sociology of Gender (SJC 455), Feminist Theory (SOC 456)
Women's and Gender Studies, History and Development of Feminist Theory (WGS 302), Global Feminisms (WGS 431)

International Tourism
Required Courses (8 credits)
World Value Systems (INTL 430), Political Geography (GEOG 441)

Elective Courses (minimum of 12 credits)
Geography, Geography of the World Economy (GEOG 443)
International Studies, Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)
Landscape Architecture, Understanding Landscapes (LA 260)
Marketing, Marketing Management (MKTG 311), International Marketing (MKTG 470)
Planning, Public Policy and Management, Managing Nonprofit Organizations (PPPM 440)
Political Science, Introduction to Environmental Politics (PS 297)
Sociology, Political Economy (SOC 420), Tourism, Inquire at the program office about approved courses

Media: Journalism and Communication
Required Courses (8 credits)
International Communication (J 396) and Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)
International Studies, South Asia: Development and Social Change (INTL 442)
Journalism and Communication, The Mass Media and Society (J 201), Public Relations Writing (J 331), Third World Development Communication (J 455), International Journalism (J 493)
Marketing, Marketing Communications (MKTG 420), International Marketing (MKTG 470)
Sociology, Sociology of the Media (SOC 317)

Peace Studies: Human Rights and Conflict Resolution
Required Courses (8 credits)
International Organization (PS 430), Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)
Geography, Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 443)
History, Women and the Modern World (HIST 240), The Study of History (HIST 307)
International Studies, Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422)
Political Science, Introduction to Environmental Politics (PS 297)
Sociology, Systems of War and Peace (SOC 464)

Teaching English as a Second Language
Required Courses (12 credits)
Linguistic Principles and Second-Language Learning (LING 440) or Second-Language Acquisition (LING 441), Second-Language Teaching (LING 445), Second-Language Teaching Practice (LING 446)

Elective Courses (9-15 credits)
Courses on the structures and cultures of the target language. See program advisor for recommended courses

Urbanization: Migration and Refugees
Required Courses (6 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)
Geography, Culture, Ethnicity, and Nationalism (GEOG 445)
International Studies, International Community Development (INTL 420), Cross-Cultural Communication (INTL 431)
Political Science, Introduction to Urban Politics (PS 230)
Sociology, World Population and Social Structure (SOC 303), Issues in Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442)

Minor
The minor in international studies is inactive.

Graduate Studies
The interdisciplinary M.A. degree in international studies is offered for students who contemplate careers in international affairs, international development, diplomacy, international organizations, or domestic organizations with an international focus. A minimum of 73 credits must be completed for the degree.

The degree program can be tailored to meet the unique professional needs of each student. In close consultation with a faculty advisor, the student develops a program that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include comparative development, cross-cultural training, cultural arts, gender and development, health education and nutrition, international business, international community development, international education, international tourism, journalism, management of 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 advisors, 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 fall term. A Graduate Record Examinations (GRE) score is optional. Students whose native language is not English must verify a score of 527 (paper-based test) or 233 (computer-based test) or better on the Test of English as a Foreign Language (TOEFL) unless they have earned a bachelor’s degree from a college or university in an English-speaking country. Application forms and additional information about the graduate program may be obtained from the International Studies Program.

International Students. International students are encouraged to apply. Study programs are designed to meet students’ professional needs and those of their home countries. Approximately half the program’s graduate students are international students.
Graduate Curriculum

Of the 73 course credits needed to complete the degree, students must take a minimum of 20 graded credits, 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any one department in order to allow an appropriate degree of specialization.

Interdisciplinary Core. Students take 16 credits of interdisciplinary courses that form the common core of the curriculum. The core is composed of three major competence areas: cross-cultural communication and understanding, international relations, development theories and approaches, and cross-cultural research methods. Students may select from a range of courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. Students 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 about concurrent enrollment, see the Registration and Academic Policy section of this catalog.)

Proseminar Series. The International Studies Program conducts three required 1-credit proseminars in which students and faculty members explore the field of international studies: Proseminar (INTL 555), Research and Writing in International Studies (INTL 566), and Ethical Issues in International Research (INTL 657).

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 earned their undergraduate degrees from institutions outside the United States may substitute an additional 12 credits in the professional concentration for the 12 credits of geographic focus. Students are encouraged to choose a geographic focus outside their native region.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a second language relevant to their professional or geographic focus before completing the program. Students who want to improve their language skills as part of the M.A. program may take course work in Chinese, Japanese, other non-European languages, or Russian. They may study languages through self-instruction at the Yamada Language Center. Third- and fourth-year Romance- or Germanic-language courses are also an option. 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. A total of no more than 16 credits of second-language study may be applied to 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 relate to the student's career plans to enhance future job opportunities. International students may do their internship in the United States. Students must pay all or most of the costs of many internships. Many graduate students in the program have completed successfully for funding to support internship experiences.

The international studies faculty expects students 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)

106 Field Studies: [Topic] [1-2R]
108 Colloquium: [Topic] [1-2R]
109 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. Gelvan.
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. Wooten.
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. Carpenter.
399 Special Studies: [Topic] [1-5R]
401 Research: [Topic] [1-12R] Prereq: instructor's consent.
405 Reading and Conference: [Topic] [1-12R] Prereq. instructor's consent.
406 Field Studies: [Topic] [1-12R] Prereq: instructor's consent.
407/507 Seminar: [Topic] [1-5R] Recent topics include Coexistence in International and Cross-Cultural Perspective, Comparative Tribalsisms, Politics of Cultural Identity. R when topic changes.
408/508 Workshop: [Topic] [1-12R]
409 Practicum: [Topic] [1-12R] Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.
410/510 Experimental Course: [Topic] [1-5R] Recent topics include Africa: Development and Social Change, Southeast Asia: Development and Social Change. R when topic changes.
420/520 International Community Development (4) Introduction to village communities and their development. Examines the critical skills necessary for effective community development work. Emphasis on values and alternative development strategies. Gelvan.
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.
Judaic Studies

Judith R. Baskin, Program Director
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Eugene OR 97403-5273
http://darkwing.oregon.edu/~jdst/

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

Executive Committee
Judith R. Baskin, Judaic studies
Shaun E. Cohen, geography
Matthew Dettli, history
Daniel K. Falk, religious studies
David A. Frenck, honors college
Deborah A. Green, Judaic studies
Kenneth L. Holphen, landscape architecture
Esther Jacobson, art history
Richard L. Stein, English

Participating Faculty
Elaine R. Baxter, anthropology
Aletta Biersack, anthropology
Jean-Damouk, political science
Mary-Lynn Debezz, art history
Lisa Frankele, English
Marlon Sherman Goldman, sociology
Timothy F. Gianotti, religious studies
Elyse Goldblum, Germanic languages and literatures
Julie M. Hessler, history
Don S. Levi, philosophy
Mark Levy, music
Masumi Lollini, Romance languages
Ronald J. Loening, landscape architecture
David M. Lundeke, history
Jack P. Maddox, history
Geraldine Morino, anthropology
Sandra L. Morgen, sociology
David S. Payne, linguistics
Judith Rainken, women’s and gender studies
Elizabeth Reis, women’s and gender studies
Chuney C. Roya, philosophy
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Allison B. Snyder, architecture
William Toll, history
Ronald Wixman, geography
Mary E. Wodak, English
Naomi Zack, philosophy

About the Program
The interdisciplinary Harold Schnitzer Family Program in Judaic Studies provides a comprehensive undergraduate curriculum in the history, religious, and cultural traditions of the Jewish people and offers instruction in biblical Hebrew language and literature. The program offers a major leading to a bachelor of arts (B.A.) degree 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 core courses taught under the REL and J DST subject code and a broad range of related courses taught in the disciplines of participating faculty members, including anthropology, art history, English, geography, Germanic languages and literatures, history, landscape architecture, music, philosophy, political science, religious studies, Romance languages, sociology, and women’s and gender 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 range of professional fields and prepares students for graduate work in Judaic studies or related endeavors.

Requirements for the major include 36 lower-division credits. Three core courses cover the development of Judaism and Jewish culture in a chronological sequence (REL 211, J DST 212, J DST 213). Majors must also take Introduction to the Study of the Bible (REL 111) and two courses that place Judaic studies in the broad context of Western history and culture. Majors satisfy the university’s foreign language requirement for the bachelor of arts with six terms of biblical Hebrew language and literature.

Upper-division requirements total 40 credits and include seven subject matter courses, one of which must concentrate on the American Jewish experience. At least three of these remaining courses must be approved topics courses that focus on significant issues in Judaic studies from the perspective of the instructor’s academic discipline. These courses must be taken in at least two departments. Recently offered courses include Geography of the Middle East and Africa (GEOG 209), Women in Judaism (REL 318), Jewish Writers (ENG 340), Israelis and Palestinians (J DST 354), and Experimental Courses: Judaic Art (ART 410), Dead Sea Scrolls (REL 412), and Jewish Folklore and Ethnology (ANTH 429). A list of these courses is available from the program director preceding each term, and they also appear in the Schedule of Classes and on the program’s website.

Two upper-division courses may be discipline-based courses in which Judaic studies-related issues are discussed but do not provide the main focus of the course. These 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 a topic related to Judaic studies. Recently offered courses in this category include Philosophy of Religion (PHIL 320), Religious Life in the United States (HIST 356), German Literature (GER 360), The Bible and Literature (ENGLISH 421), Europe in the 20th Century (HIST 426), Geography of Religion (GEOG 446), and Sociology of Religion (SOC 461). Consult the program director about how to obtain approval for courses and project designs.

Major Requirements
The major requires a minimum of 76 credits, including six terms of biblical Hebrew language and literature. Up to 4 credits in either...
Internship (JDST 404) or Practicum (JDST 409) may be used to satisfy major requirements.

**Lower-Division Requirements** 36 credits

- Biblical Hebrew ............................................. 12
- Introduction to the Study of the Bible (REL 111) ............. 4
- 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 (ARTH 204, 205, 206), Great Religions of the World (REL 201, 202) .... 8
- Early Judaism (REL 211) ..................................... 4
- Medieval and Early Modern Judaism (JDST 212) .................. 4
- The Jewish Encounter with Modernity (JDST 213) ................. 4

**Upper-Division Requirements** 40 credits

Three of which must be biblical or postbiblical

- Hebrew literature courses ................................... 12
- One course in the American Jewish experience .................. 4
- Three courses in approved topics in Judaic studies courses offered by at least two other departments ........................................ 12
- Approved elective courses, two of which may be discipline-based ......................................................... 12

**Honors in Judaic Studies**

Requirements for a degree with honors in Judaic studies:

1. Satisfaction of the requirements of the 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 must register for 4 credits in Research (JDST 401) winter term of the senior year in order to prepare for writing the thesis, and for 4 credits in Thesis (JDST 403) spring term for its completion. A faculty committee of two supervises the 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 in Judaic Studies**

The minor requires 32 credits, including 20 upper-division credits. Up to 4 credits in either Internship (JDST 404) or Practicum (JDST 409) may be used to satisfy minor requirements.

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.

**Judaic Studies Courses (JDST)**

199 Special Studies: [Topic] (1-12R)
212 Medieval and Early Modern Judaism (4)
214 Interdisciplinary introduction to Jewish life, literature, religion, culture, and thought in the Middle Ages and early modern times in both Muslim and Christian environments.
213 The Jewish Encounter with Modernity (4)
Survey of Jewish encounters with modernity outside the Americas from 1790-1948; concentrates on transformations in political status, national identity, Jewish culture, and religious self-definition.
330 American Jewish Cultures (4)
American Jewish culture, ritual, identity, institutions from 1880s to the present. Examines pluralism within American Jewish community and relationships with other religious and ethnic groups.
340 Israelis and Palestinians (4)
Examines political struggle between Israelis and Palestinians over past century and related human, societal, and cultural issues. Explores contemporary attempts at resolution.
399 Special Studies: [Topic] (1-12R)
401 Research: [Topic] (1-12R)
402 Supervised College Teaching (1-12R)
403 Thesis (1-12R)
404 Internship: [Topic] (1-12R)
405 Reading and Conference: [Topic] (1-12R)
406 Special Problems: [Topic] (1-12R)
407 Seminar: [Topic] (1-10R)
408 Colloquium: [Topic] (1-16R)
409 Practicum: [Topic] (1-12R)
410 Experimental Course: [Topic] (1-16R)

**Hebrew Courses (HBRW)**

101, 102, 103 First-Year Modern Hebrew (5,5,5)
Not offered 2003-4.
199 Special Studies: [Topic] (1-12R)
201, 202, 203 Second-Year Modern Hebrew (4,4,4)
Not offered 2003-4.
399 Special Studies: [Topic] (1-12R)
401 Research: [Topic] (1-12R)
402 Supervised College Teaching (1-12R)
403 Thesis (1-12R)
404 Internship: [Topic] (1-12R)
405 Reading and Conference: [Topic] (1-12R)
406 Special Problems: [Topic] (1-12R)
407 Seminar: [Topic] (1-16R)
408 Colloquium: [Topic] (1-16R)
409 Practicum: [Topic] (1-12R)
410 Experimental Course: [Topic] (1-16R)

**Latin American Studies**

Leonardo Garcia-Pabón,
Program Director
(541) 346-4036
220 Friendly Hall

**Participating Faculty**

Carlos Aguilar, history
Jesus Díez-Caballero, Romance languages
Juan A. Eyppel, Romance languages
Linda O. Fuller, sociology
Matt J. Garcia, ethnic studies
Leonardo Garcia-Pabón, Romance languages
Spike Gildea, linguistics
Amalia Gladhart, Romance languages
Daniel Goldberg, political science
James Harper, art history
Robert S. Hackett, history
Christine Kearney, political science
Linda Kirtz, English
Galen R. Martin, environmental studies
Lise Nelson, geography
Amalia W. Powell, Romance languages
Lynn Stephen, anthropology
Anaiza Taylor, Romance languages
Stephanie Wood, Center for the Study of Women in Society
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. 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 under "Overseas study."

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 International Programs in the Academic Resources section of this catalog.

**Undergraduate Studies**

Preparation. High school students who have taken courses in economics, history, political science, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may 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 U.S. Foreign Service (including the Information Agency), the foreign-aid programs of the United States 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 must satisfy the following requirements.

Language Requirement

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, through 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-level 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, students must satisfactorily complete, with grades of P or C- or better, 28 credits of coursework in Latin American studies. Latin American courses typically have a minimum of 50 percent of 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.
- A minimum of 4 credits must be earned through successful completion of a course or courses whose focus is on pre-20th-century Latin America.
- A maximum of 8 credits can be in comparative, global, ethnic, and similar courses that are relevant to Latin American studies but lack a minimum of 50 percent content directly related to Latin America.
- No more than 12 credits from any one department can count toward the minor.
- Courses from no more than four departments, disciplines, or programs can count toward the minor.

Advising

Students who want a minor in Latin American studies should frequently consult a Latin American studies advisor to determine which courses offered during any given academic year may be applied to 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.

Sample Courses that Satisfy Minor Requirements

- Seminar (407), offered by any department or program, that focuses on Latin America
- Anthropology: Native Central Americans (ANTH 433), Native South Americans (ANTH 434)
- History, Latin America (HIST 381, 381, 382), Latin American Regional History (HIST 481), Latin America's Indian Peoples (HIST 482), Latin America (HIST 483)
- Political Science, Mexican Politics (PS 259), Government and Politics of Latin America (PS 463)
- Spanish, Survey of Spanish American Literature (SPAN 318, 319), Hispanic Literature in the United States (SPAN 326), Colonial Latin American Literature (SPAN 450), 20th Century Latin American Literature (SPAN 490)
- Periodically, other departments and programs, such as art history, ethnic studies, geography, international studies, sociology, and women's and gender studies offer courses that may satisfy minor requirements.

Individual departments or programs may offer courses applied to the minor in Latin American studies to count also toward the disciplinary major. Students should direct inquiries about this to their major departments.

Graduate Studies

Specialization in Latin American studies at the graduate level is possible in a number of departments in the College of Arts and Sciences. Anthropology, economics, history, international studies, political science, sociology, and Spanish (in the Romance languages department) have faculty members who are competent and interested in the area. It is possible to arrange graduate degree programs in these departments with a concentration in Latin American studies.
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.), 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 universal human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning, it verges on logic and philosophy. As a computational system, it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological system lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychologists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, 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 practical applied fields listed above.

Advising. Undergraduate students in linguistics consult one of the departmental undergraduate advisers 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 Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Linguistic Analysis (LING 290)</td>
<td>4</td>
</tr>
<tr>
<td>Analytical Methods in Morphology and Syntax (LING 391)</td>
<td>4</td>
</tr>
<tr>
<td>Phonetics (LING 411)</td>
<td>4</td>
</tr>
</tbody>
</table>

Introduction to Phonology (LING 450) .......... 4
Syntax and Semantics I (LING 451, 452) .......... 8
Historical and Comparative Linguistics (LING 460) .......... 4
Sociolinguistics (LING 480) .......... 4

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 those must be upper-division credits, including at least one undergraduate Seminar (LING 497)

4. Courses applied to 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 a 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 Thesis (LING 463), 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 minor in linguistics 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 substitutions to courses listed below are possible. Students should obtain permission from the undergraduate adviser to pursue an alternative program of study.

Minor Requirements

28 credits

Introduction to Linguistic Analysis (LING 290) ........ 4
Two courses chosen from Language of the World (LING 211), Language, Culture, and Society (LING 295), Language and Cognition (LING 390) ........ 8
Phonetics (LING 411) .......... 4
Introduction to Phonology (LING 430) .......... 4
Syntax and Semantics I (LING 451, 452) .......... 8

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major.

To earn a certificate, the student must complete an approved set of courses in consultation with the certificate advisor, including 12 approved credits in second-language acquisition theory and methodology; 8 to 13 approved credits in second-language acquisition description of a target language; 3 to 4 credits in practicum, internship, or supervised tutoring; and college-level second-language study (two years of a second language if the target language is English; three years if the target language is Japanese, French, Spanish, or Russian).

Second-Language Teaching

Second-Language Acquisition (LING 444/544) and Second-Language Teaching (LING 445/545) can be incorporated into a second-language teacher education program. Students who take either course for this purpose must complete their field research in the target language.

Graduate Studies

Solid preparation in linguistics is indispensable to any specialization at the graduate level, applied or theoretical. Although the faculty and courses deal with a variety of linguistic topics, three facets of linguistics are strongly emphasized in the graduate program:

1. A functional approach to the study of language structure, acquisition, 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

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 as well as a number of graduate research fellowships. Other types of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Master of Arts

The master of arts (M.A.) program in linguistics requires solid course work in language structure, function, and use. Students may pursue a variety of electives in linguistics and related disciplines.

Prerequisites. Students may be required to pass with grades of B- or better certain prerequisite courses, typically Phonetics (LING 511) and an introductory course in linguistics.

Degree Requirements

The 47-credit master's degree requirements consist of 27 credits in core courses. No course with a grade lower than B- may be used to satisfy degree requirements.
Core Courses 27 credits
Introduction to Phonology (LING 550) .......... 4
Syntax and Semantics III (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. Thesis or Substitute. Students in good standing may form an M.A. committee consisting of two faculty members who indicate their agreement to serve by signing a standard form and who share equal responsibility for directing the thesis. For the M.A. to be granted, both members of the committee must approve the thesis and the main content of the thesis must be presented as a departmental colloquium.

Students who elect not to write a thesis or who are unsuccessful in forming the two-member thesis committee may complete the degree by taking an additional 8 credits of course work approved by the graduate adviser.

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. These fields 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 achieve 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. A 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 M.A. degree cannot count toward Ph.D. course requirements.

The 32-credit doctoral program must include (1) and either (2) or (3):

1. At least two seminars, one of which must be in syntax, semantics, or pragmatics
2. Field Methods I-III (LING 617, 618, 619)
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. The doctoral examination consists of two publishable papers in different subfields of linguistics. An unmodified M.A. thesis cannot be used as one of these papers. A committee of three faculty members is appointed by the department head to referee each paper; the student's adviser sits on both committees. The committee functions much like a journal reviewer; the adviser works with the student to prepare the paper, and the other two committee members give written comments as though they were reviewers. The student responds to the comments with appropriate revisions. The paper is considered publishable once it is accepted by the committee and submitted to a refereed journal or other appropriate refereed publication. Upon successful completion of two papers and other requirements, the student is advanced to candidacy.

Doctoral Dissertation. The Ph.D. is granted after the candidate has completed the preceding requirements, written an original dissertation acceptable to the doctoral committee, and passed an oral examination on the dissertation. A student may submit a petition to the department to waive the oral examination under special circumstances. The doctoral committee must include at least three linguistics faculty members, and it must be either chaired or co-chaired by the student's doctoral adviser in linguistics. The student must submit a dissertation prospectus in writing, and it must be approved by the doctoral committee before the student begins writing the dissertation.

American English Institute
The American English Institute 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. See also American English Institute in the Academic Resources section of this catalog.

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.

Linguistics Courses (LING)
101 Introduction to Language (4) Non-technical introduction to language. Issues of general concern such as language attitudes, language and legislation, nationalism, gender, language learning, and human language versus animal communication.


160 Language, Power, and Gender (4) How power is reflected, achieved, and maintained through language, with special emphasis on the relationship between power hierarchies and women's versus men's use of language.

195 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.

225 Writing Systems (4) Survey of the types, origins, development, and spread of writing systems of the world; both extinct and modern. Problems of decipherment. Issues of literacy.

290 Introduction to 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.

285 Language, Culture, and Society (4) Ways in which language reflects and influences 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. Prereq: LING 290.

398 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory.

399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R) Individual research supervised by a faculty member. Prereq: Instructor's consent.

403 Thesis (1-12R)

405 Reading and Conference: [Topic] (1-21R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

406 Field Studies: [Topic] (1-21R)
407/507 Seminar: [Topic] (1-5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics.

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

409 Supervised Tutoring (1-21R)
410/510 Experimental Course: [Topic] (1-5R)
Recent topics are Semantics, Structure of Cariban, Teaching Pronunciation, Tibetan-Burmese Language.

411/511 Phonetics (4) The articulatory and acoustic basis for the classification and description of speech sounds; relevance of this phonetic basis to phonological analysis. Prereq: LING 290.


423/523 Fieldwork Methods and Ethics (3) Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field. Prereq: instructor’s consent.

426/526 Analysis of Language Structure: [Topic] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary with selection most likely from Arabic, Austro-Asiatic, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450/550, 451/551, 452/552 or instructor’s consent.

432/532 Pathology of Language (4) Examines the language symptoms of aphasia, schizophrenia, Alzheimer’s disease, and other neurological and psychiatric conditions from a neurolinguistic perspective. Prereq: LING 290 or equivalent, or instructor’s consent.

440/540 Linguistic Principles and Second-Language Learning (4) Introduction to how languages are learned in school contexts; underlying human-language principles. Special attention to learning issues that classroom teachers need to address. Prereq: instructor’s consent. Students cannot receive credit for both LING 440/540 and 444/544.


445/545 Second-Language Teaching (4) Approaches and methods of teaching second languages. Theoretical principles of language teaching; pedagogical principles for second-language abilities in speaking, listening, reading, and composition. Prereq: LING 444/544 or instructor’s consent.

446/546 Second-Language Teaching Practice (4) Intensive workshop and practice in teaching instruction. Practical methods for developing skills in listening, speaking, reading, writing, and testing second languages. Prereq: LING 445/545.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allomorphic variation, and complementary distribution in relation to lexical coding of words, sound production, and sound perception. Prereq: LING 411/511 or equivalent.

451/551 Syntax and Semantics I (4) Syntax within grammar; its interaction with lexical meaning, prepositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 290, 351.

452/552 Syntax and Semantics II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts; topicalization, contrast, and focusing; transitivization and de-transitivization. Data from various languages. Prereq: LING 450/550.


450/550 Sociolinguistics (4) Language in relation to social and interpersonal interaction. Topics may include dialectal geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, and conversational analysis. Prereq: LING 450/550.

455/595 Language and Gender (4) An objective investigation of differences between women’s and men’s use of language on all linguistic levels, including phonetics, phonology, morphology, semantics, syntax, and discourse. Prereq: LING 290 or equivalent.

503 Thesis (1–16R) Individual research on a specific topic supervised by a faculty member. Prereq: instructor’s consent.

601 Research: [Topic] (1–16R) Individual research on a specific topic supervised by a faculty member. Prereq: instructor’s consent.

602 Supervised College Teaching (1–5R)


605 Reading and Conference: [Topic] (1–16R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor’s consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture. Prereq: LING 450/550, 452/552 or instructor’s consent.

608 Workshop: [Topic] (1–16R)

609 Teaching English as a Second Language Practicum: [Topic] (3) Supervised practicum in teaching English as a second language to adults or to children. Prereq: LING 445/545.

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


615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: LING 452/552.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 452/552.

617, 618, 619 Field Methods I, II, III (5,5,5) Supervised linguistics fieldwork with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence and text elicitation. Sequence. Prereq: LING 450/550, 452/552.

621 Empirical Methods in Linguistics (4) Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552 or instructor’s consent.
Academic English for International Students Courses (AEIS)


103 Comprehending Oral Academic Discourse (4) Explores elements of oral comprehension, focusing on classroom-based academic discourse: listening strategies based on oral linguistic cues; identification of topics; use of schemata, discourse genres. Prereq: 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. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

107 Comprehending Written Academic Text (4) Provides interactive reading model for effective processing of academic texts. Emphasizes development of critical reading skills, use of content schemata, and the role of context in resolving ambiguity. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

110 Written Discourse I (4) Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Prereq: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.


112 Written Discourse III (4) Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Prereq: TOEFL score of 500–574, AEIS 111 or English-proficiency examination administered by UO Testing Office.
About the Department

Facilities

The department office, the Mathematics Library, and a microcomputer classroom and laboratory are housed in Fenton Hall. A reading and study area is located in the Mower and Reading Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in Deady Hall.

Awards and Prizes

The William Lowry Potter examina­tion, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

The Anderson Award, endowed by Frank W. Anderson, honors an advanced graduate student with the department's most outstanding teaching record.

The Curtis Scholarship, endowed by Charles W. and Elizabeth H. Curtis, honors a continuing undergraduate student who has shown outstanding achievement in mathematics.

The DeCou Prize, which honors a former long-time department head, E. E. DeCou, and his son, E. J. DeCou, is awarded annually to the outstanding graduating senior with a mathematics major.

The Harrison Prize, honoring the memory of D. K. Harrison, who served in the department from 1963 to 1993, is awarded to an outstanding student in pure mathematics. It is typically awarded to a graduate student, but undergraduates are also eligible for consideration.

The Julias Scholarship, in honor of Erwin and Gertrude Julias, is awarded to one or more students who show exceptional promise for achievement as evidenced by GPA, originality of research, or other applicable criteria.

The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with a precollege-teaching option.

The Wood Scholarship, created in memory of Frank E. Wood, is awarded each year to the best continuing student majoring in mathematics.

Undergraduate Studies

Courses offered by the Department of Mathematics are designed to satisfy the needs of majors and nonmajors interested in mathematics primarily as part of a broad liberal education. They provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the university should take four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to satisfy the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers courses that satisfy the science group requirement—MATH 105, 106, 107; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 245, 246, 247; MATH 251, 252, 253; MATH 301, 302, 303. The 1990 report presents important mathematical ideas in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

Beginning and transfer students must take a placement examination before enrolling in their first UO mathematics course; the examination is given during each registration period. Students who transfer credit for calculus to the university are excused from the examination.

To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of P or C− or better.

Students cannot receive credit for a course that is a prerequisite to a course they have already taken. For example, a student with credit in Calculus for Business and Social Science I (MATH 241) cannot receive credit for College Algebra (MATH 131). For more information about credit restrictions contact a mathematics adviser.

Program Planning

Calculus Sequences. The department offers four calculus sequences. Students need to consult an adviser in mathematics or in their major field about which sequence to take.

Calculus I.II.III (MATH 251, 252, 253) is the standard sequence recommended to most students in the physical sciences and mathematics. Honors Calculus I.II.III (MATH 261, 262, 263) covers the same material as the standard sequence but includes theoretical background material and is for strong students with an interest in mathematics. Calculus for the Biological Sciences I.II (MATH 240, 247) covers the same material as Calculus I.II but with an emphasis on modeling and applications to the life sciences. A one-year sequence can be formed by taking MATH 253 after MATH 247. Students interested in taking more advanced mathematics courses should take any of the sequences outlined above (MATH 251, 252, 253 or MATH 261, 262, 263 or MATH 240, 247, 243). The sequences are equivalent as far as department requirements for majors or minors and as far as prerequisites for more advanced courses.

The department's fourth sequence is Calculus for Business and Social Science I.II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243), which is designed to serve the mathematical needs of students in the business, managerial, and social sciences. Choosing this sequence effectively closes the door to most advanced mathematics courses.

Mathematics majors usually take calculus in the freshman year.

In the sophomore year, minors often take MATH 256, 281, 282, or MATH 315, 341, 342.

Students interested in a physical science typically take the first sequence, while students in pure mathematics or in computer and information science find the second more appropriate. The sequences can be taken simultaneously, but it is possible to graduate in four years without taking both at once.

In the junior and senior years, students often take two mathematics courses a term, finishing MATH 256, 281, 282 or MATH 315, 341, 342 and completing the four required upper-division courses.

Major Requirements

The department offers undergraduate preparation for positions in government, business, and industry and for graduate work in mathematics and statistics. Each student's major program is individually constructed in consultation with an adviser.

Upper-division courses used to satisfy major requirements must be taken for letter grades, and only one U grade (D+ or D or D-) may be counted toward the upper-division requirement. At least 12 credits in upper-division mathematics courses must be taken in residence at the university.

Statistical Methods I.II (MATH 425, 424) cannot be used to satisfy requirements for a mathematics major.

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the requirements for one of the following options:

Option One: Applied Mathematics. Introduction to Differential Equations (MATH 250), 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.II (MATH 351, 352), Functions of a Complex Variable I.II (MATH 411, 412), Differential Equations and Fourier Analysis I.II.III (MATH 420, 421, 422), Introduction to Numerical Analysis I.II.III (MATH 451, 452, 453), Mathematical Modelling (MATH 485), Networks and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 437), Introduction to Mathematical Methods of Statistics I.II (MATH 461, 462), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463).

Option Two: Pure Mathematics. Introduction to Differential Equations (MATH 250), 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 (MATH 391, 392, 393), Geometry from an Advanced Viewpoint I.II (MATH 394, 395), Introduction to Analysis I.II.III (MATH 413, 414, 415), Introduction to Topology (MATH 431, 432), Introduction to Differential Geometry (MATH 433), Linear Algebra (MATH 441), Introduction to Abstract Algebra I.II.III (MATH 444, 445, 446), Mathematical Statistics I.II.III (MATH 464, 465, 466).

Option Three: Secondary Teaching. Elementary Analysis (MATH 315), Number Theory (MATH 340), Elementary Linear Algebra (MATH 341), Fundamentals of Abstract Algebra I.II.III (MATH 391, 392, 393), Geometry from...
an Advanced Viewpoint I,II (MATH 394, 395), Introduction to Mathematical Methods of Statistics I (MATH 461), and Concepts of Computing: Algorithms and Programming (CIS 122) or another programming course approved by an adviser.

Option Four: Design Your Own. Introduction to Differential Equations (MATH 255), Several-Variable Calculus I,II (MATH 261, 262), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses chosen in consultation with an adviser from the lists of courses for the applied or pure mathematics options above.

It is important to get approval in advance; the four elective courses cannot be chosen arbitrarily. In some cases, upper-division courses can be substituted for the lower-division courses listed in the first sentence of this option.

Students are encouraged to explore the design-your-own option with an adviser. For example, physics majors typically fulfill the applied option. But students interested in the modern theory of elementary particles should construct an individualized program that includes abstract algebra and group theory. Another example: economics majors typically take statistics and other courses in the applied option. But students who plan to do graduate study in economics should consider the analysis sequence (MATH 413, 414, 415) and construct an individualized program that contains it.

Mathematics and Computer Science

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the Mathematics and Computer Science section of this catalog.

Mathematics Courses Recommended for Other Areas

Students with an undergraduate mathematics degree often change fields when enrolling in graduate school. Common choices for a graduate career include computer science, economics, engineering, law, medicine, and physics. It is not unusual for a mathematics major to complete a second major as well. The following mathematics courses are recommended for students interested in other areas:

Actuarial Science. Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) or Mathematical Statistics I,II,III (MATH 464, 465, 466). Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

Biological Sciences. Mathematical Modeling (MATH 455), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

Computer and Information Science. Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233); Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453) or Introduction to Mathematical Methods of Statistics I,II,III (MATH 461, 462); Networks and Combinatorics (MATH 456)


Physical Sciences and Engineering. Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II,III (MATH 420, 421, 422)

Honors Program

Students preparing to graduate with honors in mathematics should notify the department's honors adviser no later than the first term of their senior year. They must complete two of the following five sets of courses with at least a mid-B average (3.00 grade point average): MATH 413, 414; MATH 421, 422; MATH 444, 445; MATH 461, 462; MATH 464, 465. They must also write a thesis covering advanced topics assigned by their adviser. The degree with departmental honors is awarded to students whose work is judged truly exceptional.

Minor Requirements

The minor is intended for any student, regardless of major, with a strong interest in mathematics. While students in such closely allied fields as computer and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor useful.

To earn a minor in mathematics, a student must complete at least 30 credits in mathematics at the 200 level or higher, with at least 15 upper-division mathematics credits; MATH 425, 426 cannot be used. A minimum of 15 credits must be taken at the University of Oregon.

Only one D grade (D+ or D or D-) may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for letter grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics adviser, to tailor the program to his or her needs.

Secondary School Teaching Careers

The College of Education offers a five-year program for middle-secondary teaching licensure in mathematics. This program is described in the College of Education section of this catalog.

Graduate Studies

The university offers graduate study in mathematics leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees.

Master's degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to enter a doctoral program and for those who plan to conclude their formal study of pure or applied mathematics at the master's level.

Admission depends on the student's academic record—both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should note the general university requirements for graduate admission that appear in the Graduate School section of this catalog.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics Graduate Student Handbook, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental Graduate Student Handbook.

Master's Degree Programs

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 600-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics. Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete one other 600-level sequence or a combination of these two 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 student’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. It consists of examinations on two basic 600-level graduate courses, one each from two of the following three categories: (1) algebra; (2) analysis; (3) numerical analysis, probability, statistics, topology, or geometry.

Ph.D. Program: Admission to the Ph.D. program is based on the following criteria: satisfactory performance on the qualifying examination, completion of 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 orally in a formal public meeting.

Language Requirement: The department expects Ph.D. candidates to be able to read mathematical material in two second languages selected from French, German, and Russian. Other languages are acceptable in certain fields. Language requirements may be fulfilled by (1) passing a departmentally administered examination, (2) satisfactorily completing a two-year college-level language course, or (3) passing an Educational Testing Service (ETS) placement examination.

Comprehensive Examination: This oral examination emphasizes 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) Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not for 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 for graduation; satisfies no university or college requirement. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

105 University Mathematics I (4) Topics include descriptive statistics, statistical inference, study of growth with applications to finance, and biology. Prereq: MATH 95 or satisfactory placement test score.

106 University Mathematics II (4) A variety of modern mathematical topics that have contemporary applications. Topics include decision making with applications to voting and apportionment, networks with applications, planning and scheduling, linear programming, game theory, patterns and symmetry. Prereq: MATH 105.

107 University Mathematics III (4) Non-technical introduction to basic concepts and applications of calculus through use of graphically presented functions. Applications include optimization and estimation in a variety of contexts. Prereq: MATH 105, 106 recommended.

111 College Algebra (4) Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

112 Elementary Functions (4) Exponential, logarithmic, and trigonometric functions; mathematical induction. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

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

211, 212, 213 Fundamentals of Elementary Mathematics I, II, III (5,3,3) 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 119 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.


341, 342 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. Students cannot receive credit for both MATH 241 and 251, MATH 242 and 252.

343 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.

246, 247 Calculus for the Biological Sciences I, II (4,4) For students in biological science and related fields. Emphasizes modeling and applications to biology. Prereq: differential calculus and applications, integral calculus and applications. Prereq for 246: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251, 261 or more than one of MATH 242, 247, 252, 262.

251, 252, 253 Calculus I, II, III (4,4,4) Standard sequence for students of physical and social sciences and of mathematics. 251: differential calculus and applications. 252: integral calculus. 253: introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Sequence. Prereq for 251: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251, 261 or more than one of MATH 242, 247, 252, 262 or more than one of MATH 253, 263, 265.

256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253 or instructor’s consent.


265 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253 or instructor’s consent.

268 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. Prereq: MATH 256 or instructor’s consent.

315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, power series, sequences and series, uniform convergence and continuity. Prereq: MATH 253 or equivalent.

341, 342 Elementary Linear Algebra (4,4) Vector and matrix algebra, n-dimensional vector spaces, systems of linear equations, linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Sequence. Prereq: MATH 253 or instructor’s consent.

436 Number Theory (4) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253 or instructor’s consent.


391, 392, 393 Fundamentals of Abstract Algebra I, II, III (4,4,4) Introduction to algebraic structures including groups, rings, fields, and polynomial
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<th>Course Code</th>
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<tbody>
<tr>
<td>394</td>
<td>Geometries from Advanced Viewpoint I (4)</td>
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<td>395</td>
<td>Geometries from Advanced Viewpoint II (4)</td>
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<td>401</td>
<td>Research: [Topic] (1--4R)</td>
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<td>403</td>
<td>Thesis (1--4R)</td>
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Mathematics and Computer Science

Richard M. Koch and Eugene M. Luks, Advisers

General Information

The undergraduate major in mathematics and computer science leads to a bachelor of arts or bachelor of science degree. The major combines elements of the mathematics and computer and information science curricula into a four-year program that offers an alternative to the undergraduate degree programs in either field. It serves students who want knowledge in both fields but who are not ready to specialize in either. The courses selected for the program provide a solid foundation for professional work or for advanced study without over-specialization 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 communicate 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 program offers such students the chance to experiment with computer science while retaining the anchor to mathematics. It also allows students the possibility of changing easily to the single-major program in either mathematics or CIS with no loss of credit, or 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 want to change from other major programs. Students who want to pursue the material in greater depth, however, need to consider prerequisite paths carefully.

Faculties and Facilities

The faculties and facilities in both the mathematics and the computer and information science departments are available to students in the combined major program. For detailed descriptions see those sections of this catalog. Information is also available on the World Wide Web.

Admission to Major

Students who want to major in mathematics and computer science must first complete the core courses listed below. Such students should become computer and information science premajors or mathematics majors until the following requirements are met:

- Elements of Discrete Mathematics I, II (MATH 231, 232)
- Calculus I, II, III (MATH 251, 252, 253)
- Computer Science I, II, III (CIS 210, 211, 212)

A minimum GPA of 2.60 in these eight courses is required for admission to the major. Each course must be completed with grades of C- or better. Each course may be retaken once, but the GPA is computed from all earned grades.

Transfer students who have completed the equivalent of the premajor core at another institution and satisfied the minimum GPA and grade requirements are provisionally admitted to the major. Full admission is granted after completion of two additional UC courses that are required for the major, with a GPA of 2.60 or better. These courses are selected in consultation with a mathematics and computer science adviser.

Major Requirements

The specific requirements for the joint major fall into four categories: mathematics, computer and information science, writing, and science.

Mathematics

Premajor Core Courses

- Calculus I, II, III (MATH 251, 252, 253) or Honors Calculus I, II, III (MATH 261, 262, 263)
- Elements of Discrete Mathematics I, II (MATH 231, 232)

Upper-Division Courses

- Elementary Analysis (MATH 315)
- Elementary Linear Algebra (MATH 341, 342)
- Elementary Numerical Analysis I, II (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I, II (MATH 401, 402)

One other upper-division mathematics course 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.

Computer and Information Science

Premajor Core Courses

Computer Science I, II, III (CIS 210, 211, 212)

Upper-Division Courses

- 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

Computer and information science courses used to satisfy degree requirements must be passed with letter grades of C- or better.

Writing Requirement

In addition to the university's two-course writing requirement, CIS majors must take Scientific and Technical Writing (WR 320) or Business Writing (WR 321).

Science Requirement

At least 12 credits selected from one of the following four options; the courses may be taken pass/no pass (P/N) or for letter grades:

1. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)
2. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223), or Honors General Chemistry (CH 224H, 225H, 226H)
3. General Biology I, II: Cells, Organisms, Populations (BI 211, 212, 213)
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 credits must be from the experimental and physiological fields (PSY 430-468)

Major Progress Review

Each major must meet with his or her adviser and file the Major Progress Review form after completing 12 credits of the upper-division core—MATH 315, 341, 342; CIS 313, 314, 315, 425, 426 (or 441 or 445)—including at least one course from each department. Failure to file this form may result in lower priority registration for CIS courses. A student who receives two grades below C- in the upper-division core is removed from the major.

Advising and Program Planning

Each 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...
Minor Requirements

A minor in medieval studies must complete seven medieval courses in at least two departments.

Suggested Courses

Students should plan their programs as early as possible with the aid of a medieval studies faculty adviser. With the adviser's consent, courses numbered 199, 399, 465, 467, 468, or 470 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 (ARH 206), Japanese Art (ARH 395), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Romanesque Sculpture (ARH 432), Gothic Sculpture (ARH 433), Text and Image: Medieval Manuscripts (ARH 435), Romanesque Architecture (ARH 437), Gothic Architecture (ARH 438, 439), Islamic Art and Architecture (ARH 490)

Chinese. Issues in Medieval Chinese Literature (CHN 424)

English. The Bible and Literature (ENG 421), The Age of Beowulf (ENG 423), Medieval Romance (ENG 425), Chaucer (ENG 427), Old English (ENG 428, 429, 430), Medieval and Tudor Drama (ENG 437)

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 Discoveries (HIST 327)

Humanities. Introduction to Humanities II (HUM 102)

Judaic Studies. Medieval and Early Modern Judaism (JUD 212)

Music. Survey of Music History (MUS 267)

Philosophy. History of Philosophy: Ancient and Medieval (PHIL 310)

Religious Studies. History of Christianity (REL 321, 322), History of Eastern Christianity (REL 324)

Romanic Languages. Survey of Peninsular Spanish Literature (SPAN 316), French Survey: Medieval and Renaissance (FR 217), Italian Survey: Medieval and Renaissance (ITAL 317), Medieval Italian Culture (ITAL 441), Medieval and Renaissance Literature (ITAL 444)

Minor

Minor is offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

Medieval Studies

Martha J. Bayless, Program Director
(541) 346-3930
837 Prince Lucien Campbell Hall
http://darkwing.uoregon.edu/~midages/

Participating Faculty

Barbara K. Allmann, Romance languages
Judith R. Bankl, Judaic studies
Martha J. Bayless, English
Louise M. Bishop, honors college
Cynthia J. Begol, art history
James L. Boren, English
Mary-Lyon Delezet, art history
James W. Earl, English
Warren Gliessberg, English
Andrew R. Cohle, history
Lori Kruckenberg, music
Charles H. Lachman, art history
G. Anne Laskaya, English
F. Regina Peski, Romance languages
Stephen J. Shoenaker, religious studies
Christine L. Sundt, library
Richard A. Sundt, art history
Cynthia M. Yakusikina, linguistics
Heather E. Ward, library

About the Discipline

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. The program is administered by the Humanities Program. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. Undergraduates interested in medieval studies should declare a humanities major with the medieval studies option. It can be an area of specialization for students majoring in any of the related departments. Study abroad is strongly encouraged.

Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, language, literature, music, philosophy, and religion. A typical course of study includes diverse topics, such as the Bible, the early Church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, and medieval China and Japan. The program aims to provide a comprehensive introduction to the medieval world-view in Europe and beyond, and the origins of the modern world.

Humanities Major, Medieval Studies Option

Courses offered for a major in humanities with a medieval studies option must be passed with grades of mid-C or better. Variations in these requirements may be approved by the program director and the Medieval Studies Committee.

Students majoring in medieval studies must complete twelve medieval courses in at least three departments. Two years of Latin are recommended for those who want to do graduate work in medieval studies.

Honors Program

Both of the cooperating departments offer 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 writing a thesis.
Neuroscience
William Roberts, Institute Director

Participating Faculty
Edward Avoh, psychology
Paul Densmille, psychology
Chris Q. Dae, biology
Judith S. Eisen, biology
Barbara Gordon, psychology
Marten Cordon-Lickey, psychology
Daniel D. Kinbile, psychology
Charles B. Kimmel, biology
Gary A. Klog, exercise and movement science
Shawn R. Lockey, biology
Richard Marrocco, psychology
Helen Neville, psychology
Peter M. O'Day, biology
Michael J. Poscier, psychology
John H. Postlethwait, biology
William Roberts, biology
Krent A. Stevens, computer and information science
Terry Talaheiz, biology
Nathan J. Tachihara, biology
Paul van Donktier, exercise and movement science
Jane C. Weeks, biology
Monte Westerfield, biology
James A. Westton, biology
Mayzie Woodard, exercise and movement science

Graduate Study in Neuroscience

Neuroscience is the interdisciplinary study of 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 are drawn 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 take a sequence of core courses that are taught cooperatively by the faculty. The core consists of a comprehensive series of lectures and laboratories in neuroanatomy and cellular neurophysiology. Most students also take lecture courses in neurochemistry, neuroethology, and/or developmental neurobiology. Elective courses are available in a 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 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 who want to enter the neuroscience program should apply to the Ph.D. program of a participating department and indicate their interest in neuroscience. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committees. 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 coordinator. See also Research Institutes and Centers in the Graduate Studies section of this catalog.

Neuroscience Courses

Biology, Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Cellular Neuroscience (BI 463/563), Developmental Neurobiology (BI 466/566), Hormones and the Nervous System (BI 467/567)

Chemistry, Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry Laboratory (CH 467/567), Advanced Biochemistry (CH 562, 603), Physical Biochemistry (CH 664)

Computer and Information Science, Introduction to Artificial Intelligence (CIS 471/571)

Exercise and Movement Science, Motor Control (EMS 333), Motor Development (EMS 335)

Psychology, Biopsychology (PSY 234), Learning and Memory (PSY 323/523), Cognition (PSY 343/543), Human Performance (PSY 365/565), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)

Pacific Island Studies

William S. Ayres, Program Director

Participating Faculty
Edward Avoh, anthropology
Aleta Betsack, anthropology
Shirley Ann Coale, Western Regional Resource Center
Marcel K. Cole, planning, public policy and management
Gordon G. Gokas, geological sciences
Richard G. Hildreth, law
Adria Imada, ethnic studies
Stephan M. Johnson, labor education and research
Ruby Paynter, library
Kara Poole, international programs
Judith Raskin, women's and gender studies
Greg Ringer, planning, public policy and management
Paula Rogers, East Asian languages and literature
Richard A. Smidt, art history
Hilda Yee Young, academic advising
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 longstanding educational and scholarly interest in the Pacific Islands involving active researchers and teachers in many fields. The committee has become 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 range of topics. Students can enroll in undergraduate courses and advanced degrees programs in various departments and through the Asian Studies Program. Students may also participate in interdisciplinary studies: Individualized Program (ISP) master's degree (M.A. or M.S.). Information is available in the Graduate School section of this catalog.

The Pacific Island Studies faculty participates in the Asian studies B.A. and M.A. degree programs by teaching courses that may be used to satisfy degree requirements (e.g., in developing a secondary cultural or geographical area with Southeast Asia). Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, ethnic studies, and sociology.

Pacific Island Studies Program

William S. Ayres, Program Director

[Contact information]

Program Committee

[Contact information]
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 Yarmula Language Center. The center now has language-study modules for Polynesian and Micronesian Tutoring in Samoan and other island languages is possible.

**Courses**

**Anthropology.** Pacific Island Societies (ANTH 234, New Guinea) (ANTH 320), Pacific Islands Archaeology (ANTH 343), Cultures of Island Southeast Asia (ANTH 436/536), Topics in Old World Prehistory: Southeast Asia (ANTH 440/540)

**Art History.** Art of the Pacific Islands I (ARH 391, 392)

**Geological Sciences.** Oceanography (GEOL 307)

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

**Sociology.** Sociology of Developing Areas (SOC 450)

Approved Seminars (407/507) and Experimental Courses (410/510) are additional possibilities in these and other departments.

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**Peace Studies**

**David A. Frank and Cheyney C. Ryan, Committee Cochairs**

(541) 346-4198

308 Chapman Hall

---

**Steering Committee**

Irene Diamond, political science

David A. Frank, honors college

Gregory McLaughlin, sociology

Cheryl C. Ryan, philosophy

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**About the Program**

The Peace Studies Program offers systematic study of the problem of peace—what it means and how it is achieved. Interdisciplinary in its orientation, the program encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program is three-fold: 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 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 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 436)
- 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:

- War and the Modern World (HIST 240), American Foreign Relations since 1935 (HIST 353, 354)
- Political Science, International Security (PSY 496)
- Psychology, Attitudes and Social Behavior (PSY 456)
- Sociology, Race, Class, and Ethnic Groups (SOCI 345), Sociology of Race Relations (SOCI 443), 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)
- Planning, Public Policy and Management, Introduction to Public Service Management (PPPM 322)
- Political Science, Political Ideologies (PS 225), Environmental Politics (PS 497)
- Sociology, Sociology of Developing Areas (SOCI 450)
- Women's and Gender Studies, History and Development of Feminist Theory (WGS 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 421), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)
- Planning, Public Policy and Management, Socioeconomic Development Planning (PPPM 456)
- 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 advisor's consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group-satisfying course for the minor.

More information about peace studies is available from a cochair.
Philosophy

Scott L. Pratt, Department Head
(541) 346-5547
(541) 346-5544 fax
338 Prince Lucien Campbell Hall
1229 University of Oregon
Eugene OR 97403-1295
http://darkwing.uoregon.edu/~uophil

Faculty
Vanderbilt. (1996)
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 the mind to concerns about human meaning and moral values. Through the study of primary texts, drawn from various historical periods and cultures, and of contemporary issues, philosophy provides a means for reflecting on one's beliefs and values while developing critical thinking, reading, and writing skills. Philosophy also refines the ability to reason and cultivates creative imagination and aesthetic sensitivity. A philosophical education thus offers excellent preparation for a broad range of careers that require critical intelligence as well as oral and written communication skills.

The department offers bachelor of arts (B.A.) and bachelor of science (B.S.) degree programs. University degree requirements are given in the Registration and Academic Policies section of this catalog 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 another 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 logic (PHIL 325 or 461); and 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 463, 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 majors, a candidate for departmental honors must take 16 of the 52 credits in philosophy at the 400-level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis must be approved by a thesis committee consisting of two faculty members from the philosophy department. Approval of the thesis depends in part on a public defense attended by the committee.

Upon fulfilling these requirements, the candidate is approved to receive a bachelor’s degree with honors in philosophy.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of P (pass) or C- or better, including 16 upper-division credits. No more than 8 credits of the required 24 may be taken pass/no pass. The 16 credits must include three terms of History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312) and 4 credits in a course on the work of a specific philosopher.

Graduate Studies

The department offers a graduate program leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees. The program, which is pluralistic in orientation, requires students to develop a broad knowledge of the history of philosophy, major fields, and various approaches and methods. Students are urged to concentrate in a specific area at the advanced level. In addition to the major periods in the history of philosophy, concentrations are supported in American philosophy, continental philosophy, social and political philosophy, feminism, philosophy of language, philosophy of race, 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 comprehensive examination in 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 course work, satisfaction of the second-language requirement, and either the completion of three distribution requirements 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 subdisciplinary 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 503). 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 subdisciplinary 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 the department. Students are advanced to candidacy upon completion of the comprehensives. A dissertation prospectus must be accepted by the candidate’s committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final oral examination.

Admission

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This letter should be sent to the department’s admissions committee, who decide whether...
this is the most appropriate philosophy depart­
ment for the applicant’s goals. They should also
submit a writing sample, a college transcript, and
a notification of their scores on the Graduate
Record Examinations (GRE). International
students must provide proof of competence in
English. A score of 500 on the Test of English as
a Foreign Language (TOEFL) is required of inter-
national students unless the native language is
English.

In addition to general university regulations gov-
erning graduate admission (see the Graduate
School section of this catalog), the Department
of Philosophy requires applicants to submit
three confidential report forms completed by
teachers (preferably philosophy teachers) famil­
 iar with the applicant’s academic background.
Applications are available on the department
website, or applicants may write to the depart­
ment explaining their interest in graduate stud­
ies 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. A second copy of the applica­
tion, 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 applica­
tion 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 think­
ing and reasoning critically. How to recognize,
analyze, criticize, and construct arguments.

104 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.

105 Special Studies: [Topic] (1–5R)

211 Existentialism (4) Basic ideas of the Chris­
tian and atheistic divisions of the existentialist
movement; some attention to the philosophical
situation that generated the existentialist
rebellion.

212 Eastern Philosophy (4) Introduction to
classic writings in the Chinese, Indian, Japanese,
and other Asian philosophical traditions.

213 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
women and feminist development.

214 Philosophy and Cultural Diversity (4) Phil­
osophical investigation of the implications
of cultural diversity for identity, knowledge, and
community, from the perspectives of several
American cultures.

307, 308 Social and Political Philosophy (4,4)
Major social and political theorists from Plato
through Marx. Inquiry into such ideas as justice,
natural law, natural rights, and the social contract.

310 History of Philosophy: Ancient and
Medieval (4) Focuses primarily on Plato and
Aristotle. Examines their roots in pre-Socratic
philosophy and their influence on medieval
philosophers such as St. Augustine and St. Thomas
Aquinas.

311 History of Philosophy: Modern (4) Survey of
European philosophy through Hume, including
the work of Descartes, Locke, and Spinoza.

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 transcen­
dence). PreReq: one philosophy course.

321 Theory of Knowledge (4) Considers concep­
tions 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 impor­
tant traditional ethical theories; modern philo­
sophical analysis of moral terms and statements.
PreReq: one philosophy course.

325 Logic, Inquiry, and Argumentation (4) Ex­
amines the means and ends of argumentation and
inquiry by considering deductive means, argu­
mentation and emotion, and ethical and social
dilemmas in inquiry.

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, rational­
ity, objectivity, values in science, and the role
of science in society. PreReq: one philosophy course.

341 Environmental Philosophy (4) Considers the
natural and moral nature of human relationships with
the environment (e.g., the nature of value, the
morality of industrial life).

344 Introduction to Philosophy of Law (4)
Introduces central problems in 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.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

409 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Recent topics
include Eastern Philosophy, Philosophy and
Tragedy, Philosophy of Nature, Philosophy of
Education, Nonviolence. PreReq: three philo­
sophy courses.

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) In­
tersection of the Frankfurt School, Marxism, and
central concepts include rationality, political
visions of art, and the philosophy of history.
PreReq: PHIL 312 or instructor’s consent. 6
credits with instructor’s consent for maximum of
6 credits.

420/520 American Philosophy (4) Historical sur­
evay of American philosophy including the work
of Franklin, Emerson, Douglas, Peirce, William
James, and John Dewey. PreReq: junior, senior, or
graduate standing.

421/521 Ancient Philosophers: [Topic] (4R) Con­
cerns itself with his own work of a single philoso­
pher, typically Plato or Aristotle. PreReq: for 421: PHIL 310
or instructor’s consent. When instructor changes.
423/525 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.


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.

444/544 Feminist Philosophy: Topics (4R) Examines contemporary feminist contributions to philosophy. R when Instructor’s consent for maximum of 6 credits.


451/551 Native American Philosophy (4) Survey of Native American philosophy focusing on methodology, philosophical perspectives in historical traditions, and contemporary Native American philosophy.

453/553 19th-Century Philosophers: Topics (4R) Examines the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq for 453: PHIL 312 or instructor’s consent. R when philosopher changes.

455/555 Philosophy of Logic (4) 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” 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 103 or equivalent.

483/583 20th-Century Philosophers: Topics (4R) Concentrates on the work of a single philosopher (e.g., Wittgenstein, Russell, Quine, Merleau-Ponty, or Foucault). Prereq: junior or senior standing or instructor’s consent. R when philosopher changes.

503 Thesis (1–10R)

601 Research: Topic (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: Topic (1–16R)

607 Seminar: Topic (1–5R) Recent topics include issues in Metaphysics, Philosophy and Teaching, Philosophy of Race.

610 Experimental Course: Topic (1–5R)

614 Issues in Ethics (4) Examination of ethical theory. Prereq: graduate standing in philosophy.
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 for upper-division courses 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 PHYS 201, 202, 203, 204, 205, 206 or PHYS 251, 252, 253), general chemistry (the equivalent of CH 211, 212 or CH 221H, 222H), 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. Graduates with bachelor's degrees in physics may find employment in the technology industry working as applied physicists, software developers, managers, or technicians, typically alongside engineers and computer scientists, or as secondary school teachers. Students who earn an undergraduate degree may continue their studies in a graduate degree program, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. 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

The major in physics leads to a bachelor of arts (B.A.) or a bachelor of science degree (B.S.). Complete requirements are listed under Bachelor's Degree Requirements in the Registration and Academic Policies section of this catalog. The bachelor of arts degree has a second-language requirement. One of the scientific languages—French, German, or Russian—is recommended for students planning graduate study in physics.

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.

The department offers two areas of emphasis for the physics major. The emphasis in traditional physics is designed for majors with a strong interest in studying physics in graduate school. An alternate emphasis in applied physics is for majors who seek a less theoretical study of physics and a more applied focus in optics and electronics. All physics majors have the same curriculum for the first two years.

Common Curriculum

Complete the following courses or their equivalents:

- General Chemistry (CH 221, 222 or 224H, 225H)
- Calculus I, II, III (MATH 251, 252, 253) or Honors Calculus I, II, III (MATH 261, 262, 263)
- Foundations of Physics I (PHYS 251, 252, 253)
- Introduction to Differential Equations (MATH 256)
- Several-Variable Calculus (MATH 281, 282)
- Foundations of Physics II (PHYS 351, 352, 353)
- Intermediate Physics Laboratory (PHYS 390), two terms

Applied Physics Emphasis

Complete the following upper-division courses:

- Mechanics, Electricity, and Magnetism (PHYS 412, 413)
- Analog Electronics and Digital Electronics (PHYS 431, 432) or Classical Optics and Modern Optics (PHYS 424, 425)
- Design of Experiments (PHYS 481)
- Any combination of Modern Optics Laboratory (PHYS 436), Physics Instrumentation (PHYS 433), or Advanced Physics Laboratory (PHYS 490) to total 6 credits

Physics Emphasis

Complete the following upper-division courses:

- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)
- Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417)
- Any combination of Modern Optics Laboratory (PHYS 426), Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), Physics Instrumentation (PHYS 433), or Advanced Physics Laboratory (PHYS 490) to total 6 credits

Physics electives

Required courses must be taken for letter grades, and a grade point average of 2.00 (C) or better must be earned in these courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Programs

The following sample programs are designed for students who are preparing for employment in industry and choose the applied physics emphasis or who are preparing for graduate studies and choose the physics emphasis. The programs assume that students are preparing to take calculus in their freshman year. Consult the physics advising coordinator for assistance in planning a specific program adapted to a student's individual needs. In addition to general graduation requirements, students should plan to take the following courses:

Common Curriculum

Freshman Year
- General Chemistry (CH 221, 222) ........................................ 8
- Calculus I, II, III (MATH 251, 252, 253) ................................ 12

Sophomore Year
- Introduction to Differential Equations (MATH 256) .................. 4
- Several-Variable Calculus (MATH 281, 282) ........................... 8
- Foundations of Physics II (PHYS 351, 352, 353) ....................... 12
- Intermediate Physics Laboratory (PHYS 390), two terms ............. 3

Applied Physics Emphasis

Junior Year
- Mechanics, Electricity, and Magnetism (PHYS 412, 413) .......... 8
- Electromagnetism (PHYS 442) ............................................. 4
- Analog Electronics and Digital Electronics (PHYS 431, 432) ... 8
- Design of Experiments (PHYS 481) ..................................... 4
- Advanced Physics Laboratory (PHYS 490) .............................. 4

Senior Year
- Classical Optics and Modern Optics (PHYS 424, 425) ............ 8
- Modern Optics Laboratory (PHYS 436) ................................ 4
- Advanced Physics Laboratory (PHYS 490) ............................. 4

Physics Emphasis

Junior Year
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) .... 12
- Electromagnetism (PHYS 442) ............................................. 4
- Upper-division laboratory (e.g. PHYS 431, 432, 433, 490) .... 4-8
- Mathematics or physics electives or both ............................ 4

Senior Year
- Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417) ............................................................. 12
- Upper-division laboratory (e.g. PHYS 431, 432, 433, 490) .... 4-8
- Physics or mathematics electives or both ............................. 12

Sample Programs for Transfer Students

These sample programs are for transfer students who have completed two years of college work including one year of calculus, one year of general physics with laboratories, one year of general chemistry, 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, depending upon their area of emphasis:

Applied Physics Emphasis

Junior Year
- General Chemistry (CH 221, 222) ........................................ 8
- Calculus I, II, III (MATH 251, 252, 253) ................................ 12

Senior Year
- Introduction to Differential Equations (MATH 256) .................. 4
- Several-Variable Calculus (MATH 281, 282) ........................... 8
- Intermediate Physics Laboratory (PHYS 390), two terms ............. 3
- Introduction to quantum mechanics ..................................... 4

Senior Year
- Mechanics, Electricity, and Magnetism (PHYS 412, 413) .......... 8
- Electromagnetism (PHYS 442) ............................................. 4
- Classical Optics and Modern Optics (PHYS 424, 425) ............ 8
Physics Emphasis

**Junior Year** 27 credits

- Introduction to Differential Equations (MAT 206) .................................................. 4
- Several Variable Calculus I (MAT 281, 282) .................................................. 4
- Foundations of Physics II (PHYS 351, 352, 353) .................................................. 12
- Intermediate Physics Laboratory (PHYS 389), two terms ........................................ 3

**Senior Year** 40-44 credits

- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) ........................................ 12
- Quantum Physics (PHYS 434, 435) and Topics in Quantum Physics (PHYS 431) ...... 12
- Electromagnetism (PHYS 422) .................................................................................. 4
- General Physics Laboratory (PHYS 390) or 4-credit 400-level physics course completes the upper-division requirements. 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 OSU and one in engineering from OSU. For more information, see Preparatory Programs in the Academic Resources section of this catalog.

Engineering students interested in semiconductor process engineering or polymer science may be interested in the nationally recognized industrial internship master's program sponsored by the UO Materials Science Institute. More information, see Materials Science Institute in the Research Institutes and Centers section of this catalog.

**Middle and Secondary School Teaching Careers**

The College of Education offers a fifth-year program for middle-secondary teaching licensure in physics and integrated sciences. This program is described in the 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.), or 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 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**

Pine Mountain Observatory, operated by the Department of Physics for research and advanced instruction in astronomy, 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. A wide-field CCD camera is available on the thirty-two-inch telescope. 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 send 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 or research fellowships (GTFs) is available on a competitive basis to Ph.D. students. GTFs require approximately eighteen hours of work a week and provide a stipend and tuition waiver. New students are typically eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

To ensure equal consideration for full-term admission, the deadline for applications for financial aid is February 15. Late applications for admission may be considered until July 15.

**Degree Requirements**

Entering students should consult closely with their assigned advisors. 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, outlined in a handbook for incoming students that is available in the department office, are summarized below.

**Industrial Internships for Master's Degrees Physics**

These internships, sponsored by the Materials Science Institute, are described in the Research Institutes and Centers section of this catalog. Information and application materials are available through the institute.

**Master of Science in Applied Physics**

The applied physics master's program leads to a professional M.S. degree, an alternative to the research-based Ph.D. It is designed to prepare physics students whose primary interests lie in applied research and development rather than in basic research.

**Admission.** An important component of this degree program, the industrial internships, is administered by the Materials Science Institute. Students must apply to the institute for admission to the industrial internship program, which is a prerequisite for admission to the master's program in applied physics. The internships in local and regional industries are designed to enhance the ability of physics graduates to obtain good jobs after graduation. Qualified students can complete this program in one year.

**Requirements**

1. A minimum of 24 graded credits in 500- or 600-level courses, a minimum of 10 credits in an industrial internship position, and a total number of credits between 45 and 53 (see 3 below) are required for the degree. A grade of B– or better must be achieved in each course applied to the graded-credit total. The overall GPA in physics courses must be 3.00 or better.
2. At least 9 credits in 600-level courses are required by the Graduate School. Other...
Graduate School requirements, including time limits, must also be satisfied.

3. Total credits required for the degree depend on the number of graded credits and internship credits the student earns. This allows flexibility in adjusting the balance between course work and the internship experience. The more graded credits a student earns, the fewer total credits are required for the degree. The minimum total required is 45 credits if the student earns 32 or more graded credits. The minimum required is 53 credits if the student earns only 24 graded credits. In general, 1 credit is added to the minimum total of 45 for each graded credit less than 32 a student earns. For example, a student who earns 28 graded credits needs a minimum total of 49 credits.

4. The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student typically earns 10 credits for every three months of full-time internship experience.

5. Graded credits must include 8 credits in Semiconductor Device Physics (PHYS 587) and Semiconductor Processing and Characterization Techniques (PHYS 587). The remaining graded credits must be selected from an approved departmental list. This list includes Electromagnetism (PHYS 552); Classical Optics, Modern Optics, and Modern Optics Laboratory (PHYS 554, 572, 576); Digital Electronics (PHYS 592); or Physics of Semiconductor Devices (PHYS 583): Design of Experiments (PHYS 581); Advanced Physics Laboratory (PHYS 590); Experimental Course: Advanced Analog Electronics (PHYS 610)

Other 600-level physics courses qualify, but may require additional prerequisites. Some graduate-level courses in chemistry may qualify. Other courses may be added or substituted with the approval of the applied physics program advisor.

Master of Science or Arts in Physics

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 two 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 36 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—which is part I of the Ph.D. qualifying examination—or submit a written thesis or take a program of specified courses. The master’s examination, given each fall and spring, covers undergraduate principles (mechanics, electricity and magnetism, optics, modern physics, thermodynamics). Candidates must pass the examination by spring of the second year of study. The thesis option requires a minimum of 9 credits in Thesis (PHYS 501) and 9 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503). The specified-courses option requires 40 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department. In addition to all the preceding requirements, candidates for the master of arts (M.A.) degree must demonstrate foreign-language proficiency. The master’s degree program can be completed in four terms.

Doctor of Philosophy

The physics department has few course requirements for the doctor of philosophy (Ph.D.) degree. Relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral dissertation research.

Qualifying Examination. The master’s final examination is part I 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. Parts II and III of the qualifying exam, a written examination given each fall and spring, cover 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 area. Students are expected to take the parts of the examination they haven’t passed every time they are offered beginning spring of the first year for part I and the fall of the second year for parts II and III. Candidates must pass part I by spring of the second year of graduate study and parts II and III by spring of the third year.

Within one year of passing all three parts of the qualifying examination, 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. Normally, the requirement is met by taking six terms of course work in at least three of the groups listed below. A two-term sequence is required in two of the three groups chosen:

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. In this typically oral examination, the student presents an hour-long discussion of a current problem in physics and proposes an idea for a research project. The student is expected to understand the background and fundamental physics of the problem and to communicate this knowledge to physicists in other fields.

Lecture Requirement. Before the final approval of the dissertation, candidates must present a lecture in one of the research seminars or a research group meeting.

Dissertation. The dissertation is the most important Ph.D. requirement. Every degree candidate must submit a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must be a real contribution to knowledge, based on the candidate’s own investigations. It must show a mastery of the literature on the subject and be written in creditable prose style. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

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.

152 Physics of Sound and Music (4) Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound.

153 Physics of Light and Color (4) Light and color, their nature, how they are produced, and how they are perceived and interpreted.

155 Physics behind the Internet (4) How discoveries in 20th-century physics mesh to drive modern telecommunications. Topics include electron mobility in matter, the development of transistors and semiconductors, lasers, and optical fibers.

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.

162 Solar and Other Renewable Energies (4) Topics include photovoltaic cells, solar thermal power, passive solar heating, energy storage, geothermal energy, and wind energy.

196 Field Studies. [Topic] (1–2R)

188 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. Preor coreq: PHYS 201, 202, or PHYS 214, 212, 213 or instructor’s consent.

211, 212, 213 General Physics with Calculus (4,4,4) Not offered 2003-4

251, 252, 253 Foundations of Physics (4,4,4)

251: kinematics including relativistic treatment; force, energy, momentum. 252: relativistic energy and momentum; collisions, photoelectric effect, Compton scattering; rotational motion;
Political Science

Gerald Berk, Department Head

Astronomy Courses (ASTR)

121 The Solar System (4) Naked-eye astronomy, development of astronomical concepts, and the solar system.

122 Birth and Death of Stars (4) The structure and evolution of stars.

221 (H) Honors Astronomy: The Solar System (4) Development of astronomical concepts and the solar system. Pre-req: ASTR 221H. MATH 112. Students may not receive credit for both ASTR 121 and ASTR 221H.

222 (H) Honors Astronomy: The Birth and Death of Stars (4) The structure and evolution of stars. Pre-req: ASTR 221H. MATH 112. Students may not receive credit for both ASTR 122 and ASTR 222H.

223 (H) Honors Astronomy: Cosmology (4) Galaxies and the universe. Pre-req: ASTR 222H. Students may not receive credit for both ASTR 123 and ASTR 223H.

231 Topics in Astrophysics (4) Problem solving of the orbits, kinematics, and dynamics of astronomical systems, structure and evolution of stars and galaxies. Pre-req: ASTR 222H. MATH 251, 252; PHYS 251, 252 or equivalents; instructor's consent for nonscience majors.

232 Astrophysical Techniques (4) Instruction in the development and application of astronomical tools and techniques. Extensive use of computer and graphics packages, space-based data sets. Pre-req: ASTR 222, 251 or equivalents; instructor's consent for nonscience majors.

652, 666 Quantum Field Theory (4,4) Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Pre-req: PHYS 634.


677 Semiconductor Device Physiology (4) Theory of inorganic solids, particularly semiconductors; carrier transport phenomena and electrical characteristics of positive-negative junctions, transistors, phototronic devices, and integrated circuits. PHYS 671 recommended. Offered summer session only.

678 Semiconductor Processing and Characterization Techniques (4) Structure, crystal growth, and epitaxy of solid-state materials; reactivity of inorganic surfaces; doping and solid-state diffusion; photoreception and photovoltaics; surface analysis. Pre-req: PHYS 677. Offered summer session only.


Astronomy Courses (ASTR)

121 The Solar System (4) Naked-eye astronomy, development of astronomical concepts, and the solar system.

122 Birth and Death of Stars (4) The structure and evolution of stars.

221 (H) Honors Astronomy: The Solar System (4) Development of astronomical concepts and the solar system. Pre-req: ASTR 221H. MATH 112. Students may not receive credit for both ASTR 121 and ASTR 221H.

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652, 666 Quantum Field Theory (4,4) Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Pre-req: PHYS 634.


677 Semiconductor Device Physiology (4) Theory of inorganic solids, particularly semiconductors; carrier transport phenomena and electrical characteristics of positive-negative junctions, transistors, phototronic devices, and integrated circuits. PHYS 671 recommended. Offered summer session only.

678 Semiconductor Processing and Characterization Techniques (4) Structure, crystal growth, and epitaxy of solid-state materials; reactivity of inorganic surfaces; doping and solid-state diffusion; photoreception and photovoltaics; surface analysis. Pre-req: PHYS 677. Offered summer session only.


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Major Requirements

1. A minimum of 48 credits in undergraduate political science courses; of these a minimum of 32 credits must be upper division.

2. The 48 credits that satisfy major requirements must be taken for letter grades and passed with C– or better. Thesis (PS 403), offered pass/no pass (P/N) 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 398), 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 website.

6. Of the 48 credits, 8 must be taken in each of the 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.

   a. Political theory
   b. United States politics
   c. World politics

A complete list of courses and their assigned subfield is available on the department's website; course subfields are also indicated by notes in the OU Schedule of Classes.

Freshman 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

To graduate with honors in political science, a student must (1) have an overall grade point average of 3.50 or higher in all upper-division and graduate academic work, (2) take Honors Thesis Prospectus (PS 411) during fall term of the academic year in which the thesis is completed, and (3) register for a minimum of 4 credits in Thesis (PS 401). 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. Obtain complete instructions and an honors thesis agreement form from the political science office.

Minor Requirements

The minor in political science requires 24 credits including 16 upper-division credits. These 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), and 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.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in political science are eligible to apply to the College of Education's five-year licensure program in middle-secondary teaching or the five-year licensure program in elementary teaching. More information is available 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 achieve a score of at least 540 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 website or sending an email request. The deadline for graduate teaching fellowship applications and fall-term admission is February 15; the deadline for fall-term admission without a teaching fellowship is July 8. The deadline for winter-term admission is October 15; the deadline for spring-term admission is January 15.

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 36 credits of graduate coursework.

2. Completion of required courses as specified by the department.

3. Demonstrated competence in social science methodology.

4. Completion of a master's degree thesis.

See the Graduate School section of this catalog for the distinction between M.S. and M.A. degree requirements.

Doctoral Program

This program is designed to allow the well-prepared student to complete course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations during their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in political science include:

1. Completion of 100 credits (15 credits are for dissertation) beyond the bachelor's degree. PS 601, 602, 605, 606, 608, 609, and 610 may be taken pass/No Pass. 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 those offered in PS 621-627, 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 with written and oral elements in one major field and two minor fields selected from the list below. Each field consists of several themes from which the student must choose a subset:

   a. Political theory
   b. Comparative politics
   c. International relations
   d. Formal theory and methodology
   e. United States politics
   f. Public policy

6. After passing the comprehensive examinations, completion of 16 credits in Dissertation
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. Suttmeier.

104 Problems in United States Politics (4) Current policy issues in American politics (e.g., unemployment, education, crime).

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. Kraus, Suttmeier.

205 Introduction to International Relations (4) Introduction to theoretical and methodological tools for the analysis of world politics. Kramer, Mitchell, Skalnes.

207 Introduction to Contemporary Political Theory (4) Theories of collective action, power, conflict of interest in the context of political institutions. Orbell.

208 Introduction to the Tradition of Political Theory (4) Selection issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories. Baumgold, Feldman.

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, global economic integration, impacts, popular struggles, human rights politics, militarization, United States role, border politics.

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.

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.


317 Coastal Resources Management Policy (4) Assessment of coastal zone resource management policies, emphasizing Oregon and the Pacific Northwest. Land use, ocean and territorial sea planning involving multiple levels of government. Medler.


324 European Politics (4) Overview of political developments in post-Cold War Europe. Southwell.

326 United States Foreign Policy I (4) Basic concepts underlying the formulation and implementation of United States foreign policy: relationships between American society and foreign policy; the relationship of the U.S. to its international environment. Baugh, Kraus, Mitchell, Southwell.


340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Various topics and macroeconomics recommended. Skalnos.


347 Political Power, Influence, and Control (4) Survey of the role of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Baumgold, Medler.

348 Women and Politics (4) Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women. Diamond, Novkov, Southwell.

349 Mass Media and American Politics (4) The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency. Medler.

352 Political Parties and Interest Groups (4) Overview of current developments in political parties and interest groups in the United States. Medler, Southwell.

353 Campaigns and Elections (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. Medler.

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: MATH 111 or equivalent or instructor's consent. Baugh.


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

401 Research: [Topic] (1-15R)

403 Thesis (1-12R)

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)

410/510 Experimental Course: [Topic] (1-4R) Offerings vary from year to year, depending on student needs and faculty interests.

411 Honors Thesis Prospectus (1) Prepares students for writing the senior honors thesis in political science. Provides guidance in framing a suitable topic, conducting preliminary research, and writing a prospectus. Freq: majors with honors standing.

413/513 Politics of Brazil (4) Explore the factors that shape contemporary Brazilian politics, from dictatorship and developmentalism to soccer and samba. Keene.

417/517 Politics of Violence in Latin America (4) Examines the consequences of drug, paramilitary, guerrilla, and state-sponsored violence for political life in contemporary Latin America. Keaney.


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.

422/522 Human Rights—U.S. Foreign Policy (4) Evolution of human rights as a political issue; the role of nongovernmental organizations; political uses of human rights rhetoric and contradictions in implementing policy. Kraus.

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.
Undergraduate Studies

Undergraduate courses in psychology provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and public health, social and case work, marketing, advertising, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available from the American Psychological Association, 1200 17th Street Northeast, Washington DC 20036, and on its website.

Review of Courses

Among lower-division courses, PSY 201 and 304 offer instruction in psychology as a natural science. PSY 202, 330, 375, and 380 introduce psychology as a social science. Honors College Introduction to Experimental Psychology (HC 211H, 212H) is also available.

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the department's head advising to determine equivalency of completed introductory work.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies
2. Other 300-level courses are of broad interest to many students throughout the university as well as to psychology majors
3. Area courses numbered 430 to 478, designed for psychology majors, are open to other students who fulfill the prerequisites

Curricular planning aids are fully explained in the Psychology Undergraduate Handbook available in the psychology department office and on the department's website.

Group Requirements. For psychology courses approved to fulfill social science or science
group requirements, see Group Requirements in the Registration and Academic Policies section of this catalog.

Premajor Requirements

Before being formally admitted as psychology majors, students must fulfill the premajor requirements. Students intending to major in psychology are considered psychology premajors until these requirements are satisfied. After establishing a file in the psychology main office, each premajor is assigned an adviser.

Premajor requirements or their equivalents must be passed with grades of C- or better. Set I requirements should be completed by the end of the sophomore year and Set II by the end of the junior year. Delays could postpone graduation.

Set I. College Algebra (MATH 111), Mind and Brain (PSY 201), Mind and Society (PSY 202)

Set II. Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303)

MATH 111 in Set I may not be counted as part of the required minimum of 40 psychology credits. If MATH 243, 425, 426, 451, or 462 is substituted for PSY 302 in Set II, the mathematics course may be counted toward the minimum of 40 credits in psychology.

After completing premajor requirements, the student must fill out a Change of Major form in the psychology main office.

Major Requirements

Required courses for the premajor and major must total a minimum of 40 credits in psychology—at least 32 upper division and at least 12 taken at the University of Oregon. A maximum of 4 credits in Field Studies (PSY 406) and Practicum (PSY 409) may be applied to the 32 upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty adviser. Required courses must be passed with grades of C- or better. Elective psychology courses may be taken pass/no pass.

1. 16 credits are distributed as follows:
   a. At least 8 credits selected from EMS 333, LING 395, PSY 430-450, PSY 475-476
   b. At least 8 credits selected from EMS 335, PSY 420, PSY 451-473, PSY 478

2. 12 credits of college-level biology, chemistry, or physics

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, fieldwork, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of three options: liberal arts, professional, or honors.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters elective</td>
<td>4</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science elective</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Term</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and letters elective</td>
<td>4</td>
</tr>
<tr>
<td>College Composition II or III (WR 122 or 123)</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics .................................. 4
Science elective ................................ 4
Social science elective ......................... 4

Spring Term  ................................ 20 credits

| 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 |

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 the university system (e.g., how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule) 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.

The peer advising stations are open eight hours a day during the Week of Welcome for drop-in consultations and scheduled appointments.

During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. Psychology students are invited to use the facilities (e.g., small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer adviser.

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 or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through 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. Reading knowledge of at least one other 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 P or 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  ................................ 20-29 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) or equivalents from other departments ... 8
Three courses selected from EMS 333, 335, PSY 420, 430-476—including at least one course from EMS 333, PSY 430-450, PSY 475-476; and at least one course from EMS 335, PSY 420, PSY 451-473, PSY 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 and information science ... 8
Introduction to Linguistics (LING 290) ... 4
Mind and Brain (PSY 201) or Honors College Introduction to Experimental Psychology (HC 211H, 212H) ........................................... 4-9 Statistical Methods in Psycholgy (PSY 303) and Research Methods in Psychology (PSY 361) ... 8 Cognitive Science with Laboratory (PSY 430) ... 5 Brain Mechanisms of Behavior (PSY 443) or Human Neuropsychology (PSY 446) ...................... 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 Careers
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 online experimental control; and well-equipped animal laboratories.

Applicants to the 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 based on a clinical scientist training model directed toward understanding assessment, diagnosis, and treatment of psychological problems and disorders. Accredited in clinical psychology by the American Psychological Association, the clinical program provides strong research training in the etiology of child and adult psychopathology, family and peer relationships, influences of culture, evaluation of treatment and preventive interventions, and designing and testing of optimal assessment strategies.

The program is also a member of the Academy of Psychological Clinical Science, an organization dedicated to enhancing science and research training in clinical psychology. The program prepares future clinical scientists to contribute to the understanding of psychopathology and optimal intervention strategies and to provide state-of-the-art clinical training.

First-year graduate study includes department courses required of all students: a yearlong 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 Psychopathology (PSY 621); and Individual Psychotherapy (PSY 623); the other three courses are assessment, intervention, and a clinical elective.

Two yearlong clinical practica are required. Practicum students are available through the department's psychology clinic as well as in various settings in the community. Departmental practicum train students in the delivery of empirically supported psychotherapies.

The program's supporting area requirement can be completed through a selection of courses in work, research, and teaching. Recent examples of supporting areas have been women's and gender studies and developmental psychopathology. By the end of the third year, a student is expected to have completed required coursework, the supporting area, and a preliminary examination. The fourth year is primarily spent in research for the Ph.D. dissertation. In the fifth year, students typically take a yearlong 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 Neurosciences 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 undergraduate and graduate students can receive training in cognitive science while pursuing studies in the psychology department. For more information see the Institute of Cognitive and Decision Sciences in the Research Institutes and Centers section of this catalog.

Psychology Courses (PSY)
Transfer students should have the psychology head advisor evaluate courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

199 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.


302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. Prereq: MATH 111, PSY 201, 202. With laboratory.


304 Biopsychology (4) Relationships between brain and endocrine processes and behavior. Topics include emotion, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

330 Thinking (4) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

375 Development (4) Survey of social, intellectual, and personality development.


383 Psychoactive Drugs (4) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and stimulants. The psychology of use and overuse; therapies for correcting drug problems.

388 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.

399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-21R)
403 Thesis [1-12R]
405 Reading and Conference: [Topic] (1-21R)
406 Field Studies: [Topic] (1-21R)
407/408 Seminar: [Topic] (1-5R)
408 Laboratory Project: [Topic] (1-6R)
409 Practicum: [Topic] (1-5R)
410/810 Experimental Course: [Topic] (1-5R)
412/812 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, psychiatry, and mental health law. Prereq: PSY 302, 303 or instructor's consent.

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 302, 311, 213. PSY 402 recommended. Psychology majors may not receive credit for both PSY 427/527 and 449/549. Not available for credit in 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.


445/545 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 Social Psychology (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 Dynamics (4) Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior. Prereq: PSY 302, 303, 456/556.


459/559 Cultural Psychology (4) Examination of the interdependencies between mind and culture in various substantive domains such as social influence, motivation, emotion, and psychopathology. Prereq: PSY 302, 303.

460/560 Advanced Social Psychology: (Topic) [4R] Selects a specific topic of inquiry from social psychology (e.g., person perception, self-concept, empathy) and examines research and debates on the topic. Prereq: PSY 302, 303, 456/556. Hedges, Malle, Manro. k twice when topic changes for maximum of 18 credits.


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 specific topics. Prereq: PSY 302, 303. Majors may not receive credit for both PSY 427/527 and 449/549.

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.


473/573 Marital and Family Therapies (4) Behavioral basis of dyadic interactions; adult intimacy and love relationships; clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships. 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) How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development. Prereq: PSY 302, 303.

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.

480, 481, 482 Honors in Psychology (1-3, 1R) Readings and conferences. Prereq: for maximum of 3 credits each. Honors psychology majors only. 503 Thesis (1-1R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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.

615 Issues in Personality and Social Foundations (5) Examination of major issues in the psychological study of personality and social processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

616 Issues in Development (5) Examination of major issues in the psychological study of development. Theory and research discussed and placed in historical perspective. Prereq: graduate standing in psychology or instructor's consent.

620 Psychopathology (3) Definition, measurement, and diagnosis of deviant behavior; includes critical reviews of research on the etiology, intervention, and outcome of major mental disorders. Prereq: graduate standing in psychology or instructor's consent.

621 Clinical Psychobiology (3) Research and theory from the neurosciences applied to clinical problems and biological therapies. Prereq: graduate standing in psychology or instructor's consent.

623 Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment: includes projective and objective techniques. Prereq: graduate standing in clinical psychology or instructor's consent.

625 Individual Psychotherapy (3) Research and major theoretical perspectives in dyadic psychotherapy. Ethics of individual psychotherapy. Prereq: graduate standing in clinical psychology or instructor's consent.
Religious Studies

Andrew E. Goble, Department Head

(541) 346-4971
(541) 346-4118 fax
837 Prince Lucien Campbell Hall
1294 University of Oregon
Eugene OR 97403-1294

Faculty
Judith R. Baskin, professor. See Judaic Studies
Andrew E. Goble, associate professor. See Judaic Studies

About the Department
The Department of Religious Studies offers courses about the teachings and practices of the world’s major religions. The department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world’s many cultures, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and literature.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or in religious education at a seminary in preparation for a career as a religious leader. Recent graduates have gone on to graduate study in China, to law school, to teaching, and to work in social service organizations, among others. A major in religious studies provides broad training and enrichment for any of the humanistic professions.

Undergraduate Studies

Major Requirements
The major requires 45 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, 6 must be in Great Religions of the World (REL 201, 202) and 28 must be upper division.

Courses need to satisfy major requirements must be taken for letter grades and passed with a mid C or better.

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 402) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term.

Minor Requirements
The minor in religious studies requires 24 credits, including 8 in Great Religions of the World (REL 201, 202) and 16 upper-division credits in religious studies. All courses must be taken for letter grades. Grade requirements for the minor are the same as those for the major.

Graduate Studies
The department has plans to establish a master of arts degree in religious studies. In the interim, students may work with faculty members from religious studies as well as other university departments toward an interdisciplinary minor. Individualized Program (ISP) 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
Faculty members in other departments may have a specialty or interest in the study of religion. Students interested in an advanced degree in these areas should apply for admission to graduate study in the relevant department. Prior consent with the faculty member is encouraged. The available degrees, faculty members, and area of specialty are listed below as a guide.

Anthropology, Ph.D. (general anthropology M.A. presupposed) Comparative religions, religion and symbol in particular cultures: Aleida Fierensack, Carol E. Silverman.


Classics, M.A. Classical civilization: ancient religions in or related to ancient Greece and Rome: Jeffrey M. Harwit (art history); Steven Lowenstein, John Nicos (history); Steven Shankman (English).

Folklore, M.A. Sharon R. Sherman (English), Carol T. Silverman (anthropology). Daniel N. Wojcik (English).


Religious Studies Courses (REL)

111 Introduction to the Study of the Bible (4)
112 Introduction to Judaism (4)
113 Introduction to Christianity (4)
114 Introduction to Islam (4)
199 Special Studies: [Topic] (1–5R)

211 Early Judaism (4) Development of the Jewish religion from its earliest existence until the Christian era.


314 Greek and Roman Religions (4) Ancient Greek and Roman religions. (Greece, Italy. Oriental religions in Roman pagan.)

316 Beginnings of Christianity (4) History of Christianity from the time of Jesus until 200 C.E. Falk.

317 Jesus and the Gospels (4) Consider the evidence for Jesus, including noncanonical as well as noncanonical gospels. In light of critical scholarship and historical reconstructions. Prerequisites: REL 316. Falk.

318 Women in Judaism (4) Women and their roles in Judaism; emphasis on contemporary era. Texts read include historical, literary, and theoretical documents. Baskin.

321, 322, 323 History of Christianity (4, 4, 4) Course of Christian history in East and West relations between spirituality, doctrine, and institutional. 321: the ancient period.
40/540 Readings in Buddhist Scriptures (4) Readings in representative scriptures in English translation. Selection based on their impact in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism. Unno.
605 Reading and Conference: [Topic] (1-16R)
608 Colloquium: [Topic] (1-16R)
609 Supervised Tutoring (1-16R)

Additional Courses
For descriptions of the following courses, see the listed departmental sections of this catalog.


English. The Bible and Literature (ENG 421/521). Studies in Mythology (ENG 482/582).

Folklore. Folklore and Religion (FLR 411/511).

Geography. Geography of Religion (EOG 446/546).


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. Majors in the field of studies (M.A.) is also available in these languages. The doctorate (Ph.D.) is 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. As much work as possible in 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 that help the student convey ideas logically. Literature courses, papers, or essay examinations are generally required.
4. Experience in literary studies

Careers. Students who graduate with a B.A. degree in Romance languages enter a variety of occupations. Language teaching is an obvious possibility. Proficiency in a second language and knowledge of other cultures enhances study and career opportunities in other areas as well. Romance languages majors, especially those who have a second major in another discipline (e.g., art history, business administration, economics, history, international studies, journalism, 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 the Center for Romance Studies, the Multilingual Center, the International Studies Program, the Criminal Justice Program, and the Film Program.

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 Slickes Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzanlouis 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. Kail Scholarship is awarded every 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. The Francophone Calin scholarship is awarded every two years to a French major or minor. More information may be obtained from the department office in early January.

Undergraduate Studies

Programs leading to undergraduate degrees are offered in French, Italian, Spanish, and Romance languages (two languages). Majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, reading, and writing the modern language. The Yamada Language Center, in 121 Pacific Hall, provides a valuable complement to classroom exercises.

Students who intend to pursue 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. A goal 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

Specific requirements for each major are listed below. Students are urged to consult their advisers to create balanced programs.

French, Italian, or Spanish

Majors must complete a minimum of 12 credits in literature courses beyond the survey level (courses numbered higher than 319) on the Eugene campus—at least 8 credits of these 12 must be in courses numbered 467 or higher.

Majors are urged to take work in related fields (e.g., another Romance language, English, linguistics, art history, philosophy, history).

French. Forty-eight credits in French—passed with grades of C- or better—are required beyond second-year French, distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>48</td>
<td>Culture et langage: la France contemporaine (FR 301)</td>
</tr>
</tbody>
</table>

Italian. Forty-eight credits in Italian—passed with grades of C- or better—are required beyond second-year Italian, distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Cultura e lingua: l'Italia contemporanea (ITAL 301)</td>
</tr>
</tbody>
</table>

Spanish. Forty-eight credits in Spanish—passed with grades of C- or better—are required beyond second-year Spanish, distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Expresiones artísticas (SPAN 303), Cultura y lengua: expresiones artísticas (SPAN 303)</td>
</tr>
</tbody>
</table>


48 credits

48 credits

48 credits

48 credits

48 credits
Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 316, 319) ......................................................... 12
Spanish literature courses numbered SPAN 328 or above ............................................. 12
Spanish electives (e.g., literature, phonetics, history of Spanish literature) ......................... 12
Advanced Writing in Spanish (SPAN 416) ....... 4

Romance Languages
Romance languages majors must complete a minimum of 12 credits in literature courses on the Eugene campus—at least 8 credits of these 12 must be in courses numbered 400 or higher.

Forty-eight credits in two Romance languages—passed with grades of C— or better—are required beyond the second-year language sequence, distributed as follows:

First Romance Language 32 credits

Literature courses ........................................ 12
Literature survey sequence (FR 317, 318, 319 or ITAL 317, 318, 319 or three from SPAN 316, 317, 316, 319) ................................................................. 12
Additional literature courses .......................... 8

Second Romance Language 16 credits

Literature courses ........................................ 8

Departmental Honors
Application for graduation with departmental honors in the major must be made through the student's departmental adviser no later than the end of the term preceding the term of graduation.

Approval for graduation with honors is granted to a student who:
1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall or
2. Maintains at least a 3.75 GPA in all upper-division department course work, maintains at least a 3.50 GPA overall, and submits an honors thesis written under the guidance of a Romance languages faculty thesis adviser. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 pass/no pass (P/N) credits in Thes (FR, ITAL, SPAN 401)

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 readings or lectures or both are in English typically do not count toward the major, the minor, or the B.A. foreign-language requirement.

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the Academic Resources section of this catalog.

France. The Oregon University System provides opportunities for a year's study in France at the Universities of Poitiers and Lyon. Although the programs are intended for undergraduates, some graduate credit may be obtained if arrangements are made with the department.

In Poitiers, students with two years of college French take courses at the Oregon Study Center. More advanced students may also attend a few classes at the University of Poitiers. Not all courses taken at Poitiers satisfy major requirements. Students should consult a major adviser before leaving for Poitiers.

In Lyon, students with two years of college French take intensive courses in French language, literature, and history in an institute for foreigners. In addition, they attend regular classes at the universities of Lyon. Students who have three years of college French and have passed an entrance examination take all their courses from the standard curriculum of the Lyon universities alongside native students.

Students with beginning to advanced proficiency in French can also study in Angers at the International Center for French Studies, part of the Catholic University of the West. Programs are offered during spring semester, a fall term, or a spring semester.

Students with beginning to advanced proficiency in French can also study in Paris at the University of Paris. For admission, they must have at least three years of college French or have passed an entrance examination. Students may take all their courses from the standard curriculum of the University of Paris along with native students.

Students with advanced proficiency in French can apply to the government Lycée assistantship program that places students in French high schools to teach English for one year.

Italy. Since 1970 the university has had a summer program from early July to mid-August in Italy, at the Universita Italiana per Stranieri in Perugia, which is open to undergraduate and graduate students. No knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by faculty members of the host university. Participants must take at least 12 credits. Applications received before February 15 are given priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the full-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, culture, literature, politics, history, and other subjects.

Mexico. The department offers language programs in Mexico during summer session and fall and spring terms. The programs offer language training at second-, third-, and fourth-year levels as well as courses in Mexican literature and civilization.

Spain. A two-year program in Seville winter and spring terms offers courses in Spanish history, art, and literature as well as language work.

The program is designed for students who have studied at the 300 level.

Kindergarten through Secondary Teaching Careers
Students who complete a degree with a major in French, Spanish, or Romance languages are eligible to apply for the College of Education's five-year licensure program in middle-secondary teaching. Students may also apply to the five-year licensure program to become an elementary teacher. More information is available from the department's education adviser, Robert Davis; see also the College of Education section of this catalog.

Graduate Studies
The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages. The master's degree program encourages broad research in each of the language areas. The Ph.D. program allows students to focus on a specific field of interest.

Both graduate programs offer students intensive training as teacher-scholars. The department is proud of its high-quality teaching methods courses, and it offers funding to graduate students who present papers at national academic conferences.

The UO Libraries' resources for research in Romance languages, French, Italian, and Spanish support the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Admission
An applicant for admission to the master of arts (M.A.) program should have completed an undergraduate major in a Romance language and its literature or its equivalent (e.g., licenciatura, liceo, licenciatura). Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are familiar with one Romance literature.

An applicant for admission to the Ph.D. program should have completed a master of arts degree in a Romance language and literature or its equivalent. Students should have at least a reading knowledge of a second language upon entering the Ph.D. program.

Admission Procedure
1. Obtain a Graduate Admission Application from the department's graduate secretary
2. Send the first copy to the university Office of Admissions with a $50 fee and the remaining copies to the department's graduate secretary
3. Submit or have sent to the department's graduate secretary:
   a. An official transcript showing college-level work as of the date of application
   b. A 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the UO Department of Romance Languages, and eventual career goals. Students applying to the Ph.D. program must also specify their research interests
c. Three letters of recommendation from faculty members who can directly comment on the applicant's language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability.

d. An official record of verbal and quantitative Graduate Record Examinations (GRE) scores for native English speakers. International students must demonstrate proficiency in English by passing the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 on the paper test or 173 on the electronic test.

4. Submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic) if applying to the Ph.D. program.

Priority is given to applicants whose files are complete by February 1. The department's graduate admissions committee reviews the completed file and notifies each applicant of its decision. New students are typically admitted to the program for fall term.

Graduate Teaching Fellowships

A number of graduate teaching fellowships are available each year for new graduate students in the department. Students should apply to the department by February 1 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

During each term of the appointment, graduate teaching fellows must register for and complete at least 6 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 as primary majors 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.

Besides course work, the master 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., French and Spanish majors must complete one course in each of six literary periods. Italian majors must complete one course in each of six periods. All majors must complete a two-course concentration in one literary period or in linguistics, which may not duplicate periods covered by the examination questions or the master's essay.

Examinations. M.A. candidates take two four-hour written examinations during the seventh week of the spring term of the second year. Students who fail one or both examinations may, with the consent of their advisers, repeat the examination. Students whose major is Spanish must address Peninsular literature in their master's essay. French, Italian, and Spanish majors must address Peninsular literature and two foreign-language branches. Each examination consists of seven questions on different periods of the literature, and two of the questions must be answered in one language. At least one of the questions must be answered in the primary language. Students whose major is Spanish must address Peninsular literature in their examination question and Latin 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 century, 19th century, 20th century
   c. Spanish—Peninsular literature: Middle Ages and Golden Age, 18th and 19th centuries, 20th century
   d. Spanish American literature: colonial, 19th century, 20th century

Master of Arts Essay. The master's essay—twenty-five to thirty pages—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 broad persuasive strategies. If the essay is deemed unsatisfactory, it may be replaced by an examination question on the same topic.

Overseas Study and Teaching

Several opportunities for study and teaching abroad are available each year. One position is graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. Another is 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 Queretaro, Mexico.

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 write a dissertation on a topic of the student's interest; (3) 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; (4) the ability to examine new and challenging literary or theoretical perspectives. The Ph.D. program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

Course Work. The Ph.D. degree requires a total of 80 graduate-level credits—32 credits in addition to the 48 required for the master's degree. Of these 80 credits:

1. 12 credits must be taken in a second Romance language.
2. Up to 12 credits may be taken outside of the department with the adviser's consent.
3. Only 4 credits of Reading and Conference (FR, ITAL, SPAN 603) may be applied to the Ph.D. degree.

Students with an M.A. in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the M.A. program toward Ph.D. course requirements, provided that these courses were not used to fulfill M.A. requirements.

Graduate students with an M.A. in French, Italian, Spanish, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department's graduate committee evaluates previous graduate 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 twelve courses required for the M.A. This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master's program.

Comprehensive Examination. Students entering the Ph.D. program should develop, as soon as possible, but no later than the third term of work beyond the master's degree, a field of interest for the Ph.D. comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the subfields represented in the comprehensive examination.

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 be reviewed and approved by the committee. The oral examination is conducted within the area of the student's field of interest.
The written examinations take the form of essays that respond to two questions formulated by two members of the Ph.D. examination committee. Each written examination covers one or more of the subfields and can be up to twenty double-spaced, typed pages in length. The student has two weeks to write each of the two essays.

Two weeks after the successful completion of the written essays, the student takes an oral examination. The oral examination attempts to integrate the subfields addressed in the written examinations with the other facets of the student's declared field of interest. In a two-hour conversation, the candidate and the committee members examine and elaborate on ways in which the written essays and other subfields relate to the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the dissertation's subject matter and possible approaches to it. At the least the oral examination should produce a tentative dissertation topic.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

**Dissertation Prospectus**. The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. The student submits a five- to eight-page prospectus and a bibliography of primary and secondary material to the faculty members on the dissertation committee.

**Dissertation**. The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and reasoned argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Graduate School for proper filing of the dissertation.

**Final Oral Defense**. When the dissertation committee has approved the dissertation, a public oral defense of the work is held. The dissertation committee, other faculty members, and the general public may question the candidate about the dissertation's implications and its use to the field.

**Funding**. Work for the Ph.D. beyond the master's degree, including the dissertation, is typically completed in three to four years of study. Students who enter the Ph.D. program with a master's degree from the UO are typically eligible for a maximum of three years of funding. Students enrolling the Ph.D. program with a master's degree from another institution are typically eligible for a maximum of four years of funding.

Ph.D. students who are making satisfactory progress toward the degree are eligible for graduate teaching fellowships. GTFs include stipends for teaching and tuition waivers.

“Satisfactory progress” entails completion of courses taken for credit with grades of mid-B or better, passing the Ph.D. comprehensive examination, timely submission of an acceptable dissertation prospectus, and regular and timely progress on the dissertation itself. See also Graduate Teaching Fellowships earlier in this section of the catalog.

### Romance Languages Courses (RL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>199 Special Studies: [Topic] (1–5R)</td>
<td><em>R</em> when topic changes.</td>
<td></td>
</tr>
<tr>
<td>404 Bilingual Internship (2R)</td>
<td>Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. <em>R</em> in different term.</td>
<td></td>
</tr>
<tr>
<td>406 Supervised College Teaching (1–6R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>407/507 Seminar: [Topic] (1–5R)</td>
<td>Changing topics on issues relevant to study in two or more Romance languages. A recent topic is travel literature.</td>
<td></td>
</tr>
<tr>
<td>410/510 Experimental Course: [Topic] (1–5R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>503 Thesis (1–16R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>504 Bilingual Internship (2R)</td>
<td>Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: Third-year language competence. <em>R</em> in different term.</td>
<td></td>
</tr>
<tr>
<td>507 Seminar: [Topic] (1–6R)</td>
<td><em>R</em> when topic changes.</td>
<td></td>
</tr>
<tr>
<td>608 Workshop: [Topic] (2–4R)</td>
<td>Teaching Methods offered fall term only. Other workshops may be offered. <em>R</em> when topic changes.</td>
<td></td>
</tr>
<tr>
<td>609 Supervised Tutoring (1–16R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>620 Graduate Study in Romance Languages (2–4)</td>
<td>Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development. Gould, Psaki, Castillo, Lollini.</td>
<td></td>
</tr>
<tr>
<td>641 Medieval Lyric Poetry (4)</td>
<td>Introduction to Old Provençal through the reading of early prose texts and selected lyrics. Emphasis on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prereq: reading knowledge of French, Italian, or Spanish. Altman, Psaki.</td>
<td></td>
</tr>
</tbody>
</table>

### French Courses (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in any lower division course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101, 102, 103</td>
<td>First-Year French (5, 5, 5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French.</td>
</tr>
<tr>
<td>111, 112</td>
<td>Intensive Beginning French (6, 6) Intensive study for experienced language learners; introduction to French culture. Prereq: evidence of placement or departmental approval. Sequence. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French.</td>
</tr>
<tr>
<td>150 Cultural Legacies of France (4)</td>
<td>French civilization to France and beyond. Possible topics are Francophone Africa; the Caribbean; Vietnam; North America; modern France; French film, architecture, and painting. Albert-Galtier, Altman, Gould. Conducted in French.</td>
</tr>
<tr>
<td>151 Francophone Cinema (2R)</td>
<td>Emphasizes basic oral communication and listening comprehension through weekly viewings of films in French. <em>R</em> when topic changes.</td>
</tr>
<tr>
<td>199 Special Studies: [Topic] (1–5R)</td>
<td></td>
</tr>
<tr>
<td>201, 202, 203</td>
<td>Second-Year French (4, 4, 4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence.</td>
</tr>
<tr>
<td>211, 212</td>
<td>Intensive Intermediate French (5, 5) Intensive intermediate-level study for proven capable language learners. Prereq: FR 103 or 112, placement or departmental approval. Sequence. Cannot be combined with FR 201, 202, 203 for more than 12 credits of second-year French.</td>
</tr>
<tr>
<td>307 Oral Skills (2R)</td>
<td>Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 203 or equivalent. <em>R</em> once for maximum of 4 credits.</td>
</tr>
<tr>
<td>318 French Survey: Baroque and Enlightenment (4)</td>
<td>Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. Albert-Galtier, Altman, Gould.</td>
</tr>
<tr>
<td>319 French Survey: 19th and 20th Centuries (4)</td>
<td>Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Albert-Galtier, Djiffack, Gould, McPherson.</td>
</tr>
<tr>
<td>320 Intensive French Grammar Review (4)</td>
<td>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. Wiebe.</td>
</tr>
</tbody>
</table>
| 361 Francophone Literature and Culture (4) | Examines French culture outside of France—
Sub-Saharan Africa, the Caribbean—through literature and film. Djiffack, McPherson. Texts can be read in either English or French.

362 French Film (4) Focuses on the differences between American, British and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry. Albert-Galtier, Allmann.


399 Special Studies: [Topic] (1–5R) R when topic changes.

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R)


408/508 Workshop: [Topic] (1–12R)

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

416/516 Advanced Writing in French (4) Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: FR 301, 303; FR 307 recommended. Ceccacci, Wiebe.

435 Autobiographical Writings by Women (4) Autobiographical works by authors such as George Sand, Simone de Beauvoir, Colette, Marguerite Duras, and Nathalie Sarraute. Specific works and writers vary. McPherson.


451/551 Baroque Theater: [Topic] (4R) Intensive study of representative plays by Molière, Racine, or Corneille with emphasis on modern criticism. Albert-Galtier. R twice when topic changes for maximum of 6 credits.


497/597 Francophone Women's Writing (4) Developments in literature by women from the Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, France, and Canada.

RL 503 Thesis (1–5R)

601 Research: [Topic] (1–6R) Prereq: instructor's consent.

603 Dissertation (1–5R)

605 Reading and Conference: [Topic] (1–5R)

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

610 Medieval French Narrative (4) Emphasis on medieval narrative genres. Critical analysis of several major works including examples of romance, epic, allegory, and the did. Prereq: FR 640 or instructor's consent. Allmann.

623 Mallarmé (4) Study of Mallarmé's poetry, prose, and critical essays; his position on the threshold of modernism; and his influence on modern critical theorists including Sartre, Barthes, and Derrida. Gould.


790 Special Studies: [Topic] (1–5R) R when topic changes.

803 Thesis (3–6R)

805 Reading and Conference: [Topic] (1–6R)

807 Seminar: [Topic] (1–6R) R when topic changes.

809 Practicum: [Topic] (1–4R)

810/510 Experimental Course: [Topic] (1–4R)

816/516 Advanced Writing in French (4) Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: FR 301, 303; FR 307 recommended. Ceccacci, Wiebe.

835 Autobiographical Writings by Women (4) Autobiographical works by authors such as George Sand, Simone de Beauvoir, Colette, Marguerite Duras, and Nathalie Sarraute. Specific works and writers vary. McPherson.


841/541 Baroque Theater: [Topic] (4R) Intensive study of representative plays by Molière, Racine, or Corneille with emphasis on modern criticism. Albert-Galtier. R twice when topic changes for maximum of 6 credits.


917 Francofrançaise Women's Writing (4) Developments in literature by women from the Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, France, and Canada.

Topics (1–5R) R when topic changes.
401/501 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. Conducted in Italian. 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. Conducted in Italian. R when topic changes.

498/598 Italian Women’s Writing (4) Women’s polemical engagement with established genres of poetry and fiction from Compara Stampa to Dacia Maraini. Paski, Conducted in Italian.

RJ. 303 Thesis (1-16R)

601 Research: [Topic] (1-6R) Prereq: instructor’s consent.

RJ. 603 Dissertation: [Topic] (1-16R)

605 Reading and Conference: [Topic] (1-6R)

607 Seminar: [Topic] (1-6R)

609 Practicum: [Topic] (1-4R)

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.

301, 102, 103 First-Year Spanish (5, 5, 5) Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in 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. Garda-Pabon, Gladhart, May, Verano. Conducted in English.

151 Spanish Cinema (2R) Emphasizes basic oral communication and listening comprehension through weekly viewings of films in Spanish. R when topic changes.

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

201, 202, 203 Second-Year Spanish (4, 4, 4) Continued development of Spanish-language skills; emphasis on University of Hispanic cultures. Sequence. Conducted in Spanish.


301 Cultura y lengua: identidades hispánicas (4) Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Pre- or coreq: SPAN 203 or equivalent. Taught in Spanish.

303 Cultura y lengua: expresiones artísticas (4) Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Pre- or coreq: SPAN 203 or equivalent; SPAN 301 recommended. Taught in Spanish.

305 Cultura y lengua: cambios sociales (4) Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies: gender issues, technology, revolution and counter-revolution. Pre- or coreq: WR 122 or equivalent; SPAN 203 or equivalent; SPAN 301 recommended. Taught in Spanish.

307 Oral Skills (2R) Practice in improving listening, comprehensiveness, 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.

315 Spanish Pronunciation and Phonetics (4) Study of Spanish pronunciation, idioms, and slang; supervised pronunciation practice. Prereq: SPAN 203, SPAN 301 or 303 or 305 recommended. Davis.

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: two from SPAN 301, 303, 305, Castillo, Middlebrook, Powell, Verano.

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: two from SPAN 301, 303, 305, Díaz-Caballero, Epple, García-Pabón, Powell, Taylor.

318 Survey of Spanish American Literature (4) Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. Prereq: two from SPAN 301, 303, 305, Epple, García-Pabón, Taylor.


330 Introduction to Spanish Poetry (4) Explores important aspects of Spanish poetry. Reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305, Castillo, Verano.

331 Introduction to Spanish Theater (4) Explores important aspects of Spanish theater. Reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305, Gladhart.

333 Introduction to Spanish Narrative (4) Explores important aspects of Spanish narrative. Reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305, Castillo, Díaz-Caballero, García-Pabón, Taylor.


403 Special Studies: [Topic] (1-15R) R when topic changes.

404 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-6R)

497/597 Seminar: [Topic] (1-6R) Recent topics include 16th-Century Spanish Decadence; Pastoral Spain; Mexican Literature and Culture; New Chilean Fiction; Latin American Films; Golden Age Theater; Testimonial literature. Original literature in Spanish.

408 Workshop: [Topic] (1-12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1-4R)

410/510 Experimental Course: [Topic] (1-18R) Recent topics include Race in Modern Los Angeles, Social Roots of Creativity.

416/516 Advanced Writing in Spanish (4) Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: SPAN 301, 303; SPAN 307 recommended. Epple, Lora, Verano, Zañabala.

417/517 Advanced Oral Skills (2R) Advanced level practice in improving listening, comprehension, and oral skills in Spanish. In-class communicative activities, language laboratory work. Prereq: Two from SPAN 301, 303, 305; SPAN 307 recommended. Marcia, Verano. R once for maximum of 4 credits.

420/520 Spanish Linguistics: [Topic] (4R) Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. SPAN 315 recommended. Davis. R when topic changes.


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 for 437: SPAN 318, 319, Epple, García-Pabón. R thrice when topic changes for maximum of 18 credits.


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, Grongora, Lope de Vega, and Quevedo. Prereq: SPAN 316, 317, 318, 319 or equivalent; prereq for nonmajors: equivalent background in literature. Castillo, Verano.
Russian and East European Studies

R. Alan Kimball, Center Director
(541) 346-4076
(541) 345-5041 fax
175 Prince Lucien Campbell Hall
http://darkwing.uoregon.edu/~reesc/

Faculty


Course


Emeriti


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

Participating

John H. Behrman, planning, public policy and management
Anindita Banerjee, comparative literature
John E. Bonino, law
Mieczyslaw "Mischa" E. Buszkowski, library
Mary-Lynn Dolezel, art history
Julie M. Housler, * history
Kaya E. Hokanson, * comparative literature
Esther Jacobson, art history
R. Alan Kimball, * history
Mark Levy, music
Mikhayl Myagkov, political science
Jennifer Presto, comparative literature
Carol T. Silverman, anthropology
Shravin Simmons, art history
Caleb Southworth, sociology
Cynthia M. Vakarelyavska, linguistics
Andrew Verger, business
Marc Weinstein, management
Ronald Wixman, geography
Lisa Walton, history
*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 experienced 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.

Visiting Faculty Members. The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from Russia and Eastern Europe. Recently, Boris Mirnov of the St. Petersburg branch of the Russian Academy of Sciences was a distinguished visiting professor in the Department of History.

Career Counseling. Students in the center prepare themselves for careers in teaching, research, consulting, private industry, and government service, or simply enrich their general education and their understanding of the world. The center provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States (CIS) in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the Academic Resources 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 Programs, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3200.

Cultural Programs. The center sponsors lectures, panel discussions, symposia, films, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the center faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irakutsk Sister City Committee. Students in the center organized a Russian Club.

Resources. The University of Oregon's library has 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

Students who want to design their own field of concentration must meet with their adviser and submit a petition to the executive committee for approval. Petitions are not accepted later than three terms before graduation. The executive committee also considers petitions that include courses from departments other than those listed in each field of concentration above or for elective credit

3. A research project. The student's REESC adviser must approve the paper topic, and the paper must be submitted to the REESC office before graduation.

4. A designated number of elective courses

In addition to these requirements, there are limits on the number of transfer credits and the number of credits of reading, research, or thesis that can be used to satisfy requirements. A planning sheet for each degree, certificate, or minor lists these limits.

Only language courses taken beyond those needed to fulfill the language proficiency requirement may be used to satisfy field of concentration or elective requirements.

**Advising.**

Students must plan and complete their programs under the guidance of REESC faculty 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.

   The language option is chosen in consultation with REESC advisers.

2. **Field of Concentration.** Seven 4-credit REESC-approved courses in a selected field of concentration. At least four of these courses must be upper division.

3. **Research.** Students write a research paper in conjunction with one of their upper division courses or as a separate reading and conference course in their field of concentration.

4. **Electives.** Three 4-credit REESC-approved courses outside the student’s field of concentration. At least two electives must be upper division courses.

**Double Majors**

Subject to REESC approval, up to three 300- and 400-level courses taken to fulfill requirements for a second major may 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 and East European Studies**

 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 conjuction with any major. Courses taken to fulfill the undergraduate degree may also be used to fulfill certificate requirements.

**Secondary School Teaching Careers**

The College of Education offers a five-year program for teaching licensure in foreign languages. 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.) and a graduate certificate in Russian and East European studies. The center is affiliated with the master’s and Ph.D. programs in comparative literature and linguistics.

**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 Friday before the beginning of their first academic term.

Graduate students are expected to meet regularly with their adviser and submit an updated program plan every spring term. Students and their advisers use degree planning sheets to design individual programs.

**Degree Requirements**

The M.A. in Russian and East European Studies requires 49 graded graduate-level credits; courses must be passed with grades of 3– 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 finished 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 languages, 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).

Students who choose the concentration in regional studies may fulfill option (a) or (b), but are strongly advised to take at least one year of either a second Slavic language, German, or another language of the region.

2. **Field of Concentration.** Six graduate-level courses, 4 credits, in the selected field. 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.
Russian Courses (RUSS)

101, 102, 103 First-Year Russian (5,5,5)
Elementary Russian grammar, conversation, reading, and composition.

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. Banerjee, Kripkov. Rice.

221 Spoken Russian (1-2R) R twice for maximum of 6 credits.

301 Readings in Russian Literature (4) Readings, lectures, and discussion of fundamental literary works. Prereq: second-year Russian or equivalent. Conducted in Russian.


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.

350 Russian Cinema (4) Introduction to major Russian and Soviet filmmakers and their works. Banerjee.

351 Russian Film and Literature (4) Explores contemporary Russian and Soviet culture through film and fiction. Banerjee.

399 Special Studies: [Topic] (1-5R) A recent topic in Sex and Feminism in Russia. 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) R when topic changes.

408/508 Colloquium: [Topic] (2-4R) Special on-campus activities. R when topic changes. Conducted in Russian.

409 Practicum: [Topic] (1-5R)

410/510 Experimental Course: [Topic] (2-6R) A recent topic is The West and Russian Post-Modern Culture. R when topic changes.

411/511 Russian History and Literature: [Topic] (4R) Readings, lectures, and texts from the 10th through the 20th centuries. Rice. R twice when topic changes for maximum of 12 credits.

416/516, 417/517, 418/518 Fourth-Year Russian (3,5,5)
Stylistic analysis of authentic Russian texts and films; extensive practice in conversation, composition, and comprehension. Prereq: RUSS 316, 317, 318 or equivalent Kripkov.


426/526 Classics of Russian Poetry: [Topic] (4R) Comprehensive study of selected topics in Russian poetry (e.g., Alexander Pushkin, Russian symbolism, fantasy, futurism, and contemporary poetry). Rice. R twice when topic changes for maximum of 12 credits.

432/532 Russian Pre-revolutionary 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 twice when topic changes for maximum of 16 credits.

434/534 Russian Literature: [Topic] (4R)

436/536 Advanced Russian: [Topic] (4R) Analysis of Russian texts, films, and TV broadcasts about selected topics in Russian culture, literature, politics, and economics with practice in comprehension, conversation, and composition. Prereq: RUSS 316, 317, 318 or equivalent or instructor's consent. R twice when topic changes for maximum of 12 credits.

440/540 Russian Phonology and Morphology (4) Russian phonology and morphology (sound system and word formation). Vakareliyska.

444/544 Introduction to Slavic Languages (4) Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Prereq: RUSS 203 or LING 299. Vakareliyska.

454/545 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 299 or equivalent. Vakareliyska.

460/560 Russian Texts and Newspapers (4) Developing speed and accuracy reading Russian, through vocabulary building, reading, and translation of newspapers and scholarly articles. Prereq: two years of Russian or instructor's consent.

503 Thesis (3-6R) Prereq: instructor's consent.

601 Research: [Topic] (2-6R) Prereq: instructor's consent.

602 Supervised College Teaching (1-5R)

603 Reading and Conference: [Topic] (1-6R) Prereq: instructor's consent.

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

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

606 Colloquium: [Topic] (2-4R) R when topic changes.

609 Practicum: [Topic] (1-6R)

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

Russian and East European Studies Courses (REES)

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

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

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

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

401 Research: [Topic] (2-6R) Prereq: instructor's consent.

403 Thesis (3-6R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1-6R) R when topic changes.

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 Practicum: [Topic] (1-5R)

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

Sergio Koreiska, Committee Chair  
(541) 346-3375  
312D Gilbert Hall

**Steering Committee Faculty**

James W. Earl, English  
Jon M. Erlandson, anthropology  
Linda Cunn, Germanic languages and literatures  
Paul S. Holbo, history  
Thomas Mills, international programs  
Alan G. Stawisky, journalism and communication  
Michael Stern, Germanic languages and literatures  
Richard A. Swind, art history  
Bruce Harwood Tabli, library  
Gleada Fravel Utsey, architecture

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 and Scandinavian focus. 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 International Programs in the Academic Resources section of this catalog.

The university has student exchange programs with the University of Aalborg, Copenhagen; Business School; Denmark's National 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 can often be taken at one of the Nordic universities. The courses count toward the Scandinavian minor or the German and Scandinavian focus for the German major.

Faculty members associated with Scandinavian studies have close ties to the information services of Nordic governments. As a result, books, periodicals, and newspapers regularly arrive 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**


**Emeriti**


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

**Participating**

Lynn H. Fujikawa, women's and gender studies

Paul Goldman, educational leadership

Judith H. Hubbard, planning, public policy and management

Jean Stockard, 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 every field 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 English composition, mathematics, and second languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory-level sociology courses as well as courses that fulfill university group requirements.

**Careers.** Recent graduates with bachelor's degrees in sociology are found in 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-term 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) classes 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 18 of the 44 credits must be upper-division and 18 of the 44 credits must be numbered 400 or 410-419; 12 of the 18 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 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).

**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 705 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; they emphasize 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 upper-division course work in one or more areas of concentration listed below. Concentrations are optional; it is each student's responsibility to plan far enough 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, Crime, and Control (SOC 390), Urbanization and the City (SOC 442), Crime and Social Control (SOC 490), 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 413), Issues in Sociology of Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 445).

**Family, Gender, and Sexuality**

American Society (SOC 301), Sociology of Family (SOC 330), Sociology of Women (SOC 350), Issues in Sociology of Family (SOC 425), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 460), Sex and Society (SOC 493).

**International Systems**

Political Economy (SOC 420), Sociology of Developing Areas (SOC 445), Systems of War and Peace (SOC 464), Political Sociology (SOC 493).

**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 493), 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 416), 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 412, 413), Feminist Theory (SOC 435), Contemporary Sociological Perspectives (SOC 474), Marxist Sociological Theory (SOC 475).

**Work, Labor, and Economy**

American Society (SOC 301), Work and Occupations (SOC 348), Complex Organizations (SOC 347), Political Economy (SOC 420), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), Social Stratification (SOC 451), Marxist Sociological Theory (SOC 475).

**Career Planning**

When planning a program students should keep in mind the ways in which concentration areas and major requirements fit with career objectives. Careers pursued by sociology graduates are discussed below.

**Social Service Professions**

Social service professions include social work, work in nonprofit organizations, counseling, community relations, housing, labor relations, and human resources. Sociology majors who want to enter a helping profession should take at least one course in sociological methodology, at least two courses in social psychology, and several courses dealing with social issues and problems. Students may want to complete one of the concentrations listed above in order to focus on a specific group of social issues and problems.

Students may supplement their programs with courses in the psychology and political science departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Center.

**Business or Government Service**

Business or government organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data.

Students interested in business should include 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 no later than May 15 during the spring term of their junior year. Application forms are available in the sociology department.

During fall term of the senior year, honors students take part in the honors seminar (SOC 407), in which they work closely with a faculty adviser and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval by the seminar adviser and forms a committee consisting of two faculty members to supervise the remainder of the project. During winter and spring terms, students work independently with their committee and proceed with data collection and analysis. Students complete and turn in the thesis during spring term.

Minor

The minor in sociology is inactive.

Preparing for Graduate Study

Students planning graduate work in sociology should have a strong background in sociological theory and social research methods. All graduate courses qualify for credit toward the minor. 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 advisers about programs at various schools, experiences that increase chances for admission, and requirements for students in graduate programs in sociology.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in sociology are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the five-year licensure program in elementary teaching. More information is available 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 who seek 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 601), Dissertation (SOC 603), 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, a student must pass the departmental qualifying examination in theory and methods. Following the student life cycle, 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.

Information for Graduate Students, a booklet 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. This information is also available on the department's website. Students applying for graduate admission should submit all necessary materials by February 1.

Sociology Courses (SOC)

Because every course cannot be offered every year, students should consult the most recent UO Schedule of Classes or inquire at the department office.

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

301 American Society (4) Selected aspects of American culture and institutions in 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 Qualitative 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 111 or equivalent.

313 Social Issues and Movements (4) Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues. Prereq: SOC 204.

317 Sociology of the Mass Media (4) Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semantics, functionalist and structuralist paradigms, and power system analysis. Prereq: SOC 204.

320 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 ethnography, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204.

345 Race, Class, and Ethnic Groups (4) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 207.

346 Work and Occupations (4) Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation. Prereq: SOC 207.

347 Complex Organizations (4) Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority, and power); relationships of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204.

355 Sociology of Women (4) Position of women in contemporary society; women and work, politics, families, the economy; interaction of gender, race, and class; women's movements. Prereq: SOC 207.

360 Introduction: Deviance, Control, and Crime (4) Origins of rules and laws, patterns of reactions to their violation, emphasis on causal
theories of deviance and of crime, data sources for study of crime. Prereq: SOC 204.
399 Special Studies: [Topic] (1–5R) Prereq: SOC 204.
401 Research: [Topic] (1–21R)
403 Thesis (1–12R)
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) Offering varies from year to year depending on student needs and faculty interests. Recent topics include Sociology of Science.
408/508 Workshop: [Topic] (1–21R)
409 Practicum: [Topic] (1–21R)
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 303 or equivalent or 12 credits in sociology.
416/516 Issues in Sociology of the Environment: [Topic] (4R) Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Prereq: 12 credits in sociology or instructor’s consent. R twice when topic changes for maximum of 12 credits.
420/520 Political Economy (4) Survey of the fundamentals of political economy. Readings from Marxist 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 common-sense sources, methods, and practices through which members of a culture construct and make sense of social activities, especially conversation. Prereq: SOC 310, 335 or instructor's consent.
442/542 Urbanization and the City (4) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 12 credits in sociology.
445/545 Sociology of Race Relations (4) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology: SOC 345 or instructor's consent.
446/546 Issues in Sociology of Work: [Topic] (4R) Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Prereq: SOC 340 or instructor’s consent. R twice when topic changes for maximum of 12 credits.
447/547 Issues in Sociology of Organizations: [Topic] (4R) Analysis of selected topics in the sociology of organizations. Topics include: industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucrat, power, and society. Prereq: SOC 347 or instructor’s consent. R twice when topic changes for maximum of 12 credits.
450 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 Women and Health; Violence against Women. Prereq: SOC 355 or WGS 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. Variable topics include Women and Health, Violence against Women. Prereq: SOC 355 or WGS 101 or instructor’s consent. R twice when topic changes for maximum of 12 credits.
461/561 Sociology of Religion (4) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 12 credits in sociology or instructor’s consent.
464/564 Systems of War and Peace (4) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: 12 credits in sociology.
465/565 Political Sociology (4) Analysis of political theory and behavior, social bases of power and policy determination, institutional interrelationships, intellectuals and ideologies, 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.
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.
604 Political and Economic Sociology Issues: [Topic] (5R) Examines the relationship between economic institutions and political processes. Sample topics include theories of modern capitalism, corporations and the state, development and underdevelopment, war and peace. R twice when topic changes for maximum of 15 credits.

605 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.

606 Workshop: [Topic] (1-16R)

607 Internship: (Topic) (1-3R) Explores issues of sociological theory and methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Prereq: SOC 618 or equivalent. R twice when topic changes for maximum of 15 credits.

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 618 or equivalent. R twice when topic changes for maximum of 15 credits.

614 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.

615 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.

616 Sociological Theory I (5) Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories). Prereq: gradate standing in sociology. SOC 617.

617 Sociological Theory II (5) Major themes and historical foundation of contemporary sociological theory. Prereq: graduate standing in sociology. SOC 617.

618 Issues in Sociology of Gender: [Topic] (5R) Examines sociological theories of gender, focusing on a particular substantive area such as health, work, family, or sexuality. Explores gender in relation to race, ethnicity, and class. R twice when topic changes for maximum of 15 credits.

619 Cultural, Educational, and Religious Issues: [Topic] (5R) Special topics in sociology of culture. Requires development of research designs and research in selected areas. Prereq: graduate standing. R twice when topic changes for maximum of 15 credits.

620 Political and Economic Sociology Issues: [Topic] (5R) Examines the relationship between economic institutions and political processes. Sample topics include theories of modern capitalism, corporations and the state, development and underdevelopment, war and peace. R twice when topic changes for maximum of 15 credits.

621 Southeast Asian Studies

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About the Curriculum

The University of Oregon offers students an 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 such topics as women, health, healing, and nutrition in Thailand and Indonesia; the archaeology of Thailand and Malaysia; education and development in Vietnam, Laos, and Thailand; mass violence in Indonesia and Cambodia; regional music and dance; historic preservation and the politics of landscape and development in Malaysia; regional transnationalisms 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 Programs. 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 a minor in Southeast Asian Studies 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) 346-2145
270D Education Building

Steering Committee
Lorraine C. Davis, academic affairs
Stephan E. Haynes, economics
Robert M. O'Brien, sociology
Larry L. Richards, decision sciences
Dennis 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 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 Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with a specialty in statistics. Interested students should address inquiries about specific requirements to that department.

Courses

Statistics courses are offered in six departments and the following five areas. 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

Economics: Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 423/523)
Political Science: Methods for Politics and Policy Analysis I (PS 445/545)
Psychology: Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)
Sociology: Quantitative Methods in Sociology (SOC 312), Sociological Research Methods (SOC 412/512)

ANOVA and Experimental Design

Psychology: Data Analysis (PSY 412/512), Data Analysis II (PSY 612)

Multivariate Statistics

Political Science: Methods for Politics and Policy Analysis II (PS 444/546)

Regression

Decision Sciences: Applied Regression Analysis (DSC 635)
Economics: Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 424/524, 425/525)
Mathematics: Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 423/523)

Psychology: Data Analysis III (PSY 613)
Sociology: Sociological Research Methods (SOC 413/513)

Theory of Probability and Statistics

technicians, stage managers, or theater managers. Many continue specialized training in M.F.A. degree programs or nondegree professional training schools. Some students use their liberal-arts background to pursue vocational opportunities that require good skills in communication and organization.

Students may gain practical experience in theater studies through Second Season and University Theatre productions in the Robinson Theatre.

Theatrical Plant. There are three theaters in Villard Hall, Main Stage (the Robinson Theatre) has a proscenium stage and seats approximately 400 people. The Pocket Playhouse is a small proscenium stage that seats about 80. 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 agering machines and a laundry and crafts area. Students are encouraged to sign up for production workshops or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse. Pocket Playhouse is the site for a series of productions presented by an elected student board. Student directors may propose plays and the board makes selections by lottery.

University Theater. The department’s season is composed of productions in two venues. Those in the Robinson Theatre are directed by faculty members and advanced graduate students, while those in the Arena Theatre, sometimes called the “Second Season,” feature graduate student directors. The designers are faculty members, students, and guest artists.

Undergraduate Studies
For its undergraduate major program, the Department of Theater Arts has three principal objectives:
1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient instruction in several fields of theater to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Major Requirements
Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to the B.A. or B.S. degree requirements of the university, the following requirements are specified for students with a major in theater arts:
1. All of the following: Introduction to Design (TA 210); Theater Production Lift (TA 211, 212); Acting (TA 250); Introduction to Theater Arts (TA 271); Play Direction (TA 364); History of the Theater (II, III) (TA 367, 368, 369); Advanced Script Analysis (TA 462)
2. Three of the following: Scenery Production (TA 321); Costume Production (TA 322);
3. Lighting Production (TA 323), Production (TA 324)

Graduate Studies
The theater arts department offers graduate work in acting, directing, design, history, literature, criticism, and theory leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering this program should have an undergraduate major in theater arts or the equivalent.

Graduate Degree Requirements
Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in a second language.

The M.F.A., typically a three-year program, requires a minimum of 54 credits. Areas of specialization are designing, directing, set design, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have enrolled for 36 credits in courses appropriate for the M.A. degree. A list of specific course requirements is available from the department. Typically, course work is substantially completed during the first two years, and students work on their terminal artistic projects in subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, reviewed by the candidate’s report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. Most theater arts students take approximately 130 credits beyond the bachelor’s degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. The comprehensive examination committee may require that all or part of the examination be 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 90 credits in history, theory, and literature of the theater after obtaining a master’s degree.

The program for graduate degrees is required to take a written or oral exam during the first term of residence. This examination is diagnostic and used to determine a study program for the student. Each student’s study program is planned in consultation with an adviser and a diagnostic committee. This program constitutes a contract that must be fulfilled by the student unless it is amended in consultation with the diagnostic committee.

Each graduate student is expected to show ability in both academic and production areas. During residence at the university, a student is expected to make a significant contribution in three areas: acting, directing, technical management, playwriting, teaching, design.

Candidates for an M.A. degree in theater arts must demonstrate their ability to read and write in any 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 intent.

For additional requirements and information, contact the graduate coordinator.

Theater Arts Courses (TA)
121 Scenery and Lighting Laboratory (1–2R) Building and painting scenery, hanging lights for productions. R thrice for maximum of 8 credits.
122 Costume Laboratory (1–2R) Building costumes for productions. R thrice for maximum of 8 credits.
124 Production (1–2R) Working backstage for productions. R thrice for maximum of 8 credits.
196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R) Stage crew: lighting, scene, costume.
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. Includes laboratory. Bonds; Gilg, Hooker.

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. Includes laboratory. Rose.

212 Theater Production II (4) Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers inguine, beards, wands, and fantasy. Includes laboratory. Bonds, Williams.

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 (1–3R) Production or performance crew head for scenery. Prereq: TA 210, 211, 212. R thrice for maximum of 12 credits.

322 Costume Production (1–3R) Production or performance crew head for costumes. Prereq: TA 210, 211, 212. R thrice for maximum of 12 credits.

323 Lighting Production (1–3R) Production or performance crew head for lighting. Prereq: TA 210, 211, 212. R thrice for maximum of 12 credits.

324 Production (1–3R) Stage manager, assistant director, or dramaturgy position. R thrice for maximum of 12 credits.

325 Performance (1–3R) Preparation, rehearsal, and performance of an acting role. R thrice for maximum of 12 credits.


364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: TA 210, 211, 212, 250, 271, or equivalent and instructor’s consent. Gilg, Schmor.

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. Schmor, Watson.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

409/509 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R) R thrice for maximum of 12 credits.

410/510 Experimental Course: [Topic] (1–4R)


414/514 Costume Design (4) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Prereq: TA 210 or instructor’s consent. Bonds. Not offered 2003–4.


419/519 Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Prereq: TA 212 or instructor’s consent.

423/523 Theater Arts Pedagogy (4R) Practical experience as teaching assistant includes research, presentation, coaching, and written reports. Available in a variety of disciplines. Prereq: instructor’s consent. R thrice for maximum of 16 credits. Barton.


440/540 Principles of Design in the Theater (4) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers and for the director and actor. Williams.

441/541 Scene Design: Single Set (4) Elements of scene design: the scenic designer’s role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Prereq: TA 210 or instructor’s consent. Hooker.

442/542 Scene Design: Multiple Sets (4) Selected problems in the design of dramatic productions. Prereq: TA 210 or instructor’s consent. Hooker.


445/545 Advanced Projects in Theater Technology: [Topic] (4R) Specialized areas of theater technology, one topic per term. Topics include scenic painting, stage management, props, and computer drafting. Prereq: instructor’s consent. R seven times when topic changes for maximum of 32 credits.

452/552 Advanced Acting: [Topic] (4R) Topics in the performance of a specific genre or authors, or in specific elements of performance skills including voice, movement, and musical skills. Prereq: TA 250 and instructor’s consent. Barton. R when topic changes.

462 Advanced Script Analysis (4) Topics in theater literature including recent European drama, recent American drama, and American musical theater. Prereq: TA 367, 368, 369. Mason.

485 Playwriting (4) Laboratory seminar focused on active and intensive development of new skills and aims in writing for live performance. Prereq: junior standing or instructor’s consent by application. Mason. Offered alternate years; not offered 2003–4.

487/587 Lighting for the Stage (4) Designing lighting for the stage: technical and aesthetic problems. Prereq: TA 211 or instructor’s consent. Rose.


472/572 Multicultural Theater: [Topic] (4R) Origins and development of contributions in theater and drama by various cultures including Latino and Latina, Chicano and Chicana, African American, Asian American, and Native American. R four times when topic changes for maximum of 16 credits.


503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) Rehearsal and Performance is a current topic. R five times for maximum of 16 credits.

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

611 Research Methods (3) Research methodology: experimental, historical, descriptive, and developmental research methods: style and format in scholarly presentation of research.


664 Special Problems in History of Theater: [Topic] (3R) Components of the theater during the golden ages of dramatic art: the ancient, European Renaissance, Asiatic, 18th- and 19th-century European, Watson.
Women's and Gender Studies

Judith Raiskin, Program Director

(541) 446-5329
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Eugene OR 97403-1298
wsg@uoregon.edu

Faculty


Emerita


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

Participating

Barbara Bader Aldave, law

Henry M. Alley, honors college

Laura J. Alpert, art

Barbara K. Altnam, Romance languages

Judith R. Backin, legal studies

Diane B. Baxter, anthropology

Aletta Bierack, anthropology

Pamela Biro, psychology

Louise M. Bishop, honors college

Elizabeth A. Bohls, English

Jayna J. Brown, ethnic studies

Sara N. Brownmiller, library

Gaylene Carpenter, arts and administration

Suzanne Clark, English

Francis C. Cogan, honors college

Irene Diamond, political science

Dianne M. Dupaw, English

Marvin Epstein, East Asian languages and literature

Linda F. Ettinger, arts and administration

Laura Fair, history

Marilyn Farwell, English

Caroline Fenton, law

Lisa Freinkel, English

Jennifer J. Frey, psychology

Linda D. Fulcher, sociology

Amalia Gladhart, Romance languages

Marion Sherman Goldman, sociology

Bryna Goodman, history

Patricia A. Gwartney, sociology

Susan W. Hardwick, geography

Leslie J. Harris, law

S. Marie Harvey, anthropology

Elke Huchner, Germanic languages and literature

Ellen Herman, history

Judith H. Hithard, planning, public policy and management

Jocelyn Holland, sociology

Shari M. Huhnoff, English

Kathleen Rowe Kardyn, English

Lauren J. Kessler, journalism and communication

Linda Kintz, English

Wendy Lamson, East Asian languages and literature

C. Anne Laskaya, English

Julia Laske, English

David Lewee Li, English

Barbara D. May, Romance languages

Randall E. McGowan, history

Karen McPherson, Romance languages

Debra L. Merklin, journalism and communication

Fabienne Moreau, Romance languages

Gertrude Moreno, anthropology

Sandia M. Morgan, anthropology

Madonna L. Moss, anthropology

Lise Nelson, geography

Julee Novok, political science

Dorothy Ostrom, Germanic languages and literature

Peggy Pasow, history

Amanda S. Powell, Romance languages

F. Regina Penki, Romance languages

Forest Pyle, English

Mary K. Rothbart, psychology

Suzanne E. Rupe, law

Ellen K. Scott, sociology

Nancy E. Shultz, law

Carol T. Silverman, anthropology

H. Leslie Steeves, journalism and communication

Lynne Stephen, anthropology

Martin Summers, history

Analisa Taylor, Romance languages

Cynthia H. Talamon, English

Mia Taw, sociology

Anita M. Weiss, international studies

Lewitt Lehtling, English

Elizabeth A. Wheat, English

Lisa Weldon, history

Mary E. Wood, English

Stephanie Wood, Center for the Study of Women in Society

Virti Zick, Germanic languages and literature

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 and gender 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 services, government, business, law, medicine, the ministry, journalism, counseling, and childcare. In addition, a women's and gender 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 and Gender Studies Program offers an undergraduate major leading to a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. Students may major in women's and gender studies alone or as one of two or more majors. Majors must construct their programs in consultation with women's and gender studies advisers. For double majors, a total of 48 credits are required, distributed as follows:

Specific Courses 24 credits

Women, Difference, and Power (WGS 101) ..... 4

History and Development of Feminist Theory (WGS 301, 302) .............................................. 8

Feminist Perspectives: Identity, Race, and Culture (WGS 321) ......................................................... 4

Either Seminar: Feminist Research Issues (WGS 407) followed by Thesis (WGS 403) or Feminist Praxis (WGS 411) followed by Field Study (WGS 406) .................................................. 2

Electives 24 credits

Approved courses with the WGS subject code 8

Approved courses that deal with the history of women .................................................. 8

Approved upper-division courses with subject codes other than WGS ............................ 24

Students whose sole major is women's and gender 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 and gender studies adviser from the designated department or program ........................................... 24

Courses used to satisfy major requirements must be taken for letter grades except for Special Studies: Self-Defense for Women (WGS 399), Thesis (WGS 402), Reading and Conference (WGS 405), Field Studies (WGS 406), Practicum (WGS 406), and Feminist Pedagogy (WGS 413); no more than 13 credits taken pass/no pass in these 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 and gender studies majors must attain a grade point average of 2.50 or higher in courses applied to the major; graded courses in the major must be completed with grades of C- or higher.

Undergraduate Studies

The Women's and Gender 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, public policy and management, political science, psychology, and sociology among others.

Any student may take women's and gender studies courses. Some students take a few courses to satisfy group and multicultural requirements. For more information, see Group Requirements and Multicultural Requirement in the Registration and Academic Policies section of this catalog.
Minor Requirements

The minor in women's and gender studies requires 24 credits including at least 12 credits in WGS courses and at least 5 credits chosen from approved upper-division courses offered by other departments. The remaining 4 credits may be in either women's and gender studies or approved upper-division courses. Women, Difference, and Power (WGS 101) is required, and candidates for the minor are strongly urged to take at least one term of History and Development of Feminist Theory (WGS 301, 302). No more than 8 credits in Reading and Conference (WGS 405) and Practicum (WGS 409) may be counted toward the minor. No more than 8 credits may be taken pass/no pass. Graded courses in the minor must be completed with grades of C+ or higher. Courses applied to another major may not count for the women's and gender studies minor. At least 16 credits applied to the women's and gender studies minor must be taken at the University of Oregon.

Students must apply for the minor in the women's and gender studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in another academic department.

Graduate Studies

The graduate certificate in women's and gender studies requires 24 credits in courses approved by the Women's and Gender Studies Committee. At least 12 of these credits must be in core courses in the Women's and Gender Studies Program. No more than 4 credits in Reading and Conference (WGS 605) and Practicum (WGS 609) can be applied to the certificate. At least 8 credits must be taken in approved graduate courses offered in other departments. No more than 8 credits may be taken pass/no pass without specific approval. Students who have not taken Women, Difference, and Power (WGS 101) or its equivalent must enroll in other Practicum (WGS 609) to facilitate a discussion group for WGS 101 or in a feminist pedagogy alternative. A student who is unconditionally admitted to the Graduate School may earn a women's and gender studies certificate as an unclassified graduate student as a complement to an individually designed interdisciplinary master's degree with a focus on women's and gender studies, or as an enhancement to a degree in another discipline. For more information see the Graduate School section of this catalog.

Applicants should arrange an appointment with the program director.

Women's and Gender Studies Courses (WGS)

101 Women, Difference, and Power (4) Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

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-19th century to the present. Selected themes represent the diversity and development of feminist thought. Reqs.

321 Feminist Perspectives: Identity, Race, Culture (4) Examine 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 WGS lecture or seminar course, or ES 101 or 102. Fujikura.

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: WGS 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. Fujikura.

351, 352 Women's Literatures, Art, and Society (4,4) Interdisciplinary examination of women's literary, artistic, and intellectual contributions to women's cultures and to dominant cultures. Focuses primarily on 19th and 20th centuries. Not offered 2003-4.

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

401 Research: [Topic] (1-16R)

403 Thesis: [Topic] (1-12R) 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 (1-12R) 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 Praxis (4) Combined internship and seminar to examine the history and politics of community agencies and the relationships of feminist theory to practice. Prereq: any WGS or other approved course. Fujikura, Raiskin.

413/513 Feminist Pedagogy (1) Surveys strategies for facilitating discussions in women's and gender studies classes and the special problems of teaching about gender, race, and sexuality. Prereq: WGS 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: WGS 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 and gender studies. Prereq: WGS 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: WGS 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 WGS lecture or seminar course. Raiskin.

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

602 Supervised College Teaching (1-16R)

605 Reading and Conference: [Topic] (1-5R)

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-5R)

610 Experimental Course: [Topic] (1-4R)

Approved Courses in Other Departments

See descriptions under named departments. Other courses may qualify: inquire at the Women's and Gender Studies Program office.

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314), Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421/521), Feminism and Ethnography (ANTH 459/539)

Arts and Administration. Women and Their Art (AAD 462/552)

Classics. Gender and Sexuality in Antiquity (CLAS 314)

East Asian Languages and Literatures. Chinese Women in Traditional Chinese Literature (CHN 359)

English. Women Writers' Cultures (ENG 315), Women Writers' Forms (ENG 316), Film Directors and Genres: Women and Mokudama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Feminist Literary Theory (ENG 497/597), Studies in Women and Literature (ENG 498/598), Women and Literature (ENG 696)


Germanic Languages and Literatures. German Gender Studies (GER 354)

Germanic Languages and Literatures. Scandinavian Women Writers (SCAN 352)

History. History of Women in the United States I (HIST 308, 309), Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Women and Social Movements in Europe from 1790 to the Present (HIST 311), African Women's History (HIST 410/516)

International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (JS 320)

Political Science. Women and Politics (PS 348)

Romance Languages. French, Autobiographical Writings by Women (FR 435/535)

Romance Languages. Italian. Italian Women's Writing (ITAL 498/598)

Romance Languages. Spanish. Spanish Women Writers (SPAN 497/597, 498/598)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455/555), Feminist Theory (SOC 456/556), Sex and Society (SOC 457/557)
School of Architecture and Allied Arts

Robert Z. Melnick, Dean

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.

The School of Architecture and Allied Arts (AA&A) 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 9 percent of the university's students are majors in the School of Architecture and Allied Arts.

Students participate 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. The school also maintains historic property that supports research and teaching in Portland, the Watnuk House, and in the Columbia Gorge, the Shire.

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 Libraries, 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

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 see 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 webpages 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, AA&A 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 Library's Media Services, which offers technical expertise in digital media.

Office of Research and Development
Karen J. Johnson, Assistant Dean
(541) 346-3697

The Office of Research and Development serves as a center for external relations, alumni contact, and fundraising for school programs. It is open to faculty members who are interested 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. This publication is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences and the International Council for Building Research Studies and Documentation. Through these organizations, the school is able to participate regionally and nationally 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. Corner, Director
(541) 346-4064

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) 346-5647

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 simulates the artificial sky and computer simulations to recommend proposed building design changes.

Institute for a Sustainable Environment
John H. Baldwin, Director
(541) 346-0675

The Institute for a Sustainable Environment explores the long-term sustainability of the earth's environmental systems. The Institute's programs draw from the natural sciences, social sciences, humanities, and professional fields to foster applied cross-disciplinary environmental research, education, and public service. The Institute offers students and members of the faculty and staff many opportunities for employment and program participation.

Institute for Community Arts Studies
Doug Blandy, Director
(541) 346-3639
25IE 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 arts management master's degree in the Arts and Administration Program. The goal of the Institute continues to be the promotion and implementation of research, professional education, and community service programs that cultivate a public understanding of the arts in a broad context. The Institute draws its participating faculty from the Arts and Administration Program and its associates from UO museums and the School of Music.

Student Information

Admission
Admission, major requirements, and course offerings are described in the departmental sections. Freshmen and transfer students must meet University of Oregon requirements for admission to the School of Architecture and Allied Arts. Work being submitted for transfer credit must be approved by the major department. Students develop their programs of study assisted by advisers from the department to which they have been admitted.

Premajors and Nonmajors
Many courses are open to majors outside the School of Architecture and Allied Arts or to students who have not yet declared a major. Undeclared students who want to explore programs in the school should seek advice from the advisee dean. Courses open to nonmajors are listed below under the AAA course heading.

Architecture and Allied Arts Courses (AAA)

Courses with the AAA subject code cross the school's disciplines and are described only in this section of the catalog. Courses listed below with other subject codes (AAD, ARCH, ARH, ART, LA, PPM) belong to specific disciplines in the school and 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 the course descriptions.

ART 115 Basic Design: Foundations (4R) See Art
ART 116 Basic Design: 3-D (4R) See Art
180 Introduction to Visual Inquiry I (3R) 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.
196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
ARCH 201 Introduction to Architecture (4R) See Architecture
PPPM 201 Introduction to Planning, Public Policy and Management (4R) See Planning, Public Policy and Management
ARCH 204, 205, 206 History of Western Art (4,4,4) See Art History
ARCH 207 History of Indian Art (4R) See Art History
ARCH 208 History of Chinese Art (4R) See Art History
ARCH 209 History of Japanese Art (4R) See Art History
ARCH 222 Introduction to Architectural Computer Graphics (4R) See Architecture
ART 233 Drawing (4R) See Art
AAD 250 Art and Human Values (4R) See Arts and Administration
AAD 251 The Arts and Visual Literacy (4R) See Arts and Administration
AAD 252 Art and Gender (4R) See Arts and Administration
LA 260 Understanding Landscapes (2–4R) See Landscape Architecture
ARCH 314, 315 History of Western Architecture (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)
408 Special Problems: [Topic] (1–15R)
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–21R)
409 Supervised Tutoring (1–21R)
410/510 Experimental Course: [Topic] (1–5R)
ARCH 474, 475, 476 History of Interior Architecture (4,4,4) See Art History
ARCH 491/591, 492/592 Environmental Control Systems (4,4) See Architecture
605 Reading and Conference: [Topic] (1–18R)
606 Special Problems: [Topic] (1–18R)
658 Workshop: [Topic] (1–16R)
Architecture

Christine Theodoropoulos, Department Head

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210 Lawrence Hall
1206 University of Oregon
Eugene OR 97403-1206

[503] 725-3882
Portland Architecture Programs, 722 SW 2nd Avenue
Portland OR 97204-3127

Faculty

Mary Anne Benscher, assistant professor (interior architecture), B.A., 1986, M.A., 1987, Iowa State

Lim Wue Eisele, assistant professor (design, digital media), M.Arch., 1994, Oregon, Dipl.Ing., 1995, Stuttgart; reg. architect and urban planner, Germany (2002)


Virginia Cartwright, associate professor (design, daylighting, electric lighting), A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon (1986)

Jay Cava, adjunct associate professor (design, history, theory), B.Arch., 1973, Oregon; M.Arch., 1987, Columbia; reg. architect, Oregon; member, American Institute of Architects (1988)

Nancy Yen-wen Cheng, associate professor (design, digital media), B.A., 1983; Yale; M.Arch., 1980, Harvard; reg. architect, Massachusetts; NCARB certificate; member, American Institute of Architects (1996)


Donald C. Conner, professor (design, construction systems, housing production); director, Center for Housing Innovation, B.A., 1978, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts (1979)


Howard Davis, professor (design, architecture and culture, vernacular architecture and urban districts), B.S., California; M.Arch., 1974, California, Berkeley (1986)

Stephan F. Duff, associate professor (design, build apprenticeship, design judgment, structures and construction); B.A., 1985, Washington (Seattle); M.Arch., 1986, M.S., 1993, California, Berkeley (1994)

Sabnama Ejezenzi, assistant professor (design, environmental control systems); B.A., 1979, California, Berkeley; M.Arch., 1980, California, Los Angeles; reg. architect, Oregon; Colorado, Illinois, Indiana, Michigan, Virginia, Washington, Washington, D.C.; NCARB certificate; member, American Institute of Architects (1986)

John S. Rowell, associate professor (design, construction); B.S., 1984, British Columbia; M.Arch., 1986, Oregon; reg. architect, Washington, Oregon, California, reg. architect, Washington, Oregon; member, American Institute of Architects (1986)

Allison B. Snyder, associate professor (design, light, ancient and modern sacred space and vernacular structures); B.A., 1982, Washington (St. Louis); M.Arch., 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey, (1997)

Robert T. Stahl, professor (design, media, construction); B.A., 1986, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon, California (1976)

Christine Theodoropoulos, associate professor (design structure); B.S.C.S., 1973, Princeton; M.Arch., 1983, Yale; reg. architect, reg. civil engineer, California; member, American Institute of Architects; B.S.C.E. American Society of Engineers (1992)

James T. Tice, associate professor (design, theory); B.Arch., 1968, M.Arch., 1970, Cornell; reg. architect, California (1980)


Glenn Wicks, assistant professor (design, digital media); B.Arch., 1992, Temple; M.Arch., 1996, Cornell (2001)

Jenny Yung, assistant professor (design, programming, health-care facilities); B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon (1976)

Linda K. Zimmerman, associate professor (design, media, behavioral factors) director, Interior Architecture Programs, B.Arch., 1982, Kansas State; M.Arch., 1990, Oregon; NCIDQ certification; member, Institute of Residential Designers (1990)

Courtes

Edward Allen, courtesy professor (technical teaching program); B.Arch., 1962, Minnesota; M.Arch., 1964, California, Berkeley (2001)

Emeriti

John L. Briscoe, professor emeritus. B.A., Eng., 1910, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects (1965)

Stankys W. Bryant, professor emeritus. B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California, member, Construction Specifications Institute (1990)


Ronzia Flores Hodgson, associate professor emeritus. Arch. Dip., 1946, University of Naples; reg. architect, Massachusetts (1972)


Lyman T. Johnson, professor emeritus. B.A., 1957, M.A., 1959, California, Los Angeles; Fellow, Interior Design Educators Council (1965)


Donald J. Petting, associate professor emeritus; assistant dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington (1963)


Guy Plautz, professor emeritus, B.A., 1961, Minnesota; reg. architect, Oregon, New York, Massachusetts Institute of Technology; reg. architect, Oregon, New York, Massachusetts Institute of Technology; reg. architect, Oregon, New York (1965)


Michale D. Usrey, professor emeritus. B.Arch., 1967, Texas; M.S., 1971, Yale; reg. architect, Oregon (1967)

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

Guest Lecturers and Critics

The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the countries and the world each year. The program includes the Pietro Belluschi Distinguished Visiting Professor in Architectural Design and the Frederick Charles Baker Chair and lectures on light and lighting in architecture.
The Study of Architecture

Architectural Education. The purpose of study in architecture is to learn how to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environment, protection, providing appropriate settings for human activities, and creating forms that are aesthetically pleasing and supportive of social well-being within the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this catalog) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This kind of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department sets high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together a variety of disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience firsthand important landscapes, cities, buildings, and other elements of the structured environment.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as construction management, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming and administration.

Accreditation. 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 body 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 conformity with established educational standards. Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. The preprofessional 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.) are first-professional degree programs 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

Off-Campus Study

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 the 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 study and subject-area courses. Walking tours of Rome and field trips to nearby architectural sites complement the program. The program is housed in the Palazzo Pio in the historic center of Rome. Students live in apartments within a fifteen-minute walk of the facility.

Exchange Program. Each year a small number of Oregon students exchange places with students in the architecture program in Stuttgart, Germany. Undergraduate students in their third or fourth year and professional degree graduate students who will have a full year of study remaining after the exchange year are eligible.

Danish International Studies Program. Each year approximately ten architecture and several interior architecture students travel to Copenhagen to participate in the program. Summer, fall, and academic-year options are offered. Credits are automatically transferred, and financial aid is available.

Registering for Overseas Courses. Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the Academic Resources 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 visiting the Summer Architecture Academy, Department of Architecture.

Curriculum for the Study of Architecture

The professional curriculum in architecture has two principal objectives: (1) the promotion of broad inquiry into the integrative nature of environmental issues and design and (2) a detailed professional education in architectural design. Graduates of the program in architecture must have comprehensive skills in the understanding and design of environments ranging from urban design to intimate personal space.

Students must meet the curriculum requirements published in the UO catalog and in the department’s Advising Handbook, which includes sample programs, grading policies, an explanation of how students’ progress is monitored through the program, and other advising information. Each student is assigned a faculty adviser and encouraged to consult that adviser for more specific information.

Residence Requirements

For transfer students to earn the bachelor of architecture (B.Arch.) or master of architecture (M.Arch.) degree from the university, the following minimum course work must be successfully completed in residence:

1. Design area: four terms of architectural design, including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 18 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in
Departmental Policy. 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 file a leave-of-absence form with the department indicating the expected date of return. Leave-of-absence status is renewable. Undergraduate students may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School leave-of-absence form and a departmental agreement—both available in the departmental office. If the limits on accumulated leave are exceeded or the leave-of-absences terms of agreement are not met, credits 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, consisting of 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 a 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 science, and science (36 credits); the multicultural requirement (6 additional credits if the selected courses do not also satisfy group requirements); Architecture majors must take General Physics (PHYS 201, 202), which are sciences 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 office. Applicants are notified when their applications have been approved. The application form includes a curriculum sheet with the requirements to 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 becomes available.

3. Enrollments in each minor program is limited. If the department is unable to accommodate additional students, they 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

Credits

Introduction to Architecture (ARCH 201) .... 1
Architectural Contexts: Place and Culture (ARCH 430) or Human Context of Design (ARCH 440) or Spatial Composition (ARCH 450) ........................................ 4
Courses in architectural subject areas ....... 12
History of Western Architecture I (ARCH 314, 315) and one additional upper-division architectural history course from the Department of Art History ........................................ 12
Building construction course (require at department office): 1 ........................................ 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 deadlines 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 for contributions to the program through diversity of background, experience, maturity, 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 students should write to Architecture Admissions, Department of Architecture.

Applicants need not have course work in building design, but they are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with credits 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)—3.60
2. Verbal 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 5 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. at 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 professional 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 professional degree in an environmental design discipline and an equivalent amount of professional studio and course work as is required of Option II applicants may be considered for the Option II program. Students admitted into the Option II program begin their studies fall term. Students with bachelor's degrees (B.S. or B.A.) other than a professional 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 the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, interior architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work.

Professional Degree Program Requirements

Option III students must complete 64 credits of architectural design studio and 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 advisor before beginning the course of studies. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of these terms in residence.

Option II students may transfer up to 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 nonstudio ARCH electives

Students admitted to 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 before matriculation in the Portland program.

For more information, see Curriculum for the Study of Architecture above.

Postprofessional Degree Program Requirements

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M. Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic in one or more of the following areas of faculty research:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and furniture
7. Lighting and lighting design
8. Proven design and ergonomics
9. Urban design
10. Venacular 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 studies. Technical subjects include structural design, construction materials and processes, and environmental control systems.

This certificate program is designed to serve graduate students in the postprofessional (Option I) master of architecture program, but graduate students in Options II and III may apply to the certificate program. Students who pursue this certificate typically focus their research on curriculum, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects.

Certificate candidates must demonstrate advanced proficiency in at least one technical subject area (structures, construction, environmental control) and have the background necessary to teach at the introductory level in the other two. This requirement can be fulfilled by submitting a portfolio documenting professional experience and/or prior course work to the technology faculty, or it can be 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.

Unless a leave of absence has been approved, students enrolled in a graduate program must attend the university continuously (except summers) until program requirements have been completed. For departmental policy about the leave of absence, see Curriculum for the Study of Architecture 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 has two elements: architectural design and architectural subjects. Undergraduate students also must complete a set of general electives.

Architectural Design: 84 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 the critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can be earned only through participation in design studio. Six credits earned in either Site Planning and Design (LA 488/588) or Interior Design (ARC 484/584) studios may be applied to this 64-credit requirement.

Introductory Architectural Design Studios

Introductory Architectural Design I (ARC 181, 182), two-term studio for undergraduate majors only

Introductory Graduate Design (ARC 680, 681, 682), three-term studio for Option II graduate students only

Graduate Architectural Design: Option II (ARC 683), for Option II graduate students only

Intermediate Architectural Design Studios

Intermediate Architectural Design II (ARC 281, 282), two-term studio for undergraduate students only

Architectural Design (ARC 484/584), repeatable studio for all professional-degree students.

Twenty-four credits required for undergraduate students. Thirty credits required for Option III graduate students. Eighteen credits required for Option I students.

Advanced Architectural Design Studios

Advanced Architectural Design I, II (ARC 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 on learning architectural subject areas in the context of design. The content and focus of these courses is closely coordinated with offerings and expectations in the architectural design area.

A core curriculum is required for professional degree students. Introductory courses present knowledge, concepts, and skills basic to further study in several subject areas. Core courses instill competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history.
Prerequisites for advanced studies 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, modeling, and computer applications.

- r Design Skills (ARCH 202) (undergraduate)
- r 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)
- 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, modeling, and support design thinking and communication.

- Introduction to Architectural Computer Graphics (ARCH 222) (undergraduate)
- Analysis through Recording of Historic Buildings (ARCH 421/521)
- r Media for Design Development (ARCH 423/521)
- Advanced Design Development Media (ARCH 424/524)

### 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 drawing, and three-dimensional modeling. Introductory architecture courses require 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 its software and hardware recommendations, so it is best to contact the department before making 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.

- r 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.

- r Architectural Contexts: Place and Culture (ARCH 430/530)
- Settlement Patterns: Japanese Vernacular I, II (ARCH 432/532, 433/533)
- Vernacular Building (ARCH 434/534)
- Theory of Urban Design I, II (ARCH 436/536, 437/537)
- 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.

- r Human Context of Design (ARCH 440/540)
- Architectural Programming (ARCH 449/549)
- Furniture: Theory and Analysis (IARC 444/544)
- Color Theory and Application for the Built Environment (IARC 447/547)

### History and Theory of Spatial Ordering
Principles of form and composition in the making of architectural space. The study of past and present ideas and principles through which building elements are given order and meaning.

- r Spatial Composition (ARCH 450/550)
- 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.

- r Structural Behavior (ARCH 461/561)
- Wood and Steel Building Systems (ARCH 462/582)
- Structural Systems (ARCH 463/563)
- Seismic Study (ARCH 489/589)

### History and Theory of Construction
Study of the physical properties and manufacture of building materials and their behavior in place over time. Materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

- r Building construction course; inquire at department office (undergraduate)
- r Building Enclosure (ARCH 471/571)
- Preservation and Restoration Technology (ARCH 474/574)
- Preservation Technology: Masonry (ARCH 475/575)
- Interior Construction Elements (ARCH 478/588)
- Intermediate Finishes and Design Application (IARC 472/572)

### History and Theory of Environmental Control
Study of the effects of climate on people and the need for temperate enclosure and life-support systems in buildings. Systems of heating, cooling, lighting, and water and air supply, waste removal, and power as organizational elements in building design.

- r Environmental Control Systems I, II (ARCH 491/591, 492/592)
- Solar Heating (ARCH 493/593)
- Passive Cooling (ARCH 494/594)
- Daylighting (ARCH 495/595)
- Electric Lighting (IARC 496/596)

### Context of the Architectural Profession
The discipline and practice of architecture exists within a broad societal context. Courses in this area consider professional practice in contexts of ethics, law, business, and the construction industry.

- Practicum (ARCH 409)
- r Context of the Architectural Profession (ARCH 417/517)
- Context of the Interior Architecture Profession (ARCH 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. Graduate majors must take History of Western Architecture I or II (ARCH 314 or 315), an arts and letters group-satisfying course; if both 314 and 315 are completed, only two 400-level architectural history courses are required.

### Special Courses
In addition to permanently numbered courses, generic courses (ARCH 196–199, 401–410, 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, 403, Reading and Conference (ARCH 405, 407), Special Problems (ARCH 490, 590), and practicum teaching—to fulfill subject- or 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 students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits in these general electives in academic subjects (exclusive of activity and performance courses) outside the School of Architecture and Allied Arts.
Architecture Courses (ARCH)

161, 162 Introductory Architectural Design I, II (6, 6) Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studies and professional coursework. Sequence. 

196 Field Studies: [Topic] (1–3R)

198 Workshop: [Topic] (1–3R)

199 Special Studies: [Topic] (1–5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general.


222 Introduction to Architectural Conservation Graphics (4) Introduces basic skills and literacy with the computer for architectural illustration, drafting, and design.


399 Special Topics: [Topic] (1–6R)

401 Research: [Topic] (1–6R)

403 Thesis (1–9R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R)

408/508 Workshop: [Topic] (1–6R)

409 Practice: [Topic] (1–6R)

410/510 Experimental Course: [Topic] (1–6R)

A current topic is Building Construction.

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations, research methods. Prereq: ARCH 461/561.


471/571 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.


483/583 Media for Design Development: [Topic] (3R) In-depth study for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Prereq: ARCH 425/525.

484/584 Advanced Design-Development Media: [Topic] (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 425/525.

497/597 Case Studies in Sustainable Design (3) Students conduct in-depth case studies of nearby buildings, selecting design intent and selected performance topics for field investigation and inquiry. Prereq: ARCH 497/597 or 492/592.


475/575 Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.


480 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 482 or 683, instructor's consent. For maximum of 3 credits.

484/584 Architectural Design (6R) 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. Prereq for 484: ARCH 282; prereq for 584: ARCH 462 or 683.

495/595, 496/596 Advanced Architectural Design I, II (8, 8) In-depth work on complex design projects and design development beyond that normally possible in intermediate studies. Sequence. Undergraduate prereq: 24 credits in ARCH 1A4, graduate prereq: 30 credits in ARCH 5A4.

491/591, 492/592 Environmental Control Systems I, II (4, 4) Influence of energy sources, 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.

493/593 Solar Heating (3) Continuation of solar energy topics from ARCH 491/591, 492/592 with advanced calculation procedures. Design implications and performance predictions for various paths to solar heating. Prereq: ARCH 491/591, 492/592, instructor's consent.

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.


497/597 Case Studies in Sustainable Design (3) Students conduct in-depth case studies of nearby buildings, matching design intent and selected performance topics for field investigation and inquiry. Prereq: ARCH 497/597 or 492/592.
603 Thesis [1-6R]
601 Research: [Topic] [1-6R]
602 Supervised College Teaching [1-6R]
605 Reading and Conferences: [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 [1-3R]
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.
616 Teaching Technical Subjects in Architecture [3R] 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.
660, 681, 682 Introductory Graduate Design (6,6,6) Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasizes on developing graphic skills and the capability for visual thinking that are essential to advanced studies. Sequence.
683 Graduate Architectural Design: Option II (6R) 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.
650 Teaching Technology in Architectural Design [3R] 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.
time-based projects. Students investigate how to articulate their ideas using a diverse range of activities. Slide lectures, readings, and class discussions provide students with visual and intellectual contexts for their work and foster the development of a unique critical voice.

Transfer students who are working toward a B.A. or B.S. in art must complete 24 credits of studio work in residence: 12 of these credits must be upper division.

Foundations Program. As prerequisites to work for the art major, students must complete Basic Design: Fundamentals (ART 115), Basic Design: 3-D (ART 116), one drawing course, and one 200-level studio course before enrolling in other studio courses at the 200 and 300 levels. Students must pass foundation art studio courses with a grade of C- or better.

General Departmental Requirements for B.A. or B.S. degree 68 credits

Drawing course, two terms ........................................ 8
Basic Design: Fundamentals (ART 115) .......................... 4
Basic Design: 3-D (ART 116) ...................................... 4
Understanding Contemporary Media (ART 101) or Multimedia Survey (ARTD 250) .................. 4
One course in each of three curricular areas other than foundations ........................................... 12
Three art history courses .......................................... 12
Upper-division course work in art ............................ 24

B.F.A. Requirements

Admission to the B.F.A. program requires an application that includes a portfolio review of the student's work, usually during the fourth year of study. The B.F.A. candidate selects a faculty sponsor, who agrees to initiate the portfolio review and supervise the terminal creative project.

Requirements

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. This means— at least one academic year in art history, and six credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTF, ARTM, ARTO, ARTP, ARTS, ART 404) for a total of 108 credits over the five years

Students who have completed a comparable four-year degree in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must satisfy the university's 45-credit residence requirement.

Major in Multimedia Design

Program Overview. The major in multimedia design leads to a B.A., B.S., or B.F.A. degree. Multimedia design encompasses the development of graphics, sound, interactivities, and applications such as web art, games, animation, video, performance, and installations. It is based in the history and practice of visual art and communication. Through hands-on labs, studios, and internships, students learn the concepts, theory, and authoring they need to develop original multimedia work.

Multimedia design majors share a foundation in basic design, drawing, and art history with other art majors. This connection to the history and practice of visual communication is a strength of the program. Majors are encouraged to take elective courses in computer science, journalism, and music.

Application to the Major. Students should prepare themselves for study in the broad and inclusive field of multimedia by developing a wide range of interests and skills that might include fine arts, music, computer science, writing, literature, games, popular culture, theater, journalism, and media theory and criticism.

Multimedia Survey (ARTD 250) and Multimedia Design Tools I (ARTD 251, 252) provide opportunities to develop general skills and portfolio materials for application to the major.

The major in multimedia design is an intensive, limited enrollment program. Acceptance is competitive and based on documented evidence of potential to excel in the field. Admission screening takes place once a year and requires review of a portfolio of visual materials submitted by each applicant. These portfolios should display promise and creativity, but need not demonstrate extensive experience in multimedia.

Applications that don't include visual materials are not reviewed.

Students apply directly to the multimedia design program for admission as majors. The postmark deadline for applications is February 1 for fall term admission. Write or call the Department of Art or visit the department's website for the application form and instructions.

Computer ownership is strongly recommended for multimedia design majors. Specific system requirements are available in the department office.

B.A. and B.S. Requirements

Completion of a four-year program and a minimum of 180 credits, including satisfaction of general university requirements for a B.A. or B.S. degree.

Prerequisites. Majors must satisfactorily complete the three core courses, ARTD 250, 251, 252, before beginning 300- and 400-level multimedia design courses.

Course Work 72 credits

Two from Drawing (ART 233), Drawing and Modeling (ART 207), Drawing for Media (ARTD 233), or Drawing (ARTP 391) ........................................ 8
Basic Design: Fundamentals (ART 115) or Basic Design: 3-D (ART 116) ........................................ 4
Multimedia Survey (ARTD 250), Multimedia Design Tools I (ARTD 251, 252) .......................... 12
Three art history courses; History of Design (ARTH 358) is recommended .......................... 12
Upper-division multimedia design studio courses ........................................................................ 36

A maximum of 6 credits in Internship (ARTD 404) may be counted toward the required 36 upper-division credits.

Recommended Electives. The following courses are strongly recommended to satisfy science group requirements: Concepts of Computers and Computation (CIS 111), Physics of Sound and Music (PHYS 152), Physics of Light and Color (PHYS 153).

B.F.A. Requirements

Completion of a five-year program and a minimum of 220 total credits, including requirements for the B.A. or B.S. in multimedia design.

Admission to the B.F.A. program requires an application that includes a portfolio review of the student's work, usually in the last term of the fourth year of study. The B.F.A. candidate selects a faculty sponsor, who agrees to initiate the portfolio review and supervise the terminal creative project.

Course Work 46 credits

Upper-division multimedia design studio courses ................................................................. 31
Terminal Creative Project B.F.A. (ARTD 409) ................................................................. 15

Recommended Electives. Understanding Contemporary Media (ART 101), Information Gathering (ART 202), Writing for the Media (ART 203) and Creative Black-and-White Photography (ART 251), Media Aesthetics (ENG 266), History of the Motion Picture (ENG 265, 266), Writing for Multimedia (J 335), Color Theory (ART 350), Electronic Music Techniques I (MUS 443) and courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, and sculpture.

Minor Requirements

Minor in Art

The minor requires 40 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the Basic Design (ART 115, 116) and Drawing (ART 233) requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core 20 credits

Two art history courses .................................................. 8
Basic Design: Fundamentals (ART 115) or Basic Design: 3-D (ART 116) .......................... 4
Drawing (ART 233) ...................................................... 4
One course selected from Understanding Contemporary Media (ART 101), Basic Design: Fundamentals (ART 115), Basic Design: 3-D (ART 116), Drawing (ART 233) .......................... 4

Studio 20 credits

Studio courses of one's choice; 12 credits must be upper division, and 12 credits must be taken in residence.

Minor in Multimedia

The minor requires 27 credits. Course work must be taken for letter grades and passed with a C- or better. No transfer work can be applied to the minor. The three core courses must be completed before registering for other courses required for the minor.

Core 12 credits

Multimedia Design Survey (ARTD 250) ........................................ 4
Multimedia Design Tools I (ARTD 251, 252) .......................... 8

Studio 15 credits

Concepts of Computers and Computation (CIS 111) ........................................ 4
Digital Imaging (ARTD 460) ........................................ 4
Writing for Multimedia (J 333) ........................................ 4
Electronic Music Techniques I (MUS 443) ........................................ 3

Graduate Studies

The department offers the master of fine arts (M.F.A.) degree with majors in art, ceramics, fibers, metalsmithing and jewelry, painting,
photography, printmaking, sculpture, and multimedia design. 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 program requires a minimum of 90 credits—54 of which must be graduate-level credits—earned during six consecutive terms as a full-time student. These 50 credits must include a minimum of 18 credits in Terminal Creative Project M.F.A. in a studio discipline (ART, ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, ARTS 609).

The six consecutive terms of full-time enrollment, not including summer session, is the minimum residence requirement. Under special circumstances an Office 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 any 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. Substitution of courses for this requirement must have prior written approval of both the adviser and the department head.
4. Public exhibition of the terminal creative project.
5. Terminal creative project report

Graduate students in this department may take all their work pass/no pass (P/N). Because the principal requirement is that of residence, which may not be waived, graduate transfer credits are not accepted.

Most of the first year is spent establishing work patterns and becoming familiar with the department's courses, faculty and staff members, and facilities.

Conditional Status. Applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. degree. During this period, the student's program consists of course work and special studies in his or her discipline and in other instructional areas to ensure broader acquaintance with the department and the university. Unless or until an entering student requests a specific graduate adviser, one faculty member designated by the department serves as the adviser to conditionally admitted students.

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 may be reviewed for reclassification to graduate master's after successful completion of course work to remedy any deficiencies, at least two courses (any upper-division ARH course or ART 507, 607), and at least 30 credits of course work toward the M.F.A. degree. A committee for reviewing candidacy is constituted by the adviser and consists of no fewer than three departmental faculty members. At least two members of the committee must be from another curricular area of the department. Faculty members 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 and examples of past and current work, in order to offer advice and 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 faculty of his or her curricular area. This adviser, in consultation with the candidate, selects a committee, consisting of the adviser as chair and at least two other departmental faculty members. A faculty member from outside the department may serve on the committee. The committee meets with the student for a preliminary statement of intention for the project (i.e., 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 before the meeting. The purpose of the preliminary review is to acquaint all the 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, a committee should be reconstituted to begin again. If the second committee has serious irreconcilable differences, the student may be terminated as an M.F.A. degree candidate after review by the department head. Although the preliminary review is not a public meeting, the departmental faculty should receive the 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.

As the terminal project progresses, the candidate schedules individual conferences with the committee and arranges, through the adviser, at least one committee meeting for a progress report. The committee determines 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, topics and credits are assigned with the instructor for generic courses numbered 159, 401, 404, 405, 496, 407/507, 408/508, 409, 410/510, 601, 602, 604, 605, 606, 607, 608, and 609, and they require the instructor's consent for registration.

Topics vary according to the interests of 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)

101 Understanding Contemporary Media (4)
Examines contemporary developments in specific media of visual art. Emphasizes process and practice in Owens. fibers, metalsmithing, painting, photography, printmaking, sculpture, and visual design.

111 The Artist Experience (4) Series of presentations by resident faculty members of the Department of Art.


116 Basic Design: 3-D (4) Visual communication and critique. Development of visual vocabularies through investigation of space and structure.

AAA 101 Introduction to Visual Inquiry (3)
See Architecture and Allied Arts

199 Special Studies: [Topic] (1-5R)
Architecture and Allied Arts

233 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

243 Introduction to Hand Papermaking (4R) Historical and technical fundamentals of hand papermaking in Eastern and Western traditions as well as in contemporary art. Students make two- and three-dimensional projects. R once for a maximum of 8 credits.

257 Drawing and Modeling (4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling.

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 115, 116, 233.

404 Internship [Topic] (1–12R)

408 Special Problems [Topic] (1–8R)


408/508 Workshop [Topic] (1–4R) Frequent topics are Bookbinding, Calligraphy, Papermaking, Small Metal Casting, Typographic; others include Computers in the Arts, Hands and Feet.

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course [Topic] (1–6R) Topics include Drawing and Writing on the Computer, Theories in Art.

414/514 Art and Creativity (3–4R) Personal projects and ensemble work involving imagination, releasing exercises using clay, drawing, writing, and storytelling. Studio emphasizes creativity. R once for maximum of 8 credits.


482/582 Anatomy for Artists (3–4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ART 115, 116, 233 or 297.

483/583 Installation (4R) Covers the practice of critical approaches to art installation. Creation of an individual installation; participation in a final group-installation exhibit. Prereq: instructor’s consent. R thrice for maximum of 15 credits.

483/585 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: ART 115, 116, 233.

493/593 Visual Continuity (4R) Intermedia laboratory with emphasis on conceptual thinking, contemporary issues, and research. Focuses on continuity, coherence, sequence, interactivity, narrative, and duration. Prereq: ART 115, 116, 233; instructor’s consent.

601 Research [Topic] (1–12R)

602 Supervised College Teaching [1–4R]

604 Internship [Topic] (1–12R)

605 Reading and Conference [Topic] (1–6R)

606 Special Problems [Topic] (1–12R)

607 Seminar [Topic] (1–4R)

608 Colloquium [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Ceramics Courses (ARTC)

199 Special Studies [Topic] (1–5R)

255 Beginning Ceramics (4–5R) Introduction to forming and surface techniques and processes in ceramics. Hand building, throwing, glazing.


401 Research [Topic] (1–12R)

404 Internship [Topic] (1–12R)

463 Reading and Conference [Topic] (1–6R)

406 Special Problems [Topic] (1–6R)

407/507 Seminar [Topic] (1–4R)

408/508 Workshop [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course [Topic] (1–6R)

456/556 Advanced Fibers (3–5R) Further exploration of fiber and fabric techniques on and off the loom. Focuses on creative work using multishift looms, the computer and Jacquard looms, and fiber and fabric construction. Prereq: two lower-division fiber courses or equivalent.

458/558 Textile Printing (3–5R) Dyeing and dye processes that explore pattern design and cloth embellishment. Includes block printing, stamping, stenciling, quilting, resist techniques. Focuses on creative work. ARTF 358 recommended.

601 Research [Topic] (1–12R)

604 Internship [Topic] (1–12R)

605 Reading and Conference [Topic] (1–6R)

606 Special Problems [Topic] (1–12R)

607 Seminar [Topic] (1–4R)

608 Colloquium [Topic] (1–6R)

609 Terminal Creative Project M.F.A. (1–12R)

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies [Topic] (1–5R)

258 Introduction to Jewelry (3–5) Forming and construction of adornment and related objects. Introduction to historical and contemporary work through slides and lectures.

259 Introduction to Metalsmithing (3–5) Forming and construction of functional and sculptural objects. Introduction to historical and contemporary work through slides and lectures.


401 Research [Topic] (1–12R)

404 Internship [Topic] (1–12R)

405 Reading and Conference [Topic] (1–6R)

408 Special Problems [Topic] (1–6R)

407/507 Seminar [Topic] (1–4R)

408/508 Workshop [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course [Topic] (1–6R)


601 Research [Topic] (1–12R)

604 Internship [Topic] (1–12R)

605 Reading and Conference [Topic] (1–6R)

606 Special Problems [Topic] (1–12R)

607 Seminar [Topic] (1–4R)

608 Colloquium [Topic] (1–6R)

609 Terminal Creative Project M.F.A. (1–12R)
Multidisciplinary Arts Courses (ARTX)

199 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-12R)
402 Internship: [Topic] (1-12R)
405 Reading and Conference: [Topic] (1-6R)
406 Special Problems: [Topic] (1-6R)
407/507 Seminar: [Topic] (1-4R)
408/508 Workshop: [Topic] (1-6R)
409 Terminal Creative Project B.F.A. (1-12R)
401 Research: [Topic] (1-12R)
402 Internship: [Topic] (1-12R)
405 Reading and Conference: [Topic] (1-6R)
406 Special Problems: [Topic] (1-6R)
407/507 Seminar: [Topic] (1-4R)
408/508 Workshop: [Topic] (1-6R)
409 Terminal Creative Project M.F.A. (1-12R)

Multimedia Design Courses (ARTD)

199 Special Studies: [Topic] (1-5R)
208 Foundations: [Topic] (3-4R) Multimedia survey, multimedia tools, web authoring.
235 Drawing for Media (4R) Drawing techniques applied to developing and presenting ideas in visual communication. Various materials used on store boards, quick concept sketches, thumbnail sketching, and other graphic ways of exploring. R once for maximum of 8 credits.
250 Multimedia Survey (4) Historical survey of multimedia practices and tools related to contemporary technology. Discussion and examples of design strategies and copyright and ethical considerations for linear and nonlinear projects. Features guest speakers.
231, 252 Multimedia Design Tools I, II (4R) Addresses written, visual, aural, and interactive communication. Emphasizes design and composition. 231: introduction to design and communication issues. R once for a maximum of 8 credits. 252: uses multimedia technology, tools, hardware, software, and the World Wide Web. R once for maximum of 8 credits.
381 Introduction to Animation (4) Introduction to principles of animation, timing, sequence, key frames, in-betweening, and metamorphosis. Uses various methods to record and edit animation tests. Prereq: ART 115 or 116, ARTD 235, 382.
394 Digital Illustration (4) Uses computers and digital imaging software to create pictures as graphic communication. Prereq: ARTD 360.
395 Digital Video and Audio (4R) Introduction to digital video and audio technology and production applications for multimedia design. Prereq: ARTD 252. R once for maximum of 8 credits.
ARTO 251, instructor's consent. R twice for maximum of 12 credits.


401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

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. Studio class. Prereq: ARTO 251, instructor's consent. R twice for maximum of 12 credits.


478/578 Photography in Art and Culture (4R) Extensive information and discussion of historical directions in photography concentrating on mid-20th-century American photography, artists, and issues from its invention through the 1980s. Prereq: ARTO 351. R once for maximum of 8 credits.

484/584 Advanced Photography (3-4R) Weekly review of individual creative work in program. Leads to a final portfolio. Reading and discussion. Studio course. Prereq: ARTO 251, 16 credits in photography, instructor's consent. R four times for maximum of 20 credits.

601 Research: [Topic] (1-12R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project M.F.A. (1-12R)

Sculpture Courses (ARTS)

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

210 Elementary Sculpture (3-4R) Introduction to materials. Consideration of form; technical and compositional exercises in clay, plaster, wood, and stone.


401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

487/587 Figure Studies (3-5R) The human structure and its accurate interpretation. Three-dimensional work from the living model with supporting study through drawing.

489/589 Metal Casting (3-6R) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. Prereq: instructor's consent.

494/594 Advanced Sculpture (3-6R) Intensive creative work in a variety of media. Traditional and contemporary sculptural ideas and their relationship to personal expression. Regular reviews. Prereq: instructor's consent.

496/596 Ceramic Sculpture (3-5R) Techniques in building, modeling, molding, and surfaceing terra cotta. Character of the materials and their effectiveness as sculptural media.

601 Research: [Topic] (1-12R)
Art History

Richard A. Sundt, Department Head
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5229 University of Oregon,
Eugene OR 97403-5229
http://www.uoregon.edu/~arthist/

Faculty


Sarah Thompson, assistant professor (Japanese art).


Emeriti


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

Participating

Mary Anne Becher, architecture
Arthur W. Hawn, architecture
Kenneth L. Felpham, landscape architecture
Christine L. Sundt, library

About the Department

The Department of Art History offers study in the principal art and architectural traditions of Europe, the United States, and Asia. The courses are appropriate for students interested in art, 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 this history program from two-year colleges should include in their program the equivalent of the History of Western Art I,II,III (ARH 204, 205, 208) 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

The department offers a number of awards and scholarships for undergraduate and graduate students in art history, including the Mr. and Mrs. Eric C. Clarke Scholarship in Oriental Art, Marcin C. Donnelly Book Prize, Ellen Johnston-Leaing Award in Chinese and Japanese Art History, Kari Fund, Iua McClung Art Scholarship Award, and Sponsporship Endowment for the History of Aesthetics of Sculpture. Students may apply for the Mando I. Kerns Graduate Teaching Fellowship or the Kerns Internship in Visual Resources. Support for travel is available through the Marcin C. Donnelly Student Award and the Graduate Travel Award. Students may also seek scholarship aid through the School of Architecture and Allied Arts and the university's financial aid office.

Undergraduate Studies

The major combines the study of art history with liberal and fine arts and leads to the bachelor of arts (B.A.) degree. The program 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 on art and architecture in the following areas or traditions: ancient (Greek and Roman), medieval, Renaissance-baroque, modern, 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 must meet with their advisers every term to discuss progress toward the degree: they must consult with their advisers at least once each year, preferably at the beginning of fall term.

Majors must take art history courses for letter grades and pass them with grades of C- or better. Nonmajors, subject to general university requirements, may take any department course either for a letter grade or pass/fail pass (P/N).

Foreign-Language Guidelines. French, German, and Italian are the most commonly used languages in Western art historical research. Chinese and Japanese are essential to study of most East Asian art history. Knowledge of these languages is required for advanced research and graduate study in art history. Majors are urged to choose one of these languages to satisfy the B.A. language requirement. Substitution of another language may be appropriate to a field of interest. Students should consider plans for advanced study and consult their advisers when selecting a language.

General Requirements

55 credits

Studio art (e.g., drawing, sculpture, or design) ... 4
Two years of a second language to satisfy B.A. degree requirement ..................................... 27
Upper-division electives in related areas (e.g., history, philosophy, literature, or advanced language) ........................................... 6
Lower-division art history surveys .................................. 16

Majors specializing in Western art history take the introductory sequence History of Western Art I,II,III (ARH 204, 205, 208) 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
Electives. 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 may fulfill their four areas with appropriate 400-level courses in architectural history.

Students who want to pursue graduate study in art history are encouraged to take more than two courses in areas of particular interest.

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 300 with a grade of A- or better

3. Completed the last term of the second year of the second-language requirement with a grade of A- or better

The applicant must have an art history faculty member agree to supervise research on a topic related to the faculty member's interest and to serve as director of the student's honors essay.

The applicant who satisfies all of the above requirements and presents the undergraduate committee chair with a faculty member's written agreement to serve as honors advisor is admitted to the honors program, typically at the beginning of winter term.

The honors candidate typically registers for 3 to 6 credits of Research (ARH 401) during winter
The honors essay is deposited in departmental files. Students are urged to present a first draft of the essay to the faculty adviser six weeks before the end of the term, and a final draft must be submitted two weeks before the end of the same term. The honors essay must demonstrate the student's ability to formulate a significant research problem and to handle sources in at least one foreign language if relevant. The essay should have twenty- to twenty-five pages of text, not including notes in text, endnotes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

The candidate whose essay is approved by the faculty adviser and who maintains a 3.75 GPA in all art history courses required for the major is awarded departmental honors.

Minor Requirements
Students who want a minor in art history must file an application form with the department, consult with the faculty adviser about their minor option, and maintain an up-to-date academic record in the Department of Art History office. The art history minor is offered in three options.

**Western Art Option**
- **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**
- **28 credits**
- History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209) ........................................... 12
- 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 (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) ............................. 12
- 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 and ancient, medieval, Renaissance-baroque, modern, and Asian art. The department offers Oregon's only graduate degree program in art history. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers 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 2004–5, applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15, 2004.

**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 for residence and the number of graded credits.

**Doctor of Philosophy Requirements**
Doctoral students are usually admitted to the Ph.D. program unless they have successfully completed a master's degree in art history or a closely related field. Course work for the degree consists of 48 post-M.A. credits, selected with the advice and consent of the student's adviser.

**Foreign-Language Requirement**
Students in Western art history must meet the 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 the department's fall-term examination (or, if necessary, the spring examination) of the first foreign-language requirement. The second foreign-language requirement must be passed by the end of the second year of study. A student who is unable to pass either requirement within the stated time is not allowed to continue art history course work toward the degree. Nor is the student eligible for a GTF until the 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 European language.

**Advancement to Candidacy**
Students are officially advanced to candidacy in the Ph.D. program upon completion of comprehensive examinations in three areas of art history: two related areas, in one of which the dissertation is written, and a third unrelated area. These areas are selected from an established list in the department. The comprehensive examinations should be taken before completion of the 48 credits beyond the M.A. More information is available from the Department of Art History.

**Art History Courses (ARH)**
199 Special Studies: [Topic] (1–5R)
204, 205, 206 History of Western Art I, II, III (4, 4, 4 or 4, 4, 4) Historical survey of 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, Harper, Howl, Nicholson, Sinnoz.
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. Thompson.
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) Methodologies used to study art history: historic, iconographic, formal. Materials drawn from Chinese and Western artistic traditions.
of the succession to national socialism. Prereq: ARH 352 or instructor's consent. Simmons.

435/535 Contemporary Art (4) Changing topics in art and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352 or instructor's consent. Simmons.

460/560 18th-Century Architecture (4) Development of modern architecture including the rise of architectural theory, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315 or 465 or instructor's consent. Roth. Not offered 2003-4.


477/577, 478/578 History of Landscape Architecture I,II (4R) 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. Lachman. R once when topic changes for maximum of 8 credits.

484/584 Problems in Chinese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 206, ARH 334 or 466 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 condition. 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 205 or instructor's consent. Dolezal.

503 Thesis (1-9R)

601 Research: [Topic] (1-5R)

603 Dissertation [_topic] (1-5R)

605 Reading and Conference: [Topic] (1-5R)

606 Field Studies: [Topic] (1-5R)

607 Seminar: [Topic] (1-5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members.

608 Workshop: [Topic] (1-5R)

609 Practicum: [Topic] (1-5R)

610 Experimental Courses: [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.
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 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 Museum Education (AAD 429), Art in Society (AAD 450), Art and Community Service (AAD 451).

Minor Requirements

The Arts and Administration Program oversees the community arts minor, which requires 28 credits of course work passed with grades of C+ or better.

Minor in Community Arts 28 credits

Two lower-division arts and administration courses selected from Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), and Art and Gender (AAD 252).... 8

Three upper-division arts and administration courses........................................ 12

Two upper-division courses in arts and administration or a related discipline........... 8

Graduate Studies

The design of the master's degree program in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, political, and ethical contexts of the arts in general.

Program Objectives

1. Prepare students for professional leadership positions in 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 component that enhances the student's 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 the public or the private sector.

Admission

Admission to graduate study 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 required to indicate interest in a particular concentration area when they apply; application materials are reviewed with this interest in mind; and appropriate entry qualifications 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 website.

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 admissions committee considers every aspect of the applicant's file when making its decision for admission. A 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 fellowship options, which are open to students from any program, at any point in their studies. 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 pursuing a master's degree pursue the following course work: courses chosen in consultation with the student's adviser, a minimum of 60 credits. The M.A. degree requires competence in arts management.

Study in the master's degree program has four parts: (1) core and management courses (3) a technology component, (4) a concentration area, and (5) research and practice, which includes a summer internship before the first and second years of study.

Students learn the techniques needed to analyze and develop arts policy as well as skills in grant writing and research. In addition to course work and the internship, students are required to complete a master's degree project, a capstone project, or a 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 website.

Course work for the master's degree program is distributed among the following four components.

Core and Management Courses

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.

Courses Include Art in Society (AAD 550), Art and Community Service (AAD 551), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Managing Nonprofit Organizations (PPPM 560), Seminar: Arts Program Theory (AAO 607), course in marketing arts organizations (inquire at the program office), and Arts Program Evaluation (AAD 604), and elective chosen in consultation with an advisor.

Technology Component

The two required courses are Advanced Information Design and Presentation (AAD 584) and Multimedia for Arts and Administrators (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 a project or capstone paper or a thesis. Required courses in research methodology and professional practice prepare students for the summer internship and for writing the paper or thesis.

Courses required for this component include Research Methodology (AAD 630), courses in professional practice (inquire at the program office); and Thesis (AAD 505), Master's Degree Project (AAD 517), or other courses chosen in consultation with the student's adviser.

Arts and Administration Courses (AAD)

198 Workshop: [Topic] (1–5R)

199 Special Study: [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. Bl undy.

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.

232 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. Rutherford.

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

401 Research: [Topic] (1-18R)

404 Internship: [Topic] (1-18R)

405 Reading and Conference: [Topic] (1-18R)

406 Special Problems: [Topic] (1-18R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-18R)

409 Practicum: [Topic] (1-18R)

410/510 Experimental Course: [Topic] (1-5R) A current topic is Youth Arts Curriculum Methods.

420/520 Event Management (4) Examines management practices and trends of special events, festivals, celebrations, and fundraisers sponsored by organizations. Carpenter.

422/522 Arts Program Theory (4) Examines program, philosophy, principles, and practices associated with comprehensive arts programs. Carpenter.

424/524 Conference Management (2-4) Planning and managing meetings, workshops, seminars, and conferences in a variety of settings. Carpenter.


450/550 Art in Society (4) Conceptual 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. Not offered 2003-4.

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. Ettinger, Rutherford.

462/562 Cultural Policy in Art (4) Examines the impact of cultural policies and institutions on opportunities of the arts community, on what art forms are made accessible, and on the general aesthetic welfare of the public. Degge.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design: computer, behavioral, and social sciences. Practical applications in various contexts. 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.

485/585 Multimedia for Arts and Administrators (3) Examines multimedia tools, platforms, and trends that influence information retrieval, display, and presentation. Uses concepts from graphic design, information processing, and project management. Prereq: AAD 484/584 or equivalent knowledge. Schiff.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

604 Internship: [Topic] (1-16R)

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

606 Special Problems: [Topic] (1-16R)

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

608 Workshop: [Topic] (1-18R)

609 Practicum: [Topic] (1-18R)

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

611 Master's Degree Project: [Topic] (1-16R)

612 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.

631 Research Proposal Development (3) Conceptualize, research, and develop proposal for graduate thesis or project. Prereq: AAD 630.

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

Howard Davis, Acting Program Director

(541) 346-2062

321 Lawrence Hall

5233 University of Oregon

Eugene OR 97403-5233

http://www.uoregon.edu/~histpres/

Faculty


Frederick L. Walters, adjunct assistant professor (preservation planning), B.A., 1970, New Mexico; Dipl. in Conservation, 1979, Yorke. (1998)

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

Participating

Mary Ann Brehmer, architecture

Doug Blandy, arts and administration

George Bloomau, facilities services

Michael Crockrum, architecture

Donald E. Corner, architecture

Christine Curran, state historic preservation office

Howard Davis, architecture

Philip H. Dole, architecture

Arthur W. Haw, architecture

Kenneth L. Helfhand, landscape architecture

Michael Hibbard, planning, public policy and management

Peter A. Keys, architecture

Henry Klinowski, state historic preservation office

Robert Z. Melnick, landscape architecture

Nancy Niedernhofer, state historic preservation office

Donald L. Peeling, architecture

David Pyndar, Historic Preservation League of Oregon

Lela M. Rath, art history

Alison B. Snyder, architecture

Christine Thodoropoulos, architecture

Cinda Pavel Utley, 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 (AAAP 411) ......................................................... 3

12 credits selected from Experimental Course: Fundamentals in Historic Preservation (AAAP 410), National Register Nomination (AAAP 431), Legal Issues in Historic Preservation (AAAP 441), Historic Survey and Inventory Methodology (AAAP 451), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Masonry (ARCH 475) .... 12

Graduate Courses
Related Course Work 12 credits
Select courses from Oregon Archaeology (ANTH 344), Museology (ARH 411), Landscape Research Methods (LA 426), Analysis through Recording of Historic Buildings (ARCH 421), Grant Writing (PPPM 422), Vernacular Building (ARCH 431), Cultural Resource Management (ANTH 449), The Anthropology Museum (ANTH 450), Arts Administration (AAD 460), 18th-Century Architecture (ARCH 466), 19th-Century Architecture (ARCH 461), Native American Architecture (ARCH 463), American Architecture I,II,III (ARCH 464, 465, 466), Oregon Architecture (ARCH 468), History of Interior Architecture I,II,III (ARCH 474, 475, 476), History of Landscape Architecture I,II (ARCH 477, 478), Landscape Preservation (LA 480), Non-profit Management I (PPPM 480), National Parks (LA 482), Landscape Perception (LA 484) .... 12

Courses from other university departments may be substituted with approval of the program director.

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 AAAA 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 (AAAA). The two-year course of study is designed to meet the interests of students whose backgrounds are primarily in architecture, landscape architecture, and architectural history. It includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by the Historic Preservation Committee, an interdepartmental committee in the School of Architecture and Allied Arts.

Admission

In addition to the basic requirements for admission to graduate study at the university, students should have some background in architecture, landscape architecture, architectural history, or a related field. Applications to the graduate program should contain the following:

1. Completed application form and fee
2. Biographical summary
3. 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.

The application deadline is February 15 for admission the following fall term. Requests for more information and application materials should be directed to Graduate Admissions at the Historic Preservation Program mailing address. Information and the application are also available on the program's website.

Program Requirements

The M.S. degree in historic preservation requires 72 credits in five course areas: historic preservation core courses, architectural history electives, area of concentration, approved electives, and individualized study, which includes thesis or terminal project, research, and an internship. Students choose one of three concentration areas in which to specialize—preservation theory, design and technology, management of cultural resources, or resource identification and evaluation.

Historic Preservation Core (18 credits)
Core courses include Workshop: Pacific Northwest Preservation Field School (AAP 508), Introduction to Historic Preservation (AAP 511), National Register Nomination (AAP 531), Legal Issues in Historic Preservation (AAP 541), Historic Survey and Inventory Methodology (AAP 551), Landscape Research Methods (LA 520) or Research Methodology (AAD 630).

Architectural History Electives (9 credits)
Students choose from an approved list of courses that cover the history of architecture, landscape architecture, and interior architecture.

Concentration Areas (15 credits)
The three concentration areas described below reflect the professional careers that are traditionally sought by program graduates. Students who want to focus their studies should take courses identified in one of these areas. Students who want a broad-based curriculum may satisfy this requirement with courses from more than one area.

Preservation Theory, Design, and Technology. Emphasis is on developing the skills needed to research, plan, and direct restoration of buildings, places, and landscapes and to determine 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 investigatory tools necessary for archival and cultural resource research to establish the history and context of buildings, landscapes, and cities that determine settlement, organization, and sense of place.

Approved Electives (9 credits)
Students take courses in other concentration areas, from an approved list of courses, or in other university departments with approval of their adviser.

Individualized Study (21 credits)
This part of the master's degree program requires 3 credits in Research (AAP 601), 6 credits in Practicum: Internship (AAP 600), and 12 credits in Thesis (AAP 563) or Terminal Project (AAP 611). Before enrolling in AAP 563 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 (AAP)
408 Special Problems: [Topic] (1-6R) R when topic changes.
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-5R)
A current topic is Fundamentals of Historic Preservation.
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.
Courses outside the School of Architecture and Allied Arts. Participation in related course work offered throughout the university is encouraged. Possible courses include Cultural Resources: Policy and Procedures (ANTH 538), offered at Oregon State University, Urban Geography (KROG 542), The American West (HIST 566, 567), The Pacific Northwest (HIST 568) and other courses that are of interest to students in the Interior Architecture Program.

### Interior Architecture

Linda K. Zimmer, Program Director

(541) 346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene OR 97403-1206

### Participating Faculty

Mary Anne Becher, architecture
Brian E. 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 studios offer opportunities for synthesis and testing of knowledge gained in lecture courses. The Interior Architecture Program promotes interdisciplinary study and the sharing of knowledge among architecture, interior design, and other fields.

**Preparation.** High school and college students interested in pursuing a career in interior design should prepare themselves by taking courses in the following subjects:

1. **Arts and Humanities:**
   - Fine arts such as drawing, sketching, painting, sculpture, and three-dimensional design
   - Design history
   - History of architecture, art, and interior design

2. **Science:**
   - General sciences such as biology, chemistry, and physics

3. **Social Sciences:**
   - Psychology
   - Sociology
   - Anthropology

4. **Mathematics:**
   - Basic mathematics
   - Trigonometry
   - Geometry

**Leaves of Absence:**

The Interior Architecture Program is designed to allow students to take a leave of absence for up to one academic year to pursue independent study or travel. Students must apply for a leave of absence and work with their academic advisor to establish a plan of study for the time they are away.

**Design Electives:**

Minimum of 24 credits, including Interior Design Terminal Project (UPP 488/588, 499/599)

**Subject Area Electives:**

Minimum of 40 credits from at least six subject areas

**General Electives:** At least 12 credits from at least six subject areas

**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 are accredited by the Foundation for Interior Design Education Research (FIDER).

**Art History:**

The program is designed to allow students to enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the Academic Resources 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 OU 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.I.Arch. or M.I.Arch. degree from the university, the following minimum course work must be taken in residence:

1. Design electives: 24 credits, including Interior Design Terminal Project (UPP 488/588, 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 (B.I.Arch. only)

### Leave of Absence:

See policy statement in the Architecture section of this catalog.

**Accreditation:**

Undergraduate and graduate professional-degree curricula in interior architecture are accredited by the Foundation for Interior Design Education Research (FIDER).

**Undergraduate Studies:**

Potential applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies later in this section). The undergraduate programs in interior architecture consist of the bachelor of interior architecture (B.I.Arch.) degree program and a minor in interior architecture.

**Bachelor of Interior Architecture:** 225 credits

A five-year program leads to the B.I.Arch. degree, the first two years are highly structured. Because of the many opportunities in the profession, the program is designed to allow students and their advisors flexibility in establishing study...
sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal general education. Beyond the university requirements for interior-architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

**University Requirements**: 44 credits distributed as follows:
1. Group requirements—36 credits in arts and letters, social science, and science (12 credits in each group)
2. College composition—8 credits
3. Multicultural requirement—4 credits (may be included in the groups above)

**Major Requirements**: 181 credits (see Professional Curriculum later in this section).

**Minor Requirements**
The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:
1. Students must notify the Department of Architecture of their intent to seek a minor. The minor is granted on completion of the requirements in effect on the data 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 admission to the minor program until space becomes available.
4. Substitute courses for minor requirements may be approved by the department.

**Course Requirements**: 29 credits
- Introduction to Architecture [ARCH 201] .... 4
- Survey of Interior Architecture [ARCH 204] .... 4
- Color Theory and Application [ARCH 444] .... 3
- Minimum of 6 credits selected from History of Western Architecture II [ARCH 315], Interior Finishes and Design Application [ARCH 472], Interior Design [ARCH 484] .......... 6

**Undergraduate Admission**
The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, and maturity. Students are expected to submit specific materials supporting each of these attributes. First-year applicants must have grades and scores that meet at least three of the following four indices:
1. High school grade point average (GPA)—3.00
2. Verbal 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.

Graduate Studies

The three programs of graduate study in interior architecture—Options I, II, and III—require a minimum of 45 graduate credits, of which 36 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 professional 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.

**Option II** and III lead to the M.I.Arch. as a professional degree. The Option II program, 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 coursework. 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 (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 advisor 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 (ARCH 501) may include independent study or instructor-directed research
2. 9 credits in Seminar (ARCH 502, 507, or 607)
3. 12 credits in interior-design studio including 12 credits in Interior-Design Terminal Project (ARCH 504, 508)
4. 7 credits in Thesis Preparation and Programming (ARCH 545), Thesis Programming and Research (ARCH 548), and Documentation of Thesis Research, Programming, and Design (ARCH 549)
5. Residence requirements in the design and subject areas as listed above

**Postprofessional Degree Program: M.I.Arch.**
The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.I.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty expertise:
1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and design
7. Lighting 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 committee. Students in the Option I program are required to complete 9 credits in Thesis (ARCH 593) or Terminal Project (ARCH 594). For more information about the thesis, see the Graduate School section of this catalog.

**Graduate Admission**
Admission to the graduate program is through a selective review that focuses on three attributes:
creative capability; academic capability; and potential contribution to the program through diversity of background, experience, or demonstrated motivation. All applicants are required to submit GRE scores; if their first language is not English, they must also submit TOEFL scores of at least 575.

Prospective applicants may request a description of the graduate interior-architecture program and an application packet by writing to Graduate Admissions at the Interior Architecture Program mailing address. The packet describes application requirements. Applications must be postmarked by the first Monday after January 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 1. Option III students begin the program during summer sessions. Other graduate students are required to begin their work in the fall term. The Department of Architecture does not permit late admissions. A number of graduate teaching fellowships (GTWs) are available to well-qualified graduate students. Applicants who have an interior architectural or design education (Option I or II) may want to request GTW 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: design studios, interior-architecture subject area course work, and general electives.

Interior Design: 66 credits for B.I.Arch.; 80 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 emphasizes the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design and building and in development of construction drawings. In the last two studios, complete integration of skill and content is emphasized through a student-selected comprehensive design project. This covers design phases from project preparation and programming through development 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 in understanding of the structure of the interior design field. A core curriculum 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.: 16 credits in Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Survey of Interior Architecture (ARCH 204), building construction course (enquire at program office), two design arts courses
M.I.Arch., Option III: 7 credits in Graduate Design Process (ARCH 611), building construction course (enquire at program office)

Professional Practice: 3 credits in Context of the Interior Architectural Profession (ARCH 417/517)

Other Courses: Practicum (ARCH 406 or 606), Media and Methods: 3 credits in Media for Design Development (ARCH 423/523)

Other Courses: Analysis through Recording of Historic Buildings (ARCH 421/521), Advanced Interior-Design Development Media (ARCH 424/524), Advanced Design Development Media (ARCH 424/524), art courses

Contextual Issues: recommended courses include Architectural Contexts: Place and Culture (ARCH 430/530), Vernacular Building (ARCH 434/534), landscape architecture courses


Other Courses: Architectural Programming (ARCH 449/549)

Color: 3 credits from Color Theory (ART 350) or Color Theory and Application for the Built Environment (ARCH 447/547)

Spatial Ordering: 4 credits in Spatial Composition (ARCH 450/550)

Construction and Materials: 10 credits in Interior Construction Elements (ARCH 471/571), Interior Finishes and Design Application (ARCH 472/572), Working Drawings in Interior Architecture (ARCH 473/573)

Other Courses: Structural Behavior (ARCH 481/581), Wood and Steel Building Systems (ARCH 482/582), Structural Systems (ARCH 483/583), Building Enclosure (ARCH 471/571), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology: Masonry (ARCH 475/575)

Design Arts: 4 credits in an approved elective

Furniture: 5 credits in Furniture: Theory and Analysis (ARCH 444/544), Working Drawings for Furniture (ARCH 475/575)

Lighting: 8 credits in Environmental Control Systems II (ARCH 491/591), Electric Lighting (ARCH 492/592)

Theory Seminars: Interior architecture and architecture special-topic seminars

History of Art and Architecture: 17 credits including History of Interior Architecture I, II, III (ARCH 474/574, 475/575, 476/576), two 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 (ARCH)

See Architecture for descriptions of courses with the ARCI subject code.

ARCH 181, 182 Introductory Architectural Design I, II (6.6)

199 Special Studies: [Topic] (1–6R)

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.

ARCH 222 Introduction to Architectural Computer Graphics (4)

401 Research: [Topic] (1–6R)

403 Reading and Conference: [Topic] (1–6R)

408 Special Problems: [Topic] (1–6R)

407–408 Seminar: [Topic] (1–6R) See recent topics under course code.

408–409 Workshop: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R)

410–419 Experimental Course: [Topic] (1–6R)

417/517 Context of the Interior Architectural Profession (3) Social, economic, and political forces influential in shaping the profession. Issues related to professional practice including contractual and specification documents, inter-professional relations, and trade resources.

ARCH 421/521 Analysis through Recording of Historic Buildings (3)

ARCH 422/522 Media for Design Development: [Topic] (5R)

424/524 Advanced Interior-Design Development Media: [Topic] (5R) Media issues related to design inquiry, development, communication, and design character. Use of perspective as a means of
test proposals for the proximate environment. 
Prereq: ARCH 423/523.
ARCH 424/524 Advanced Design-Development Media: [Topic] [3R]
ARCH 430/530 Architectural Contexts: Place and Culture [4]
ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II [3,3]
ARCH 434/534 Vernacular Building [3]
444/544 Furniture: Theory and Analysis [3]
Analysis of furniture and cabinetry from a theoretical and practical standpoint. Emphasis on use within architectural space as well as free standing elements. Introduction to structure, construction, and construction installation drawings.
Formulation of individual design thesis projects for IARC 480/580, 489/589. Documentation of project issues, context, site, and building information, research, case studies, and programming.
Prereq: eligibility for IARC 480/580.
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 preq: ARCH 162 or instructor’s consent; graduate preq: ARCH 682 or instructor’s consent.
448/548 Thesis Programming and Research [2]
Detailed programming and research for individual design thesis projects. Includes documentation of programming, research, and design issues. Coreq: IARC 488/588.
449/549 Documentation of Thesis Research, Programming, and Design [2]
Written documentation of individual design thesis project. Includes documentation of design issues, research, case studies, and programming as well as graphic presentation. Coreq: IARC 489/589.
ARCH 449/549 Architectural Programming [3]
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]
471/571 Interior Construction Elements [3]
The properties and detailing of materials used in interior design construction. Code issues that affect interior construction field trips to supply sources and projects.
472/572 Interior Finishes and Design Application [3]
The properties, manufacture, application, and code issues of interior finish materials. Field trips to supply sources.
ARCH 471 Building Enclosure [4]
Preparation of working drawings for project designed in interior architecture studio.
ARCH 474/574 Preservation and Restoration Technology [3]
475/575 Working Drawings for Furniture [2]
Development of full-scale working drawings and as-built drawings of furniture projects from furniture studio course. Coreq: IARC 486/586 or 487/587.
ARCH 475/575 Preservation Technology: Masonry [3]
ARCH 480/580 Supervised Design Teaching (1-3R)
484/584 Interior Design (6R) A series of creative projects in interior design; intensive analysis of design; methods of problem solving; individual criteria, review of design projects; group discussion and field trips. Undergraduate preq: ARCH 162; graduate preq: ARCH 682.
ARCH 485/585, 486/586 Advanced Architectural Design I,II [5,8]
487/587 Thesis (6R) Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Undergraduate preq: 3 credits in IARC design studios; graduate preq: 36 credits in IARC design studios.
ARCH 491/591, 492/592 Environmental Control Systems I,II (4,4)
492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings. Preq: 24 credits of design studio.
ARCH 493/593 Daylighting (3)
503 Thesis (1-6R)
601 Research: [Topic] (1-6K)
603 Reading and Conference: [Topic] (1-6K)
605 Special Problems: [Topic] (1-6R)
607 Seminar: [Topic] (1-6R)
608 Workshop: [Topic] (1-6K)
609 Practicum: [Topic] (1-6R)
610 Experimental Course: [Topic] (1-6K)
611 Terminal Project (1-9R)
ARCH 611 Graduate Design Process (3)
ARCH 661 Teaching Technical Subjects in Architecture (3R)
ARCH 680, 681, 682 Introductory Graduate Design (6,6,6)
686 Advanced Interior Design (1-12R) Studio-based investigation of special aspects of interior design. Preq: Option I or graduate standing in interior architecture and instructor’s consent.
ARCH 690 Teaching Technology in Architectural Design (3R)
The Department of Landscape Architecture is built on the 19th-century legacy that landscape architecture is a design and a social profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes ecologically based planning activities and the analysis of environmental impacts as well as the detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem solving and project-oriented study.

During the past decade, use of digital tools has increased in the landscape architecture profession. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is sometimes limited. The department requires that entering students purchase or have unlimited use of a personal computer. More information is available on the department's website.

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 Landscape Architecture Accreditation Board, 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 vary according to the interests, goals, and experience of each student and are chosen with the help of faculty advisors. Departmental electives reflect the need to provide a variety of environmental subjects and to introduce the rapidly expanding number of career areas in the profession. Program objectives provide a solid base of essential skills, tools, and knowledge in landscape design. Program flexibility 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 balances 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 through specific physical-design proposals. This area 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 for the planning and design program: landscape architecture, plant materials, landscape analysis and planning, history and theory of landscape architecture, and landscape architectural media. Course work in these areas, both required and elective, 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, botany, zoology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of people and the environment.

Human Behavior. Courses in anthropology, psychology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences help develop 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 February 15. Include with the application:

1. Letter of intent describing pertinent background information, interests, goals, and aspirations
2. Portfolio of creative work
3. Three letters of recommendation from people able to assess the applicant's academic and creative abilities and potential contributions
4. Transcripts of previous college work

Inquire at the Department of Landscape Architecture or at the university's Office of Admissions for more information.

Professional Curriculum

Requirements for the B.L.A. degree total 220 credits and are distributed as follows:

Planning and Design. 88 credits taken in twelve studios and four courses

First Year. Three courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introduction to Architectural Computer Graphics (ARCH 222), Introductory Architectural Design I (ARCH 181, 182)

Second Year. Two studios: Landscape Architectural Design (LA 289). Transfer students typically enter the program in the second year.

Third Year. Three studios: Landscape Architectural Design (LA 389)

Fourth Year. Three studios: Site Planning and Design (LA 400), one elective studio

Fifth Year. Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Elective studios 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 490, summer only) or Practicum (LA 499)

Subject Courses. 75 credits (56 credits in required courses and 18 credits in optional courses listed below)

Landscape Architectural Technology (12 credits)

Landscape Architectural Media (LA 350), Digital Landscape Architectural Media (LA 450), Professional Practice of Landscape Architecture (ARCH 462)

Option: Landscape Technology Topics (LA 459), Structural Behavior (ARCH 461)

Plants in the Landscape (12 credits)

Plants: Fall, Winter, Spring (LA 320, 327, 328)

Optional: Urban Farm (LA 390), Practicum: Nursery (LA 409), Planting Design Theory (LA 471), Japanese Garden (LA 483), Irrigation (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)

Option: Open Space Planning (LA 414), Computers in Landscape Architecture (LA 415), Landscape Ecology (LA 460)

History and Theory of Landscape Architecture (12 credits)

Understanding Landscapes (LA 260), History of Landscape Architecture LIIf (ARCH 477, 478)

Optional: Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484), Contemporary American Landscapes (LA 485)

Landscape Architectural Media (6 credits)

Landscape Media (LA 350), Digital Landscape Media (LA 352)

Optional: Workshop: Drawing (LA 406), Computer-Aided Landscape Design (LA 417), Media for Design Development (ARCH 423), Advanced Design-Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine-and-applied arts studio courses

Other Courses. 57 additional credits from any department, including landscape architecture and university requirements, up to a total of 220 credits applied to the B.L.A.
Minor in Landscape Architecture

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. 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 the minor are open to other university students with instructor’s consent. Minor candidates may be given preference on course waiting lists over nondepartmental students.

Minor Requirements (30–32 credits)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Landscapes (LA 266)</td>
<td>4</td>
</tr>
<tr>
<td>Site Analysis (LA 390)</td>
<td>4</td>
</tr>
<tr>
<td>One plants course chosen from the subject area listed below</td>
<td>4</td>
</tr>
<tr>
<td>One history and theory course chosen from the subject area listed below</td>
<td>4</td>
</tr>
</tbody>
</table>

Optional Courses

Students may take any combination of courses from the subject areas listed below. Only one term of Urban Farm (LA 390) or one design studio may be applied to the minor.

Subject Areas

- Check with the department for information about new subject-area courses in curriculum.
- Design. Design studio (LA 389 or higher)
- Landscape Technologies. Workshop. Landscape Technologies (LA 409), Landscape Technology Topics (LA 409)
- Plants. Plants: Fall (LA 326), Plants: Winter (LA 327), Plants: Spring (LA 328), Urban Farm (LA 390), Japanese Gardening (LA 434)
- Planning and Analysis. Introduction to Landscape Planning (LA 440), Principles of Applied Ecology (LA 441), Advanced Landscape Ecology (LA 465)
- History and Theory. Land and Landscape (LA 443), History of Landscape Architecture II (ARH 477, 478), Landscape Perception (LA 444), Contemporary American Landscapes (LA 485)

Graduate Studies

The department makes a distinction between first professional master’s students and postprofessional master’s students. First professional master’s students hold an undergraduate degree, other than a five-year bachelor of landscape architecture and are working towards the M.L.A. Postprofessional master’s students hold an accredited bachelor of landscape architecture (B.L.A. or B.S.L.A.) and are working toward the completion of the advanced postprofessional M.L.A. degree.

First Professional Master’s Program

Although requirements and time to degree may vary with each student, the following options represent typical situations:

Students with a Bachelor of Science in Landscape Architecture

Students entering with a four-year or unaccredited degree in landscape architecture spend a minimum of two years completing the M.L.A.

The first year focuses on course work required for the degree. The second year focuses on completing electives related to the master’s project and the project or thesis itself.

Students with a Five-year Bachelor of Architecture Degree

Graduates with a bachelor of architecture spend a minimum of two years completing the M.L.A.

Course work is individually planned to build an appropriate background in landscape architecture. Many bachelor of architecture students find that it takes up to one additional year to complete the requirements for the M.L.A.

Students with Other Degrees

Students who have no background in design can expect to spend a minimum of ten terms earning the M.L.A.

The department recognizes that graduate students, first professional master’s students have extremely varied backgrounds and may have special requirements. Based on undergraduate courses, work experience, and background in design-related disciplines, these students may be exempt from a limited number of requirements. Students who want waiver requirements must show equivalent competency in those areas, typically through coursework or professional experience.

Accreditation. The first professional master’s program is new. Between Fall 2003 and Spring 2005, it is not accredited by the Landscape Architecture Accreditation Board. Students who graduate from the program spring term 2005 or after will receive an accredited M.L.A.

Program Components

Planning and Design (46 credits). Justifiably well-known, this program allocates significant faculty resources to project-oriented instruction and has a long history of success at design studio education. Regular faculty members offer or consult in studios and participate in the mid-term and week-long end of term reviews of student work. Studio projects typically increase in scale and complexity over the course of the degree program. Students must take eight studios in this subject area.

History, Literature, and Theory (12 credits). Courses include the history of landscape architecture, design theory, national parks, a course in landscape petrology, environmental ethics and environmental aesthetics. Students may select electives from this area.

Plants Sequence (12 credits). The sequence of fall, winter, and spring plants emphasizes knowledge of native plants and local plant communities and horticultural plant materials. The sequence integrates plant identification with introductory and advanced planting design, a course on the Japanese garden, and courses related to the department’s urban farm. Students may select electives from this area.

Landscape Planning (12 credits). Landscape planning courses cover history, theories, and methods related to Oregon’s unique land use planning system, critical issues related to land conservation and development, and introductory and advanced landscape ecology. The department offers courses in geographic information systems, teaching the industry standard, Arcview. Students may select electives from this area.

Technologies Sequence (12 credits). Covers professional practice, site engineering, landscape materials and detailing, irrigation, and other topics related to the design-build studio and is a major strength of the department. Students may select electives from this area.

Master’s Project or Thesis (14 credits). Completed during the third year, or for the postprofessional master’s candidates during the second year. This independent project of high academic standard presents original work that contributes to the body of knowledge in landscape architecture. The topic may be selected from a range of theoretical to practical design issues. Projects must include a written component, which sets out the problem, goals and objectives, methodology, findings, and conclusions of the project. Students must complete Master’s Project Development (LA 695) and at least 12 credits of Master’s Project (LA 696) or Thesis (LA 503).

Curriculum

The first professional M.L.A. degree requires 144 credits in three areas: planning and design, subjects courses, and master’s project.

Planning and Design (48 credits)

Landscape Architectural Design and Process (LA 539), Site Planning and Design (LA 540), Land Planning and Design (LA 594)

Subject Courses (62 required and 20 elective credits)

Plants: Fall, Winter, Spring (LA 326, 327, 328), Digital Landscape Media (LA 352), Site Analysis (LA 361), Landscape Technologies I (LA 362, 366), Landscape Technologies II (LA 559), Professional Practice (LA 562), Introduction to Landscape Planning Analysis (LA 540), Principles of Applied Ecology (LA 544), Landscape Research Methods (LA 528), Workshop: Understanding Landscapes (LA 508), History of Landscape Architecture I (ARH 477, 478), Advanced Landscape Design Theory (LA 693)

Master’s Project or Thesis (14 credits)

Master’s Project Development (LA 695); Master’s Project (LA 696) or Thesis (LA 503)

Postprofessional Master’s Program

The two-year graduate program leading to the master of landscape architecture (M.L.A.) degree is intended for students prepared to do advanced work in the field. Students entering the postprofessional M.L.A. program must have a professionally accredited bachelor’s degree in landscape architecture.

Students with professional landscape architecture degrees typically spend two years in residence satisfying core requirements.
A central aspect of the postprofessional M.L.A. program is the student's concentration on studies and original work in one of four areas of landscape architecture: design theory, landscape ecology, landscape history, and landscape planning. These areas are broad enough to include many particular research problems for master's projects and professional practice. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective course work outside the department. The four concentration areas are those in which faculty members, due to their academic training and professional and research experiences, are best equipped for collaboration with graduate students.

**Design Theory.** The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

**Landscape Ecology.** This rapidly evolving discipline focuses on how landscapes pattern, process, and change interact to create land mosaics that maintain the rich diversity of life and the foundations for human well-being. Understanding key links between spatial and temporal patterns and flows of organisms, materials, energy, and information at a variety of scales is the basis for maintaining or restoring landscapes that embody ecological integrity and cultural vitality.

**Landscape History.** This dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

**Landscape Planning.** Analyzing large landscapes and directing their management and land use patterns to meet social and environmental ends requires an understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, public forest plans, urban growth management, scenic resource management, and regional ecological enhancement.

The postprofessional M.L.A. program seeks to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the 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 intellectual direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

**Curriculum**

The postprofessional M.L.A. degree requires 56 credits in four areas: planning and design courses, subject courses, the concentration area, and the master's project.

**Planning and Design (12 credits)**

- Land Planning and Design (LA 594), and Research (LA 601)

**Subject Courses (10 credits)**

- Seminar (LA 507 or 607), Landscape Research Methods (LA 520); at least one of the following courses: Land Use and Growth Management (PSPM 540), Landscape Ecology (LA 565), Land and Landscape (LA 543), Landscape Perception (LA 584), Contemporary American Landscape (LA 569), Advanced Landscape Design Theory (LA 603), 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 603), three additional department-approved courses.

**Landscape Ecology.** Landscape Ecology (LA 565), Quantitative Ecology (BI 573), Conservation Biology (BI 583); three additional department-approved courses.

**Landscape History.** Three of the following: Landscape Preservation (LA 560) or National Parks (LA 583), Landscape Perception (LA 584), Contemporary American Landscape (LA 565), three additional department-approved courses.

**Landscape Planning.** Open Space Planning (LA 514), Computers in Landscape Architecture (LA 515), Land Use and Growth Management (PSPM 540); three additional department-approved courses.

**Master's Project (minimum of 10 credits)**

- Master's Project Development (LA 695), Master's Project (LA 699)

**Master's Project or Thesis.** Completed during the second year for the postprofessional master's candidates. This independent project of high academic standard presents original work that contributes to the body of knowledge in landscape architecture. The topic may be selected from a range of theoretical to practical design issues. The project must include a written component, which sets out the problem, goals and objectives, methodology, findings and conclusions of the project. Students must complete Master's Project Development (LA 695) and at least 8 credits in Master's Project (LA 699) or Thesis (LA 503).

Before enrolling in LA 699 the student must obtain department approval for a project proposal and develop a committee of three or more members, including at least two landscape architecture faculty members.

Near the completion of the master's project, the student presents the results of the project to faculty members and students and gains final approval of the project's documentation from the faculty committee.

**Computers in the Curriculum**

Digital tools have become increasingly prevalent in the profession of landscape architecture. Students and faculty members of the department use the computer labs and facilities on campus; however, access to these facilities may be limited. The Department of Landscape Architecture requires its students to purchase or have unlimited access to a personal computer. Refer to the department website for details.

**Graduate Admission**

Applications to the graduate program should contain the following:

1. Completed application form and fee
2. Three letters of recommendation from people able to assess the applicant's strengths and potential contributions
3. Personal statement describing pertinent background information, interests, goals, and aspirations
4. Portfolio of creative work or other work indicative of relevant abilities
5. Writing sample such as a research paper or a technical report
6. Transcripts of previous college work

The deadline is January 15. 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 577 on the paper-based test or 233 on the computer-based test.

General university regulations governing graduate admission are in the Graduate School section of this catalog.

**Landscape Architecture Courses (LA)**

190 Special Studies: [Topic] (1–5R)

260 Understanding Landscapes (2–4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger.

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.


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. Bezman.

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. Clemence.

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.

361 Site Analysis (4) Develops knowledge and understanding of place; use of analytical tools and strategies for extending perception and understanding of land and proposals for its modification. Ribe.

362 Landscape Technologies I (4) Develops understanding of contours, contour manipulation, and site engineering 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. Van Asperen.

369 Landscape Architectural Design (4R) Elementary problems in landscape architecture: design as process, analysis of site and behavioral patterns, and the development and communication of design proposals. Girling.

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.

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

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

406 Special Problems: [Topic] (1-21R)

407/408 Seminar: [Topic] (1-5R)

409/410 Workshop: [Topic] (1-21R) Concentrated program of study combining instruction on special topics. Regular offerings include Drawing and Irrigation.

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)

414/514 Open Space Planning (4) History, theories, methods of open space planning on city and metropolitan scales. Emphasizes how resulting landscape patterns serve regional character, ecological health, and human needs. Girling.

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.

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 293 or 389.

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 explicit art form. Coreq: LA 489/589. Lovinger.


433/533 Japanese Garden (4) Explores the art, form, meaning, and experience of Japanese gardens. Special emphasis on their heartland in the valley of Nara and Kyoto. 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 441: one course in ecology; prereq for 541: one course in the natural sciences. Johnson.

443/543 Land and Landscape (4R) Theories and concepts in landscape planning and design. The valuing emphasis alternates every other year between environmental ethics and environmental aesthetics. Diethelm. Not offered 2003-4.


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 road design. R thrice for maximum of 10 credits.


465/565 Landscape Ecology (4) Links concepts and applications of landscape ecology through extensive field experiences that develop a deep understanding of a specific landscape or a set of issues. Prereq: LA 441/541 or instructor's consent. Johnson.

479/579, 479/579 History of Landscape Architecture LII (4,4) See Art History

489/589 Landscape Preservation (4) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes, including history of landscape preservation, significant legislation, and case studies. Nodelick.

492/592 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. Nodelick.


489/589 Site Planning and Design (8R) Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity. Diethelm.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 498/598 and fifth-year standing for undergraduates.


503 Thesis (1-16R)

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

602 Supervised College Teaching (2-5R)

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

606 Special Problems: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) A recent topic is Introduction to Landscape Literature.

609 Workshop: [Topic] (1-16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.

699 Practicum: [Topic] (1-16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

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

610 Landscape Research Methods (2R) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. R once for a maximum of 4 credits.

693 Advanced Landscape Design Theory (4) Examines critical theories and evolving ideas in landscape design; studies the cultural and biophysical forces that generate patterns of landscape structure, form, and meaning. Prereq: ARH 470/578 or equivalent. Diethelm.

695 Master's Project Development (2) Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 620. Ribe.

699 Master's Project (2-10R) Student-directed and-executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.
Planning, Public Policy and Management

Michael Hibbard, Department Head

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Faculty


Michael Hibbard, professor (community and regional development; director, community and regional planning program). B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)


About the Department

Mission Statement. The Department of Planning, Public Policy and Management (PPPM) prepares future public leaders, creates and disseminates new knowledge, and assists communities and organizations. The department's faculty, staff, and students seek to understand and improve economic, environmental, and social conditions through teaching, scholarship, and service.

in pursuing this mission, the department is dedicated to:

- The highest standards of scholarship by faculty members and students
- Informed theory and empirical evidence
- Engaging the civic community — public, private, and nonprofit— in democratic processes addressing economic, environmental, and social issues
- Seeking good ideas and approaches from around the world and testing the transferability of these ideas from one part of the world to another
- Using an approach that builds on the strengths of communities and organizations to increase the capacity to take advantage of opportunities and respond effectively to challenges
- Work that ranges from local to regional to national to international
- Ecological, social, and economic sustainability

Undergraduate Studies

The undergraduate program provides an interdisciplinary liberal arts education that prepares students for leadership around the world. Through courses that integrate 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 to determine effective ways to advance the public's goals. The curriculum helps students develop knowledge of core scholarly issues related to public policy and management as well as a specialized expertise in an area of their choosing. Emphasis is placed on developing skills in research, written, and digital communication, and working in group settings.

Preparation. High school students who want to study planning, public policy and management should develop communication skills, conceptual skills, and community experience. Communication skills can be best developed through courses in speech, English, and other languages. Debate and related public speaking experience are fun ways to improve communication skills. Conceptual skills can be best developed through courses in mathematics and history, that require the student to think independently and analytically. 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 and a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public 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 have (1) a grade point average (GPA) of 3.00 or better, (2) some experience—paid or volunteer—in public service, and (3) fulfilled university general-education requirements.

In completing group requirements, the following courses (or their equivalents, for transfer students) are recommended:

**Social Science.** United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), Community, Environment, and Society (SOC 304)

**Science.** Concepts of Computing: Computers and Computation (CIS 111), The Natural Environment (GEOG 141)

**Sample Program**

This two-year sample program for PPPM majors 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

The Natural Environment (GEOG 141) ............. 4

Arts and letters group-satisfying course ........4-3

Science group-satisfying course .................. 3-4

**Winter Term** 14-16 credits

United States Politics (PS 201) .................. 4

Introduction to Sociology (SOC 204) ............... 4

Arts and letters group-satisfying course ........4-3

Science group-satisfying course .................. 3-4

**Spring Term** 19-20 credits

College Composition II or III (WR 122 or 123) ... 4

State and Local Government (PS 203) .............. 4

Concepts of Computing: Computers and Computation (CIS 111) ...................................... 4

College Algebra (MAT 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 291) .............................. 4

Mind and Society (PSY 202) .......................... 4

Introduction to Economic Analysis: Macroeconomics (EC 202) ......................................... 4

Elective, as above ..................................... 4

**Spring Term** 16 credits

Community, Environment, and Society (SOC 304) ................................................................. 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. Completed application form, available from the department office
2. Transcripts from all colleges and universities attended
3. Personal statement describing career goals and how the major in PPPM will help attain those goals. This statement should be limited to two or three typed, double-spaced pages
4. Brief résumé of education and employment history

**Major Requirements**

The major in PPPM is organized into four parts: a common core, a concentration area, an internship, and a concentration paper written in a senior seminar.

**Core (21 credits)**

The core curriculum requirement is distributed as follows:

- Community Leadership and Change (PPPM 325) ......................................................... 4
- Regional Leadership and Change (PPPM 326) ......................................................... 4
- Global Leadership and Change (PPPM 327) ......................................................... 4
- Applied Social Research (PPPM 413) ................................................................. 5
- Practice of Leadership and Change (PPPM 494) ..................................................... 4

Appropriate courses may be substituted with the faculty advisor's permission.

PPPM majors must take core courses for letter grades and pass them with grades of C- or better.

**Concentration Area (20 credits)**

Each student develops a concentration area, chosen to advance their student's educational goals. The concentration area consists of five courses, totaling at least 20 credits, that address a coherent substantive area or set of competencies in the field of planning, public policy and management. At least three of these courses must be taken in the department. The department's strengths lie in the areas of sustainable community development, environmental policy and management, health and social policy, policy analysis, and public and nonprofit management. The concentration area and course of study are chosen in close consultation with the undergraduate advisor and department faculty members whose interests coincide with those of the student.

**Internship (12 credits)**

During the internship, students explore their concentration areas outside the classroom. The internship complements academic work by allowing the student to apply ideas and concepts to real-world situations. Students can enroll in the required internship full-time for one term (thirty-six hours a week for ten weeks) or part-time (eighteen hours a week for two-ten week terms). Students are placed with a variety of federal, state, and local government agencies, with nonprofit organizations, and—with appropriate—private firms. Internships are arranged through and supervised by the internship director. Students must earn 11 to 12 credits in Internship (PPPM 404). Before registering for PPPM 404, students must attend Internship Preparation (PPPM 412), which integrates course work with the internship experience.

**Community Planning Workshop.** Undergraduate students have the opportunity to work on applied research projects through the Community Planning Workshop, which is described later in this section of the catalog. Up to 6 credits in Community Planning Workshop (PPPM 419) may be applied to the internship requirement.

**Senior Research Paper (10 credits)**

The senior research paper, a three-term experience, is the capstone of the student's PPPM education. The paper may be on any approved topic, and students are encouraged to choose a topic in their concentration area. The course sequence for the paper is Senior Research Paper I (PPPM 411), in which the student explores topics and develops a bibliography; Senior Research Paper II (PPPM 412), in which the student conducts research and writes a rough draft of the paper; and Senior Research Paper III (PPPM 413), in which the paper is completed, and the student makes a presentation that is open to the public.

**Honors Program**

The honors program offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The program's bachelor's degree with honors centers around an independent research project developed by the student and carried out under the direction of one or two faculty members.

Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the undergraduate program director after a review of the student's achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.50 in course work for the major and in all work attempted at the university.

**Minor Requirements**

The planning, public policy and management minor complements majors in the humanities or social sciences—anthropology, geography, 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, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office.

**Course Requirements** 28 credits

Introduction to Planning, Public Policy and Management (PPPM 201) .............................. 4

Community Leadership and Change (PPPM 325) ......................................................... 4

Regional Leadership and Change (PPPM 326) ......................................................... 4

Global Leadership and Change (PPPM 327) ......................................................... 4

Applied Social Research (PPPM 413) ................................................................. 5

Practice of Leadership and Change (PPPM 494) ..................................................... 4

Up to 8 credits in Internship (PPPM 404) or Community Planning Workshop (PPPM 419) may be used to satisfy the elective requirement.

PPPM 201, 222, 326, and 337 must be taken for letter grades and passed with grades of C- or better.

**Graduate Studies**

Programs for the master of community and regional planning (M.C.R.P.) degree and the master of public administration (M.P.A.) degree are offered by the National Association of Schools of Public Affairs
and Administration. The department also offers a 24-credit graduate certificate in not-for-profit management.

The interdisciplinary and elective fields of planning, public policy, and public management are concerned with systematically shaping the future. Professionals in these fields frequently lead efforts to plan for change. Most often 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 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 graduates have a basic understanding of economic, environmental, fiscal, physical, political, and social 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 department's students 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 Community Planning Workshop. Each year five to fifteen 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 and Scholarships, 1278 University of Oregon, Eugene OR 97403-1278.

Applicants to PPPM programs are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Community and Regional Planning
The master's degree program in community and regional planning trains policy-oriented planners for leadership positions in planning and planning-related organizations. The degree is significant to the communities and regions of the Pacific Northwest and the Pacific Basin receive special emphasis. The field of planning is concerned with rational and sensitive guidance of community and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, 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 of community and regional levels, the planner must make subjective judgments in the consideration of problems and their solutions.

Applicants should be prepared to become involved in and committed to resolving important social, economic, environmental, political, and cultural problems. Courses in and outside the department provide students with an integrated understanding of planning, public policy, and public management as well as the 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 is developed in consultation with an adviser. 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 administration. 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. 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: Graduates with an 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 for housing, social services, community renewal, parks, transportation, and other community facilities; and agencies for 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. Graduates are also employed by such nonprofit organizations as environmental and social justice advocacy groups, political associations, and research firms.

Application Procedures
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
1. A word-processed statement, prepared by the applicant, explaining why admission to the UO planning program is sought and what the applicant's expectations are from the 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, 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 admissions 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. Planning internships are also available; some provide compensation.

Community Planning Workshop. A distinctive feature of the planning graduate curriculum is the Community Planning Workshop, an applied research and service program that is required for first-year students. Students work on six-month planning projects in small teams supervised by program faculty members and second-year graduate students in planning. Clients have included federal, state, county, and local governments as well as nonprofit organizations.
Projects typically focus on issues of immediate environmental, social, and economic importance to the client group and the general public. Recent project topics include:

- Citizen involvement in planning process
- Housing-needs analysis
- Land use planning
- Natural hazards mitigation
- Program evaluation
- Strategic plans for communities and regions
- Tourism and recreational development
- Watershed planning

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 Community Planning Workshop to provide research support for five to fifteen 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 the Community Planning Workshop become one of the most successful community planning assistance programs in the nation. Projects have received numerous awards from the Oregon chapter of the American Planning Association for Outstanding Student Achievement in Planning.

Course Requirements

Core 32 credits
- Seminar: Human Settlements (PPPM 607)......................... 4
- Introduction to Planning Practice (PPPM 611).................. 4
- Legal Issues in Planning (PPPM 612).......................... 4
- Planning Analysis (PPPM 613)................................... 4
- Planning Theory and Ethics (PPPM 614)......................... 4
- Introduction to Public Service (PPPM 618)..................... 4
- Applied Methods in Planning, Policy, and Management (PPPM 620).................................................. 4

Experiential Learning 10 credits
- Planning and Public Policy Communications (PPPM 619)........ 2
- Community Planning Workshop (PPPM 608), two terms............... 8

Concentration 19-24 credits
- Plan Making (PPPM 624)........................................... 4
- At least two knowledge electives and at least one skill elective, selected in consultation with advisor, from lists of approved courses..... 12
- Other electives.............................. 3-8

Synthesis 6-11 credits
- Student Research Colloquium (PPPM 690), two terms................ 2
- Thesis (PPPM 693) or Terminal Project (PPPM 699).............. 4-9

Public Policy and Management

The professional public policy and management graduate program trains students interested in management and policy careers in public service with a focus on the public and not-for-profit sectors. Graduates of the program have filled key leadership positions at the local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research or service organizations, and heads of public or private nonprofit human service programs.

The 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.

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 OU 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 material 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.

Submit following documents:
1. Graduate Admission Application, available from the department office and online—follow the instructions on the department’s website
2. 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 courses taken for the bachelor’s degree and of any other college-level work. 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 90 (computer-based test). The results of the examination should be sent to Graduate School, 1218 University of Oregon, Eugene OR 97403-1219

Applications are accepted beginning September 15 for admission fall term a year later. They are reviewed beginning February 1, and applicants are notified of admission decisions early in March. Students typically begin their program fall term.

Program Overview

A minimum of 72 credits are required for the M.P.A. Academic background and work experience are scrutinized to determine if additional preparation is needed before the student begins the program.

Midprogram Review. After completing 34 to 38 graduate credits, students meet with a faculty adviser to review progress toward the degree and establish goals for completing degree requirements. The midprogram review is the time to initiate discussion about an appropriate final project. The adviser assists with selection of committee members, who guide the student in completing the final project.

Curriculum

Professional competence rests upon four basic elements: knowledge, skills, values, and behavior. To develop this competence, the program includes core courses, a concentration area, a supervised field internship, and a final project or thesis.

Core 28 credits
- Seminar: Public Management (PPPM 607).......................... 4
- Introduction to Public Service (PPPM 618)......................... 4
- Applied Methods in Planning, Policy, and Management (PPPM 620).................................................. 4
- Public Finance Administration (PPPM 628)......................... 4
- Public Budget Administration (PPPM 629)........................ 4
- Public Policy Analysis (PPPM 636)................................... 4
- Quantitative Methods in Planning and Public Policy (PPPM 656).................................................. 4

Concentration Area (24 credits). Each student is expected to develop a concentration area that supports career goals. Course 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 24 credits in their chosen concentration area. More than one area may be developed. Concentration areas chosen by recent graduates include public management, human resources management, applied research and program evaluation, environmental policy, city management, international development, 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.

Majors also enroll in Planning and Public Policy Communications (PPPM 619), which provides the tools they need for a successful field-based learning experience.

Internships are an integral part of the public policy and management graduate program. Internships are graded P/N (pass/no pass). A written paper is required as is a supervisor's evaluation and a contract. A student who has not had two or more years of career experience must complete 10 credits of internship.

A student who has had two or more years of relevant career experience or who is working in the desired area of public policy and management can waive the internship with the approval of the student's advisor, the program director, and the internship coordinator. Students who are working in their chosen field and those with experience are encouraged to participate in an internship selected with the internship coordinator. If the internship requirement is waived, the student must complete 10 credits of substitute coursework.

Final Project (10 or 11 credits). Each student must write a thesis or a final paper to fulfill degree requirements. Students earn 9 credits in Thesis (PPPM 503) or 6 credits in Terminal Project (PPPM 609).

The final project should be based on original research but may vary in comprehensiveness, format, and approach. A project may be conceptually or empirically oriented; it may involve a case or comparative study, a literature search, or a piece of empirical research. A project may also involve a combination of approaches. Whether completing a thesis or final paper, each student must enroll in Student Research Colloquium (PPPM 690). One credit is earned during each of two terms. This discussion course assists students in developing the proposal and conducting research. It includes presentations by advanced master's degree candidates of designs and conclusions resulting from theses and final papers.

Certificate in Not-for-Profit Management

The objective of the graduate certificate in not-for-profit management is to prepare students for leadership in the nonprofit sector. The program's focused curriculum develops specific skills that are critical for success in managing nonprofit organizations.

Phenomenal growth in assets and activities of the nonprofit sector over the past two decades has led to significant career opportunities in the diverse areas that the nonprofit sector encompasses, including cultural and arts organizations, education, health care, human services, international development, and advocacy organizations. Nonprofit enterprises have broadened with developing sources of funding, and the new complexities of management require professional skills specific to the nonprofit sector.

Course Requirements

The certificate requires completion of 24 graduate credits.

Core 18 credits

Two courses in nonprofit management; one course in resource development (fund raising), one course in nonprofit financial management, an introductory course in grant writing, and non-profit professional practice: speaker series course.

Internship or Electives 6 credits

Students must complete six credits in Internship (PPPM 604) with a nonprofit organization or may use 6 credits of elective coursework that covers material relevant to nonprofits. Elective credits may be taken in other departments. Information about elective coursework or waiver of required courses is available from the department office and on its website.

Admission

Graduate students from any UO department may apply for admission and add the certificate to their existing degree programs. Students who hold a bachelor's degree from an accredited university may apply to complete the certificate as a stand-alone program. Application reviews are completed approximately twice a year.

Complete information about admission to the program is available on the not-for-profit management certificate section of the department's website.

Concurrent Master's Degrees

Students may participate in a concurrent master's degree program. The fields of planning and of public policy and management draw on knowledge and expertise from other areas such as business, law, economics, political science, environmental studies, geography, landscape architecture, and architecture. Through the concurrent master's degree program, students enroll in two master's programs simultaneously in order to complete requirements for both degrees with three years of course work. Students interested in this option should seek program advice from a faculty member. 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 Oregon communities more self-sufficient. The center incorporates a number of programs including those listed below.

Community Planning Workshop. (See description under Planning Curriculum.)

Resource Assistance for Rural Environments.

The Americorps program, RARE, trains graduate students, then places them for a year in rural communities, where they help improve economic and environmental conditions. Qualified students receive a monthly stipend and an educational award of $4,725 when they finish their service.

More information about this project is available in 109 Hendricks Hall

Student Originated Programs. 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 109 Hendricks Hall.

Planning, Public Policy and Management Courses (PPPM)

Every course cannot be offered every year; students should consult the most recent UO Schedule of Classes or inquire at the department office.

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

201 Introduction to Planning, Public Policy and Management (4) Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social, and political contexts. Baldwin.

322 Introduction to Public Service Management (4) Theories relevant to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites. Weeks.

325 Community Leadership and Change (4) Explores sustainable change at the community level by examining local systems and institutions: transportation, social influences, environment, housing, and the economy. Schlossberg.

326 Regional Leadership and Change (4) Economic, sociocultural, and political forces that produce the internal structure of regions. Explores the institutions and leadership roles that guide regional change. Hargrave.

327 Global Leadership and Change (4) Explores the role of leadership in global social, economic, and ecological sustainability. Considers population, consumption, technology, diversity, scale, nonviolent change, and community, Baldwin.

331 Environmental Management (4) Introduction to environmental management. Focuses on solutions to problems in managing population, pollution, and resources.

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

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

403 Thesis (1-12R)

404 Internship: [Topic] (1-18R) 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. Philipp.

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

406 Special Problems: [Topic] (1-21R)


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

410/510 Experimental Course: [Topic] (1-5R) Trial courses are taught under these numbers. See the UO Schedule of Classes for current titles.

412 Internship Preparation (1) Orientation to the department's internship program. Includes overview of public service organizations, assessment of career interests, and guided search for an internship. Philipp.

410/510 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies. Miller.

419 Community Planning Workshop (1–5R) Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Parker. R since maximum of 10 credits.

422/522 Grant Writing (1) Introduction to the process of preparing grant applications and material for funded research. Chouquette.

424/524 Public and Nonprofit Financial Management (4) Financial management decision and control processes in public agencies and nonprofit organizations. Financial resources (taxes, donations, grant) stewardship, expenditure systems, and capital project analysis. Irvin.

436/536 Social Planning Geographic Information Systems (5) Application of existing and new GIS skills to real-world projects in the area of social planning. Prepares introductory course in GIS or instructor’s consent. Schlossberg.


440/540 Land Use and Growth Management (4) Planning in urban, rural, and competing environments. Functions, distribution, relationships of land uses; social, economic, fiscal, physical consequences of alternative land use development patterns. Prereq: LA 361 or P3PM 201 or ENV 201 or PS 203 or Instructor’s consent. Ribe.


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.

455/555 Social Planning and Policy: [Topic] (4R) Topics may include health, crime, youth, inequality, international development, or terrorism. R twice for a total of 12 credits. Stockard.


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. Prereq: one course in social research or in quantitative methods in social science. Hosticka.

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 Nonprofit Management I (4) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Downes.


491 Senior Research Paper I (3) Guidance in developing a topic for the senior research paper, background reading, and a research proposal. Prereq: major and senior standing.

492 Senior Research Paper II (3) Guidance in completing research for the senior research paper and a preliminary draft. Prereq: PPPM 491.

493 Senior Research Paper III (4) Guidance in completing the senior research paper, a public presentation of the results. Prereq: PPPM 492.

494 Practice of Leadership and Change (4) Examines the principles and practices of leadership and change in communities and organizations through discussions with community leaders and personal reflection. Prereq: major status, senior standing preferred. Margerum.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

604 Internship: [Topic] (1–16R) Twelve-credit maximum per term. Faculty-supervised participation in activities of public or private community agencies and organizations; coordinated instruction. Prereq: Instructor’s consent. Phipp.

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics include Economic Analysis, Healthy Communities, Land Use and Transportation Issues, Planning and Social Networks, Social Relations, and Spatial Structures, and World Urbanization.


609 Terminal Project (1–16R)

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

611 Introduction to Planning Practice (4) Explores the concept of design as a means of integrating the planning process as it relates to the social, economic, political, and environmental aspects of communities and regions. Margerum.


613 Planning Analysis (5) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. Prereq: for nonmajors: Instructor’s consent. Hosticka.

614 Conflict Resolution (5) Theory and practice of consensus building in communities and public organizations.

616 Planning Theory and Ethics (4) Logic of the planning process: the relationship of planning to the political process and to national decision making in governance. M. Hibbard.

618 Introduction to Public Service (4) Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management. M. Hibbard, Weeks.

619 Planning and Public Policy Communications (2) Theory and practice of effective communication. Includes presenting ideas orally, visually, and in writing; working with small and large groups; and using appropriate decision-making methods. Choquette, Phipp.

620 Applied Methods in Planning, Policy, and Management (4) Communicate, execute, and evaluate research in the public sector. Students conduct original research projects from problem formulation through data analysis, and evaluate the research in the public sector. Choquette.

621 Environmental Analysis (4) Examines the technical and political factors that influence the practice of environmental planning and analysis. Baldwin.

622 Project Management (4) Application of specific techniques that, if implemented, lead to planning-related projects being completed on time, within budget, and with appropriate quality. Choquette.

624 Plan Making (4) Examines the technical and political factors that influence the practice of community and regional development. Includes how plans are made, implemented, and evaluated. Margerum.


629 Public Finance Administration (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees. Irvin.

632 Public Budget Administration (4) Resource allocation through the budget process. Analysis of budget systems, service costing, and citizen participation in the budget process. Hosticka.

634 Strategic Planning (4) Process of strategic planning for communities, public organizations, and nonprofit agencies. Choquette.

635 Planning and Social Change (4) Introduction to the relationships between social change and planning policy. Includes equity literature related to planning; examines how national social trends affect housing and neighborhood change. Schlossberg.

636 Public Policy Analysis (4) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented. Hosticka.

643 Collaborative Planning and Management (4) Explores theory and practice of collaboration. Presents a variety of collaborative settings, but the focus is environmental and natural resource management. Margerum.

645 Leadership and Facilitation Methods (4) Identifies and develops effective skills to enhance the leadership ability of all members of a group or organization. Facilitates collaborative group efforts. Parker.

656 Quantitative Methods in Planning and Public Policy (4) Develops skills in quantitative analysis. Emphasizes selecting appropriate quant analysis procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course. Weeks.


690 Student Research Colloquium (1–3R) Presentation by advanced master’s degree candidates of designs and conclusions resulting from thesis research projects. Stockard. R for maximum of 3 credits.
Accounting Faculty
Emeriti

Decision Sciences Faculty
Emeriti
Financial Faculty
Ali Emami, 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)
Emeriti
Management Faculty
Richard T. Mowday, Gerald B. Busaw Professor of Management (organizational behavior, leadership), B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine. (1977)
James R. Fobarg, Carolyn S. Chambers Professor of Business (Organizational psychology, organizational behavior, B.A., 1979, Calvri; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue. (1980)
Emeriti
Marketing Faculty
David M. Busch, associate professor (marketing management, Internet marketing, consumer behavior), B.A.,
Charles H. Lundquist College of Business

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The Business Technology Center is dedicated to serving the needs of students and faculty members. The center consists of four networked labs—a thirty-two-seat classroom, a twenty-eight-seat classroom, and graduate and undergraduate student labs. Accounts are available to business students and to students enrolled in a business course during the term of enrollment. Software includes web browsers, e-mail, Microsoft Office, and other software required for business classes. The center also offers digital scanners and digital still and video cameras.

Lundquist Center for Entrepreneurship

Randall Swangard, Director

(541) 346-3420

Developing new ideas, problem solving, and taking a creative approach to business is what entrepreneurship is all about. The Lundquist Center for Entrepreneurship helps students develop the tools, skills, and abilities they need to turn ideas into reality, whether the dream is to work for a Fortune 500 company or start a business. Undergraduate and graduate students with an entrepreneurial desire will find a home at the center. Courses, internships, entrepreneurs on campus, and student-run clubs offer opportunities to develop entrepreneurial skills, attitude, and knowledge. The center’s New Venture Championship is recognized as one of the top two business plan competitions in the nation. Gathering the knowledge, gaining perspective, and working with entrepreneurs, developing ideas into opportunities are all part of this program. Students learn to confront the business environment and successfully compete in an entrepreneurial world.

James H. Warsaw Sports Marketing Center

Paul Swangard, Managing Director

(541) 346-3411

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, faculty members, 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, and a variety of nonclassroom experiences for students. Each year, the nationally recognized Women in Sports
Business Symposium, hosted by the center, draws the top female sport executives to Eugene.

Office of External Affairs
Christopher D. Murray, Associate Dean for Development and External Affairs
(541) 346-3370

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.

Departments in the College

Department heads may be reached through the Undergraduate Programs Office.

Accounting
Helen Geronn, 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 even lead to exciting opportunities abroad. Accounting graduates of the University of Oregon include Phil Knight, chief executive officer of Nike; and Charles H. Lundquist, the namesake of the UO business college.

The challenging curriculum emphasizes the development of skills in problem solving, analytical reasoning, and written and oral communication. Students participate in various real-world projects and obtain considerable hands-on computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The Department of Accounting is one of only 120 accounting programs accredited by the AACSB International.

A 2.0 grade point average (GPA) in upper-division accounting courses taken at the university is required for graduation as an accounting major leading to 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.

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, operations management, management information systems, 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 majors take as part of the upper-division core Business Statistics (DSC 330) and Information Technology and Operations Management (DSC 333). These courses 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 Partch, 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 M. Steers, Department Head

The Department of Management prepares students for the challenges of managerial responsibility in private and public organizations. The undergraduate and graduate concentrations in management are 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.

Management courses also serve students who are concentrating in other functional areas of business and who recognize the importance of developing management and leadership skills to enhance their chances for career advancement. Courses focus on 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.

Marketing
Peter Wright, Department Head

The Department of Marketing provides undergraduates with concentration areas in marketing and sports marketing.

The marketing concentration provides preparation for careers that address the relationship between the producer and the consumer. Examples of such careers include advertising, sales, distribution, and marketing research. Special attention is given to the contributions of the social sciences and of quantitative methods to the study of marketing. The program includes detailed study of the application of principles of management analysis to marketing problems.

The sports business 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, Undergraduate Programs
(541) 346-3303
Lillis Business Complex

The Lundquist College of Business is widely recognized for its outstanding programs in business education. Students and faculty members from around the world come to study, research, and learn together. The college offers courses in prebusiness studies, accounting, business administration, global management, sports management, entrepreneurship, marketing, finance, decision sciences, international business communications, and management information systems. An honors program is offered for outstanding undergraduates. Student clubs and organizations provide opportunities to develop leadership and business skills outside the classroom. A minor is offered for students in other majors. International students regardless of major may earn a letter certifying mastery in international business communication. A certificate in global management may be added to the business administration or accounting major.

Services for Undergraduate Students

The Undergraduate Programs Office provides many services to students interested in studying business. Information is available about major and minor admission processes, degree requirements, scholarships, internships, educational exchange programs, career services, free tutoring services, student organizations, and visiting speakers. Students are advised to drop in often to find the latest news about important events, deadlines, and policy changes. The Undergraduate Programs Office uses an e-mail distribution list to keep students informed of college news. Students who use an e-mail address other than the address issued by the University of Oregon should have the Computing Center forward e-mail to the correct address.

Academic Advising. Professional advisers and peer advisers regularly meet with undergraduates to answer questions, plan academic programs, and track progress toward graduation. Students are urged to meet with a college of business adviser at least once a year to ensure that they are meeting requirements and to stay informed of program changes.
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 college requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Lundquist college students may earn a B.A. or B.S. degree with a major in either accounting or business administration. Students may not earn two majors in the Lundquist College of Business. A student who has an undergraduate degree in accounting or business administration cannot earn another undergraduate degree from the college. See the Registration and Academic Policies section of this catalog for specific requirements for bachelor’s degrees and for general education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

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 in the Undergraduate Programs Office.

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 become prebusiness majors by submitting a Request for Addition or Deletion Major form available in the Undergraduate Programs Office. Prebusiness majors typically are not eligible to take most 300- and 400-level business courses.

Academic Opportunities
Honors Program
Michael F. Durc, Director

Students in the honors program have a unique opportunity to enhance their educational experiences and prepare themselves for the growth and challenge of a career in business. A maximum of thirty students take eight of the core business courses as a group. Among the many advantages and benefits are smaller classes, select instructors, a seminar program, a speaker series, and a mentor program.

Overseas Study Programs
The college maintains exchange relationships with several overseas universities that offer students opportunities to study business in another country. Popular study sites include Italy, Denmark, Mexico, China, and Australia. Business students may choose to study language, culture, business, or a combination depending on the specific program selected. Many programs offer courses in English. Business students are encouraged to participate in overseas programs, including IE, Global Internships, offered through the Office of International Programs.

Students interested in careers in international business are particularly encouraged to take advantage of one of 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 International Programs in the Academic Resources section of this catalog.

International Business Communication
Ron Severson, Director

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 the Undergraduate Programs Office. This program is open to all undergraduate international students; the two cross-cultural courses are also open to domestic students.

Certificate in Global Management
Lundquist College of Business students may earn a certificate in global management. The certificate requires two years of college-level language study; enrollment in the international business core: International Finance (FIN 463), Managing in a Global Economy (MGMT 420), International Marketing (MKTG 470); and 24 credits of approved nonbusiness course work that relates to an international theme (area study). Study abroad is highly recommended. Additional information is available in the Undergraduate Programs Office.
Prebusiness major status does not guarantee admission to 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 grade point average in all college course work including transfer work. The college 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. A core course is taken pass/no pass (P/N), 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 (ACCTG 201, 213) .................... 8
- 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 Applications Software (DSC 190) .......... 4

5. **Computer Competency.** Competency is defined as intermediate level expertise relevant to business in the use of spreadsheet, database, word-processing, and Internet-based technology to manage business documents and information

6. **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

**Application to the Major**

After completing the 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.

Applications are due the second week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Application forms are available on the college website. Students who are still completing two requirements may submit applications. Students who are completing more than two courses should meet with an LCB adviser before the application deadline.

**Major Requirements**

Each student must complete a major in 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 (MGT 324) .................................. 4
- Marketing Management (MKTG 311) .................................. 4
- Economic Foundations of Competitive Analysis (FIN 311) ........ 4
- Financial Management (FIN 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 352) ..................................... 4
- Business Strategy and Planning (BA 453) .......................... 4

**Accounting Major 28 credits**
- Accounting Information Systems (ACTG 320) .... 4
- Financial Accounting Theory I, 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**

**Entrepreneurship 16 credits**
- Introduction to Entrepreneurship (MKTG 335) ................... 4
- Entrepreneurship (MKTG 340) .................................... 4
- Marketing for Entrepreneurs (MKTG 445) ........................ 4
- Business Planning for Entrepreneurs (MKTG 455) ............ 4

**Finance 16 credits**
- Financial Markets and Investments (FIN 380) ......... 4
- Derivative Markets and Financial Institutions (FIN 462) ...... 4
- International Finance (FIN 463) ................................... 4
- Financial Analysis and Valuation (FIN 473) ................. 4

**Marketing 16 credits**
- Marketing Research (MKTG 390) .................................. 4
- Marketing Strategy (MKTG 490) .................................. 4
- Marketing Communications (MKTG 420) .......................... 4
- One marketing elective chosen from: Consumer Behavior (MKTG 390), Sports Marketing (MKTG 450), International Marketing (MKTG 470), Developing Business Relationships (MKTG 481) .... 4

**Sports Business 16 credits**
- Marketing Research (MKTG 390) .................................. 4
- Sports Marketing (MKTG 450) ..................................... 4
- Two electives selected from: Experimental Course: Sports Economics (MKTG 410), Sports Sponsorship (MKTG 452), Law and Sports Marketing (MKTG 453) .......................... 8
- Marketing Strategy (MKTG 490) is strongly recommended

**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.

**Nonbusiness Breadth Requirement.** Students must complete 24 credits in an interdisciplinary and coherent body of courses consistent with the student's career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Undergraduate Programs Office. Assistance in planning individualized programs is available in the office.

**Global Context for Business Decisions.** Students must complete three courses that focus on international, cultural, historical, political, economic, or social events or processes. 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 satisfy this requirement. Global context plans must be approved by an adviser in the Undergraduate Programs Office.

**Definitions, Limitations, and Policies**

**Transfer students.** The sequential nature of this program requires careful academic planning. Students who want to transfer to the college are encouraged to meet with an adviser in the Lundquist College of Business early in their academic careers. Students who transfer before they have met major admission requirements are admitted to the university as prebusiness majors if their GPA is 2.75 or higher. They may apply for major status in accordance with the procedure described above. Students who transfer with completed admission requirements should apply to the major one term before arriving on campus. Applications are due the second Friday of the term for admission the following term.

When admission requirements change significantly, the effective date for transfer students is generally one academic year after the policy first appears in the UO Catalog.

**Second Bachelor's Degree.** A student who has a bachelor's or master's degree in a field of business administration may not earn a second bachelor's degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbacauate nondegree student. The plan of 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 UO Office of Admissions. Second-degree candidates must meet the same admission requirements and follow the same application process described above. International students must have TOEFL scores of 575 (paper-based test) or 230 (computer-based test) or higher.

Students keep prebusiness status until admission requirements are completed or waived because of completed coursework. 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 has information about Lundquist college requirements.
Graduate School of Management

Dale Morse, Associate Dean
(541) 346-3306
Lillis Business Complex

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 Cheerek, Director
(541) 346-1589
Lillis Business Complex

Career Services provides the resources and services M.B.A. students need to design and implement individual career plans. Seminars and counseling services focus on résumé writing, networking, interviewing skills, negotiating, employment strategies, and internships. Companies who schedule visits to share information and to recruit interns and full-time employees. Company visits and alumni receptions facilitate relationship building and placement.

Master's Degree Programs

Andrew Verner, Assistant Dean, Graduate Programs
(541) 346-3306
Lillis Business Complex

The Graduate School of Management offers course work 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
Juliana Sovash, Executive Director
(503) 725-2250
(503) 725-2255 fax
18640 N W. Walker Road, Suite 1008
Portland OR 97006-1975
oomba@uoregon.edu
http://www.oomba.org/

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- to senior-level executives. Classes are held in Portland one full day a week, sixteen Fridays and sixteen Saturdays per academic year, 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. Courses are open only to students who apply and are admitted to this program.

Master of Business Administration Program
Andrew Verner, Assistant Dean, Graduate Programs
(541) 346-3306
Lillis Business Complex

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 foundational skills and knowledge in accounting, decision sciences, finance, and marketing, while they learn how to identify, evaluate, and manage business opportunities. Students gain the skills they need to succeed globally, think creatively, and act quickly and surely to discover and take
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 was completed separately. The program is for students who are planning a legal career that requires in-depth knowledge of business operations. Students spend their first year in the Law School and their second year in the Lundquist College of Business, or vice versa. 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 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 and the director of the M.B.A. program.

First-Year Requirements. First-year students complete 15 credits in the following courses: Analyzing Markets and Industries (BA 612), Identifying and Evaluating Market Opportunities (BA 613), and Managing Business Opportunities (BA 614).

The first-year requirements must be completed before students may take advanced work in their principal program.

Second-Year Requirements. In the second year, students must complete at least 36 credits (minimum of twelve courses), 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 take courses in the context of entrepreneurship, sports marketing, or international business. The complete program of study must be approved by the student's advisor and the director of the M.B.A. program.

Applications for admission to the Accelerated Program must be submitted before students may take advanced work in their principal program.

Specialized Programs

M.A./M.B.A. Program. The University of Oregon offers a concurrent degree program in which students earn an M.B.A. degree and an M.A. degree in either international studies or Asian studies. 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 provide an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may be attractive to most M.B.A. students who come to the university with work experience. Of the student body, 30 percent are women; 63 percent hold a non-business bachelor's degree; 53 percent come from the West Coast; and 33 percent are international, representing some twenty countries. The average work experience is about five years.

M.B.A. students work together in teams as they analyze cases and consult with Northwest 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 business networks. 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 fifteen-month accelerated program.

See Administration of Master's Degree Programs for admission requirements.

Business School: Evaluating Market Opportunities. First-year students complete 15 credits in the following courses: Analyzing Markets and Industries (BA 612), Identifying and Evaluating Market Opportunities (BA 613), and Managing Business Opportunities (BA 614).

The first-year requirements must be completed before students may take advanced work in their principal program.

Second-Year Requirements. In the second year, students must complete at least 36 credits (minimum of twelve courses), 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 take courses in the context of entrepreneurship, sports marketing, or international business. The complete program of study must be approved by the student's advisor and the director of the M.B.A. program.

Accelerated Program

The accelerated master's degree program allows outstanding undergraduates business majors from an institution accredited by the AACSB International to obtain a 48-credit M.B.A. degree in four terms. Admission is highly competitive. Students admitted to this program do not take any of the first-year courses. Applicants should have full-time work experience.

See Administration of Master's Degree Programs for admission requirements.

Specialized Programs

M.A./M.B.A. Program. The University of Oregon offers a concurrent degree program in which students earn an M.B.A. degree and an M.A. degree in either international studies or Asian studies. 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 provide an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may be 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 was completed separately. The program is for students who are planning a legal career that requires in-depth knowledge of business operations. Students spend their first year in the Law School and their second year in the Lundquist College of Business, or vice versa. 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 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 and the director of the M.B.A. program.

Master of Science or Master of Arts

The primary master's degree offered by the Lundquist College of Business is the M.B.A. The M.S. and M.A. degrees are awarded exclusively to students who are enrolled in a Ph.D. program. 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 for specialization in a student's particular needs. The requirements are as follows:

1. Completion of the AACSB International 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 assistant dean for graduate programs.

2. Completion of a minimum of 43 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 (593) 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 committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken.

   a. The composition of the program committee must be approved by the assistant dean for graduate programs.

   b. An approved program of study must be filed with the assistant dean for graduate programs before any courses beyond the common body of business knowledge can be taken.

   c. If a thesis is undertaken, approval is required by the thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken.

   d. The composition of the thesis committee must be approved by the assistant dean for graduate programs. The thesis committee may have different members than the program committee.

   e. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the assistant dean for graduate programs before substantial work is undertaken on the thesis.

   f. 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 competence. Details of this requirement appear under Undergraduate Programs.

Master of Accounting

Helen Geron, Director

(541) 346-5127

Lillis Business Complex

The master of accounting (M.Acc.) is designed for students whose undergraduate major was accounting or the equivalent. The curriculum emphasizes 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 the Master's Degree Programs

The Charles H. Lundquist College of Business seeks diversity in its student population and evaluates applicants on their 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 be self-motivated, with persistence and drive, and with some understanding of the broader social, political, and economic implications of decisions and actions. Work experience is highly desirable.

The college’s master’s degree students describe the programs as rigorous, supportive, interactive, close-knit, warm, committed to quantitative and qualitative management, and dedicated to a sense of community. Once admitted to a program, students are evaluated as they would be in the workplace: they are given continual feedback on areas in which they are excelling and areas that need improvement.

Admission Criteria
The admission process is based on
1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two written recommendations from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and management potential
4. Completion of essay questions included in the application package
5. Work experience or demonstrated leadership ability
6. Potential to benefit from and add value to the college’s learning community
7. Test of English as a Foreign Language (TOEFL) for international applicants
8. Personal interview

The applicant should also provide any other pertinent information for consideration. Applicants are judged on their academic abilities and potential: their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Recent successful applicants have had an average undergraduate grade point average (GPA) of 3.25, an average GMAT score of 625, a minimum score of 250 on the Test of English as a Foreign Language (TOEFL), and an average work experience of five years.

Prerequisites.
In addition to proficiency in mathematics and ability to use a computer, students must have a term each of microeconomics and macroeconomics.

Admission Deadlines. A rolling admission system is used. The early-decision deadline is December 15; the round-two deadline is February 15. The round-three general deadline for domestic applicants is April 15. Admission for applicants whose applications are received after April 15 is granted only if space is available in the incoming class of students.

Program Planning
After a student has been admitted to the master’s degree program, he or she selects a faculty member as an adviser. Each student must file a program approved by the adviser and the director of the M.B.A. program before taking any courses beyond the first year of study. If the student wants to change the program at a later date, an amended program signed by the adviser and the director may be filed.

Academic Performance
In addition to fulfilling Graduate School requirements, a student enrolled in a master’s degree program is required to maintain a GPA of 3.00 for all graduate courses in the preliminary core courses listed on the Principal Program Sheet of 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 calculations, 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 assistant dean for graduate 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 School section, Individualized Program: Applied Information Management.

Doctoral Programs
Wayne H. Mikkelson, Director
(541) 346-3306
Lillis Business Complex
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.

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 research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate 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. The Ph.D. program in decision sciences is inactive.

Finance. The focus is financial economics applied to financial management. Financial institutions and markets and includes course work in microeconomics, statistics, and econometrics. Specializations are empirical research in 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 include 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 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 earn a major
4. Provide evidence of scholarly promise

Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test with a 3.50 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 520 or higher.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 2002-3 typical appointments were 0.40 FTE and carried a stipend of $11,746 plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching, with 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 directed 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 postmaster’s degree work including two years in residence on the Eugene campus.

Examinations. The student must pass one written comprehensive examination in his or her primary area. Some areas require a second comprehensive examination in statistics and research methods. Each examination is graded pass, pass, or no pass. Examinations given in separate and predesignated parts, the grade may apply to each part. All grades are on a pass/no pass basis, a conditional pass is not permitted.

In the event of failure, a student may retake a comprehensive examination or predesignated part 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 nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a predesignated part 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 part 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 nine 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 (as a 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 satisfying 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 must demonstrate knowledge 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 dissertation committee. After consultation with the student’s advisory or dissertation committee, the Ph.D. program committee must vote on termination under one or more of the following conditions: (1) failure to make satisfactory progress toward advancement to candidacy, (2) a GPA below 3.00 for two consecutive terms, (3) failure to complete a dissertation within three years after advancement to candidacy, or (4) any time a member of the advisory or dissertation committee requests a vote. The student has the right to submit a petition requesting that the Ph.D. program committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the Ph.D. program committee for review and placed in the student’s file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student’s file.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate’s program committee, the Ph.D. program committee, and the director of Ph.D. programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

Lundquist College of Business Courses

Prerequisites

Except for courses in business administration (BA), 300- and 400-level courses are open only to accounting and business administration majors. Consent of a Lundquist college academic adviser is a prerequisite for 408 and 409 courses.

Accounting Courses (ACTG)

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<td>213</td>
<td>Introduction to Accounting</td>
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609 Practicum: [Topic] (1-3R)
410/510 Experimental Course: [Topic] (1-3R)
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 for 440: C– or better in ACCT 352; Prereq for 540: graduate standing.
470/570 Introduction to Federal Taxation (4) Federal income tax law covering taxation of individuals, corporations, partnership, introduction to tax research and planning. Prereq: graduate standing.
503 Thesis (1-16R)
601 Research: [Topic] (1-16R)
602 Dissertation: [Topic] (1-16R)
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R) Current Research in Accounting is a recent topic.
608 Special Topics: [Topic] (1-16R)
609 Practicum: [Topic] (1-3R)
610 Experimental Course: [Topic] (1-5R) Understanding and Managing Cash Flow is a recent topic.
617 Taxation of Business (4) Taxation of business entities (C corporations, partnerships, S corporations, and limited liability companies) as they form, operate, and dissolve.
618 Taxes and Business Strategy (4) How to use economic analysis as a tax planning tool, thereby incorporating tax factors in economic decisions. Prereq: ACCT 617.
623 Managerial and Financial Accounting Analysis (3) Financial reports and decision-making. Focus may be on financial statement analysis and evaluation, managerial decision-making, or tax planning.
630 Accounting Measurement and Disclosure (4) Recent Financial Accounting Standards Board decisions; current measurement and disclosure conflicts facing the accounting profession. Includes exposure to governmental and not-for-profit accounting issues.
635 Accounting for Multinational Corporations (4) Expands students' knowledge of domestic company reporting issues by examining some financial and managerial reporting issues faced by multinational corporations and their managers.
642 Advanced Assurance Services (4) Knowledge and application of generally accepted accounting principles and generally accepted auditing standards systems, design and flow charting, work paper preparation and review, oral and written presentation, and application of judgment. Prereq: ACCT 540 or instructor's consent.
652 Strategic Cost Management (4) Theory and application of management accounting techniques to decisions made under uncertainty in complex business environments. Prereq: instructor's consent.
665 Decision Support Systems (4) Use of technology to create effective decision support systems. Understanding how systems can be created to supply information to managers.
Business Administration Courses (BA)
BA 215, 315, 316, 317, and 318 are not open to accounting and business administration majors.
101 Introduction to Business (4) Historical, social, political, economic, and legal environments within which business operates. Interrelationships of the functional areas of management, finance, marketing, accounting, and international studies.
190 Special Studies: [Topic] (1-5R)
316 Management: Creating Value through People (4) Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization. Prereq: BA 101.
318 Finance: Creating Value through Capital (4) 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.
352 Business Leadership (4) Leadership skills. Topics include creating a vision; identifying performance objectives; managing a project: building a team; and motivating, rewarding, and influencing others. Prereq: accounting and business administration majors only. Students may receive credit for only one of BA 352, BA 352H, BA 452, BA 452H.
352H Business Leadership (4) Develops essential business leadership behaviors, including self-awareness, critical thinking, supportive communication, creative problem solving, building power, and influence. Open only to students in the LCB honors program. Students may receive credit for only one of BA 352, BA 352H, BA 452, BA 452H.
399 Special Studies: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-4R)
452 Business Leadership (4) See BA 352.
452H Business Leadership (4) See BA 352H.
453 Business Strategy and Planning (4) 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: accounting or business administration majors only. Students cannot receive credit for both BA 452 and BA 453H.
453H Business Strategy and Planning (4) Provides conceptual tools for in-depth strategic analysis and interactive discussions from sources relevant to the challenge of developing and implementing strategy. Open only to students in the LCB honors program. Students cannot receive credit for both BA 452 and BA 453H.
605 Reading and Conference: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
610 Experimental Course: [Topic] (1-5R)
612 Analyzing Markets and Industries (15) Analysis of social, political, economic, and legal effects on businesses and society. Financial accounting, team-building, analytical skills, competitive analysis, and identifying customers.
The following 700-level courses are offered only through the Oregon Executive M.B.A. Program.
703 Reading and Conference: [Topic] (1-9R)
707 Seminar: [Topic] (1-6R)
708 Workshop: [Topic] (1-6R)
710 Experimental Course: [Topic] (1-9R)
711 Legal Environment of Business (4) Analysis of government policy and the legal environment in which business operates; the effects of government policy, and social forces on the formulation of business strategy and decision-making.
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.
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.
714 Managerial Accounting (2) Introduction to cost accounting terminology; costing strategies, nontraditional costing systems, activity-based costing and product-service costing applications.
715 Managerial Economics (4) 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.
716 Managing Organizations (2) Organizations as complex social systems; leadership: managing individuals, groups, and teams; formal and informal processes and systems.
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 micro-marketing strategies.
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.

719 Marketing Strategy (2) Marketing strategies for product-service introduction, growth, maturity, and decline; managing product-service innovation and development; brand equity; relationship marketing.

720 Financial Markets and Corporate Strategy (4) Advanced topics in firm valuation (e.g., acquisitions, restructuring) and financial risk management (e.g., hedging, derivatives, foreign projects) as related to corporate strategy.

721 Managing in the Future (3) Examines the role of leadership, organizational learning, and whole systems theory for managing organizations in the future.

722 Human Resource Management (2) Examines how to attract, retain, motivate, and manage people in organizations.

723 Formulating Corporate Strategy (5) Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision.

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.

725 Implementing Corporate Strategy (2) Uses problems and cases to examine the implementation of corporate strategy, the strategy process and cycle, and implementation methods.

726 Global Business (4) 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.

740 Capstone Business Project (1-5R) Focusses on integration of functional areas of business. Includes writing a plan that applies knowledge and develops a course of action to accomplish organizational objectives. Offered only to students in the second year of the Oregon Executive M.B.A. program. R thrice for a maximum of 9 credits.

Business Environment Courses (BE)

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

325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental function—in the United States and internationally.

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)

407 Seminar: [Topic] (1-4R) Prereq: instructor’s and department head’s consent.

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R)


503 Thesis: [1-16R] Prereq: instructor’s and department head’s consent.

601 Research: [Topic] (1-16R) Prereq: instructor’s and department head’s consent.

603 Dissertation: [1-16R] 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] (1-3R) 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) Prereq: instructor’s and department head’s consent.

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

Decision Sciences Courses (DSC)

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

337 Business Statistics (4) Computer-aided business applications of hypothesis testing, simple linear regression, introduction to multiple regression and nonparametric techniques. Blocked and completely randomized one- and two-factor experimental designs. Students cannot receive credit for both DSC 330 and DSC 330H.

330H Business Statistics (4) Review of hypothesis testing and confidence intervals. Regression analysis: computer-aided model formulation and diagnostic testing. Making decisions under uncertainty. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 330 and DSC 330H.

335 Information Technology and Operations Management (4) Concepts and applications of operations management. Use of information technology in operations. Topics include forecasting, quality, supply chain management, information systems in operations management, and planning and scheduling. Prereq: DSC 331. Students cannot receive credit for both DSC 335 and DSC 335H.

335H Information Technology and Operations Management (4) Planning and control of manufacturing and service operations with an emphasis on supply chain management. Prereq: DSC 330 or equivalent. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 335 and DSC 335H.

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

403 Thesis (1-6R)

405 Reading and Conference: [Topic] (1-3R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-3R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-4R) Recent topics include Forecasting, Business to Business E-Commerce, Management Information System.

435/555 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.

503 Thesis (1-16R)

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

603 Dissertation: [1-16R)

605 Reading and Conference: [Topic] (1-3R)

607 Seminar: [Topic] (1-3R)

608 Special Topics: [Topic] (1-12R)

610 Experimental Course: [Topic] (1-5R) Recent topics include Business to Business E-Commerce, Multivariate Statistical Methods.

635 Applied Regression Analysis (4) Theory and application of least-squares regression including model selection and diagnostics. Emphasis on managerial applications and decision-making. Prereq: DSC 611 or equivalent.

Finance Courses (FIN)

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

240 Survey of Real Estate (4) Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential brokerage, real estate financing, and real estate administration. Not open to LCB majors or prebusiness majors with junior standing or above.

281 Personal Finance (4) Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit, tax planning, retirement, and estate planning.

283 The Stock Market and Investing (4) Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. Not open to LCB majors, prebusiness majors with junior standing or above, or students who have credit for FIN 380.

311 Economic Foundations of Competitive Analysis (4) Analysis of market competition and its relation to product cost and pricing decisions by the firm. Students may receive credit for only one of EC 321, FIN 311, or FIN 311H.

311H Economic Foundations of Competitive Analysis (4) Analyzes the competitive structure of markets and industries. Focuses on the relationships among cost, pricing strategy and economic profit in competitive environments. Open only to students in the LCB honors program. Students may receive credit for only one of EC 321, FIN 311, or FIN 311H.

316 Financial Management (4) Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds acquisition, and long-term financing. Students cannot receive credit for both FIN 316 and FIN 316H.

316H Financial Management (4) Covers the fundamental tools and concepts of finance. Combines lectures, discussion of current events, readings, student projects, and case studies. Open only to students in the LCB honors program. Students cannot receive credit for both FIN 316 and FIN 316H.


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

403 Thesis (1-12R)

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

406 Special Problems: [Topic] (1-12R)

407 Seminar: [Topic] (1-4R)

409 Practicum: [Topic] (1-12R)

410/510 Experimental Course: [Topic] (1-4R)
462 Derivative Markets and Financial Institutions (4) Valuation of financial derivatives, methodologies for identifying firm's risk exposures, the role of risk management and financial derivatives in corporate strategy, and analysis of financial institutions. Prereq: FIN 309 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: FIN 316.

473 Financial Analysis and Valuation (4) Topics include working capital management, advanced capital budgeting, dividend policy, financing policy, lease financing, international valuation, and corporate acquisitions. Prereq: FIN 380.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–12R)

607 Seminar: [Topic] (1–5R)

698 Special Topics: [Topic] (1–12R)

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


657 Corporate Risk Management (3) 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: FIN 610 or instructor's consent.

671 Theory of Finance (3) 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 (3) Cases dealing with financial analysis, working capital management, valuation, and firm investment and financing decisions. Prereq: completion of first-year M.B.A. core or instructor's consent.

683 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors. Prereq: completion of first-year M.B.A. core or instructor's consent.

688 Investment Administration (3) Current controversies in investment analysis and administration. Topics may include futures and options markets, insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FIN 683 or equivalent.

Management Courses (MGMT)

199 Special Studies: [Topic] (1–5R)

321 Managing Organizations (4) Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Role of work teams and project management. Students cannot receive credit for both MGMT 321 and MGMT 321H.

321H Managing Organizations (4) Explores principles of management in the context of current management practice. Nature of the manager's job in dynamic and complex environment. Cases, group project and intensive class interaction. Open only to students in the LCB honors program. Students cannot receive credit for both MGMT 321 and MGMT 321H.

325 Introduction to Entrepreneurship (4) Skills, behavior, and knowledge necessary for creating and growing new ventures. Evaluating opportunities, developing growth strategies, obtaining venture financing, intellectual property, and building a management team. Prereq: MGMT 321.

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)

410/510 Experimental Course: [Topic] (1–4R)


417 Negotiation and Conflict Resolution (4) 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 (4) 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 in a Global Economy (4) Challenges facing international managers in an increasingly competitive global business environment. Topics include understanding the new global economy, as well as developing the management and organizational skills required to succeed. Prereq: MGMT 321.


455 Business Planning for Entrepreneurs (4) Students research a business opportunity; produce a professional start-up business plan that includes market analysis, cash flow analysis, and financial pro formas. Prereq: MGMT 321, ACG 340, MKTG 443, 454.3

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

Marketing Courses (MKTG)

199 Special Studies: [Topic] (1–5R)

311 Marketing Management (4) Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. Students cannot receive credit for both MKTG 311 and MKTG 311H.

311H Marketing Management (4) Explores marketing strategy and tactics for profit and nonprofit organizations including start-ups and global firms. Uses cases and projects; requires intensive student participation. Open only to students in the LCB honors program. Students cannot receive credit for both MKTG 311 and MKTG 311H.

360 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and the optimal delivery of
products and services. Prereq: MKTG 311 or instructor's consent.

390 Marketing Research (4) Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Prereq: MKTG 311.

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)

407 Seminar: [Topic] (1-4R) Prereq: instructor’s and department head’s consent.

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R) Prereq: MKTG 311.

450 Sports Marketing (4) Essential aspects of effective sports marketing, including research, segmentation, product development, pricing, licensing, and communication channels (e.g., broadcast media). Prereq: completion of first-year M.B.A. core.

452 Sports Sponsorship (4) Detailed consideration of the relation between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Prereq: MKTG 450.

453 Law and Sports Marketing (4) Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual properties law. Public policy issues. Prereq: MKTG 450.

470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: MKTG 311.


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. Prereq: MKTG 311 or BA 417.

490 Marketing Strategy (4) Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: MKTG 390; MKTG 420 or 452.
Preparing Educators in the 21st Century

The mission of the College of Education, "making educational and social systems work for all," reflects a broad view of the profession, in which educators assume a variety of roles in schools, social service agencies, private enterprise, and communities. The college, which traces its origins to 1910, has established itself as a leading educational institution through its research of critical social and educational issues, development of innovative practices, and preparation of professional practitioners and educators. The U.S. News and World Report ranks the College of Education in the top ten percent of graduate schools in the United States.

Faculty members contribute their nationally recognized research, teaching, and service activities to create an environment of professional excellence in education and social services. Along with the 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: 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.

Admission

The College of Education follows university policy in its admission procedures, as described in the Admissions and Graduate School sections of this catalog. Students transferring to the university from other institutions must meet university entrance requirements. Programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the major or licensure program. Prospective students are urged to check admission requirements for the desired major or licensure program.

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; 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 payment. Information for graduate teaching fellows (GTFs) is available on the college's website.

Information about financial assistance is listed in the application materials for each major and on each area's website. 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 and Scholarships. 260 Oregon Hall.

Dismissal

Majors and specializations in the College of Education require field placements in community settings such as public schools, community preschools, mental health clinics, correction institutions, and welfare programs. Many placements are with vulnerable groups such as young children; juvenile offenders; or individuals with disabilities, mental health, adjustment, or learning problems. During these placements students interact with professionals and often are recipients of confidential or sensitive information. Consequently, it is imperative that College of Education students adhere to high ethical and moral standards. The University of Oregon and each major in the College of Education has written ethical standards or a code of conduct for its students. In an event where evidence exists that a student may have violated the university's conduct code or a program's written ethical standards or code of conduct, the student will immediately be removed from the field placement until the matter is resolved. A student found to be in violation may be terminated from the College of Education and not permitted to reenter.

Academic Programs

Linda M. Forrest, Associate Dean

(541) 346-1579

The College of Education offers accredited bachelor's, master's, and doctoral degrees and professional development programs. Often, in concert with an academic degree, 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-licensing 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 from the college's student academic services.

The following list enumerates the degree, licensure, and endorsement programs offered by the College of Education. Information about a specific program may be found under the relevant area of concentration in this section of the catalog.

Undergraduate Programs

- Bachelor's—special education
- Bachelor's—communication disorders and sciences, educational studies, family and human services

Graduate Programs

- Master's—communication disorders and sciences; counseling, family, and human services; early intervention; educational leadership; school psychology; special education
- Doctoral degree—communication disorders and sciences, counseling psychology, early intervention, educational leadership, school psychology, special education, special education rehabilitation

Licensure and Endorsements

- Communication disorders, early childhood, continuing administrator—initial superintendent, early childhood elementary
College of Education

The College of Education’s four research and outreach centers—approved by the Oregon University System—generate $16 to $20 million each year to support efforts to answer some of the questions facing educators. Each center or institute has defined operating principles and houses grant and contract activity related to its mission.

Research and Outreach Services

Associate Dean

(541) 346-2581

The College of Education’s four research and outreach centers—approved by the Oregon University System—generate $16 to $20 million each year to support efforts to answer some of the questions facing educators. Each center or institute has defined operating principles and houses grant and contract activity related to its mission.

Center for Advanced Technology in Education

Lynne Anderson-Inman, Director

(541) 346-6407

220 Rainier Building
http://cate.uoregon.edu/

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 applying advanced technology in education.

The center 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

Lynne Anderson-Inman, Director

(541) 346-6407

205 Rainier Building
http://cate.uoregon.edu/ces/default.html/

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 Parks Service, and the Oregon Department of Education.

The center offers workshops that emphasize putting research into practice in Oregon and other states; it also offers research practicums and opportunities for independent study. The center has positions for graduate assistants and work-study students.

ERIC Clearinghouse on Educational Management

Philip K. Pielke, Director

(541) 346-5043 or -2329

975 High Street, Suite 100

5207 University of Oregon

Eugene OR 97403-5207
http://eric.uoregon.edu/

The Educational Resources Information Center Clearinghouse on Educational Management (ERIC/CEM) is part of ERIC’s nationwide network of information processing and analysis centers. There are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/CEM has been located at the university since June 1966.

ERIC/CEM 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 helps synthesize the most current and topical literature within its scope, which includes the administration, governance, and structure of public and private educational organizations, both elementary and secondary. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, policy development, and leadership.

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) 346-3572

(800) 495-1266
http://cis.uoregon.edu/cris/

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 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) 346-3575

975 High Street
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 résumé writing and job interviews.

Center on Human Development

Hill M. Walker, Director

(541) 346-3591

Clinical Services Building, Third Floor

The Center on Human Development (CHD) is part of a national network of sixty-one University Centers of Excellence established and funded by the U.S. Administration on Developmental Disabilities. The center’s nine units support, assist, and empower people with disabilities and their families in ways that enhance their quality of life. Funds from the annual core grant provide administrative coordination of CHD’s units so that the center can address its priorities: (1) the interdisciplinary training of professionals, (2) the development of exemplary services and proven models of intervention, (3) technical assistance and dissemination of best practices and knowledge about innovations, and (4) applied research and evaluation.

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 and Science University provides multidisciplinary services for the diagnosis and evaluation of genetic syndromes, developmental disabilities, and neurodevelopmental disorders. Management and coordination of care is provided for a variety of patients including individuals with cerebral palsy, spina bifida, cleft lip and palate, and feeding difficulties. Clinic services are available for children, adolescents, and young adults.

Early Childhood CARES and PACE

Judy Newman and Valerie Taylor Close, Codirectors

(541) 346-3566

399 E. 18th Avenue

EC CARES provides early intervention and early childhood special education services to eligible children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent consultation and education, speech therapy, physical and occupational services, and paraprofessional support.
therapy, vision and hearing services, and consultation for autism or challenging behaviors. Practicum opportunities are available for undergraduate and graduate students who are interested in working with young children.

**Educational and Community Supports**

**Robert H. Horner, Director**

(541) 346-5311  
1761 Alder Street

Educational and Community Supports focuses on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal and state funds support research, teaching, and practice to create knowledge, guarantee its dissemination, and provide technical assistance to individuals and organizations at the local, state, and national levels. Research groups affiliated with Educational and Community Supports are described below.

**Positive Behavioral Research and Support**

Robert H. Horner and George Sugai, Co-directors

Positive Behavioral Research and Support develops and applies a science of human behavior and social systems to improve the education and support available to individuals with or at risk for disabilities and their families. Faculty participants teach in the special education programs, advance the study of positive behavior support, and assist school and service personnel in applying positive behavior support strategies in a variety of contexts.

**Urban Inclusion Technical Assistance Center**

Dianne L. Ferguson, Director

Urban Inclusion Technical Assistance Center supports schools, communities, and families in building sustainable, successful, and inclusive education through participatory research, teaching, dissemination of information.

**Speech-Language-Hearing Center**

Susan Roberts, 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 communication disorders. The program meets the requirements for state teacher licensure, state professional licensure, and American Speech-Language-Hearing Association 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.

**Technical Assistance and Consulting Services—Western Regional Resource Center**

Richard W. Zeller and Caroline J. Moore, Co-directors

(541) 340-5641  
1600 Mill Race Drive, Suite 360  
1268 University of Oregon  
Eugene OR 97403-1268

The Western Regional Resource Center is one of six regional centers funded to collectively serve 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 problems in providing high-quality, free, appropriate public education to children with disabilities. A service and technical assistance project, the center is funded by the U.S. Department of Education Office of Special Education Programs.

**High School Equivalency Program**

Emilio Hernandez Jr., Director  
(541) 346-0882  
1665 E. 17th Avenue

High School Equivalency Program is described in the Student Services section of this catalog.

**Institute for the Development of Educational Achievement**

Edward J. Kame'enui, Director  
(541) 346-3582  
Education Annex

The Oregon State Board of Higher Education established the Institute for the Development of Educational Achievement at the College of Education in 1984. The institute manages research and outreach activities related to the academic achievement of children and young adults. It is characterized by the following objectives:

- Establish, promote, and sustain a culture and community of scholarship and collaboration at the university and in Oregon to improve academic achievement of children and young adults.
- Serve as a 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 may participate in institute activities as part of their professional preparation.

**Behavioral Research and Teaching**

Gerald Tindal, Director  
(541) 346-3560  
230 Education Building  
http://btr.uoregon.edu

Behavioral Research and Teaching combines applied behavior analysis with effective teaching practices to develop study and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. 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 state 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. Opportunities for research and personnel preparation are available for graduate students.

**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 high-quality educational tools (print materials, electronic media, and computer software). The center helps develop demand for educational tools by participating in activities that advocate their development and use.

**Secondary Special Education Transition Research Group**

Michael R. Benz, Michael D. Bullis, K. Bridg Flannery, Andrew S. Halpern, Cynthia M. Herr

(541) 346-3585 or -1406  
217 Clinical Services Building

Programs are aimed at high school-aged special education students preparing for transition into adult communities. 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.

**Institute on Violence and Destructive Behavior**

Hill M. Walker and Jeffrey R. Sprague, Co-directors

(541) 346-3592  
Clinical Services Building, Third Floor

The Institute on Violence and Destructive Behavior was created in 1984 to focus expertise on the problems of youth violence. Lack of school safety; youth at risk of school failure, delinquency, and other destructive outcomes. Institute members conduct original research, provide staff training, disseminate knowledge and best practices, and consult with agencies and systems concerned with public safety and youth violence prevention. The institute has developed evidence-based assessment tools and interventions to address the risk factors associated with violence, school dropout, and delinquency that are used by professionals in mental health, school, community agency, and correctional settings. The Institute on Violence and Destructive Behavior was approved as a center of excellence by the Oregon State Board of Higher Education in 1995 and receives support for its activities through the College of Education and competitively awarded federal grants.

**Substance Abuse Prevention Program**

Miki Mace, Program Coordinator  
(541) 346-4135, -4136, or -5397  
180 Eisinger Hall  
http://darkwing.uoregon.edu/~sap

The nationally recognized Substance Abuse Prevention Program (SAPPP) increases awareness
of alcohol and other drug prevention, intervention, treatment, and recovery. Through the Continuation Center's Continuing Education program, an area of concentration certificate may be earned by completing a minimum of 24 credits. Nontraditional students and working professionals are encouraged to enroll in SAPP evening or weekend courses and workshops.

In 2000 SAPP became the national training center for BUSTED (Beginning Underage Success through Educational Diversion), a project aimed at decreasing underage drinking by increasing awareness of alcohol risk factors. The project offers in-service prevention, intervention, strategic planning, and community risk-reduction workshops to schools, court staff members, law enforcement agents, and community leaders.

SAPP is dedicated to:

• Delivering educational services and model programs to schools, communities, and organizations.

• Increasing personal and community awareness of high-risk factors associated with chemical use, misuse, and abuse.

• Educating, facilitating, and furthering development for professionals in prevention, intervention, treatment, and recovery delivery systems.

• Providing resources and empowerment strategies that foster and support personal growth, interpersonal relationships, and resilience.

Information about program offerings is available by telephone or fax and on its website.

Youth Enrichment and Talented and Gifted Programs and Services

Marjorie DeBuse, Director

(541) 346-3594
tag@oregon.oregon.edu
http://uoyouth.org/

Youth Enrichment and Talented and Gifted Programs and Services provide summer and academic-year learning experiences that support and enhance kindergarten through twelfth grade school programming for children and youth and their families. 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, distribute 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 practicums as part of their professional preparation.

Facilities, Organizations, and Services

Student Academic Services

Margaret Mahoney, Licensure and Accreditation Coordinator

(541) 346-1491
102K Education Building

The College of Education’s student academic services maintains undergraduate and graduate student records and offers advising for degree and licensure completion. Address questions about student records, graduate degree process, undergraduate advising, and licensure to the coordinator at the address above or send e-mail to mmanhoney@darkwing.oregon.edu.

Continuing Teaching License Program

The Continuing Teaching License Program coordinates advanced licensure for nine programs in the College of Education, providing structure and support for teachers as they fulfill Oregon's requirements for advanced licensure. Three seminars help teachers assess their strengths and areas of need, create individually tailored plans of study, and gather and demonstrate evidence of advanced proficiency across state standards.

Center for Family Therapy

John K. Miller, Clinical Director

(541) 346-3296
720 E. 13th Avenue

The Center for Family Therapy is the on-site training clinic for the marriage and family therapy program. Therapists and supervisors operate from a systemic, ecological perspective, noted for its consideration of the social group in which individual behavior exists. Staff members take a nonpathology-oriented, strengths-based approach to human behavior and change. Interns are closely supervised in the use of state-of-the-art video and live-observation equipment.

Therapy is often brief and change oriented. Fees, which are charged according to a sliding scale related to income, range from $10 to $40 a session, and the service is available to the community at large.

Community Internship Program

(541) 346-4351
Ebo Memorial Union Breezeway

Through this service-learning program, students can volunteer in educational or community settings. The program fosters leadership and social responsibility, and it promotes the acquisition of skills in problem-solving, communication, conflict resolution, community building, and collaboration.

Five field experiences are offered in public schools, outdoor education, human services, mentorship, and leadership development. Students can choose among more than 800 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 kindergartens through fourth 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 in occupations ranging from politics or government to social service, social justice, and education.

Opportunities exist for students to act as role models and mentors who provide at-risk youth with positive recreational and educational experiences.

Through outdoor education counseling placements, students teach environmental awareness to elementary school children in a camp setting. Many camps provide outdoor activities to youth with developmental or learning disabilities.

Institute for Leadership and Diversity in Education

Phil McCullum, Coordinator

(541) 346-6804

The Institute for Leadership and Diversity in Education was established to encourage an ongoing dialogue about increasing cultural, linguistic, ethnic, racial, religious, sexual, and competence diversity. The institute strives to promote a culture that develops, respects, and celebrates the norms, values, and beliefs representing the diversity of our identities and those we have in common. Through coexistence of our individual and shared identities, we feel that we belong to and can effectively participate in our democratic processes and economic order.

Through the establishment of a forum and an action-taking network for exercising leadership, the institute identifies priorities for creating climates of respect, cultures of belonging, and inclusive learning communities.

Technology Education Center

Terry Kneen, Coordinator

(541) 346-1876
116 Education Building
http://interact.oregon.edu/tec/

The Technology Education Center, an open computer lab for the College of Education, houses Macintosh and Windows-based computers: general production software; scanners, laser printers, and multimedia production equipment. Computer projectors can be checked out for use in on-campus College of Education classes.

The center’s computers are networked to college servers, university mainframes, and the Internet. Students may access their e-mail accounts, use the library’s online resources, get instructional material placed on the network by their instructors, use statistical packages on the mainframes, and do their own production work. General computer consulting and training is provided. The center is open weekdays and some evening hours.
Counseling Psychology and Human Services

Linda M. Forrest, Area Head
(541) 346-5501
(541) 346-4778 (fax)
135 Education Building
counpsy@oregon.uoregon.edu
http://education.uoregon.edu/

Faculty


Jenifer Evans, assistant professor (student services, human services, volunteering and management); B.A., 1994, Oregon. (1998)


Courtesies


Emeriti


Henry F. Dizney, professor emeritus; B.S., 1954, Southeast Missouri State; M.Ed., 1965, Wayne State; Ph.D., 1959, Iowa. (1967)


Anita Runyan, professor emerita; B.S., 1958, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Saul Toobert, professor emeritus; B.A., 1947, California, Berkeley; Ph.D., 1950, Oregon. (1963)

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

Participating

Deborah Olson, special education

About the Area

The Counseling Psychology and Human Services Area produces professionals in counseling psychology, family and human services, and marriage and family therapy. Professionals are trained to effectively and collaboratively identify, treat, and prevent 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. Students learn how to conduct research and contribute to the knowledge base of their disciplines.

Undergraduate Studies

Family and Human Services

The family and human services major leads to a bachelor of arts (B.A.), bachelor of science (B.S.) or bachelor of education (B.Ed.) degree. It is designed for students who want to help children, youth, adults, and families learn effective ways to confront the problems in their lives. Participants gain a broad understanding of learning and development, intervention, professional communication, prevention, and agency policy and practices through a combination of course work and field experiences in human service agencies.

Careers. Graduates find work as entry-level professionals in early intervention, child-abuse prevention, youth services and probation, corrections, mental health, and drug and alcohol rehabilitation and treatment. Some go on to pursue graduate study in education, social work, family and human services, counseling psychology, or special education.

Application and Admission

Application Deadline. Students must submit a formal application to enter the family and human services major. The application deadline for admission the following fall term is March 5, 2004. Applicants may be interviewed by program faculty members as part of the admission process.

Students are informed about their admission status before the end of spring term.

Admission Requirements. At the time of application, students must have

1. Completed a minimum of 35 credits, with a cumulative GPA of 2.00. Completed course work must include the university writing requirement and 8 credits in each of the general education groups: arts and letters, social science, and science.

2. Completed the premajor core with a cumulative GPA of 2.75.

3. Demonstrated volunteer experience with families and children.

4. Passed a criminal background check.

Major Requirements

Premajor Core. The premajor core, a prerequisite for admission to the major, presents various theories of community service, education, and societal issues relevant to developing professionals in human services. Through core courses, students develop strategies for working with people based on research and practice, and they learn how to use evaluation information to meet the needs of clients and children.

Professional Studies. The family and human services major consists of course work and field-based experiences in human service agencies, taken during the junior and senior years. A field project is completed in the senior year.

Field Experiences. Participation in supervised activities in public and private human service agencies and organizations. There are three junior and senior studies experiences typically at three different agencies. There are two terms of senior placements at the same agency.

Premajor Core 12 credits

Educational Issues and Problems (EDST 111) ..... 3

Exploring Family and Human Services (FHS 215) ..... 3

Choose one from the following: Counseling and Intervention (EDST 212), Applications of Learning and Intervention (EDST 213), Experimental Course: Diversity and Multiculturalism in Human Services (FIS 410) ..... 3

Professional Studies and Field Experiences 64 credits

Organizational Issues in Human Services (FHS 327) ..... 4

Healthy Families (FHS 328) ..... 4

Child-Family Issues and Resources (FHS 329) ..... 4

Individual and Group Interventions I,II (FHS 320, 331) ..... 7

Junior Field Studies I,II (FIS 405) ..... 9

Senior Field Studies I,II (FIS 406) ..... 9

Research in Human Services (FIS 420) ..... 8

Choose two from Prevention of Alcohol and Drug Addiction (FHS 481), Prevention of Youth Violence (FHS 482), Prevention of Interpersonal Violence (FHS 483) ..... 8

Junior Professional Practices I,II (FIS 491, 492, 493) ..... 9

Senior Professional Practices and Issues (FIS 494, 495) ..... 9

Graduate Studies

The area offers master's degrees with a major in counseling, family, and human services and a doctoral degree with a major in counseling.
psychology. The program's faculty also provides courses for other College of Education and university programs.

Accreditation. The doctoral program is one of two counseling psychology programs in the Pacific Northwest that is accredited by the American Psychological Association, and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners. The marriage and family therapy program is the only program in Oregon to have candidacy status with the Commission on Accreditation for Marriage and Family Therapy Education and be approved by the Oregon Board of Licensed Professional Counselors and Therapists.

Master's Degrees

The counseling, family, and human services major leads to a master of arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree. For the M.A. degree, the candidate must demonstrate proficiency in a second language.

Master of Arts or Master of Science

The M.A. or M.S. degree in counseling, family, and human services requires a minimum of 113 credits. Students are not admitted directly to an M.A. or M.S. program. These degrees are earned by enrolled doctoral candidates who meet the requirements as they complete a Ph.D. degree. Some graduate courses taken at another accredited institution may be applied to the requirements.

Requirements 113 credits

Psychological foundations .................................. 15
Research competencies ...................................... 23
Practitioner competencies .................................. 39
Professional competencies .................................. 6
Elective courses and seminars ............................... 12
Internship ....................................................... 18

Master of Education

The major in counseling, family, and human services with a specialization in marriage and family therapy leads to a master of education (M.Ed.) degree.

Marriage and Family Therapy

This two-year program trains students as professional family therapists in preparation for state licensure. The specialization's intensive training combines strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum includes 500 client contact hours (50 percent with couples or families) and 160 hours of individual and group supervision. Supervision at the Center for Family Therapy involves live observation, participation in reflecting teams, and video- and audiotaped sessions. Participants have the opportunity to see clients at community agencies.

Requirements 73 credits

Theoretical foundations .................................... 15
Individual and family development ......................... 15
Research competencies ...................................... 4
Professional ethics .......................................... 7
Clinical practice ............................................ 32

Application and Admission. Detailed admission policies and procedures for the marriage and family therapy specialization are available in the area office and on the area's website. Students are admitted only for fall term, and completed applications must be received by February 15 for the following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on (1) quality of work; (2) Graduate Record Examinations (GRE) or Miller's Analogies Test (MAT) scores; (3) related work, background, or experience; (4) resume with statement of purpose, (5) three letters of recommendation, and (6) an interview. Notices about disposition of applications are mailed by May 1.

Doctoral Degree

The Ph.D. program in counseling psychology 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. Students must complete a Ph.D. dissertation that demonstrates a high standard of scholarship. Students may enter the program with a bachelor's or a master's degree.

The program follows an ecological model of training embedded in the scientist-practitioner tradition. As such, the program trains psychologists to work with individuals and groups within their contexts. Students learn to consider human behavior as interactive processes rather than centered in the individual; they learn to use preventive and 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 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 experience may be completed at the UO Counseling and Testing Center, Lane Community College Counseling Center, UO Child and Family Center, and in community agencies or nonprofit research centers. Required coursework includes a three-five-term sequence of doctoral-level statistics and at least four additional courses in research design, measurement, and grant development. Every doctoral student must complete a dissertation—earning 16 credits in dissertation (CPSY 663)—that demonstrates the ability to conduct independent, original research.

Grads 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 justice 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:

1. General knowledge of human behavior and the observational and information-processing skills that facilitate the description, explanation, and prediction of behaviors

2. Competence 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. Knowledge 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 for 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 174 credits

Psychological foundations .................................. 27
Research competencies ...................................... 64
Practitioner competencies .................................. 71
Professional competencies .................................. 12

The M.Ed. and E.D. programs in counseling psychology are inactive.

Application and Admission

Prospective applicants may request detailed admission policies and procedures from the area office. Students are admitted for fall term only. The closing date for receipt of completed applications is January 15 for the following fall term. Notices about 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 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 Psychology Courses (CPSY)

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

120 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)

410/510 Experimental Course: [Topic] (1-5R)

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)
611 Psychological Assessment
612 Professional Ethics (3) Ethical and legal concerns in the professional practice of psychology.
613 Introduction to Counseling Psychology (3) Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Setting rules of the profession.
614 Theories of Counseling (3) Overview of selected historical and current counseling theories.
615 Counseling Diverse Populations (3) Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.
617 Theories of Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; intervention in strategies; and career resources in the context of a multicultural society.
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.
622 Psychological Assessment II (4) Selection and administration of instruments and procedures for generating personality and career assessment reports. Emphasizes the integration of assessment into the intervention planning process. Includes laboratory. Prereq: CPSY 621.
623 Developmental Psychopathology (3) Not offered 2002-3.
641 Beginning Counseling Skills (4) Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intakes, procedures and interviewing strategies, includes laboratory. Prereq for nonmajors: instructor's consent.
643 Community and Preventive Interventions (3) Research and practice in community intervention designed to prevent mental and physical health problems. Includes health promotion, work-site interventions, school and community prevention programs. Prereq: CPSY 642.
644 Group Counseling (4) Theory and research about effectiveness of group therapy. Technical methods for leading psychotherapeutic groups; emphasis on generic models of interpersonal process in group therapy. Prereq for nonmajors: instructor's consent.
645 Health Psychology (4) Central role of behavior in health, learning, and the biological bases of healthy behavior; developing new approaches to research, intervention, and policy.
650 Advanced Individual Counseling Intervention (3) Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning. Prereq: CPSY 641.
653 Advanced Community Preventive Intervention (3R) Reviews current and community preventive interventions programs. Examines the latest interventions and their specific individual components. Combines didactic and experiential field studies. Prereq: CPSY 653. R twice for maximum of 9 credits.
704 Internship: [Topic] (1-15R)
706 Special Problems: [Topic] (1-16R)
708 Special Topics: [Topic] (1-10R)
709 Practicum: [Topic] (1-16R)
Counseling Courses (COUN)
503 Thesis (1-16R)
501 Research: [Topic] (1-16R)
503 Reading and Conference: [Topic] (1-16R)
506 Special Problems: [Topic] (1-16R)
507 Seminar: [Topic] (1-5R)
508 Workshop: [Topic] (1-16R)
509 Practicum: [Topic] (1-5R)
601 Thesis: [Topic] (1-5R)
602 Reading and Conference: [Topic] (1-16R)
603 Reading and Conference: [Topic] (1-16R)
604 Practicum: [Topic] (1-5R)
610 Experimental Course: [Topic] (1-5R)
Family and Human Services Courses (FHS)
213 Exploring Family and Human Services (4) Explores the historic basis and current design of family and human services. Emphasizes services to children, youth and families.
237 Organizational Issues in Human Services (4) Theories and policies on the organization of human services. Emphasizes the evaluation of outcomes of services for children, youth and families. Prereq: major status.
238 Healthy Families (4) Examines child development within the context of families and society from an ecological perspective. Focuses on healthy parenting at different developmental stages. Prereq: major status.
300 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 for small groups and families. Prereq: major status.
311 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change in organizations. Interventions include facilitation, networking, supervision, and consultation. Prereq: FHS 330.
401 Research: [Topic] (1-5R)
405 Reading and Conference: [Topic] (1-5R)
406 Special Problems: [Topic] (1-6R)
407 Seminar: [Topic] (1-5R)
408 Workshop: [Topic] (1-5R)
409 Practicum: [Topic] (1-5R)
410/510 Experimental Course: [Topic] (1-5R)
420/520 Research in Human Services (4) Use of research to reform practice in human services. Trends and issues in assessment and evaluation in human services are provided.
481/581 Prevention Alcohol and Drug Addiction (4) Research and practice in community interventions designed to prevent alcohol and drug addiction. Includes health and safety promotion and school-based programs. Prereq: major status.
482/582 Prevention of Youth Violence (4) Research and practice in community interventions designed to prevent youth violence, includes home, school, and community-based interventions.
491, 492, 493 Junior Professional Practices and Issues I,II,III (3.3.3) Examines issues and behaviors associated with being a community service professional. Prereq: major status.
494, 495 Senior Professional Practices and Issues I,II (3.2.2) Examines issues and behaviors associated with being a community service professional. Prereq: major status or instructor's consent; coreq: FHS 446, 447.
496 Senior Project Proposal (1) Students create a written proposal outlining rationale, project description, and timelines for completing the senior project. Prereq: major status or instructor's consent.
497 Senior Project (2) Students develop a written product or project in conjunction with faculty member and field site personnel. Prereq: FHS 496.
503 Thesis (1-16R)
501 Research: [Topic] (1-16R)
503 Reading and Conference: [Topic] (1-16R)
506 Field Studies: [Topic] (1-16R)
507 Seminar: [Topic] (1-5R)
508 Workshop: [Topic] (1-16R)
509 Practicum: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)
Marriage and Family Therapy Courses (MFT)
503 Thesis (1-16R)
501 Research: [Topic] (1-16R) A current topic is Methods.
503 Reading and Conference: [Topic] (1-16R)
506 Field Studies: [Topic] (1-16R)
507 Seminar: [Topic] (1-5R)
508 Workshop: [Topic] (1-16R)
509 Practicum: [Topic] (1-16R) Direct client contact under the supervision of faculty and agency-based supervisors.
610 Experimental Course: [Topic] (1-5R)
615 Introduction to Marriage Family Therapy (3) Surveys the distinct disciplines of marriage and family therapy.
Educational Leadership

Gerald Tindal, Area Head

[541] 346-5171
170 Education Building
http://education.msucon.edu/

Faculty


Roy E. Linn, chancellor emeritus, Oregon University System; B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1953, Stanford. (1981)

Philip J. Rankel, professor emeritus, B.S., 1939, Wisconsin: Stevens Point; M.S., 1948, Ph.D., 1950, 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 processes of 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 for students in the middle-secondary licensure program and those in the graduate elementary licensure program.

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 arts (M.A.), master of education (M.Ed.), doctor of education (Ed.D.), and doctoral of philosophy (Ph.D.) degrees with a major in educational leadership.

Master's Degrees

The educational leadership major bus two areas of emphasis—K-12 programs and higher education—in four specializations.

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 focus is on this specialization is using student learning outcomes to provide professional development and improve the performance of systems of the organization.

Graduate Elementary Teaching. This specialization is described under Teacher Education.

Middle-Secondary Teaching. This specialization is described under Teacher Education.
During the first term of graduate work, each student plans a program of study with the assistance of the student's advisor. Students who wish to be in middle-secondary or graduate elementary teaching may add an initial or continuing teaching license or endorsements to the master's degree by taking additional course work and field experiences.

In collaboration with the OU Continuation Center, a master of science degree program with a specialization in educational leadership is offered in British Columbia.

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 specializing in the preparation of educators. The Ph.D. degree program emphasizes the development of expertise in educational research, in educational organizations, or as professors of education with a specialization in research.

Both doctoral degree programs attract a diverse group of full-time and part-time 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 candidates select a specialization in learning assessment and system performance or in policy, management, and organization with an emphasis in K-12 programs. With the guidance of a faculty advisor, each student plans a program that includes course work in the 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 135 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 (602). The other 54 credits include courses in the selected field of specialization, courses in research methodology, electives, and to develop knowledge and skills in professional practice and teaching—internships and graduate teaching assistantships.

Students must pass comprehensive examinations and complete a dissertation 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 evenings and 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.

**Ph.D. Degree Requirements**

Candidates for the Ph.D. degree must earn:

1. 135 credits for those who have only a bachelor's degree; 90 credits for those with a master's degree
2. 30 credits in the student's chosen specialization
3. A minimum of 12 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
4. 18 credits of research, including four courses in two methodologies

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 comprehensive examinations and complete a dissertation 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 during the evenings and 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 OU entrance requirements. Information about licensure and degree requirements may be obtained from the director of graduate studies. Information about admission to graduate study is available from the area secretary and on the area's website.

**Licensure Programs**

**Administrator Licensure Preparation**

249 Education Building

Oregon requires administrators in public schools (e.g., 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 Oregon 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 based on the applicant's academic work, recommendations, and professional goals. The program begins in January, and admission decisions are made in April. Candidates can earn a master of education (M.Ed.) degree at the UO by taking additional course work and completing a terminal project.

**Continuing Administrator—Initial Superintendent Licensure Program**

This program prepares students for continuing building and program administration—preliminary through the level of assistant superintendent. 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. 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. 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.

**Continuing Teaching License Program**

The Continuing Teaching License Program is described under Student Academic Services in the 'College of Education' section of this catalog.

**Educational Leadership Courses (EDLD)**

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

Topics include Higher Education, 21st-Century Leadership.

**404 Internship (1-5R)**

**405 Reading and Conference [Topic] (1-21R)**

**407/507 Seminar [Topic] (1-4R)**

Topics include Human Services, Leadership and Social Change, Race-Free Environment.

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

**409 Practicum [Topic] (1-21R)**

**410 Experimental Course [Topic] (1-4R)**


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**Educational Leadership**

249 Education Building

Oregon requires administrators in public schools (e.g., 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.

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**Continuing Superintendent Licensure Program**

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**Continuing Teaching License Program**

The Continuing Teaching License Program is described under Student Academic Services in the 'College of Education' section of this catalog.

**Educational Leadership Courses (EDLD)**

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

Topics include Higher Education, 21st-Century Leadership.

**404 Internship (1-5R)**

**405 Reading and Conference [Topic] (1-21R)**

**407/507 Seminar [Topic] (1-4R)**

Topics include Human Services, Leadership and Social Change, Race-Free Environment.

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

**409 Practicum [Topic] (1-21R)**

**410 Experimental Course [Topic] (1-4R)**

by members of educational organizations to facilitate communication and manage conflict.

636 International Education and Standards (4) International comparisons of standards at K–12 through higher education levels, and economic, political, cultural determinants of standards and effects on national and local educational systems.

637 Diversity in Education (3) Broad exposure to issues of diversity; framework students can use to facilitate understanding of self and others in a multicultural society.


639 Curriculum Design and Delivery (3) Design of curriculum based on students’ educational needs, trends, and research proven methods. Research-based instructional strategies to effectively teach designed curriculum to elementary and secondary students.

640 Standards and Accountability Systems (4) Rationale for standards and accountability systems. Reviews national, state, and local systems and ways to improve these systems. Associated policy and implementation.

641 Measurement in Decision-Making (4) Empirical analyses of classroom assessment technologies are considered in relating research to practice.

642 Issues in Measurement and Assessment (4) Major issues in measurement and assessment are addressed: high stakes testing, using tests and measures for decision-making, and developing an empirical basis using research.

643 Learning Organization (4) Three facets of learning organization are interrelated: structural components, informational systems, and leadership processes.

644 Middle-Secondary Curriculum Assessment (3) Concept-basis and problem-solving framework for relating content curriculum to instructional delivery and assessment of outcomes.

646 Action Research (4) Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

651 Advanced Curriculum Design and Delivery (4) Curriculum design based on students’ educational needs, trends, and research proven methods. Research-based instructional strategies to effectively teach designed curriculum to elementary and secondary students.

653 Data Analysis and Interpretation (4) Introduction of Statistical Package for Social Sciences (SPSS) for policy research in educational leadership. Empirical research and applied approach to uses for theses and dissertations.

655 Analysis of Teaching and Learning (3) Increases understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning.

656 Professional Writing (4) Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

661 Item Response Theory I (4) Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

662 Item Response Theory II (3) Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation.


671 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.

675 School Finance (3) 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.

678 School-Community Relations (2) Not offered 2002–3.

680 Sociological Perspectives on Educational Policy (4) How sociological perspectives and research contribute to understanding educational policy: how sociology has influenced the development and implementation of federal and state policy.

683 State and Local Policy Development in Education (2) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

699 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.

702 Higher Education I: Governance and Organization (4) 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.

703 Higher Education II: Leadership and Management (4) Survey of institutional types, leadership, instruction, and management trends in higher education. Impact of national goals, state and federal financing, and innovation and change.


706 Workshop: [Topic] (1–16R)

707 Practicum: [Topic] (1–16R)

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)
Special Education

Michael R. Benz, Area Head

(541) 346-5521
275 Education Building
http://education.uoregon.edu/

Faculty


Martin M. Kaufman, 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., 1975, Wisconsin; Superior; Ph.D., 1991, Syracuse. (1986)


Courtesy


Emeriti


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

Participating

Gerald Tindal, educational leadership

About the Area

Special Education Area seeks to improve the quality and outcomes of education, employment, and community living for children and adults with special needs and their families through teaching, research, and service. This area has two graduate majors: special education and 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 seek 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 24 credits distributed as follows: 10 credits in required special education core courses and 14 credits in approved electives. A minimum of 16 credits must be taken in courses with the SPED subject code.

Application and Admission

Before applying to the minor program, students must complete either Foundations of Disability I (SPED 411) or Foundations of Disability II (SPED 412) with a grade of mid-B or better. Students apply to the department and are assigned a minor advisor, who helps plan a course of study. Applications are available in the special education office.

Requirements (24 credits)

Core

10 credits

Field Studies (SPED 408) ........................................... 3

Foundations of Disability I (SPED 411) ....................... 3

Foundations of Disability II (SPED 412) ..................... 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. Graduate Find positions—in the United States and abroad—that include teaching kindergarten and school-age children 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 services 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 preparation for a continuing teaching license for school administration programs or for the doctoral program.

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education.

Licensure and endorsement programs prepare individuals to teach students with disabilities from age three to twenty-one.
Master's Degree

Students can work toward a master of arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree in several areas of special education. For the M.A. degree, the candidate must demonstrate proficiency in a second language. For the M.Ed. degree, the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching.

The program of study leading to the master's degree requires a minimum of 45 credits of graduate work. A minimum of 20 credits make up the required core including a 3-credit master's capstone experience or a 9-credit thesis. Additional electives, selected in consultation with a faculty adviser, allow the student to focus on an area of interest. Licensure or an 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 area 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 awarded based on the applicant's qualifications. The program uses a cohort model, which students begin fall term.

Applications for Admission

Applications for admission may be requested by telephone, mail, e-mail, or in person from the area office. 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 mid-January for doctoral applicants and by mid-February for master's applicants.

School Psychology

270 Education Building
(541) 346-2412
http://www.uoregon.edu/~spsy

The nationally recognized school psychology program offers master's and doctoral degrees and provides service courses to other College of Education and university programs. The doctoral program is accredited by the American Psychological Association's National Association of School Psychologists. Both the master's and doctoral programs are approved by the Oregon Teacher Standards and Practices Commission for the preparation of school psychologists.

The program's focus is prevention and early intervention. It prepares psychologists as leaders and innovators who can identify, assess, and remedy the social and educational problems of children and adults. Students are trained to be scientists and practitioners from an ecological, data-oriented perspective. Each student's program of study is tailored to allow development of individual strengths and interests. Master's and doctoral students take coursework in the following general areas: psychological and educational foundations of school psychology, psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; and 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, in schools and in other settings. These positions include teaching and providing services 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 and other at-risk students; conducting research, teaching, and coordinating school psychology training programs in colleges and universities; working in the administration of special education programs; and delivering a range of psychological and educational services in collaboration with a variety of professionals.

Master's Degree

The 92-credit master's degree program leads to an M.A., M.S., or M.Ed. 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 a degree typically takes three years—two years to fulfill course and research requirements and one year to complete the full-time supervised internship.

Requirements

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<th>92 credits</th>
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<tr>
<td>Psychological and educational foundations</td>
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<td>Measurement and assessment</td>
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<tr>
<td>Statistics and research</td>
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<tr>
<td>School-based intervention</td>
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<td>Professional school psychology</td>
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<td>Practicum</td>
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<td>Internship</td>
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Doctoral Degree

The Ph.D. program typically requires five years of study beyond the bachelor's degree. It includes a one-year supervised internship in public schools or related settings. Students may enter the doctoral program with or without a master's or specialist degree. In addition to core course requirements, doctoral students are expected to develop a supporting area of specialization, pass comprehensive exams, advance to candidacy, and complete a dissertation.

Requirements

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<th>149-50 credits</th>
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<tr>
<td>Psychological and educational foundations</td>
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<td>Measurement and assessment</td>
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<td>School-based intervention</td>
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<td>Internship</td>
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<tr>
<td>Supervised college teaching</td>
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Application and Admission

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) résumé, (4) a statement of purpose in seeking admission, (5) an interview, and (6) Graduate Record Examination (GRE) general test scores. Application packets must include application forms, résumé, letters of recommendation, personal statement, and copies of transcripts. Completed applications for both the master's and the doctoral programs must be received by January 5. Notice of the disposition of applications typically are mailed by February 15.

Prospective students can download application forms and find more information on the school psychology program's website.

Licensure Programs

The Special Education Area's licensure programs in special education and school psychology meet requirements of the Oregon Teacher Standards and Practices Commission (TSPC). These programs prepare teachers to work with the full range of students with disabilities in early childhood–elementary or middle-high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in standard classrooms and in resource, support, and community-based positions.

Continuing Teaching License Program

The Continuing Teaching License Program is described under Student Academic Services in the College of Education section of this catalog.

Special Educator—Early Childhood–Elementary Licensure or Endorsement

Kathleen Jungjohann, Coordinator
(541) 346-1843

The endorsement and licensure program prepares special educators to work with students who have a variety of diagnostic labels (e.g., learning disabilities, at-risk, behavior disorders, developmental disabilities, autism) in elementary schools. The program integrates theory and practice by synthesizing educational models from the research literature with empirically proven procedures.

Program goals are met through coursework and field experiences organized around a set of roles and tasks that reflect the range and variety of disabilities and provide a framework for students to link university-based work to school-based work. The immediate application of learning in an applied setting allows students to refine and improve their skills in real contexts. Many of the classrooms used for practicum assignments participate in a variety of departmental research, innovation, and continuing professional development activities.

Students complete the program as a 48-credit add-on endorsement to an existing elementary or early intervention teaching license or as a 65-credit program that leads to an initial teaching license. Students can combine the program with a master's degree with the addition of at least 9 credits in required coursework. Full-time students can complete the program in four to six terms.
Special Education—Middle-High School License or Endorsement

Cynthia M. Herr, Coordinator

[541] 346-1410

This licensure-endorsement program prepares teachers to work with students with disabilities in middle and high school settings. The program provides students with the knowledge, values, and skills they need to implement a broad-based approach to helping youth with disabilities succeed in middle and high school settings and to be better prepared for the transition from school to work opportunities and postsecondary education. The program emphasizes self-determination, skilled teaching, technology, and contextual learning as keys for helping youth achieve high levels of academic and occupational excellence.

Students take several courses with university students who are preparing to be general secondary education teachers. This cross-disciplinary training provides opportunities for learning about the teaching partnerships necessary to help all youth succeed. The field-based experiences take place in middle and high schools that have diverse student groups, teaching styles, and organizational formats. Participants can take advantage of many other learning opportunities at the university (e.g., grants and research activities of faculty members) and surrounding community (e.g., local public and nonprofit service agencies and community businesses that work in partnership with local schools).

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, résumé, letters of recommendation, transcripts, scores from the Graduate Record Examinations or Miller Analogies Test or a transcript with 6 graduate credits of mid-B or better in a relevant field. Applicants must submit passing scores for the California Basic Educational Skills Test (CBEST) or the Praxis Pre-Professional Skills Test (PPST) and have experience working with special populations. Application and program information packets can be picked up or requested by telephone from the area office.

Special Education Courses (SPED)

198 Workshop: [Topic] (1–2R)

603 Reading and Conference: [Topic] (1–21R)

408 Field Studies: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–5R) Topics include Collaborative Team, Introduction to Talented and Gifted, Mental Retardation.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Recent topics include Special Education, Talented and Gifted.

410/510 Experimental Course: [Topic] (1–5R)

413/511 Foundations of Disability I (3) Categorical and cross-categorical survey of information about exceptional children and youth. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

412/512 Foundations of Disability II (3) Overview of special education and disability studies; social construction of disability; personal and family experiences and perspectives; service systems that support individuals with disabilities. Prereq: 411/511.

421/521 Special Education Reading Instruction (4) Instructional procedures for diagnosing and delivering reading instruction to special education students. Includes emergent literacy, assessment, primary instruction and decoding and comprehension strategies, and monitoring progress. Prereq: Introductory special education course.

425/525 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) Reading and writing strategies for low-performing students in general-education curriculum. Identifies key ideas of content-area subjects such as social studies, science, and health. Prereq: 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.

431/531 Introduction to Learning Disabilities (3) Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characterizations, instructional interventions, and service-delivery models.

432/532 Introduction to Behavioral Disorders (3) Introduces the characteristics and education of children and youth who have emotional and behavioral disorders. Prereq: SPED 411/511.

433/533 Schoolwide Discipline (3) 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.

436/536 Advanced Behavior and Classroom Management (3) Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments. Prereq: SPED 426/526.


489/596 Providing Student Supports I (3) Activities and content emphasize supports needed by all learners, focusing on prevention of three kinds of support: behavioral and emotional, communicative, and physical and medical.

488/598 Professional Practices (1–3R) Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school setting. Coreq: practicum or field experience.

503 Thesis (1–9R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–9R)

603 Dissertation (1–15R)

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

606 Field Studies: [Topic] (1–6R)


608 Workshop: [Topic] (1–10R)

609 Practicum: [Topic] (1–18R) Topics include Classroom Consultation; College Teaching; Elementary I, II; Program Evaluation; Research; Secondary III, III: Supervision.

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

611 Middle-Secondary Reading (3) Instructional strategies and content for reading instruction that meets the needs of middle and high school students with disabilities.

612 Middle-Secondary Writing (3) Instructional strategies and content for writing instruction that meets the needs of middle and high school students with disabilities.

613 Adolescent Development and Transition (3) Overview of theories and research on adolescent development emphasizes on similarities and differences between students with and without disabilities.

614 School to Careers (3) Issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to future careers and continuing education.

615 Transition Assessment and Planning (3) Overview and strategies of transition planning for youth with disabilities includes features, supports, resources, and incorporation into the individual education plan (IEP).

621 History of Special Education and Disability (3) Historical context for contemporary issues in understanding and supporting the lives of people with disabilities and their families.

623 Ways of Knowing (3) Structured and guided examination of the features and requirements of the scientific process.

624 Advanced Applied Behavior Analysis (3) Skills, practice, and knowledge in advanced experimental and applied behavior analysis theory and methods.

626 Grant Writing (1–3) Provides structure and guidance in developing a grant proposal.

627 Introduction to Research Design and Quantitative Methods (3) In-depth introduction to the research process.

628 Law and Special Education (3) Knowledge of current state law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

632 Collaborative Educational Planning (3) Collaborating to (1) identify unique needs of individuals with disabilities and establish legally correct, educationally useful IEPs, and (2) use knowledge of effective interventions to meet learning needs. Prereq: SPED 528 or equivalent.

655 Supervised Field Experience (1–12R) Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.

660 Design of Instruction (4) Design, development, and evaluation of instructional materials.
606 Qualitative Research in Education II (3)
Focuses on applying qualitative research methods to special education and disability studies. Prereq: SPED 665.

667 Single-Subject Research Methods I (3)
Basic strategies for applying single-subject designs. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research. Prereq: SPED 665.

School Psychology Courses (SPSY)

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 Practicum: [Topic] (1–21R)

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

503 Thesis: [Topic] (1–15R)

504 Internship: [Topic] (1–15R)

505 Practicum: [Topic] (1–15R)

Speech, Language, and Hearing Sciences

Marilyn A. Nippold, Area Head
(541) 346–2410
(541) 346–2564 fax
212 Education Building
cds@barkering.oregon.edu
http://education.oregon.edu/CDS/

Faculty


Emeritus


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 or audiology. It also prepares students to work in other fields where knowledge of speech, language, and communication is important, such as early intervention and general and special education.

Students can earn a bachelor of science (B.S.) or Bachelor of Arts (B.A) degree with a major in communication disorders and sciences. Both degrees require at least 61 credits: 46 in communication disorders and sciences and 15 to 17 credits in other coursework. Students must maintain a minimum GPA of 2.50 in university course work with a cumulative GPA of 3.0 in communication disorders and sciences course work. Majors must pass a speech-language-hearing screening during the junior year.

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

**Major Requirements**

**Core Requirements** 63 credits
- Course in biological science .................................. 4
- Course in physical science .................................... 4
- College Algebra (MATH 111) or higher level math course ................................................. 4
- Introduction to Linguistic Analysis (LING 290) ........ 4
- Beginning American Sign Language (CDS 104) ...... 4
- Clinical Observation (CDS 411) .......................... 2
- Anatomy and Physiology of Speech Mechanism (CDS 442) ........................................... 4
- Acoustics of Speech (CDS 443) ............................. 4
- Clinical Phonetics (CDS 444) ................................ 4
- Introduction to Language Development (CDS 450) .... 4
- Information and Data Retrieval (EDLD 450) .......... 4
- Fundamentals of Audiology (CDS 457) .................... 4
- Audiological Assessment (CDS 458) ....................... 4
- Audiological Rehabilitation (CDS 459) .................... 4
- Developmental Disorders in Communication (CDS 460) .................................................. 4
- Structural Disorders of Communication (CDS 461) .. 4
- Neurogenic Disorders of Communication (CDS 462) .. 4

Majors must also select two courses for a minimum of 6 credits from approved courses in educational studies, family and human services, linguistics, psychology, or special education. A list of courses is available from the area secretary or undergraduate advisor.

**Program Plan**

**Freshman and Sophomore Years**: Meet with the area’s undergraduate advisor to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met.

including MATH 111, CDS 168, LINC 260, and the sciences.

**Junior Year**: Clinical observation course, CDS 442, 443, 444, 450, 459, 460, 461 or 462.

**Senior Year**: CDS 457, 458, 459, 461 or 462.

**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 Certificate of Clinical Competence. 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 advanced scholarship in a specialized area of communication pathology.

**Accreditation**: The master’s degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association (ASHA).

**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 economic backgrounds.

The communication disorders and sciences major leads to a 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 the undergraduate prerequisites typically spend two full-time spring academic years and one summer session completing the degree. All work applicable to a program of study must be completed within seven years. A minimum cumulative GPA of 3.00 is required for graduation.

**Application and Admission**

The number of students admitted each year varies according to available resources. On the average, the Speech, Language, and Hearing Sciences Area admits twenty-five master’s degree applicants each year. Applicants should have a minimum overall GPA of 3.00 with a 3.50 GPA in their major. The Graduate Record Examination is required for admission; applicants should have a combined verbal-quantitative score of at least 900.

Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above for the paper version or a score of 250 or above for the computer version. International students who plan to participate in clinical practices and seek national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 230.

Applications for admission and program brochures with more detailed information are available from the Speech, Language, and Hearing Sciences Area. Application materials must be received by February 15 for entry the following September.

**Master’s Degree and ASHA Certification Requirements**

**Master’s Degree Requirements**

Choose one from Special Education Reading Instruction (SPED 521), Reading and Writing in Content Areas (SPED 522), Design of Instruction (SPED 569) ................................................. 3

Practicum: September Experience (CDS 609) .......... 3

Tests and Measurements in Education (SPSY 617) .... 3

Research (CDS 601) ............................................. 3

Clinical Methods (CDS 613) .................................. 3

Beginning Counseling Skills (CPSY 641) ............... 3

Assessment and Treatment of Feeding and Swallowing Disorders (CDS 643) .................. 4

Phonological Disorders (CDS 652) ......................... 3

School-Age Language Development and Disorders (CDS 653) ........................................ 3

Theory and Remediation of Language Disorders in Adults (CDS 654) ............................... 3

Stuttering (CDS 655) ........................................... 2

Voice Science and Disorders (CDS 656) .................. 1

Augmentative Procedures for Communication Disorders (CDS 657) ............................. 2

Motor Speech Disorders (CDS 660) ........................ 3

Introduction to Neuroanatomy and Neurophysiology (CDS 662) .................................. 4

Management of Acquired Cognitive Disorders (CDS 663) ............................................. 3

Service Delivery Issues (CDS 664) ......................... 3

Language Disorders in Children (CDS 665) ............ 4

Management of Demedias (CDS 666) ..................... 1

Seminar: Final Supervised Field Experience (CDS 667) ............................................. 1

Seminar: Law and Governance (EDLD 667) ......... 4

**ASHA Requirements**

The equivalent of 25 semester credits are required for certification. Master’s degree requirements satisfy some certification requirements. Course numbers that satisfy certification are listed.

**Basic Sciences** 60 credits

Biological sciences ............................................. 4

Physical sciences .............................................. 4

Mathematics ...................................................... 4

Behavioral or social sciences ............................... 8

Basic communication processes including CDS 653, CDS 662 .................................................. 20

**Professional Course Work** 36 credits

Or the 26 credits, 30 must be taken at the graduate level

Communication Disorders: Choose from CDS 649, 652, 654, 655, 656, 657, 660, 663, 664, 665, 667 to total 24.

Audiology: Choose from Fundamentals of Audiology (CDS 557), Audiological Assessment (CDS 554), Audiological Rehabilitation (CDS 559) to total 6.

Practicum: Speech-Language (CDS 609) ............... 6

**Doctoral Degree**

The doctoral degree in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competencies 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 76 credits are required beyond the master's degree. This includes the 16 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 course work 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 predoctoral 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 is completed in Practicum: Supervision (CDS 609) or classroom instruction. Candidates must pass a comprehensive examination that consists of (1) three preliminary papers, (2) a one-year 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
76 credits
Area of specialization in communication disorders and sciences 21
Collateral area 9
Research competencies 18
Pre-dissertation project 3
Practicum: Supervision or classroom teaching 9
Dissertation 18

Application and Admission
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 fewer 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 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 and in consultation with the student, an academic advisor is selected, taking into account the student's personal and professional goals. This advisor chairs 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 (PST) or California Basic Educational Skills Test (CBEST)
   b. National Teachers Examination (NTE) Professional Knowledge test
   c. Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology
4. Approved program leading to Teacher Standards and Practices Commission (TSPC) license

The TSPC may have additional requirements that must be completed before a teaching license is issued. Direct questions about the licensure process to the student academic services office.

Continuing Teaching License Program
The Continuing Teaching License Program is described under Student Academic Services in the College of Education section of this catalog.

Communication Disorders and Sciences Courses (CDS)

168 Beginning American Sign Language (4) Introduction to deaf culture, expressive and receptive communication skills in ASL.
405 Reading and Conference: [Topic] (1-3R) R when topic changes.
407/507 Seminar: [Topic] (1-3R) R when topic changes.
409 Practicum: [Topic] (1-7R) R when topic changes.
610/710 Experimental Course: [Topic] (1-5R) R when topic changes.
611 Clinical Methods (1) Provides methodology behind the sound clinical practices and fundamentals of the UO Speech-Language-Hearing Center operations. Prepares students to begin working with clients.
621 Full-Time Practicum (1-15R) Diagnostic and treatment experience in the public school setting. R once for maximum of 30 credits.
649 Assessment and Treatment of Hearing and Swallowing Disorders (4) Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.
653 School-Age Language Development and Disorders (4) Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.
654 Theory and Remediation of Language Disorders in Adults (3) Diagnosis and treatment of speech and language disorders resulting from intracranial pathology or the aging process.
655 Stuttering (2) Focuses on contemporary issues in stuttering and other fluency disorders. Discusses and critically evaluates current theories and research findings.
656 Voice Science and Disorders (1) Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.
657 Augmentative Procedures for Communication Disorders (2) Recent advancements in design, development, and use of systems supplemental to vocal speech and language.
660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.
662 Introduction to Neuroanatomy and Neurophysiology (4) Introduces functions and structures of the central and peripheral nervous systems. Provides the foundation for diagnosis and treatment of neurogenic communication disorders.
664 Service Delivery Issues (3) Professional advocacy, managed care, and service delivery models in hospitals, community, and school settings. Prereq: CDS 663.
665 Language Disorders in Children (4) Child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.
666 Congenital Syndromes and Communication (3) Covers congenital syndromes and identification, assessment, and treatment of organically based speech, language, and hearing disorders. Reviews basics of medical genetics, embryology, and multiculturalism.
667 Management of Dementia (1R) Cognitive-linguistic changes that occur with dementing diseases. Management techniques to facilitate communication and maintain function are reviewed. Prerequisite: CDS 662. R twice for a maximum of three credits.
700 Special Problems: [Topic] (1-16R) R when topic changes.
702 Seminar: [Topic] (1-5R) R when topic changes.
708 Workshop: [Topic] (1-16R) R when topic changes.
709 Practicum: [Topic] (1-16R) R when topic changes.
710 Experimental Course: [Topic] (1-5R) R when topic changes.

Teacher Education

M. D. “Mark” Gall, Area Head
(541) 945-2318
124 Education Building
http://education.oregon.edu/

Faculty

Courtesies

Emeriti

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

About the Area

Licensure and degree programs in the Teacher Education Area prepare professionals to work in education. The undergraduate major in educational studies has two specializations: educational foundations and integrated teaching. The major leads to a bachelor of arts (B.A.) or bachelors of science (B.S.) degree. In some cases, students may earn a bachelor of education degree (B.Ed.)

The graduate major in educational leadership with an option in graduate elementary teaching or an option in middle-secondary education leads to a state-approved teaching license and a master of education (M.Ed.) degree. Students can earn an M.A., M.S., or M.Ed. degree in early intervention. A program in English for speakers of other languages (ESOL) leads to a state-approved add-on endorsement for licensed teachers.

Undergraduate Studies

Educational Studies Major

The undergraduate program in educational studies offers two specializations: integrated teaching and educational foundations. Both provide a background in educational foundations and learning theory. Depending on the specialization selected, students continue into a licensure and master's program or become professionals working in education related fields.

The integrated teaching specialization is a cohort program that begins in the student's junior year and, after successful completion of program requirements, continues into a fifth-year licensure and master's degree program. Graduates become licensed in elementary education with one or more endorsements and have a master of education degree.

The educational foundations specialization of the major culminates with a baccalaureate degree. These students can enter the workforce or apply to a fifth-year program in elementary education, special education, early intervention, or another graduate program.

Majors typically spend the first two years of the program completing general-education requirements and select educational studies courses.

Advising. Students who are considering a major in educational studies should meet with a peer adviser for an introduction to the major. The
peers office is in 141 Education Building; telephone (541) 346-1596. Once admitted, students are assigned an adviser who helps them plan an individualized course of study.

Core Requirements

Both options of the major require a common core of educational studies courses: 16 credits in lower-division courses and 20 credits in upper-division courses. Majors also take courses in such subjects as mathematics, music, art, and special education. Courses required for the degree program must be taken for letter grades and passed with grades of C— or better.

Core Courses

38 credits

Educational Issues and Problems (EDST 111) .... 4
Communication Using Computers (EDST 114) ... 4
Foundations of Learning and Intervention (EDST 212) ............................................. 4
Applications in Learning and Intervention (EDST 213) ............................................. 4
Introduction to Educational Research (EDST 312) ............................................. 4
Evaluation for Decision-Making (EDST 313) .... 4
Experimental Course: Foundations of Education (EDST 410) ............................................. 4
Foundations of Disability (SPED 411) ............................................................. 3
Classroom and Behavior Management (SPED 425) ...................................................... 3
Early Childhood and Pre-Adolescent Development (EDST 441) ...................................... 3
Information and Data Retrieval (EDLD 450) .... 1

Additional courses are required based upon the interests of the students and the specialization they select.

Program Plans. Students are assigned an adviser for the major when they are admitted. Each student develops an individualized program plan with their adviser. Programs of study for the undergraduate specializations are available in 124 Education Building, in the area office, and on the College of Education's website.

Educational Foundations Specialization

Educational foundations give students a solid understanding of public school education and factors that affect it, such as history, politics, and societal problems. Students develop an awareness of the foundations of teaching and learning that inform practices in a variety of professional areas, including public school teaching, business, public policy, and other applied fields such as law, architecture, and journalism. Graduates can pursue a fifth year of study that results in an elementary or special education teaching license.

The educational foundations specialization consists of the educational studies core and a set of individualized career-path courses. The core provides majors with an understanding of educational theories and their applications to teaching and learning, human development and diversity, and educational research. Courses geared to the student's desired career may include work in elementary education, special education, or other education-related fields.

Application and Admission

Students seeking admission to the educational foundations specialization specify the preeducation major on the application for admission to the University of Oregon. Students may apply any time after winter term their sophomore year through their junior year. The College of Education website has specific requirements and application deadlines for each specialization. Upon acceptance to the university, educational studies premajors may visit the peers' office for an initial program of study.

Integrated Teaching Specialization

Integrated teaching, a unique three-year interdisciplinary program of study, prepares educators to deliver a diversified curriculum that accommodates children's individual differences. The program of study consists of the educational studies core, professional courses in teacher preparation, practicum, and requirements for the master of education degree. Core courses include studies in the foundations of educational theory, human development, teaching and learning, and intervention strategies. While completing the core courses, students in the integrated teaching specialization interact with faculty members who represent interdisciplinary thinking and research in the College of Education.

Professional course work includes principles of classroom and behavior management, methods of instruction, curricular planning, and assessment. Practicum placements in the public schools begin during the senior year and continue in the graduate year. During the practicum, students practice skills and strategies learned in their course work with support from a cooperating professional, a university supervisor, and a professional practices seminar.

The integrated teaching specialization takes three years to complete. Students may begin the program during the junior year and, after the senior year, complete a fifth graduate year. The program leads to a bachelor's degree, master's degree, teaching license, and teaching endorsement recommendations.

Application and Admission

Students seeking admission to the integrated teaching specialization must submit a formal application during winter term of their sophomore year for admission to the cohort starting the following fall term. Specific information about admission requirements and deadline dates may be found on the College of Education website.

Graduate Studies

Early Intervention

100 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 master's and doctoral degrees programs that can lead to state-approved teaching licensure in Oregon.

Early intervention majors are offered a cohesive program that balances classroom theory with field-based practice. The goal is to prepare professionals who are experts in dealing with at-risk or disabled infants, toddlers, and preschool children and their families. 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.

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's degree—M.A., M.S., or M.Ed.—in early intervention. 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 associated field-based practicums. Students must also meet program competencies. Specific course and practicum requirements are available from the academic secretary in the teacher education office.

Doctoral Degree

The early intervention program leading to a Ph.D. provides advanced training and preparation for four leadership roles: program developer and evaluator, policy developer and evaluator, instructor in higher education, and applied researcher. The program requires 33 credits of course work and practicum, including a minimum of 16 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 Teacher 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.

Graduate Elementary Teaching

Graduate elementary teaching is a program for nontraditional students; students with undergraduate majors other than education, and individuals making a career change who want to enter the field of education. Students earn an early childhood—elementary teaching license and a master of education (M.Ed.) degree with a major in educational leadership.

The graduate elementary teaching option is divided into two phases. The first phase requires five terms of full-time study and practicums leading to an initial teaching license. Part-time students can complete this phase in ten terms. The course work required for licensure includes theories of child development, principles of classroom and behavior management, the foundations of disability, curriculum design and delivery, methods of instruction, assessment,
diversity in education, and legal issues. Students demonstrate professional knowledge and dispositions through class assignments and fieldwork, including evidence of effective teaching (work sample) and supervised practicums and full-time student teaching.

In the second phase students complete requirements for the M.Ed. degree. Students may complete an emphasis in technology or additional licensure in one of the following areas:

- endorsement in elementary special education, early intervention, English as a second or other language
- middle-level authorization and endorsement.

Application and Admission
Students must submit formal application to the graduate elementary teaching option. The application deadline is during winter term for admission the following summer. Applicants who did not major in education need to complete seven prerequisite courses before they enter the program. More information on the application process and admission requirements is available on the College of Education website.

The graduate elementary teaching option has limited enrollment, and students who meet minimum requirements are not guaranteed admission. Considered in the admission process are grade point average; scores on the MSAT and either PPST or CBEST tests; successful completion of the seven prerequisite courses; evidence of strong academic skills; experience with elementary-age children; interest in and potential for helping others to learn; exemplary written and oral communication skills; a demonstrated capacity in the area of art, music, creative drama, physical education, technology, or foreign language; and the ability to work collaboratively with others in a variety of roles and settings.

Middle-Secondary Education
The M.Ed. degree in educational leadership with an option in middle-secondary education leads to the Oregon middle-secondary teaching license in language arts, mathematics, basic and advanced 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 student academic services office.

Students are admitted to the program during spring term. Course work begins during summer session and continues 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 Praxis specialty tests, MSAT, and PPST or CBEST test; (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 coursework
5. Completion of three entrance tests: (a) the California Basic Educational Skills Test (CBEST) or the Pre-Professional Skills Test (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 1A 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. Applicants are notified about their admission status before the end of spring term.

English Speakers 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 teachers' (1) planning, delivery, and assessment of ESOL instruction; (2) knowledge of effective second-language program models; (3) ability to assess ESOL students' language proficiency levels and needs; and (4) ability to serve as a resource to content teachers 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.

Two endorsement options are available.

Option I (22–23 credits)
Option I leads to an ESOL add-on endorsement for pre-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 intermediate-high level of proficiency as assessed by a certified ACTFL examiner.

In either option, students must meet with the ESOL program coordinator when they begin the program.

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 must apply for the ESOL or ESOL-bilingual program when they first enroll at the university.

Licensure
Licensure programs of the Teacher Education Area meet the requirements of the Oregon Teacher Standards and Practices Commission. Initial licensure programs include early childhood, elementary, and middle-secondary education. Endorsements are available in ESOL and ESOL-bilingual education.

Early Intervention Licensure or Endorsement
Jane Kaplan Squires, Coordinator
(541) 346-2634

The Special Education Area offers initial and continuing endorsements with options for an add-on (Level II) endorsement as a stand-alone (Level II) endorsement. The early intervention special education (EI) endorsement program prepares professionals to work with children from birth through age eight who have disabilities ranging from mild to severe. The program integrates didactic coursework with practical experience. Full-time students can complete the program in four to six terms. The program can be completed as a 22-credit add-on endorsement (EI I) to an elementary or special education license or as a stand-alone endorsement (EI II).

Continuing Teaching License Program
The Continuing Teaching License Program is described under Student Academic Services in the College of Education section of this catalog.

Teacher Education Courses (TED)
503 Thesis (1–16R)
601 Research: [Topic] (1–16R)
602 Supervised College Teaching (1–9R)
693 Dissertation (1–16R)
695 Reading and Conference: [Topic] (1–16R)
696 Field Studies: [Topic] (1–6R)
697 Seminar: [Topic] (1–5R) Recent topics include Professional Issues, Integrated Teaching Kapite and
698 Workshop: [Topic] (1–16R)
699 Practicum: [Topic] (1–16R) Recent topics include Teaching English as a Second Language, Final Student Teaching, Technology I, Il.
610 Experimental Course: [Topic] (1–5R) Recent topics include Teaching and Learning in the Digital Age, Technological Problems and Solutions, Technological Processes and Products.
Early Intervention Courses (EINT)

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) R when topic changes.
503 Thesis (1-9R)
601 Research (1-6R) Bricker.
602 Supervised College Teaching (1-9R) Squires.
603 Dissertation (1-16R)
605 Reading and Conference: [Topic] (1-16R) R when topic changes.
606 Field Studies (1-6R)
607 Seminar: [Topic] (1-5R) Recent topics are Applied Linked Systems, Research. R when topic changes.
608 Workshop: [Topic] (1-10R) R when topic changes.
610 Experimental Course: [Topic] (1-5R) R when topic changes.
625 Final Supervised Field Experience (1-15R)

680 Foundations in Early Childhood and Early Intervention (3) Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation.
681 Family-Guided Early Intervention (3) Covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.
682 Assessment and Evaluation (3) Presents assessment and evaluation materials used in early intervention programs and provides methods for using these materials.
683 Curriculum in Early Childhood and Early Intervention (3) Presents curricular materials covering development from birth to six years. Discusses procedures for use and modification.
684 Issues in Early Intervention (2) Overview of the critical issues in early intervention.
685 Interdisciplinary Teams (2) Occupational therapist, communication specialist, counselor, medical professional, and other professionals discuss their training, roles, and functions on an interdisciplinary team.
686 Interagency and Team Collaboration (2) Introduces the concepts and skills needed to be an effective team member. Provides relevant information and opportunities for practical experience.
687 Early Intervention Methods I (1-3) Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.
688 Early Intervention Methods II (1-3) Provides opportunity to develop effective intervention skills to use with young children who are at risk or disabled and with their families.
689 Early Intervention Methods III (1-2) Focuses on advanced methods in early intervention, including social and family systems.
690 Early Intervention Methods IV (1-2) Develops advanced intervention skills to use with young children who are at risk or disabled and with their families.

Education Courses (EDUC)

196 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R)
399 Special Studies: [Topic] (1-5R)
401 Research: [Topic] (1-18R)
402 Supervised College Teaching (1-6R)
403 Thesis (1-12R)
404 Internship: [Topic] (1-18R)
405 Reading and Conference: [Topic] (1-18R)
406 Special Problems: [Topic] (1-16R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-16R)
409 Practicum: [Topic] (1-16R)
410/510 Experimental Course: [Topic] (1-5R)
503 Thesis (1-16R)
601 Research: [Topic] (1-16R)
602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R)
604 Internship: [Topic] (1-16R)
605 Reading and Conference: [Topic] (1-16R)
606 Special Problems: [Topic] (1-16R)
607 Seminar: [Topic] (1-5R) A recent topic is Advanced Professional Practices.
608 Workshop: [Topic] (1-16R)
609 Practicum: [Topic] (1-16R)
610 Experimental Course: [Topic] (1-5R)
621 Providing Student Supports (3)
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) Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.
114 Communication Using Computers (4) Introduction to the information age; communication among people and information sources; designing, editing, and using messages that are represented, stored, processed, and transmitted digitally.
190 Field Studies: [Topic] (1-2R)
198 Workshop: [Topic] (1-2R)
199 Special Studies: [Topic] (1-5R) A recent topic is Exploring Educational Studies.
212 Foundations of Learning and Intervention (4) Examines the foundations of learning and intervention in social systems such as schools, families, and commercial and social organizations.
213 Applications of Learning and Intervention (4) Examines the application of learning and intervention to educational and social systems such as schools, families, and commercial and social organizations.
312 Introduction to Educational Research (4) Use of research to inform educational practice. Emphasizes the literature review process; identifying relevant literature. Evaluating research reports, synthesizing findings.
313 Evaluation for Decision-Making (4) Types and characteristics of measures. Approaches to evaluating individuals and programs. Trends in measurement and evaluation in education.
399 Special Studies: [Topic] (1-5R) A recent topic is Exploring Educational Studies.
401 Research: [Topic] (1-18R)
402 Supervised College Teaching (1-6R)
404 Internship: [Topic] (1-18R)
405 Reading and Conference: [Topic] (1-18R)
406 Special Problems: [Topic] (1-16R) A recent topic is Educational Foundations.
407/507 Seminar: [Topic] (1-5R) Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.
409 Practicum: [Topic] (1-16R) Topics include Integrated Literatures, Literacy.
440/540 Physical Education for Diverse Learners (3) Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.
441/541 Early Childhood and Preadolescent Development (3) Examines typical and atypical
development in preschool, school-age, and pre-adolescent children; emphasizes the implications for teaching.

442 Curriculum and Teaching Design (3) Curriculum frameworks, organizing schemes, and approaches used in public education. Strategies for designing or developing curriculum contexts for diverse groups of students.

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.


Graduate Elementary Courses (GET)

601 Research: [Topic] (1-6R)
605 Reading and Conference: [Topic] (1-5R)
606 Special Problems: [Topic] (1-9R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-6R)
609 Practicum: [Topic] (1-6R)
610 Experimental Course: [Topic] (1-5R)
620 Literature and Social Studies Methods (4) Curriculum and pedagogy in social studies and language arts.

621 Elementary Reading Instruction (4) Analysis of literacy as a social construction; focus is reading in its earliest phases.

622 Curriculum Design and Teaching Strategies (3) The role of curriculum in day-to-day teaching and assessment.


624 Reading and Writing Upper Elementary (4) Planning, teaching, and evaluating a program of reading and writing instruction for upper-elementary students.

625 Early Childhood and Elementary Student Teaching (4) Guided practice in assuming the daily schedule and full range of responsibilities of a teacher.


639 Capstone (3) Preparation of a required master's degree project involving the application of inquiry skills to the practice of teaching.

Middle-Secondary Teaching Courses (MSEC)

601 Research: [Topic] (1-5R)
605 Reading and Conference: [Topic] (1-5R)
606 Field Studies: [Topic] (1-6R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-5R)
609 Practicum: [Topic] (1-15R)
610 Experimental Course: [Topic] (1-5R)
618 Technology in Middle-Secondary Schools (3) Uses of technology for instructional planning, delivery, and evaluation of student progress. Applications of web pages, computer-based learning strategies, and presentation programs.

619 Adolescent Studies (3) Social, cognitive, moral, and physical aspects of adolescent development. Interpersonal communication and organizational strategies that accommodate adolescent needs and facilitate identity formation.

620 Methods of Teaching Language Arts (3) Relationship between learning goals and research on effective instruction and assessments for language arts at the middle-secondary levels. Overview of curriculum standards.

621 Methods of Teaching Social Studies (3) Relationship between learning goals and research on effective instruction and assessments for social sciences at the middle-secondary levels. Overview of curriculum standards.

622 Methods of Teaching Mathematics (3) Relationship between learning goals and research on effective instruction and assessments for mathematics at the middle-secondary levels. Overview of curriculum standards.

623 Methods of Teaching Science (3) Relationship between learning goals and research on effective instruction and assessments for the sciences at the middle-secondary levels. Overview of curriculum standards.

624 Methods of Teaching Second Languages (3) Relationships between learning goals and research on effective instruction and assessments for second languages at the middle-secondary levels. Overview of curriculum standards.

625 Supports for Diverse Learners (3) Instructional practices that support diverse learning needs among middle and high school students. Includes strategies for assessing and monitoring individual needs and responses.

626 Teaching Strategies for Middle-Secondary Learners (3) Strategies and instructional decision-making processes that facilitate learning and improve student performance. Links instructional improvement with research on effective teaching.

627 Curriculum and Assessment Alignment (3) Basic assessment concepts for reading, writing, and critical thinking in content areas. Demonstrates alignment of knowledge forms and intellectual operations with measurement and reporting systems.

628 Middle-Secondary Supervised Teaching (9) Full-time teaching experience with comprehensive assessments of proficiency in curriculum planning, classroom management, effective instruction, assessments of learning, and professional interactions. Prereq: MSEC 632, one 3-credit practicum, and one 4-credit practicum.

630 Professional Practices I (1) Applications of content-specific instructional designs to actual teaching units. Addresses classroom management, philosophical perspectives, and personal-professional balance.

631 Professional Practices II (1) Design and alignment of curriculum, instruction, and assessment for middle-high school content. Includes techniques for explaining pedagogical decision-making and rationale to stakeholders. Prereq: MSEC 630.


639 Middle-Secondary Capstone Master's Project (3) Comprehensive study of instructional improvement. Students demonstrate a research-based process for addressing instructional problems.

641 Middle-Secondary Continuing Professional Development (1-6) Topical site-based studies for licensed teachers. Requires an evaluation of existing data, and exploration of researched and implemented alternatives.

642 Middle-Secondary Continuing License (1-6) Topical studies in advanced curriculum planning, classroom management, effective instruction, learning assessment, and professional interactions.
School of Journalism and Communication

Timothy W. Gleason, Dean
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133 Allen Hall
1275 University of Oregon
Eugene OR 97403-1275
http://comm.uoregon.edu/

Faculty


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 Journalism and Communication offers programs leading to bachelor's, master's and doctoral degrees. Undergraduate students major in one of six specialized areas: advertising, communication studies, electronic media, magazine, news-editorial, or public relations. Master's degree options are communication and society, literary nonfiction, news-editorial, magazine, and advertising strategy and planning. The Ph.D. program in communication and society develops scholars and teachers who can critically examine questions on communication and society from many perspectives.

The school, which started as a department in 1912 and became a professional school in 1918, is one of the oldest journalism schools in the United States and one of the most broadly conceived. It 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 the premise that the best professional communicator is broadly educated. In accordance with national
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. Hilleng Student Services Center, which consolidates academic advising services for journalism and communication students. In 2001 the school opened the Willis L. Winter Presentation Room, a state-of-the-art facility for multimedia presentations. Up-to-date collections of newspapers and trade publications are maintained in the Willis S. Dunaway 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’s library system, houses an extensive collection of the literature of journalism and communication.

Scholarships. Scholarships ranging from $300 to $5,000 are offered by 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 101B Allen Hall.

Code of Conduct
Students enrolled in the School of Journalism and Communication are expected to meet the highest standards of conduct as defined in the school’s code of conduct and the relevant professional codes of ethics. The school reserves the right to deny admission or graduation of a student found to be in violation of these codes.

Undergraduate Studies
The role of the school’s undergraduate program is to provide students with the skills they need to become professional 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. 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 at the University of Oregon.

Premajor Program
Core Curriculum: Students must complete the school’s core curriculum: The Mass Media and Society (J 101), 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 grades of C– or better 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.

Premajors may not take most 300- and 400-level journalism courses. Laboratory courses with controlled enrollment are open only to majors or to students with instructor’s consent.

Admission as a Major
Courses needed to meet 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. To be eligible for admission as a major, a premajor must fulfill the following requirements:

1. Complete 45 or more credits of course work
2. Students must earn a cumulative GPA of at least 2.50 for 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 grades of C– or better

A student’s GPA is a major factor in the admissions decision. Students with a GPA of 3.25 or higher are guaranteed admission to the major. 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 requirements listed above and other materials that applicants submit, including a personal statement. The committee has the option of waiving any of the 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:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are accepted both for journalism credit and to fulfill specific course requirements.
2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 64-credit limit set by national accrediting standards.
3. The school accepts, both for credit and for meeting specific course requirements, courses offered through the UO Community Education Program if the courses are taught by members of the School of Journalism and Communication faculty or by teachers approved by the faculty.
4. Regardless of the number of credits transferred, students must take at least 27 credits in journalism in residence to earn a degree from the UO.
5. Students cannot take more than 64 credits in journalism courses out of the 160 total credits required for a bachelor's degree. They may, however, add credits to the 160-credit total to accommodate extra journalism credits (e.g., take 160 credits to accommodate as many as 70 credits in journalism).
6. The school accepts equivalent courses taught at other colleges to meet the J 201 requirement for application to be a major, and may accept equivalent courses to meet other core requirements.

Transfer students who want to discuss the transfer policy may consult the associate dean or assistant dean for student services.

Major Requirements

Majors must meet the UO requirements for the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In addition, they must meet the following requirements of the School of Journalism and Communication:

1. Satisfactory completion of at least 49 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division.
2. Satisfactory completion of at least 116 credits in academic fields other than journalism
   a. At least 94 of those credits from the College of Arts and Sciences
   b. No more than 6 credits in courses whose subject codes do not belong to an academic department of the university (e.g., HDEV) may be applied to the 116 credits
   c. A student who graduates with 180 credits must take no more than 64 credits in journalism, including transfer credits.
3. Upper-division breadth requirement:
   a. Satisfactory completion of two courses chosen from Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), International Communication (J 390), Mass Media Ethics (J 397)
   b. Satisfactory completion of one course selected from Issues in Communication Studies (J 412), Public Media and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 449), Third World Development Communication (J 455), International Journalism (J 492), Media Management and Economics (J 497)
4. A cumulative GPA of 2.50 or better
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 economics program specialized areas, including course prerequisites:
   - Advertising, Creative: Principles of Advertising (J 340), Advertising Campaigns (J 446), and three selected from: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Portfolio (J 447), Advanced Copywriting (J 450), Advertising Strategy (J 451), Management Principles of Advertising (J 340), Advertising Campaigns (J 448), and three selected from: Advertising Media Planning (J 443), Account Management (J 444), Advertising Research (J 445), Advertising Strategy (J 451)

Communication Studies. Special Studies.

- Introduction to Communication Studies (J 399), senior project or thesis (J 400), Issues in Communication Studies (J 412), and two selected from: Photojournalism (J 365), Experimental Courses: Introduction to Video Production and Editing (J 410), Communication Ethics (J 496). Students may not use the same 412 topic to satisfy both an advanced requirement and the upper-division breadth requirement.

Electronic Media. Introduction to Electronic Media (J 330), Television Field Production (J 331), Reporting for Electronic Media (J 432), two 2-credit weekend workshops in electronic media (J 408), and one course selected from Documentary Television Production (J 421) or Advanced Television News (J 534), Magazine, Reporting (J 361), Magazine Article Writing (J 371), one course from list A, two courses from either list A or list B. List A: Workshop: Pre-FLUX Writing (J 408), Experimental Courses: Magazine Production (J 410), Cyberjournalism (J 410), Biography and Profile Writing (J 410); Specialized Reporting (J 463); Magazine Article Writing II (J 472); Magazine Feature Editing II (J 473); The Magazine: Interview (J 483), List B: Photojournalism (J 365), Experimental Course: Advanced Photojournalism (J 410), The Magazine Editor (J 474), Magazine Design and Production (J 476), News-Editorial, Reporting (J 361), Newspaper Editing (J 364), Reporting II (J 462), and one of the following: Experimental Course: Cyberjournalism (J 410), Specialized Reporting (J 463), Newspaper Design (J 464), Advanced Newspaper Editing (J 466), The Magazine: Interview (J 483).

Public Relations. Principles of Public Relations (J 350), Reporting (J 361), Public Relations Writing (J 351), Experimental Course: Public Relations Campaigns (J 410), Public Relations Planning and Problems (J 453)

General-Studies Courses. Because the School of Journalism and Communication believes in a broadly based education for its majors, students must complete the following College of Arts and Sciences courses:

1. 15 credits in literature (see Definitions, Limitations, and Policies below). A maximum of 6 credits in one of the following categories may be used to satisfy this requirement.
   - Literature courses taught in a second language that are taken as part of a student's program of study in that language
   - 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 Hatfield center or from a student's adviser.

Courses numbered 106, 198, 199, 399-406, or 408-410 may not be used to fill in 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 those departments in the schedule of classes
3. Introduction to the Humanities (J 101, 102, 103)

Internship. A major may earn no more than 4 credits in internship (J 404).

Grades. Majors and premajors must take all school courses for letter grade 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 to the school’s Hatfield center. Students may submit petitions to apply to 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 330), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 365),
Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 386), International Communication (J 396), Mass Media Ethics (J 397), Survey of the Documentary (J 416), Public Media and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 416), Third World Development Communication (J 453), International Journalism (J 492), Media Management and Economics (J 497)

All courses for the minor must be passed with grades of P or C- or better.

Second Bachelor’s Degree
Students who already have a bachelor’s degree and want to earn a second bachelor’s degree in the School of Journalism and Communication may apply for promotion 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 arts-and-sciences 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.

International Advertising Diploma
The School of Journalism and Communication, accredited by International Advertising Association, offers a course of study that leads to the association’s diploma in marketing communications in addition to a bachelor’s degree. The diploma requires course work beyond requirements for the undergraduate major in advertising. More information and specific course requirements are available from the department.

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 prior to participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet the student’s visa requirements. The best time to enroll in the institute’s courses is the summer session preceding the first term in the graduate program.

Admission Requirements
Admission to the graduate program is granted for fall term only. Application materials are the same for 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:
   - 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.
   - A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE.

Application deadlines are January 1 for doctoral applicants and February 1 for master’s degree applicants.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum. Others are prerequisites for certain graduate courses. Courses are determined for each student at the time of admission.

Advising. An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisers. Graduate students should meet with their advisers at least once a term.

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 or 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), Introduction to the Faculty (J 525)

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 Seminar (J 607), J 601–610 do not satisfy 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 605) 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...
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 an option in campaign strategy and planning, magazine journalism, or news-editorial journalism.

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). Introduction to the Faculty (J 626)
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

Campaign Planning and Strategy Course Work
1. Advertising Research (J 445), Advertising Strategy (J 551), Public Relations Planning Theory (J 629), Qualitative Research Methods (J 641) or Quantitative Research Methods (J 642). Advertising as a Social Institution (J 650)
2. Students select one of the professional concentrations listed below, in which they complete 12 credits of required course work:
   a. Advertising management
   b. Advertising planning
   c. Public relations

Magazine Course Work
1. Magazine Article Writing (J 371), one communication ethics course approved by the adviser
2. At least four courses selected from Magazine Article Writing (J 572), Magazine Feature Editing (J 573), The Magazine Editor (J 574), Magazine Design and Production (J 575), The Journalistic Interview (J 581), Literary Nonfiction (J 635, 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 (J 562), Specialized Reporting (J 563), Newspaper Design (J 564), Advanced News Editing (J 565), The Journalistic Interview (J 581)
2. Two 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. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

Students typically take six terms to complete the program. Specific requirements follow.

Core Courses 31 credits
Writing. Literary Nonfiction I (J 635, 636), taken during first year of study 12
Journalism. Mass Communication and Society (J 611) 4
Literature of Literary Journalism (J 631) 4
Writing About (J 633) 4
One 600-level course—e.g., Seminar: Ethics (J 600) or Philosophy of Mass Communication (J 644)—selected from a short list approved by adviser or faculty member 4

Capstone. Writing the Nonfiction Book (J 638), typically taken during second year of study 4

Electives minimum of 7 credits
University courses offered outside the School of Journalism and Communication selected in consultation with the student’s adviser.

Terminal Project minimum of 6 credits
Students register for Terminal Project (J 669) during the term in which research and writing for the project begins. Culmination of the literary nonfiction program requires writing that is noteworthy for its substance and its artistic quality. The student chooses a faculty member to oversee 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 hold 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 80 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: Introduction to the Faculty (J 625), Primary (J 648), Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), Proseminar (J 643).

Outside Field. In close consultation with an academic adviser and the school’s graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the 16-credit outside field may involve more than one outside department.

Methodological Tool Requirement. Two methods courses, in addition to Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), taken within or outside the school.

Additional Seminars in Communication. At least three 600-level courses in the School of Journalism and Communication. Except for Seminar (J 607), J 601–610 do not count toward this requirement.

University Teaching. Ph.D. candidates must complete Teaching and the Professional Life (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 (16 credits in J 663) is the final step in the doctoral program. It is a professionally central experience in the design, conduct, and dissemination of original research. It is written after the student’s proposed dissertation topic is approved.

Journalism Courses (J)
101 Grammar for Journalists (4) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style. Weinhold
106 Field Studies: Topic (1–2R)
108 Colloquium: Topic (1–2R)
189 Special Studies: Topic (1–5R)
201 The Mass Media and Society (4) The various media of mass communication and their effects on society. Bybee, McDonald, Merskin, Stavitsky, Upshaw, Van Leven, Weinhold.
202 Information Gathering (4) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, databases, sources, and interview methods. Gleason, Kesler, McDonald, Maier, Ponder, Upshaw, Weinhold.
203 Writing for the Media (4) Introduction to the process and practice of writing for various mass media channels. Discussion of rights and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test, completion of WR 121 and WR 122 or WR 123. Kesler, Maier, Russel, Weinhold, Wheeler.
204 Visual Communication for Mass Media (4) Theory and application of visual communication in newspapers, magazines, video, advertising, and public relations. Newton, Ryan.
320 Women, Minorities, and Media (4) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Kesler, Merskin, Stavitsky.
330 Introduction to Electronic Media (4) Introduction to aesthetic and technical elements, as well as professional issues, involved in communication through video and audio. Stavitsky, Upshaw.
331 Television Field Production (4) Introduction to techniques of single-camera field video production. Prereq: J 330. Miller.
333 Writing for Multimedia (4) Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, internet-intranet applications, and striking the balance between word and image. Prereq: multimedia minor standing.

340 Principles of Advertising (4) 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, Scheehan.


350 Principles of Public Relations (4) Theory and practice, mass media as publicity channels, the public-relations practitioner, departments and agencies. Bivins, Terry, 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, 263, typing ability. McDonald, Maier, Ponder, Upshaw, Weinhold.

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. Maier, Russian, Weinhold.

365 Photojournalism (4) Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photojournalism. Laboratory intensive and portfolio-oriented. Newton, Ryan.


385 Communication Law (4) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201. Clauson, Youm.

386 Communication Economics (4) Survey and analysis of economic relationships that exist in our communication system and how that system is integrated into the domestic and international economy. Prereq: J 201. Wasko.


398 International Communication (4) National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: junior standing. Stavitsky, Stavitsky, Terry, Youm.

397 Mass Media Ethics (4) Ethical problems in mass media: privacy, violence, pornography, truth telling, objectivity, media codes. public interest, media accountability. Prereq: J 201. selected readings. Stavitsky, Youm.

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

403 Thesis (1-5R)

404 Internship: [Topic] (1-5R) R for maximum of 3 credits.

405 Reading and Conference: [Topic] (1-5R)

406 Special Problems: [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) Current topics include Advertising in Cyber-space, Cyberjournalism, Advanced Photojournalism.

412/512 Issues in Communication Studies: [Topic] (4R) Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Encompasses both social and aesthetic criticism. Prereq: J 312 or instructor's consent. Bivins, Bybee, Merskin, Stavitsky, Stavitsky, Terry, Wasko. R once when topic changes.


417/517 Public Media and Culture (4) Comparative analysis of the structure, mission, and content of public and commercial broadcasting. Prereq: junior standing, Stavitsky.

418/518 Communication and Democracy (4) 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.

419/519 Editing, Theory and Production (4) Introduction to advanced video editing styles using digital, nonlinear systems. Prereq: J 330. Miller.


434/534 Advanced Television News (4) News gathering and production for television. Students produce programming for local cable systems. Prereq: J 432/532, Stavitsky, Upshaw.


444/544 Agency Account Management (4) Advertising-agency structure and procedures; analysis and consumer research to determine strategic positioning; role of the account executive in the advertising agency. Prereq: J 340. Frazer, Konranda, Scheehan.


446/546 Advertising and Society (4) Socioeconomics of advertising; the literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: junior standing. Frazer, Konranda, Maxwell, Merskin, Scheehan.

447/547 Advertising Portfolio (4) Capstone experience in conceptualizing and executing the creative aspects of advertising campaigns. Prereq: J 341, 442 or instructor's consent. Maxwell, Ryan.

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; three from 341, 442/542, 443/543, 444/544, 445/545, 447/547, 450/550, 451/551. Frazer, Konranda, Maxwell, Merskin, Scheehan.

449/549 Advanced Advertising Campaigns (5) Team experience of creating a professional-level advertising plan. Students participate in a national competition. Prereq: instructor's consent. Frazer, Maxwell, Merskin, Scheehan.


453/553 Public Relations Planning and Problems (4) 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, 351. Bivins, McDonald, Stavitsky, Terry, Van Leuven.

455/555 Third World Development Communication (4) The role of communication in Third World development projects. Diffusion, social marketing, and alternative approaches. Prereq: junior standing, Ponder, Steves.


463/583 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 412. Basset, Maier, Upshaw.

464/584 Newspaper Design (4) Analysis of trends in the packaging of publications. Emphasis on developing practical skills in the production of...

468/568 Advanced News Editing (4) Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work on web-based journalism. Focus on teamwork. Prereq: J 364 or instructor’s consent. Russel.


476/576 Magazine Design and Production (4) Role of the magazine editor in working with art directors. Problems in designing covers, pages, and spreads for magazines; selecting type faces; and visualizing art. Prereq: instructor’s consent. Newton, Ryan.

481/581 Newsletter Publication (4) Examines the principles and practices of newsletter publication including planning, information gathering, writing, editing, layout, and printing. Prereq: J 361. Bivins, Ryan, Weinhold.

483/583 The Journalistic Interview (4) Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Kessler, Maier, Weinhold.

492/592 International Journalism (4) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and foreign correspondence; problems in developing nations. Ponder, Steves, Terry, Upshaw, Van Leuven.


497/597 Media Management and Economics (4) Issues for media managers and media workers, including leadership, organizational change, new technology, media convergence, and economic strategy. Emphasis is management and social responsibility. Kessler, Van Leuven.

503 Thesis (1-9R)

601 Research: (Topic) (1-6R) R for maximum of 16 credits.

602 Supervised College Teaching (1-5R) R for maximum of 5 credits.

603 Dissertation (1-16R) R for maximum of 18 credits.

604 Internship: (Topic) (1-3R) R for maximum of 3 credits.

605 Reading and Conference: (Topic) (1-6R) R for maximum of 16 credits.

606 Special Problems: (Topic) (1-6R) R for maximum of 16 credits.

607 Seminar: (Topic) (1-5R)
Faculty

Barbara Bader Aidave, Lorin L. Stewart
Professor of Business Law (business associations, securities regulation, accounting for lawyers); director, Center for Law and Entrepreneurship. B.S., 1963; Stanford; J.D., 1966; California, Berkeley (Coif); Oregon bar, 1966; Texas bar, 1982. (2000)


Steven W. Bender, professor (consumer law, commercial law, secured land transactions). B.S., 1982; J.D., 1985, Oregon (Coif); Arizona bar, 1985. (1990)


Leslie J. Harris, Dorothy Kilka Fones Professor of Law (criminal law, family law, children and the law). B.A., 1973; New Mexico State; J.D., 1976; New Mexico bar (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)


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. Students acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems facing lawyers. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum presents fundamental subjects of law during the first year, the first-year program is prescribed. All second- and third-year courses are elective except Constitutional Law II (LAW 644) and Legal Profession (LAW 649), which are required.

Substantial participation in classroom discussion is an essential factor in legal education. Credit for any course may be denied for irregular attendance.

Counseling and information are available to assist students in selecting courses most closely related to their professional goals.

The John E. Jicka Law Library has more than 395,000 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 periodicals collection includes 1,100 legal journals. An excellent collection of publications related to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs. More than 1,200 data ports located throughout the library allow students with laptop computers access to legal research databases, e-mail, and word-processing and many other applications.

The William E. Knight Law Center allows the law school to maintain its own identity at the University of Oregon by providing a Student Bar Association office, lounge, computer research center, locker room, and offices for the editorial boards of the Oregon Law Review and the Journal of Environmental Law and Litigation. The building's close proximity to other graduate and undergraduate academic resources 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 thirty 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 prescribed 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.

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.

Appropriate Dispute Resolution

The School of Law prepares students to solve problems and resolve disputes using appropriate mechanisms. Effective counselors listen, identify, and assess their clients' interests, and present options for resolving their clients' problems. In some contexts, the best approach is informal negotiation or mediation. In other circumstances, more formal procedures, including arbitration or litigation, best protect a client. Lawyers need to understand the range of options in dispute resolution if they are to help their clients make wise choices.

The comprehensive Appropriate Dispute Resolution program integrates resolution principles and skills into the study of law—business, international, environmental, mass torts, family, labor, real estate, intellectual property, public planning, and estate planning. Program offerings include classes, clinical experiences, special training workshops, conferences, programs, and service opportunities—all aimed at providing students with the information and skills needed to be effective lawyers.

Clinical-Experience and Practice-Skills Program

Clinical-experience and practice-skills programs and a trial practice laboratory are part of the school's 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
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. Law students, under the supervision of an attorney, represent eligible clients and 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.

Criminal 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.

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.

Legislative Issues Workshop. Students are placed as interns with a legislator or legislative committee during most regular sessions of the Oregon Legislative Assembly. They perform legal research and help prepare reports pertaining to issues before the legislature.

Mediation Clinic. Students receive thirty-eight hours of mediation training, enough to certify them to conduct mediations in a supervised clinical setting. Students spend one morning each week working in small claims court, helping disputants find nonlitigation solutions to the problems they brought to court. The clinic includes a weekly class in which students explore and reflect on their experiences as mediators.

Trial Practice Laboratory. Students examine and develop courtroom skills in civil and criminal cases. Primary emphases are on the opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of juries. Each student participates in weekly classroom exercises and in a full trial at the end of the semester.

Center for Law and Entrepreneurship

The center provides an innovative forum to advance understanding of how lawyers create value for entrepreneurial clients. By bringing together lawyers, entrepreneurs, and academics in a variety of settings, the center integrates law 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. The center coordinates a program with the Lundquist Center for Entrepreneurship that leads to a statement of completion in law and entrepreneurship. The Law and Entrepreneurship Student Association actively participates in directing the center and hosts guest lecturers, field trips, and brown-bag lunches with members of the local business and legal communities.

Wayne Morse Center for Law and Politics

The Wayne Morse Center for Law and Politics, an independent center at the University of Oregon, is housed at the School of Law. The center brings scholars and activists to Oregon each year for interdisciplinary research, publication, teaching, and public discussion of critical topics in law and politics. Each year the center offers law student fellowships; vision grants for new courses, research, and public events; and a variety of conferences and symposiums with the Wayne Morse Chair professor. The center, established in 1981 as a living memorial to the late United States senator and former dean of the law school, Wayne L. Morse, is located in 220 Knight Law Center.

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, law and entrepreneurial, ocean and coastal law, public interest and public service law, or tax 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

More information about the concurrent degree programs may be obtained by writing to the School of Law’s director of admissions. These programs are a benefit to students interested in international studies. Students are limited to 10 credits of nonlaw course work and the remaining seventy-five credits in the law curriculum must be courses and directed study. Externships, projects, or programs may not be used to fulfill requirements.

J.D./M.A. in International Studies

The School of Law and the International Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts degree in international studies with a specialization in international law. Students interested in this program must apply to and be accepted by both the School of Law and the International Studies Program—each has its own academic standards and requirements.

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.A. or M.S. in Environmental Studies

The School of Law and the Environmental Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts or 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 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 two areas of concentration: in the Environmental Studies Program, take at least one course from each of four core areas, complete a thesis, and participate in an internship.

Academic Support

The Academic Choice for Excellence Program, a voluntary program open to first-year law students, is particularly beneficial for nontraditional law students. The program includes an extended summer orientation and academic tutoring designed to bolster 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 at the UO run three student journals, two public interest funds, and nearly forty active student organizations; serve the public in six clinical programs; and organize the world’s oldest and largest public interest environmental law conference, attracting more than 3,000 participants each year. In 2002 the UO School of Law received the Alternative Dispute Resolution Advocates Chapter of the Year Award from the American Bar Association, and for two years in a row UO students have received the top Oregon State Bar award for pro bono work.

Admission Procedures

Prelaw Preparation

The School of Law does not prescribe a prelaw curriculum. Intellectual maturity and breadth of educational background are considered more important than specific subject matter. Details about prelaw study and law school admission criteria appear under Law, Preparatory. In the Academic Resources 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 enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit 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. International applicants may be required to submit results of the Test of English as a Foreign Language (TOEFL). For students in the first-year class entering the School of Law in fall 2002, the median undergraduate GPA was 3.40; the median LSAT score was 159.

Application. Applications and supporting documents should be submitted after October 1 of the academic year preceding the fall semester for which applicants are applying. The application deadline is February 15. The School of Law encourages applications from members of social 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. Decision letters are sent out after the February 15 deadline.

Application Fee. Applications must be accompanied by a check for $50 payable to the University of Oregon. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application.

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/LSDAS registration packets are available in the School of Law Office of Admissions. The admissions committee does not act on an application until the official report of the test scores has been received.

Applicants should plan to take the LSAT in June, July, 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. Applicants should not mail their transcripts directly to the law school. 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 the LSAT/LSDAS registration packet. 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 18940-0990.

Acceptance Fee. Applicants who are offered admission to the law school must pay nonrefundable fees of $100—$100 to reserve a space in the entering class and a $200 deposit to be credited toward tuition.

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.

Grade Requirements

Grading Policy

The following grades are available to be awarded in 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>GPA</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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 fall 1998 and thereafter. Information about the rules that apply to students who earned credit prior to that time is available from the assistant dean for student affairs.

1. Credit requirements. No student may graduate without completing 85 credits with grades of D or higher, in the case of credits granted for an N with grades of 1, at least 70 (or 67, for students who have completed the other requirements for the J.D./M.B.A., J.D./M.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 graded (rather than P/N).

2. GPA requirements: probation and disqualification

a. A student is on probation whenever his or her cumulative GPA is lower than 2.00.

b. The following students are required, within a reasonable time after notice from the Academic Standing Committee (ASC), to appear before it and develop a plan (including, without limitation, a proposed course of study) acceptable to the ASC for raising the student's academic performance to an acceptable level.

(1) Students on probation.

(2) Students receiving two or more grades lower than C- during their first year.

(3) Students receiving an aggregate of three grades lower than C- in the course of their law school studies.

c. No student may graduate if he or she is disqualified. A student becomes disqualified when any of the following applies, and remains disqualified unless and until a petition for readmission is approved:

(1) While on probation, the student earns a GPA for any semester (including summer session) lower than 2.00.

(2) At any time after completing four semesters of residence under American Bar Association (ABA) standards (and regardless of whether the student is or has been on probation), the student's cumulative GPA is lower than 2.00.

d. Disqualified students may not take further courses unless and until a petition for readmission is approved.

3. Petitions for readmission. A disqualified student may file a petition for readmission with the 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 ASC's decision in such a case may be appealed by the student to the faculty, regardless of the student's cumulative GPA.

b. 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).

c. 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.

d. 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, limitations of employment or other extracurricular activities, course requirements, grade requirements, and a requirement to remain out of school for a period of time. Failure to abide by any conditions imposed hereunder may be cause of revocation of readmission or other appropriate remedy.

e. Students may appear in connection with a petition for readmission before the ASC but not before the faculty.

4. Computations. The law school's grading policy sets forth how cumulative and semester GPAs are computed for purposes of these academic standards.

5. Applicability. These standards apply to students first earning law credits in fall semester 1998 or thereafter.

Regulations Governing Adjustments for Courses Completed with Grades of N or F

The following regulations, established by the faculty, govern the procedures to be followed by students receiving a grade of N or F in any course:

1. No student may graduate without obtaining a grade of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. The requirement cannot be satisfied by taking the course 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 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 F more than once in any course required for graduation is disqualified.

4. 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.

5. 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.

6. When the number of hours completed, with a passing grade in any semester is insufficient to count as a full semester of residence under the rules of the American Bar Association and the Association of American Law Schools, the student will not be eligible for graduation until he or she makes up the residence deficiency by an appropriate period of resident law study beyond the standard three academic years.

Costs and Student Financial Aid

Law students are classified as graduate students. Regular fees are payable in full at the time of registration. Payment of the stipulated fees entitles students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees

For the 2002-3 academic year, tuition was $12,552 for resident students and $17,130 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.

Residency 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 resident and nonresident 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. Total 2002-3 costs for a resident student at the School of Law averaged approximately $25,387 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged $29,965. Up to $2,800 was added for first-year students who purchased computers. Costs may be higher for students with children. The childcare allowance varies according to circumstance and is based on documentable costs for the period of time the student is enrolled.

Health insurance is optional. Costs for semester or for full twelve-month coverage are available in the office of the Associated Students of the University of Oregon.

Financial Assistance

See the Student Financial Aid and Scholarships 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.

Information about scholarships and financial aid is available in the UO Scholarship and Awards Catalog and the School of Law Catalog; on the school's website; or by telephone, (541) 346-1558.

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; full 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.

410/510 Experimental Course: [Topic] (1–5R)
810 Law Courses for Nonlaw Students (1–13R)
Generic course number for translating 600-level School of Law semester credits to term credits on academic records of nonlaw students.

Required First-Year Courses
611, 612 Contracts (3,3)
613, 614 Torts (3,3)
615 Civil Procedure (4)
617 Property (4)
618 Criminal Law (3)
622, 623 Legal Research and Writing I, II (2,2)
643 Constitutional Law I (3)

Second- and Third-Year Courses
Second- and third-year courses are elective except LAW 644 and 649, which are required. Most of the courses listed below are offered each academic year. Every effort is made to offer all of the following courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.

620 Business Associations I (3)
621 Business Associations II (3)
630 Consumer Law (2–3)
631 Real Estate Planning (3)
632 Corporate Finance (3)
633 Business Planning (2–3)
635 Secured Land Transactions (2–3)
636 Commercial Law (4)
637, 638 Trusts and Estates I, II (3,3)
639 Employment Discrimination (3)
640 Children and the Law (3)
642 International Business Transactions (3)
643 Constitutional Law I (3)
644 Constitutional Law II (3)
645 Oregon Practice and Procedure (3)
646 Federal Jurisdiction and Procedure (3)
647 Conflict of Laws (3)
648 Creditors' Rights (3)
About the School

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 enriching the human mind and spirit through the professional and intellectual development of artists, teachers, and scholars in a supportive and challenging environment.

This mission is fulfilled through the following objectives:

- Help students balance the knowledge and understanding of their art with the intuition and skills necessary to present it.
- Involve students and members of the university and the community in the intellectual and performing activities of the school through the curriculum, lectures, work shops, and concerts.
- 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.
- 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.
- 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.

C. Brad Foley, Dean
(541) 346-3761
fax (541) 346-0723
159 Music Building
1225 University of Oregon
Eugene OR 97403-1225

Dance

Jennifer P. Craig, Department Head
(541) 346-3386
161 Gerlinger Annex
1214 University of Oregon
Eugene OR 97403-1214
http://dance.uoregon.edu/

Faculty


Steven Castfield, associate professor (modern dance, dance sciences, research); director, graduate studies; coordinator, dance science program; B.A., 1975, M.A., 1984, Ph.D., 1999, Colorado at Boulder. (1989)

Christian Cherry, assistant professor (fundamentals of rhythm, music for dance and dance accompaniment, aesthetics); director, music accompaniment; B.A., 1983, Ohio Wesleyan; M.M., 1986, Ohio State. (2001)


Emeriti

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 emphasis is on modern dance with a strong supporting area in ballet. Students may also study such idioms as ballroom, contact improvisation, hip-hop, jazz, salsa, tango, and tap.

Regardless of a student’s career goals, education in dance at the University of Oregon provides the opportunity to develop motivation and self-discipline, intellectual curiosity, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life.

Information about performances, placement classes, performance auditions, master classes, special events, and scheduling updates is available in the department office.

Placement of Majors and Minors

Placement classes are held the week before fall term begins and during spring term. Write or call the department office for dates of placement classes. Faculty adjudicators observe and place students according to the students’ knowledge and skill levels. Entering freshmen who plan to attend IntroDUCKtion in July should attend the spring-term placement class. New students who register in the fall should attend the placement class during Week of Welcome. Students who want to enter DANC 300 or higher modern dance or ballet technique courses winter or spring term should request a placement decision. More information is available from faculty members.

Dance Program for Nonmajors

A variety of dance experiences is provided for enjoyment and enrichment through the dance program. Lower-division DANC courses generally offer beginning or elementary instruction and may be repeated twice for credit. Upper-division DANC courses provide low-intermediate instruction and may be repeated twice for credit. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor’s degree.

Upper-division DAN courses provide advanced instruction. See DAN course listings for credit repeatability.

Noncredit DANC and DAN studio courses are available in 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 four dance studios for classes and special activities in dance. In addition to serving as classrooms and rehearsal spaces, two studios in Gerfinger 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 sponsoring professional guest artists to perform, lecture, set repertoire, or teach master classes, and organizing student participation in the American College Dance Festival.

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 earn academic credit.

A student may earn credit and gain experience in teaching, lighting, costume, makeup, management of productions, or a combination of these. Practicum credit is offered in dance choreography, production design, and management. Workshop credit for rehearsal, performance, and production work is also possible.

Repertory groups, such as the UO Repertory Dance Company and Dance Africa 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. Theatrical collaborations with the Department of Theater Arts or School of Music provide performance opportunities that incorporate acting, singing, and dancing. These activities also carry academic credit.

Honor Society and Scholarships

Pi Delta, the University of Oregon’s chapter of Phi Beta, is a professional fraternity for the creative and performing arts. Membership in the collegiate category is open to majors and minors in dance. Pi Delta has active alumni and patron memberships that award yearly scholarships to talented student performers and 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 Department of Dance pay a term fee of $45. This fee helps to pay expenses associated with dance studio activities, such as class musicians, music equipment, maintenance of the facilities and studio theater. This fee exempts dance majors from paying the per course fee for DANC courses when they are taken for credit.

Undergraduate Studies

The Department of Dance offers curricula leading to bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The goal of the department is to provide comprehensive dance training within the liberal-arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise.

Facility with oral and written communication is one goal of a liberal-arts education. Therefore, dance majors pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and creative forces that shape dance as an art form.

Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integral to the undergraduate core, because many students find careers in theater and teaching.

Goals for the Undergraduate Dance Major

1. Explore the field of dance from a liberal-arts perspective.
2. Explore disciplined technique and creative processes involved in the 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 arts 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, as many of the university’s general-education requirements as possible, and training in modern dance and ballet techniques.

Careers. Career opportunities include performing in regional dance companies and teaching in universities, colleges, community colleges, community centers, fitness centers, and private studios. Business and technical 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 declare dance as a major. Entering freshmen should have a basic knowledge of dance and music as art forms and technical training in dance. Transfer students must meet any deficiencies in lower-division dance course work by proficiency examination or by completion of the core course at the first opportunity. Students are placed in levels of modern and ballet technique according to skill. Each term students are reviewed to ensure that they are studying at the most advantageous level for their abilities. Dance majors are expected to take a modern and ballet course every term.

Candidates for the bachelor's degree with a major in dance must satisfy general university requirements, select appropriate courses in related areas, and complete dance course requirements with a grade of C- or better. The faculty regularly reviews students for evidence of satisfactory progress toward fulfilling degree requirements. Students who receive grades lower than C- or I (incomplete) or Y in dance courses are placed on departmental probation and must repeat or complete the course with a minimum grade of C-. Students placed on departmental probation 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.

All courses required for a dance major or minor must be taken for letter grades when that option is available. A grade of P must be earned in courses designated pass/no pass (P/N) only. The P/N option should be exercised sparingly by students who plan to pursue a graduate degree in dance.

Advising. Students admitted as majors or minors must meet with a dance faculty adviser prior to registration each term. These meetings inform students about prerequisites and progress toward the degree. Appointment schedules for advising are posted by each adviser. Students must have a signed advising contract in their departmental academic file before they may register each term.

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**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at Dance (DAN 251)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Rhythm (DAN 252)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Production I (DAN 253)</td>
<td>3</td>
</tr>
<tr>
<td>Body Fundamentals (DAN 256)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Improvisation (DANC 271)</td>
<td>2</td>
</tr>
</tbody>
</table>

For breadth in technique, studio courses in at least two idioms other than modern or ballet. 4

**Upper Division**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement Theory and Notation (DAN 342)</td>
<td>4</td>
</tr>
<tr>
<td>Dance Composition I (DAN 351, 352)</td>
<td>6</td>
</tr>
<tr>
<td>Dance Production II (DAN 355)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Kinesiology (DAN 360)</td>
<td>3</td>
</tr>
<tr>
<td>Modern Dance Laboratory (DAN 394) or higher</td>
<td>4</td>
</tr>
<tr>
<td>Three terms</td>
<td>3</td>
</tr>
</tbody>
</table>

Ballet Laboratory (DAN 396 or higher). 4

**Electives**

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University requirements and electives to complete 160 credits</td>
<td>87 credits</td>
</tr>
</tbody>
</table>

The breadth requirement in dance technique is fulfilled by completing studio courses 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 technique 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 396 or 394 or higher.

Students who enroll in a DAN or DANC course without completing the course's prerequisite—either a specific course or an audition or a level of skill—are asked to withdraw. Failure to do so results in a grade of F or N (no pass) for that course.

Required internships, performances, and senior projects can be satisfied in a variety of ways.

Through consultation students and their advisers choose options for these requirements that allow the students to pursue personal interests.

With approval from their faculty adviser, dance majors can focus their 24 credits of elective work in one of three ways: (1) by completing an established minor or second major; (2) by concentrating on an area of emphasis within dance, or (3) by integrated interdisciplinary study.

University requirements for the B.A. and B.S. degrees are explained in the Registration and Academic Policies section of this catalog.

Certification Prerequisite

Two requirements for the dance major are also prerequisites for admission to the Laban Movement Analysis Certification program sponsored by the Laban-Bartenieff Institute of Movement Studies in New York City and the Integrated Movement Studies Program at the University of Utah. These approved courses are Body Fundamentals (DAN 256) and Movement Theory and Notation (DAN 342).

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, ethology, 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. Dance courses applied to the minor must be passed with grades of C- or better.

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>15 credits</td>
</tr>
<tr>
<td>Looking at Dance (DAN 251)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Rhythm (DAN 252)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Production I (DAN 253)</td>
<td>3</td>
</tr>
<tr>
<td>Body Fundamentals (DAN 256)</td>
<td>3</td>
</tr>
<tr>
<td>Dance Improvisation (DANC 271)</td>
<td>2</td>
</tr>
<tr>
<td>Dance Production II (DAN 355)</td>
<td>3</td>
</tr>
<tr>
<td>Dance technique</td>
<td>9 credits</td>
</tr>
<tr>
<td>Dance courses in the humanities, science, and studio-theory areas</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

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 those areas). The 32 credits must include 15 upper-division credits. 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 should 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 general courses (401, 404, 405, 406, 407, 409, 410) is available with the instructor's approval of a student-initiated written proposal.

Graduate Studies

The Department of Dance offers master of arts (M.A.) and master of science (M.S.) degrees in three programs—general master's degree with thesis or choreographic thesis, general master's degree without thesis, master's degree with emphasis in dance science—and the master of fine arts (M.F.A.) degree.

Work for a master's degree must be completed within a period of seven years. This includes transfer credits from another institution and the thesis or final project.
Full-time students with adequate undergraduate preparation can complete an M.S. or M.A. degree program in two years if their area of specialization is designated during the first year. 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 an M.S. or M.A. degree. The M.F.A. program requires at least three years of study in residence.

Admission
Department Visit. Applicants for full-term admission are encouraged to visit the Dance department during mid-March of the proceeding spring. The department office has more information.

Plan to arrive for a Wednesday evening performance. Courses, interviews, and choreographic showings will be held Thursday and Friday. Performances, class observations, and faculty interviews help applicants learn about the program. Participations in the classes and performance of choreographic excerpts help the faculty evaluate applicants and can serve in lieu of preparing a video application. Video applications are acceptable. Video applications must be in half-inch VHS NSD format and clearly show technical, performance, and choreographic proficiency. For more information and to register, call or write the department.

Application. Students seeking admission to a master's degree program should request 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 University of Oregon. The statement of purpose is evaluated as a sample of the applicant's writing ability. Inclusion of other samples of written work is encouraged.

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 Week of Welcome before fall term. Dates of these auditions are available in the department office.

Adequate undergraduate preparation in dance theory and technique is required for admission to graduate programs in dance. Applicants with undergraduate deficiencies may be admitted as postbaccalaureate students until the necessary courses are completed.

Deficiencies may be made up by (1) passing proficiency examinations provided by the department, (2) presenting evidence of acceptable practical professional experience, or (3) demonstrating ability on videotape or in person for faculty review. Deficiencies should be corrected at the first opportunity after entering the program.

Graduate Fellowships. Some graduate teaching fellowships (GTPs) are available; applications may be picked up in the department office. Applicants must submit a half-inch VHS NSD-format videotape documenting teaching skills in at least two dance idioms: African, ballet, ballroom, contact improvisation, hip-hop, jazz, modern, salsa, tango, or tap. Videos should document a complete class; edited highlights of classes are not acceptable. Applications are reviewed beginning March 1 for the following fall term. GTP offers are made beginning April 15. Positions remain open until filled. Fellow­ship applicants are strongly urged to visit the department; see Department Visit in this section of the catalog.

M.A. and M.S. Requirements
A minimum of 54 graduate credits must be completed for an M.A. or M.S. degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. Candidates for the 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.

Students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DANCE courses. These 6 credits must be taken for letter grades. Students must take a minimum of 2 credits in Supervised College Teaching (DANC 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

A final oral thesis defense or terminal project presentation is administered by the student's faculty committee following completion of the thesis or project.

General Master's Degree with Thesis (54 credits)
In addition to the requirements described above, candidates for the general master's degree with thesis must have completed the following course work:

29 credits

Improvisation ........................................... 1
Dance composition .................................... 6
Music for dancers .................................... 3
Dance history ......................................... 6
Movement analysis .................................... 3
Dance pedagogy ........................................ 4
Dance kinesiology ..................................... 3
Dance production ...................................... 3

Dance as a discipline at the graduate level requires an understanding of research methodology, theoretical issues, and their practical applications. Required core courses provide this understanding for the student seeking the general master's degree with or without thesis.

Upon consultation with the director of graduate studies, students may use graduate-level work for the master's degree in correct deficiencies.

Core Courses
Scientific Aspects of Dance (DANC 560)
Research Methods in Dance (DANC 611)
Aesthetic Bases for Dance in Art and Education (DANC 693)

Electives
DANCE electives are selected in consultation with the student's adviser.

Thesis
Students in this program must take a minimum of 6 credits in Thesis (DANC 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's website.

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 undergraduate deficiencies are also required.

The nonthesis option requires 19 credits of elective course work, 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 core 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. A proposal must be approved by a project committee representing the area of concentration in dance.

Master's Degree with Emphasis in Dance Science (54 credits)
This option integrates a degree in dance with a second area of specialization in a related science. A bachelor's degree in dance or its equivalent is the preferred background. Graduate students must have completed the following course work:

32 credits

Improvisation ........................................... 1
Dance composition .................................... 6
Music for dancers .................................... 3
Dance history ......................................... 6
Movement analysis .................................... 3
Dance pedagogy ........................................ 4
Human anatomy ....................................... 3
Dance kinesiology ..................................... 3
Physiology of exercise ................................ 3

A thesis is required for this master's degree program. Requirements parallel the general master's degree with thesis with two exceptions:

1. Core courses for this option are Research Methods in Dance (DANC 611), Aesthetic Bases
for Dance in Art and Education (DAN 693), and research method or design courses that include:

a. Quantitative statistics through ANOVA or qualitative research design and methodology
b. Computer applications in research
c. Interpretation and critique of research

Options that satisfy this requirement range from 3 to 9 credits.

2. At least 18 credits of elective course work must be taken; 6 of these credits may be in Research (601) taken in another department.

This individualized program is designed in consultation with the coordinator of the dance science program to meet the interests of the student. Eight to 16 credits must be earned in graduate courses outside the dance department. These courses are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis.

All course work for this option must be approved by the dance science coordinator, who must be a member of the student's thesis committee.

**M.F.A. Requirements**

The master of fine arts is a rigorous terminal degree. Prescribed components provide a foundation upon which each student builds an individually designed degree. Flexible emphasis, supported by faculty expertise, is permitted. Electives are available in study in performance, choreography, education, history, contemporary issues, movement theory and analysis, and dance science. The program emphasizes modern dance with ballet as a strong supporting area.

In addition to earning a minimum of 99 graduate credits, candidates must spend at least three years in residence to complete the degree.

Undergraduate proficiency for the M.F.A. are the same as those listed for the general master's degree with thesis.

**Goals**

The M.F.A. in dance is designed to develop:

- individual creative and scholarly talents, interests, and philosophies that can be used to expand and preserve our cultural heritage
- individual potential to solve contemporary problems in dance and to explore and address new questions and issues
- professional competence in the dissemination of knowledge, including the logical, verbal, and written presentation of aesthetic ideas
- scholarly competence in the organization, evaluation, and interpretation of knowledge
- professional competence as reflected in a significant body of artistic work

**Course Work**

**Theory Core**

- Music for Dancers (DAN 558) ........................................... 3
- Supervised College Teaching (DAN 602) (every term during the first year) ........................................... 3
- Reading and Conference (DAN 603) ........................................... 3
- Research Methods in Dance (DAN 611) ........................................... 3
- Aesthetic Bases for Dance in Art and Education (DAN 693) ........................................... 3

**Performance and Choreography Core**

- Technique Laboratory (DAN 594 or 596) ........................................... 12
- Group Choreography (DAN 555) ........................................... 3
- Special Problems: Composition (DAN 560) ........................................... 6
- Workshop: Rehearsal and Performance (DAN 590, 596) ........................................... 6

**Electives**

- Dance electives include, but are not limited to, courses in production, technique, performance, choreography, Scientific Aspects of Dance (DAN 560), and Dance, History, and Performance (DAN 561).

- Administration of Dance in Education (DAN 593) ........................................... 12
- Other electives (including at least 8 credits in course work other than dance) ........................................... 5-16

**Terminal Projects**

- Practicum: M.F.A. Projects (DAN 600) ........................................... 18

**Satisfactory Progress toward a Master's Degree in Dance**

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 550 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

2. Students must meet with a graduate adviser each term to plan course advising, which ensures that courses taken fulfill university and departmental requirements.

3. Graduate teaching fellowships (GTFs) must satisfactorily complete 9 graduate credits each term as specified in the signed course advising contract.

4. DAN graduate courses must be passed with grades of B- or better. Courses may be retaken at the request of the student only if satisfactory grades are not received. The student may be dropped from the program if a grade of B- or better is not earned on the second try.

5. Technique and 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 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 a master's degree.

8. No more than one incomplete (I) may be earned each term and no more than two each year.

9. Students have one calendar year or less to finish an incomplete. Depending on the nature of the course and the instructor's requirements.

**Introductory Dance Courses (DANC)**

DANC courses are open to students who fulfill the prerequisites and meet placement criteria. Introductory Dance Courses do not have prerequisites or placement criteria.

Not all courses can be offered every year. A list of courses offered each term includes in the current Schedule of Classes. Each course requires payment of a laboratory fee.

101-108 Introductory Dance Courses I (1R)

170: Modern I, 171: Contemp Improvisation


184: Ballroom I, 185: African R twice for maximum of 3 credits each

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

201-259 Introductory Dance Courses II (1R)

270: Modern II, 271: Dance Improvisation


301-399 Introductory Dance Courses III (1R)

370: Modern III, 372: Ballet III, 378: Jazz III

375: Tap III, 384: Ballroom III, R twice for maximum of 3 credits each

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

**Professional Dance Courses (DAN)**

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Genres courses are limited by faculty workload and availability. A list of courses offered each term is in the current 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) Essential topics in rhythm and dance; how rhythm and dance relate in various cultures with an emphasis on contemporary dance, ceremony, and choreographic practices

255 Dance Production (3) Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Practical experiences in Dance Theatre, Craig

256 Body Fundamentals (3) Exploration of patterns in movement. Various body therapies—Bartenhoff Fundamentals, ideokinetics, and body-mind centerings provide a framework for experiential investigations

301 Dance and Folk Culture (4) Investigation of origins, meanings, and development of dance culture and related folk arts in selected regions and countries of the world

302 Dance in Asia (4) History, aesthetics, structure, and content of selected dance forms of India, China, Korea, Japan, Thailand, Cambodia, Malaysia, and Indonesia. Investigates expressive movement and movement choice in cultural contexts. Not offered 2003-4

341 Movement Notation (3) Not offered 2003-4

342 Movement Theory and Notation (4) Theory and application of movement analysis, including Labanotation and Laban Analysis. Investigates
qualitative and spatial aspects of movement. Prereq: DAN 252 and 255. Offered 2003-4 and alternate years.

351 Dance Composition I (3) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DANC 271, DAN 252, DAN 370 or above.

352 Dance Composition II (3) Compositional forms in dance: Drafting of movements into studies. Prereq: DANC 251.

355 Dance Production II (1-2R) Extended application of skills and procedures used in producing a concert. Practical backstage work, pre- and postconcert sessions. Prereq: DANC 255. R eleven times for a maximum of 24 credits.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Chaffield.

394 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

396 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

401 Research: [Topic] (1-4R) R with adviser's consent.

403 Thesis (1-12R)

404 Internship: [Topic] (1-4R) 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)

407/507 Seminar: [Topic] (1-5R) Recent topics include Choreographic Analysis, Contemporary Issues. R when topic changes.

408/508 Workshop: [Topic] (1-21R) Topics include rehearsal, and performance for department-sponsored events. Prereq: audition for performance experiences.

409 Practicum: [Topic] (1-21R) Current topics are Choreography, Production Design, and Management.

410/510 Experimental Course: [Topic] (1-5R) Current topics include Nonconventional Bases of Dance, Topics in Technique.

411 Senior Project (3) Prereq: instructor's consent.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western culture from the Middle Ages through the 18th century ballet into the era of contemporary art. Prereq: DANC 251. Stoddart. Offered alternate years; not offered 2003-4.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century. Prereq: DANC 251. Craig. Offered alternate years; not offered 2003-4.

455/555 Group Choreography (1-3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DAN 252 or instructor's consent. R for a maximum of 6 credits.


460/560 Dance Repertory Company: Rehearsal (1-12R) Creating and rehearsing new or existing material in preparation for the spring tour. Prereq: audition or application; coreq: DANC 300 level or above in either ballet or modern. R four times for a maximum of 10 credits.

461/561 Repertory Dance Company: Rehearsals (1--12R) Creating and rehearsing new or existing material in preparation for the spring tour. Prereq: audition or application; coreq: DANC 300 level or above in either ballet or modern. R four times.

462/562 Repertory Dance Company: Touring (1-12R) Lecture-demonstrations and formal performances of repertory learned in winter rehearsals. Prereq: DANC 481/581; coreq: DANC 300 level or above in either ballet or modern. R four times.

465/565 Pointe and Variations (1R) Ballet pointe work and the study of classical and contemporary pointe repertoire. Coreq: DANC 372 or higher. Stoddart. R seven times for a maximum of 8 credits.

466/566 Repertory Dance Company: Performance (1-12R) Study of company techniques coreq: DANC 300 level or above in either ballet or modern. R four times.

467/567 Repertory Dance Company: Production (1-12R) Study of company techniques coreq: DANC 300 level or above in either ballet or modern. R four times.

468/568 Repertory Dance Company: Administration (1-12R) Study of company techniques coreq: DANC 300 level or above in either ballet or modern. R four times.

469/569 Repertory Dance Company: Production (1-12R) Study of company techniques coreq: DANC 300 level or above in either ballet or modern. R four times.

470/570 Seminar: [Topic] (1--21R) Recent topics include Movement and Movement Studies. R when topic changes.

471/571 Workshop: [Topic] (1-21R) Topics include Movement and Movement Studies. R when topic changes.

472/572 Seminar: [Topic] (1-5R) Recent topics include Movement and Movement Studies. R when topic changes.

491/591 Teaching Dance (1-3R) Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: DANC 232, DANC 271, DANC 394, or instructor's consent. Chaffield.

493/593 Administration of Dance in Education (3) Organization and administration of dance programs in colleges and universities. Prereq: DANC 491/591 or instructor's consent. Chaffield, Craig.

494/594 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

495/595 Ballet Laboratory (2R) Ballet technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

503 Thesis (1-16R)

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

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) A current topic is Movement and Movement Studies. R when topic changes.

608 Workshop: [Topic] (1-10R) Topics include Movement and Movement Studies. R when topic changes.

609 Practicum: [Topic] (1-16R) A current topic is M.F.A. Projects.

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. Chaffield.

693 Aesthetic Bases for Dance in Art and Education (3) Theories of dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Prereq for nonmajors: instructor's consent. Craig.
About the School

Facilities

The School of Music’s five-unit building complex includes the 550-seat Blair 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.

Music Services, located on the third floor of Knight Library, has composers’ complete works, music reference resources, current and bound periodicals, the music catalog, a large collection of books and scores. The Douglass Listening Room holds recorders (LPs, cassettes, and compact discs). Facilities include listening consoles 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 by Music Services.

The School of Music houses three 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 Plandorf and Schlicker. 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 Hawaiian and Polynesian instruments and reproductions of early musical instruments.

The Pacific Rim Gamelan performs on the beautiful instruments of Gamelan 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 gamelan instruments. The School of Music is the only institution in the nation to include an ensemble of this kind as an integral part of its curriculum.

Kyu Tungjung Mulya (“Noble Lotus Blossom”) is a complete central Javanese court gamelan orchestra, consisting of more than eighty iron, brass, bronze, teak, and bamboo instruments. Classes and workshops in Javanese gamelan music are taught periodically by visiting musicians from Indonesia.

The Kummerer Computer Lab offers students the opportunity to become familiar with a variety of music notation and sequencing software programs. 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 component software. The lab is equipped for digital audio editing and recording.

Concerts and Recitals

More than 250 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty (Facuity Artist Series), and more than twenty student ensembles. Other regularly scheduled concerts include performances by internationally famous artists sponsored by the Chauter 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 smaller workshops in which they teach, rehearse, and record music composed for them by members of the Composer Forum. This series, the only one of its kind in the nation, is an essential part of a composition curriculum.

The biennial Music Today Festival, founded and directed by Robert Kyr, is a three-week series of concerts and cultural events that celebrates 20th-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists. Jazz concerts and workshops by nationally prominent artists offer opportunities for university students to perform. The Jazz Studies Program hosts the Oregon Jazz Celebration, an annual weekend festival that includes workshops for middle school, high school, and college jazz ensembles.

Since 1989 the School of Music has conducted the annual Oregon Bach Festival during a two-week period in late June and early July. The festival, under Artistic Director and Conductor Helmuth Rilling, combines an educational program in choral music for academic credit with the offering of some fifty public concerts and events. While the focus is Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from around the world are featured with the festival chorus and orchestra. Every other year the School of Music offers a Composer 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. Some recent guests are Michael Broyles, Thomas Christensen, Robert Gjerdingen, Douglas Hofstadter, Andrew Honzky, Mark Johnson, Susan McClary, Bruno Netti, 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

University Singers, Concert Choir, Chamber Choir, Lab Choir, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Campuses Orchestra, Greer Carter Band, Yellow Garter Band, University Symphony Orchestra, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, Small Jazz Ensembles, Vocal Jazz Ensembles, University Gospel Ensemble, University Gospel Choir, Oregon Gospel Singers, Opera Ensemble, Pacific Rim Gamelan, Javanese Gamelan, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students.

The Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of Renaissance, baroque, and classical music, using the school’s collection of reproductions of Renaissance and baroque instruments. The repertory 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. The application deadline for full consideration is February 1. For more details about financial aid, write to the coordinator of scholarships of the music school.

Catal Nelson Corbett Scholarship

Dorothy Peterson Fallman Scholarship

Elizabeth P. Stottew Memorial Scholarship

Elizabeth Waddell Newman Memorial Scholarship

Eugene Kiwanis Foundation George P. Hopkins Scholarship
Francis Y. Doren Scholarship  
George B. Van Schaick Memorial Scholarship  
Gordon Tripp String Scholarship  
Ira and Gertrude Lee Scholarship  
Jim Folastrí Memorial Scholarships  
Linda Jean Moore Scholarship  
Marjorie Mitchell Scholarship  
Maude and H. B. Deansmore Memorial Scholarships  
Women'schoral Society  
Ma Phi Epsilon Scholarships  
Oregon Music Teachers Association Scholarship  
Oregon Tubal Association Scholarship  
Paul Clarke Stauffer Scholarships  
Phi Beta Scholarships  
Prescor Foundation Scholarship  
Robert G. Cuitteau 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 composition)  
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 fifth-year teacher education program. This intense five-year program—summer 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. Doerksen.

Fees

Performance Studies  
(Studio Instruction)  
(per credit, per term)  
Dollars  
Guitar .............................................. 80  
All other performance studies ........................ 60  

Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, it is one lesson for each week of instruction in the term.

Jazz majors who are enrolled in both jazz and classical performance studies only pay a fee for the performance study with the fewer credits.

Fee Exemptions

Music majors, provided the instruction is a degree requirement with primary performance study above the 170 level  
Music majors, provided the instruction is a degree requirement with secondary performance study at the 170 level or above, and provided faculty teaching loads permit.

Music majors in class piano instruction, provided it is to develop the proficiency required by the student's degree program.

Other Fees (per term)  
Dollars  
All music majors ........................................ 75  
Ensemble fee ........................................ 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 .............. 50  
Short-term instrument rental (per week) ............ 10  
Percussion-studios 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 fall into two general categories:

Basic and intermediate performance studies (MUP 100-162). Fee required.


Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Performance studies courses carry 2 to 4 credits each. 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. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital, a faculty evaluation is required. If not given, the recital is formally acknowledged as a fulfilled degree requirement.

Enrollment in some 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 member may study with a graduate teaching fellow for credit at extra cost.

Details concerning levels, repertoire, and other matters are available upon request.

Piano students at the MUP 171 level or above have an accompanying requirement described under Ensemble Requirement.

General Procedures and Policies

Students are responsible for knowing about degree requirements and University of Oregon's Music procedures and policies. This information is found in several sections of this catalog, including About the School, earlier in this section of the catalog. See also Registration and Academic Policies and Graduate School sections.

Undergraduate Studies

Nonmajors

Courses

The School of Music offers nonmajors a variety of 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.

Understanding Music (MUS 123)

Rock History, 1950-70 (MUS 284)

Rock History, 1965 to Present (MUS 265)

History of the Blues (MUS 270)

Themes in the Humanities (HUM 306)

History of Jazz, 1900-1930 (MUS 350)

History of Jazz, 1940 to Present (MUS 351)

The Music of Bach and Handel (MUS 353)

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)

Art Film: (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 199), Seminar (MUS 497), Experimental Course (MUS 410). These courses do not fulfill general-education requirements.
Ensembles
Course numbers through 498 are for undergraduates; 500-, 600-, and 700-level courses are for graduate students.
East European Folk Ensemble (MUS 390, 690)
Collegium Musicum (MUS 391, 691)
Chamber Ensembles—Brass Ensemble, Studio Guitar Ensemble, Trombone Ensemble, Tuba Euphonium Ensemble, other ensembles as needed (MUS 394, 694)
Band—Campus Orchestra, Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, UO Symphonic Band, Yellow Garter Band (MUS 395, 695)
Orchestra (MUS 396, 696)
Chorus—Chamber Choir, Concert Choir, Lab Choir, University Gospel Choir, University Gospel Ensemble, Gospel Singers, University Singers (MUS 397, 697)
Jazz Laboratory Band III (MUS 398, 698)
Jazz Laboratory Band II (MUS 391, 691)
Oregon Jazz Ensemble (MUS 392, 692)
Small Jazz Ensemble (MUS 395, 695)
Oregon Vocal Jazz (MUS 397, 697)
Opera Workshop (MUS 398, 698)
Workshop: Japanese Gamelan (MUS 408/508)
Balinese Gamelan (MUS 490/509)

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. Choose courses from the subject list below.

List of Courses by Subject
Jazz and Popular Music.

Performance. A maximum of 6 credits may be applied to the minor. Performance Studies (Studio Instruction) with concurrent enrollment in a performance ensemble.


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 acceptable examinations. Nine credits may be transferred from another college or university at the discretion of the faculty advisor for the minor. These credits must be completed in the past seven years. At least 6 credits must be taken in the University of Oregon.

Prerequisites
Music Theory II, III (MUS 132, 133) ...... 6
Aural Skills II, III (MUS 134, 135, 136) ...... 6
Keyboard Skills II, III (MUS 137, 138, 139) .... 3
Music history: choose two courses from Survey of Music History (MUS 267, 268, 269). Themes in the Humanities (HUM 308) ......... 6

Required Courses
9-10 credits
Basic Performance Studies: Voice (MUS 101, 102) Music for Early Childhood (MUS 428) Music in Special Education (MUS 428) 3 Instrumental or choral ensemble ......... 1-2

Electives
17-24 credits
Choose from Off-Country (MUS 420). Music for Early Childhood (MUS 428). Music in Special Education (MUS 428) 3 Instrumental or choral ensemble ......... 1-2

Acceptance into the Department of Music
Enrollment into the School of Music requires the consent of the major coordinator: Music Education: Elementary Education.

Music Major Programs
A detailed checklist of requirements for each degree is available in the undergraduate office, 158 Music Building.

Bachelor’s Degrees Offered
Bachelor of Arts (B.A.) in Music
Bachelor of Science (B.S.) in Music

Jazz Studies
Music Composition
Music Education
Music Performance

The bachelor of arts in music is primarily for students who want a broad liberal-arts education while majoring in music. The bachelor of music is primarily for students who want to pursue a professional career in music. The bachelor of arts in music education is primarily for students who want to pursue a professional career in teaching music. The bachelor of music education is primarily for students who want to pursue a professional career in teaching music.

Admission
Students who are eligible for admission to the university may apply to the School of Music for admission as music majors.

Auditions
Auditions are required for all music majors. Auditions are required for music education majors.

Performance
Performance is required for all music majors. Performance is required for music education majors.

Placement Examinations
Placement examinations are required for all music majors. Placement examinations are required for music education majors.

Performance Studies
Performance studies are required for all music majors. Performance studies are required for music education majors.

Admission to a Specific Degree Program
Initial admission to the School of Music is required. Official admission to a degree program occurs after the student successfully completes one year of core studies.

Music and Gender
Music and Gender is required for all music majors. Music and Gender is required for music education majors.

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 acceptable examinations. Nine credits may be transferred from another college or university at the discretion of the faculty advisor for the minor. These credits must be completed in the past seven years. At least 6 credits must be taken in the University of Oregon.

Prerequisites
Music Theory II, III (MUS 132, 133) ...... 6
Aural Skills II, III (MUS 134, 135, 136) ...... 6
Keyboard Skills II, III (MUS 137, 138, 139) .... 3
Music history: choose two courses from Survey of Music History (MUS 267, 268, 269). Themes in the Humanities (HUM 308) ......... 6

Required Courses
9-10 credits
Basic Performance Studies: Voice (MUS 101, 102) Music for Early Childhood (MUS 428) Music in Special Education (MUS 428) 3 Instrumental or choral ensemble ......... 1-2

Electives
17-24 credits
Choose from Off-Country (MUS 420). Music for Early Childhood (MUS 428). Music in Special Education (MUS 428) 3 Instrumental or choral ensemble ......... 1-2

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Bachelor of Arts (B.A.) in Music
Bachelor of Science (B.S.) in Music

Jazz Studies
Music Composition
Music Education
Music Performance

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Admission
Students who are eligible for admission to the university may apply to the School of Music for admission as music majors.

Auditions
Auditions are required for all music majors. Auditions are required for music education majors.

Performance
Performance is required for all music majors. Performance is required for music education majors.

Placement Examinations
Placement examinations are required for all music majors. Placement examinations are required for music education majors.

Performance Studies
Performance studies are required for all music majors. Performance studies are required for music education majors.
usually held winter term, are available in the undergraduate office. Details about repertoire 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 wish 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 auditon at the time of entrance.

In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the ensemble personnel committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choir or instrumental)
2. Complete a petition
3. Return the petition to the undergraduate office

**Accompanying Requirement for Piano Students**.

Undergraduates studying piano at the MUP 171 level or higher as their primary performance medium must fulfill at least half their ensemble requirement by enrolling in Chember Ensemble: Accompanying (MUS 394). A detailed accompanying policy is available from 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:

- Heral, classical guitar, harpsichord, and organ students may enroll in chamber ensemble instead of the large conducted ensembles.
- Jazz studies majors must enroll in at least two of classical chamber ensemble, band, chorus, or orchestra. With the approval of the director of jazz studies, the remainder of the requirement may be fulfilled by enrolling in small Jazz Ensemble (MUS 395) or Chamber Ensemble (MUS 394) instead of large conducted ensembles.
- Piano students enrolled in performance studies at the MUP 171 level or higher may enroll in Chamber Ensemble (MUS 394) or The Collaborative Pianist (MUS 421, 422, 423) instead of large conducted ensembles.
- Composition students may enroll in at least one of Balinese Gamelan in partial fulfillment of the ensemble requirement.

Each major requires a specific number of terms of ensemble. Some majors 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 I, II, III (MUS 131, 132, 133) ........ 6
- Aural Skills I, II, III (MUS 134, 135, 136) ........ 6
- Keyboard Skills I, II, III (MUS 137, 138, 139) ... 3
- On the Nature of Music (MUS 167) ............... 2
- Music Theory IV, V (MUS 231, 232) ............... 4
- Aural Skills IV, V, VI (MUS 234, 235, 236) ....... 9
- Keyboard Skills IV, V, VI (MUS 237, 238, 239) .. 3
- Survey of Music History (MUS 267, 268, 269) ... 12
- Analysis (MUS 324, 325, 326) ................. 9
- Music in World Cultures (MUS 358) ............. 4

Student forum (nine terms)

Students must pass a musical repertoire identification examination before enrolling in MUS 267, 268, 269. Guided Listening (MUS 168) is offered as an aid to passing the examination.

**Satisfactory Progress toward the Degree**

Satisfactory progress toward the degree is monitored every term by the director of undergraduate studies.

Major must earn a C- or better in every course—excluding courses taken outside the School of Music—required for their degree program.

Candidates for a B.Mus. in jazz studies, music education, or music performance must advance to the next performance level at least once every five terms.

Students are allowed two attempts to earn a grade of C- or better in any course required for a music major. A student who receives a grade of D or lower or a mark of W (withdrawal) or I (incomplete) for a required course is placed on probation. Probationary status must be removed by the end of the next term in which the course is offered. Any student who fails to fulfill this probation contract is dropped from the major.

**Sample First-Year Program**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensemble (MUS 395–397)</td>
<td>2</td>
</tr>
<tr>
<td>Music in World Cultures (MUS 358)</td>
<td>4</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction)</td>
<td>4</td>
</tr>
<tr>
<td>Group-satisfying courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Term</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory I (MUS 131)</td>
<td>2</td>
</tr>
<tr>
<td>Aural Skills I (MUS 134)</td>
<td>2</td>
</tr>
<tr>
<td>Keyboard Skills I (MUS 137)</td>
<td>1</td>
</tr>
<tr>
<td>On the Nature of Music (MUS 167)</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble (MUS 395–397)</td>
<td>2</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction)</td>
<td>4</td>
</tr>
<tr>
<td>College Composition I (WR 121)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory II (MUS 132)</td>
<td>2</td>
</tr>
<tr>
<td>Aural Skills II (MUS 135)</td>
<td>2</td>
</tr>
<tr>
<td>Keyboard Skills II (MUS 138)</td>
<td>1</td>
</tr>
<tr>
<td>Collected Listening (MUS 169)</td>
<td>1</td>
</tr>
<tr>
<td>Ensemble (MUS 395–397)</td>
<td>2</td>
</tr>
<tr>
<td>Performance Studies (Studio Instruction)</td>
<td>2</td>
</tr>
<tr>
<td>College Composition II or III (WR 122 or 123)</td>
<td>4</td>
</tr>
<tr>
<td>Group-satisfying course</td>
<td>4</td>
</tr>
</tbody>
</table>

**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

Bachelor of arts degrees require proficiency in a foreign language (see the Registration and Academic Policies section of this catalog)

**General Music Option**

Performance studies (MUP 171 or above), at least three terms with concurrent enrollment in assigned ensemble. 6-12
Senior project: consult advisor for details
A total of at least 121 music credits, including electives and required courses
College Composition III (WR 123) strongly recommended

Bachelor of Science
B.S. in Music
Bachelor of science degrees require competence in mathematics or computer science (see the Registration and Academic Policies section of this catalog)

General Music Option credits Performance studies (MUP 171 or above), at least three terms with concurrent enrollment in assigned ensemble 6-12 Ensemble at least six terms 6-12 Senior project: at least six terms 6-12 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 490) is optional when the project is a recital; consult advisor for details and procedure

Music Technology Option credits Performance studies at least three terms, with concurrent enrollment in assigned ensemble, the last term of which must be at the MUP 140 level or above 3-6 Ensemble at least three terms 3-6 Senior project: at least three terms 3-6 Senior project: at least six terms 3-6 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 490) is optional when the project is a recital; consult advisor for details and procedure

Music History and Literature Option credits Performance studies at least three terms, with concurrent enrollment in assigned ensemble, the last term of which must be at the MUP 140 level or above 6-12 Ensemble at least three terms 6-12 Senior project: at least six terms 6-12 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 490) is optional when the project is a recital; consult advisor for details and procedure

B.Mus. in Music Composition credits Compositions 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 music applications chosen from Electronic Music Techniques I (MUS 443, 444), Advanced Electronic Composition (MUS 445), Computer Music Applications (MUS 446) 3 One course in ethnomusicology chosen from 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), Balinese Gamelan (MUS 490) 2-4 Proficiency in piano at a level that allows enrollment in MUP 291) as determined by the piano faculty, or graduate level piano (MUP 171) and in another instrument or in voice (MUP 171 or above) 2-4 Proficiency in conducting A total of at least 121 music credits including electives and required courses

Bachelor of Music
B.Mus. in Jazz Studies credits Small Jazz Ensemble (MUR 395), nine terms 15 Three terms of classical chamber chamber ensemble, band, orchestra, or chorus (MUS 394, 395, 396, 397) 3-6 Jazz Performance Laboratory (MUR 160, 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 (MUR 270) 2 Functional Jazz Piano I (MUP 271, 272) 4 Jazz Improvisation I (MUP 273, 274) 4 History of Jazz, 1900-1950 (MUS 350) 4 Workshop: Recording Techniques (MUS 450) 3 Electronic Music Techniques I (MUS 443) 3 Jazz Repertoire I, II, III (MUS 474, 475, 476) 6 Advanced Jazz Repertory I, II, III (MUS 477, 478, 479) 9 Advanced Jazz Arranging I, II, III (MUS 483, 484, 485) 9 Jazz Arranging I, II, III (MUS 480, 481, 482) 9 Electives 20 Suggested electives include studio instruction: jazz performance studies

B.Mus. in Music Education credits Foundations of Music Education (MUE 326) 3 Approved course in adolescent development and behavior, Development (PSY 175) recommended 4 Teaching Laboratory I (MUE 306, 307, 308) 3 Voice Pedagogy (MUE 391) 1 Instrumental Techniques (MUE 392) 7 Peabody: Early Field Experience (MUE 416), three terms 3 Band Methods (MUE 411) or Teaching Methods: Secondary Choral and General (MUE 413) 3 Teaching Methods: Elementary Choral and General (MUE 412) 3 Scoring for Voices and Instruments (MUS 439) 3 Advanced Choral Conducting (MUS 483) 3 Advanced Instrumental Conducting (MUS 486) 3 Teaching Laboratory II (MUE 486, 487, 488) 3 Ensemble, at least twelve terms 24 Performance studies with concurrent enrollment in assigned ensemble 16 A total of at least 125 music credits including electives and required courses

Minimum cumulative grade point average (GPA) of 2.00; at least two terms in residence
Admission to the music education program requires faculty approval at the end of the sophomore year.

**Choral and General Option.** Students whose primary performance medium is piano must pass at least three terms of MUP 271 or above and pass three terms of Intermediate Performance Studies: Voice (MUP 140). Students whose primary performance medium is voice must pass at least three terms of MUP 274 or above and pass three terms of Functional Piano (MUP 163).

**Instrumental Option.** Students whose primary performance medium is a hand or orchestral instrument must pass at least three terms at the MUP 300 level or above (piano, organ, recorder, harp, and guitar may not be used to meet instrumental option requirements).

**B.Mus. in Music Performance credits**

Performance studies: at least 36 credits including three terms at the MUP 400 level or above with concurrent enrollment in assigned ensemble: 36

Upper-division MUS electives: 5

Ensemble: at least twelve terms.

A total of at least 121 music credits including required and elective courses:

Junior and senior recital: credit may be earned in Reading and Conference: Recital (MUS 465); consult studio teacher for details.

Areas of specialization are bassoon, cello, clarinet, classical guitar, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, string bass, studio guitar, trombone, trumpet, tuba, viola, violin, voice. Students may also specialize in more than one wind instrument. Consult studio teacher for details. Additional requirements for each option follow:

**Voice Option.** Proficiency in French, German, Italian equivalent to completion of one year of college study in each of two languages or two years of study in one language.

Two terms of Introduction to Lyric Dictation (MUS 155, 156). Consult adviser for details.

Piano: three terms of Functional Piano (MUP 163) or equivalent:

Chamber ensemble (MUS 394), one term.

**Piano Option.** Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 394).

Piano Pedagogy (MUE 471, 472, 473)

Pianoln (MUE 409)

Percussion: auditions 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 394).

Strings, Woodwinds, Brass, Guitar, and Harp Option. In addition to the twelve terms of ensemble, at least three terms of Chamber Ensemble (MUS 394) are required.

**Percussion Option.** In addition to twelve terms of ensemble, twelve terms of Percussion Master Class (MUS 431) and one term of Instrumental Techniques: Percussion (MUE 392) are required.

**Graduate Studies**

Detailed checklists for graduate 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 I (I) and licensure level (see fifth-year checklist)**

Choose one course according to area of emphasis:

- Seminar: Wind Materials for Schools or Orchestra Development (MUE 507), Band Methods (MUE 511), Teaching Methods: Elementary Choral and General (MUE 512), Teaching Methods: Secondary Choral and General (MUE 513), Ofrot-Kodaly (MUE 520), Music for Early Childhood (MUE 523), Teaching Singing in the Classroom (MUE 542), Choral Materials for Schools (MUE 544), Jazz and Marching Methods (MUE 553), String Methods (MUE 556), Administration of School Music (MUE 636)...

- Experimental courses (EDLD 610 and SPED 610)...

- Practicums (EDUC 609) in music education, three terms...

- Supervised Field Experience (MUE 777), three terms, 1 credit each term...

- 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.)
  - Intermedia Music Technology
- Jazz Studies
  - Composition-arranging option (instrumental performance option)
- Music Conducting
  - Choral option
  - Orchestral option
- Wind ensemble option
- Music: Piano Pedagogy
- Music Composition
- Music Education
- Music Performance
  - Multiple woodwind or brass instruments option
  - 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 director of graduate studies, School of Music:

1. The second page of the Graduate Admission Application
2. A copy of sealed, official transcripts for 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, lists of compositions, and copies of programs from performances of the applicant's works; music education majors: copies of programs conducted; jazz studies majors: 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.** University of Oregon B.Mus. in jazz studies or equivalent; advanced improvisational skills with substantial study of jazz repertoire.

**Composition-Arranging.** 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.** Students must pass a conducting audition. Two years successful conducting experience preferred. Submit three letters of recommendation, along with tapes and programs, if available.

**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 or Brass Instruments.** Proficiency in three Performance Studies (Studio Instruction) (MUP 681-690) in primary instrument. Proficiency to enter Performance Studies (Studio Instruction) (MUP 621-630) in two secondary instruments.

**Ensemble 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 the relevant review courses the first time they are offered. 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.

In addition, students, other than keyboard or guitar specialists, enrolled in performance studies must be concurrently enrolled in a band, choir, or orchestra, and they must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

**Accompanying Requirement for Piano Students.**
Master's degree candidates studying piano at the MUP 171 level or higher as their primary performance medium must fulfill at least half their ensemble requirement by enrolling in Chamber Ensemble: Accompanying (MUS 894). A detailed accompanying policy is available from the graduate office.

**Jazz Studies.** Majors may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUS 695) or Chamber Ensemble (MUS 894) 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 currently in an assigned conducted ensemble.

Voice. Majors must enroll in at least three terms of Chorus (MUS 697), but may enroll in Opera Workshop (MUS 698) for the remaining terms.

**Degree Requirements**
A minimum of 90 percent of degree requirements must be taken in 600- and 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 archive 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**

**M.A. in Music Theory**

**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 Intermedia**

**Music Technology**

**credits**

**Post-Total Theory I (MUS 516).................. 3**

**Advanced Electronic Composition (MUS 545).......................... 3**

**Reading and Conference: History of Electroacoustic Music (MUS 605).................. 3**

**Terminal Project (MUS 609).................. 9**

**Research Methods in Music (MUS 611).................. 3**

**Music in the 20th Century (MUS 665).................. 3**

**Choral conducting (MUS 698) for the M.Mus. degree.......................... 1**

A total of at least 55 graduate credits

Three examinations are associated with the degree: proficiency exam, a juried demonstration of the student's mastery of specific software (Post Tools, Cubase, Peak, Kyna, and Max), technical exam, a four-hour, written examination on theoretical aspects of music technology; intermedia essay, a proctored four-hour exam during which an essay is written on artistic and aesthetic issues related to music technology and other arts. The essay is written after passing the proficiency and technical exams and is read by three faculty members.

**M.Mus. in Jazz Studies**

**Composition-Arranging Emphasis**

**credits**

**Computer Music Applications (MUS 448).................. 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 545).......................... 3**

**Music in the 20th Century (MUS 685).................. 3**

**Jazz Laboratory Band I or II (MUS 690 or 691) or Oregon Jazz Ensemble MUS 602, two terms.................. 6**

**Small Jazz Ensemble (MUS 695), two terms.................. 2**

Choose at least six credits from Seminar: Topics in Ethnomusicology (MUS 507), Workshop: Instrumental Conducting (MUS 505), 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), Balinese Gamelan (MUS 590).......................... 6

Consult advisor for additional required courses. Electives at the 600 level or above chosen in consultation with advisor. A total of 54 credits including 18 in the area of emphasis and 18 in other music courses.

Completion requirements: compositions 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 faculty.
In the late 20th Century (MUS 665). 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, each 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 Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis

Choral conducting and literature

Elementary general music

Instrumental conducting and literature

Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and graduate committee).

Electives: At least three terms

Performance studies: At least three terms

M.Mus. in Music: Piano Pedagogy

Piano Literature (MUS 564, 565, 566)................. 9

Piano Pedagogy I: Teaching Beginners (MUS 571)........ 3

Piano Pedagogy II: Teaching Groups (MUS 572)........... 2

Piano Pedagogy III: Teaching Intermediate Levels (MUS 573)................. 2

Advanced Piano Literature (MUS 574)................. 2

Research Methods in Music (MUS 575)................. 3

Performance studies in piano (MUS 641 or above)................. 3

At least 9 credits in music history, literature, theory, or composition at the 500 level or above

At least 12 credits in courses related to the emphasis area at the 500 level or above

Professional education courses

Electives, chosen with an adviser, within or outside the School of Music to complete 51 graduate credits

Courses as needed in expository writing

Completion requirements. Choose one of the following options:

1. 9 credits in Thesis (MUS 503) and oral examination

2. Major project consisting of 2 to 4 credits in Research (MUS 505) and oral examination

3. Major project consisting of a recital (if performance studies are MUS 641–661 or above) and oral examination

M.Mus. in Music Performance

Optics are available in bassoon, cello, clarinet, early keyboard instruments, euphonium, flute, harp, horn, oboe, organ, percussion, piano accompanying, solo piano, saxophone, string bass, trombone, trumpet, tuba, viola, violoncello, voice.
Core Requirements credits
Research Methods in Music (MUS 611) .................. 3
Performance Studies (Studio Instruction) (MUP 670-681) (except for piano accompanying option) .................. 12
Appropriate ensemble at least three terms (except for piano accompanying option) 3-6
Collegium Musicae (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 of at least 48 graduate credits
Public recital: consult adviser for procedures.
Enroll in MUP 670-691 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

Multiple Woodwind or Brass Instruments credits
Reading and Conference: Wind Instrument
Music (MUS 603) .................. 3
Performance Studies (Studio Instruction) (MUP 643-6360), at least 3 credits in each secondary instrument .................. 6
Pedagogy and Practicum: Woodwinds or Brass (MUS 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: Maste Class (MUS 511) along with private precussion study .................. 3-6

Piano credits
Piano Literature (MUS 564, 565, 566) .................. 9

Piano Accompanying credits
Performance Studies (Studio Instruction): Piano Accompanying (MUP 670) .................. 9
Performance Studies (Studio Instruction): Flano (MUP 671) .................. 9
Chamber Ensemble (MUS 668), four terms .................. 4
Reading and Conference: Music for Chamber Ensemble (MUS 605) .................. 2
Solo Vocal Music (MUS 567, 568) .................. 6
Lyric Dictation (MUS 555, 556) .................. 6
The Collaborative Piano (MUS 521, 522, 523) .................. 6
Seminars or courses in music history or literature at the 500 level or above approved by an adviser .................. 6
Electives, approved by an adviser, to total of at least 50 graduate credits
Two public recitals: consult adviser for procedures

Violin and Violin Performance and Pedagogy credits
Violin Pedagogy I: Suzuki Method (MUE 560) .................. 3
Pedagogy Methods: Violin and Viola (MUE 562) .................. 2
Seminar: Repertoire Development (MUE 507) .................. 2
Seminar: CM Internship (MUE 507) each semester of teaching with CM .................. 2-4
Choose one or more courses from Music for Early Childhood (MUE 528), Psycholinguistics (PSY 340), Cognitive Development (PSY 375) .................. 3-9

Electives, approved by an adviser, to total 48 graduate credits
Voice credits
Lyric Dictation (MUS 555, 556) .................. 6
Solo Vocal Music (MUS 567, 568) .................. 6
History of Opera (MUS 574, 575) .................. 8
Pedagogy and Practicum: Voice (MUE 639) .................. 3
Courses in Music history (MUS 566-568) .................. 6
Chorus ensemble (MUS 697) .................. 6
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

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, ethnomusicology, intermedia music technology, jazz studies, multiple woodwinds, music education research, orchestral conducting, piano pedagogy, violin and viola pedagogy, and wind ensemble conducting.
Doctoral candidates in music must complete one primary area and one supporting area. Details are available 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 in music official transcript showing receipt of a bachelor's degree.
Send to the director of graduate studies, School of Music:
1. The second page of the Graduate Admission Application
2. A copy of sealed, official transcripts for 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. Graduate Record Examinations (GRE) scores from the general test (verbal, quantitative, analytical)
6. Supporting materials or activities related to the areas of interest:
   a. Primary or supporting area in composition: copies of scores and tape recordings of a representative sample of original compositions and copies of programs as evidence of performances of the applicant's work
   b. Primary area in music education: two letters of recommendation indicating three years of successful full-time music teaching. Supporting area in music education: two letters of recommendation indicating two years of successful full-time music teaching.
   c. Primary or supporting area in music performance: personal audition or a recent tape recording of a performance that qualifies for admission to performance courses.
   d. Supporting area in piano accompanying: audition with the director of accompanying
   e. Supporting area in conducting: choral, chamber, or instrumental focus: evidence of two years experience as a conductor, audition of conducting skills, and, if available, a videotape of conducting skills
   f. Supporting area in jazz studies: preliminary audition tape or compact disc, and live audition if selected; repertoire list, copies of programs from solo or jazz band concerts. For jazz arranging emphasis: representative scores and recordings of arrangements, jazz compositions, or both

Any other materials the applicant believes are of interest to the School of Music graduate admission committee

Entrance Examinations

Students who are admitted into a doctoral or predoctoral program must take entrance examinations in musicianship and music history before or early in the first term of enrollment. These examinations are given before or during the first week of classes each term. Students who do not pass the examinations (or portions thereof) must complete a prerequisite review course or courses the next time they are offered.

Formal Admission

Formal admission is accomplished by appearing before the graduate committee during the third term of residence (excluding summer session). Students must meet this requirement before they may enroll for subsequent terms. Request more information about formal admission from the graduate secretary.

General Degree Requirements

In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements.

Courses. Research Methods in Music (MUS 611), Concept Development in College Teaching (MUE 641, 642), music history or theory courses as stipulated in the specific area requirements, and at least 9 credits of music courses (excluding basic language courses taken to fulfill the language requirement) chosen in consultation with the faculty adviser.

Students who have a performance-studies requirement in their primary area are exempt
from the performance-studies requirement in the same medium in the supporting area.

Research (MUS 601), Dissertation (MUS 603), and Reading and Conference (MUS 603) are available during summer session only with advisor's consent.

Pedagogy. One term of Pedagogy and Practicum (MUS 639) in each primary and supporting area, with the following exceptions:

1. Students with a supporting area in violin and viola pedagogy are exempt from the primary area MUS 639 requirement if their primary area is violin or viola performance.

2. Students with a supporting area in piano pedagogy are exempt from the primary area MUS 639 requirement if their primary area is piano performance.

Ensemble. 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, wind, string, or percussion must demonstrate proficiency in three consecutive terms of band, choir, or orchestra, and they must audition for ensemble placement before each fall term. Students with a supporting area in voice may substitute Opera Workshop (MUS 698) for choral.

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 take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Language. Ph.D. candidates, except those in music education, must demonstrate proficiency in a second and third language, 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.

Examinations. A core examination of the student's basic knowledge of music history, repertoire, and ability to analyze music is given in conjunction with the first specific-area comprehensive exam. Specific-area comprehensive examinations are given in the primary and supporting areas. Information about these exams is available from department chairs.

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.

Accompanying

Supporting Area

Option A: Instrumental Emphasis credits

The Collaborative Pianist (MUS 521, 522, 523) 6
Lyric Diction (MUS 555, 556) 6
Reading and Conference: Instrumental Duo (MUS 605) 2
Piano Accompanying (MUS 670), at least three terms 9
Chamber Ensemble (MUS 694), at least two terms 4

Option B: Vocal Emphasis credits

The Collaborative Pianist (MUS 521, 522, 523) 6
Lyric Diction (MUS 555, 556) 6
Choose either two terms of Solo Vocal Music (MUS 567, 568) or one term of Solo Vocal Music and one term of History of Opera (MUS 574, 575) 6-7
Piano Accompanying (MUS 670), at least three terms 9

Both options require a 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 the term of the degree recital. The recital must be performed on the UO campus.

Choral Conducting

Supporting Area credits

Supervised College Music Teaching (MUS 602), or Instrumental Conducting Master Class (MUS 686) 3
Performance Studies (Studio Instruction) (MUS 501-701), three terms 6-12
Seminar, practical, and choral literature, selected in consultation with adviser 12
Choir ensemble (MUS 687), three terms 6
Two seminar workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the festival 12

Performance proficiency, demonstrated by examination

One public choral conducting performance (faculty approval required) 12

Diction proficiency in French, German, Italian, and Latin; may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination.

Ethnomusicology

Supporting Area credits

Music in World Cultures (MUS 358) 4
Introduction to Ethnomusicology (MUS 531) 4

Choose at least three courses from Music of the Americas (MUS 359), Seminar in Musicology (MUS 507) in ethnomusicology, Workshop: Javanese Gamelan (MUS 508), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), Reading and Conference (MUS 565), European Folk Ensemble (MUS 566) 12

Choose one additional course from those listed above or from outside the School of Music (e.g., anthropology, folklore, dance) in consultation with adviser 4

Supporting Area in

Historic Performance Practice credits

Three terms of Performance Studies (Studio Instruction) 6-12
One art history course in Renaissance or Baroque art to be chosen from ARH 341-344 or 345 4
Counterpoint (MUS 533 or 534) 4
History of Rhetoric and Composition (ENG 592) 4
History of Theory I or II (MUS 630 or 631) 3
Notation of Medieval and Renaissance Music (MUS 643) 3
Music in the Middle Ages (MUS 661) 3
Music in the Renaissance (MUS 662) 3
Music in the Baroque Era (MUS 665) 3
Two terms of Performance Practice before 1800 (MUS 698) 6

At least four terms of Collegium Musicum (MUS 681) 6

One undergraduate or graduate course or seminar in English, French, German, Italian, Latin, or Spanish literature before 1600, chosen in consultation with adviser 3-4

Intermedia Music Technology

Supporting Area credits

Electronic Music Techniques I and II (MUS 543, 544) 6
Advanced Electronic Composition (MUS 545) three terms 9

Computer Music: Applications (MUS 446) 3

Choose one additional course in consultation with the adviser:

Jazz Studies

Supporting Area credits

Jazz Performance Emphasis credits

Jazz Repertoire I, II, III (MUS 574, 575, 576) 6
Juryed solo recital

Jazz Arranging Emphasis credits

Jazz Arranging I, II, III (MUS 580, 581, 582) 9
Juryed recital of compositions and arrangements

Multiple Woodwinds

Supporting Area credits

Performance studies in two secondary woodwind instruments chosen from flute, oboe, clarinet, saxophone, and bassoon (MUS 621-625 or 651-655), 6 terms 12-24

Reading and Conference (MUS 686), one course for each secondary instrument covering the history and literature of that instrument. These courses are designed to suit the needs of the student by the faculty advisor for that area 6

Following the completion of six hours study on an instrument, a juryed public performance is given, which consists of a sonata or concerto from the standard repertoire and a chamber piece that includes the instrument being studied. Literature is selected in consultation with the faculty member teaching the instrument. Students are required to give five juryed performances as follows:

1. Two during the first year on one instrument
2. Two during the second year on the second instrument
3. A final juried performance of both woodwinds

Music Composition

Primary-area requirements are the same for the Ph.D. and D.M.A. degrees except for the choice of supporting area. Ph.D. candidates choose from intermedia music technology, ethnomusicology, music education, music history, or music theory. D.M.A. candidates may choose from accompanying, choral conducting, jazz studies, multiple woodwinds, music performance, orchestral conducting, piano pedagogy, and wind ensemble conducting.

Primary Area credits

Composers' Forum (MUS 538), at least three terms 9

Advanced Composition Studies (MUS 640, 641, 642) 6

Choose one course from Electronic Music Techniques I and II (MUS 543, 544), Computer Music Applications (MUS 446) 3

Choose one course from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552),
Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590) ............................................ 2-4

Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses) ............................................ 6-8

Music in the 20th Century (MUS 665) and one period survey course chosen from MUS 660-669 ............................................ 6

Dissertation (MUS 603) ............................................ 18

Public performance on the University of Oregon campus of compositions completed during doctoral study that have been approved by the music composition faculty

Reading 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 chosen in consultation with faculty adviser ............................................ 12

Public performance on the University of Oregon campus of compositions completed during doctoral study that have been 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

Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses) ............................................ 6-8

Dissertation (MUS 603) ............................................ 18

Research Methods in Music (MUS 613) ............................................ 3

Resources in Music Education (MUE 614) ............................................ 3

Choose at least two period survey courses from MUS 660-665 ............................................ 6

Additional graduate MUE courses ............................................ 17

Performance studies, three terms ............................................ 6-12

Supporting Area credits

Ph.D. students whose primary area is music education:

At least 21 credits, chosen in consultation with the adviser, in research methodology and in courses that provide a theoretical foundation for the dissertation research

This supporting area is not open to D.M.A. candidates whose primary area is music education.

All other students:

Statistical methods (see adviser for list of appropriate courses), one term ............................................ 2

Research Methods in Music (MUS 613) ............................................ 3

Additional graduate MUE courses ............................................ 9

Performance studies, three terms ............................................ 6-12

Music History

Primary Area credits

Dissertation (MUS 603) ............................................ 18

Five music history seminars ............................................ 9-12

Choose three courses from Schenkerian Analysis (MUS 530, 531, 532), History of Theory (MUS 631) ............................................ 9

Choose at least two period survey courses from MUS 660-665 ............................................ 6

Notation of Medieval and Renaissance Music (MUS 643) ............................................ 6

Performance Practices before 1800 (MUS 669) ............................................ 3

Collegium Musicum (MUS 691), three terms ............................................ 3

Each student, in consultation with the adviser, 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) ............................................ 9-12

Courses taken to fulfill primary area requirements may also be used to fulfill this area

Music Performance

Primary Area credits

Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses) ............................................ 6

Choose at least two period survey courses from MUS 660-665 ............................................ 6

Performance Studies (Studio Instruction) (MUS 741-751), 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 (MUE 607) ............................................ 2

Three public performances (subject to pre-final approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Supporting Area credits

Performance Studies (Studio Instruction) (MUS 741-751), three terms ............................................ 12

Two public performances (subject to pre-final approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Music Theory

Primary Area credits

Post-Tonal Theory I (MUS 516, 517, 518) ............................................ 9

Three music theory seminars ............................................ 9

Choose at least one additional course from:

Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) ............................................ 6-12

Schenkerian Analysis (MUS 530, 531, 532) ............................................ 9

Choose at least two period survey courses from MUS 660-665 ............................................ 6

Dissertation (MUS 603) ............................................ 18

History of Theory III (MUS 630, 631, 632) ............................................ 9

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 requirements, all at least one graduate-level course in music history or music theory (MUS 607) ............................................ 3-4

Orchestral Conducting

Supporting Area credits

Orchestral Music (MUS 571, 572) ............................................ 4

Bibliography in Instrumental Conducting (MUS 620) ............................................ 3

Instrumental Conducting Laboratory (MUS 624), three terms ............................................ 6

Instrumental Conducting Master Class (MUS 686) ............................................ 3

Performance Practices before 1800 (MUS 689) ............................................ 3

Orchestra (MUS 696), three terms ............................................ 6

Performance Studies (Studio Instruction) (MUP 611-791), three terms ............................................ 6-12

A juried rehearsal and a juried conducting performance in addition to those required at master’s level

Piano Pedagogy

Supporting Area credits

Piano Pedagogy I: Teaching Beginners (MUE 571) ............................................ 3

Piano Pedagogy II: Teaching Groups (MUE 572) ............................................ 2

Piano Pedagogy III: Teaching Intermediate Levels (MUE 573) ............................................ 2

Practicum (MUE 560), three terms ............................................ 3

Performance (Studio Instruction): Piano (MUP 641 or above) ............................................ 12

Solo thirty-minute piano recital on the University of Oregon campus if primary area is other than piano performance

Violin and Viola Pedagogy

Supporting Area credits

Music for Early Childhood (MUE 528) ............................................ 3

Violin Pedagogy I: Suzuki Method (MUE 560) ............................................ 6

Seminars: Internship (MUE 607) ............................................ 4

Two terms ............................................ 4

Psycholinguistics (PSY 540) or Cognitive Development (PSY 575) ............................................ 4

Course in advanced pedagogy related to the student’s needs and degree focus selected in consultation with an adviser ............................................ 3

Wind Ensemble Conducting

Supporting Area credits

Bibliography in Instrumental Conducting (MUS 620) ............................................ 3

Wind Repertoire (MUS 621, 622, 623) ............................................ 3

Instrumental Conducting Laboratory (MUS 624) ............................................ 3

Instrumental Conducting Master Class (MUS 686) ............................................ 3

Wind Ensemble (MUS 686), three terms ............................................ 6

Performance Studies (Studio Instruction) (MUP 611-791), three terms ............................................ 6-12

A juried rehearsal and a juried conducting performance in addition to those required at master’s level

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 from adviser

4. Satisfaction of language requirement

Additional information about comprehensive examinations is available from the graduate secretary.

Advance to Candidacy

Advance to candidacy is based on successful completion of comprehensive examinations and fulfillment of the language requirement, approval by the dissertation advisory committee or the lecture-document committee, and the recommendation of the adviser.
Dissertation

A dissertation is required in all doctoral degree programs except the D.M.A. in performance, for which a lecture-document that focuses on some aspect of the performance medium may be substituted.

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.

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, is required.

Final Examination

A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation or lecture-document and show a command of the primary area. Members of the dissertation or lecture-document advisory committee typically conduct the final examination: their appointment is subject to approval by the dean of the Graduate School.

Courses Offered

The School of Music curriculum is divided into four general categories, each designated by a different subject code:

**MUS:** music courses and ensembles

**MUS:** music education

**MUP:** performance studies

### Music Courses (MUS)

#### 125 Understanding Music (4)

Prerequisite elements of music, historical style periods of Western art music, development of jazz and popular music. Grose

#### 126 Rudiments of Music Theory (3)

Rudimentary study of the three major symbolic systems: designed to develop fundamental competence in performing from notation and in notating musical ideas. Preprep: instructor's consent or placement examination.

#### 127 Rudiments of Aural Skills (3)

Rudimentary study of sight singing, dictation, and related skills. Preprep: placement examination.

#### 131, 132, 133 Music Theory I, II, III (1.5, 2.0, 2.5)

Elementary study of music structure, emphasizing the relationships between descriptive, notational, compositional, and technical concepts. Sequence. Preprep: placement examination. Hurwitz

#### 134, 135, 136 Aural Skills I, II, III (2.0, 2.0, 2.0)

Elementary training in understanding and identifying musical elements by sight singing, dictation, and related activities. Sequence. Preprep: placement examination. Dunn

#### 137, 138, 139 Keyboard Skills I, II, III (1.0, 1.0, 1.0)

Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Jantzi, Larson

#### 155, 156 Introduction to Lyric Diction (2.0)

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 170 or above) or instructor's consent. Mentor

#### 167 On the Nature of Music (2) Introduction to styles, concepts, and frameworks for music history and performance. Kruckenberg, McLucas

#### 168 Guided Listening (1)

Guided listening experiences designed to aid in the acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music. Preprep: MUS 167.

#### 188 Workshop (1)

To prepare students with one or both of the music major programs for a career in music. Preprep: instructor's consent. Smith

#### 231, 232 Music Theory IV, V (2.0, 2.0)

Continuation of MUS 131, 132, 133. Sequence. Prereq: MUS 133 or equivalent proficiency. Johnson

#### 234, 235, 236 Aural Skills IV, V, VI (3.0, 3.0, 3.0)

Continuation of MUS 134, 135, 136. Sequence. Prereq: MUS 136 or equivalent proficiency. Johnson

#### 237, 238, 239 Keyboard Skills IV, V, VI (1.1, 1.1, 1.1)

Continuation of MUS 137, 138, 139. Sequence. Prereq: MUS 139 or equivalent proficiency. Jantzi, Larson

#### 240, 241, 242 Composition I (3.0, 3.0, 3.0)

Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 133, 136 or equivalent proficiency. Instructor's consent. Grumb\n
#### 248, 249, 250 Survey of Music History (4.0, 4.0, 4.0)

Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Preprep: WR 121; MUS 232; placement examination. Examination. Preprep: for nonmajors: instructor's consent. Kruckenberg, Smith, Vanscheeuwijk

#### 250 History of the Blues (3)

Stages 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. Wadreck

#### 267, 268, 269 Survey of Music History (4.0, 4.0, 4.0)

Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Preprep: WR 121; MUS 232; placement examination. Examination. Preprep: for nonmajors: instructor's consent. Kruckenberg, Smith, Vanscheeuwijk

#### 272 Music Fundamentals (3)

Basic 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.

#### 292 Music Analysis (3.0, 3.0, 3.0)

Techniques of analyzing musical data: harmony, rhythm, and form in music from various periods. Sequence. Prereq: MUS 232, 235, 236, 267, 268, 289; or equivalent proficiency. Bass, Stelet

#### 340, 341, 342 Composition II (3.0, 3.0, 3.0)

Introduction and performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency. Instructor's consent. Bass, Crompton

#### 347/348 Music of Bach and Handel (4)

Composition by Bach and Handel such as oratorio chorales, cantatas, oratorios, operas, and masses: cultural context in Germany, France, Italy, and England for the development of their styles. Smith

#### 353 Survey of Opera (4)

Introduces great operas including works by Mozart, Wagner, and Verdi. Smith. Primarily for nonmajors.

#### 355 Beethoven (4)

Life and works of Beethoven considered in the context of the turbulent events of postrevolutionary Europe. Works include piano sonatas, symphonies, and quartets. Smith

#### 356 Innovative Jazz Musicians: Topics (4)

Covers two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and creative reception. R twice when topic changes for maximum of 12 credits. Wadreck

#### 358 Music in World Cultures (4)

African, East European, and Indonesian musics in sociocultural context. Emphasis on learning 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, Latin American, and Native American music in sociocultural context. Includes listening skills, music-culture relationship, aesthetics, styles, genres, music structures and forms, and participatory music making. Levy

#### 380 Film: Drama, Photography, Music (4)

Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis. Trombley

#### 381 Art Film (4)

Introduces the best available examples of art films as embodying complex and often abstract use of drama, photography, and music. Prereq: MUS 380. Trombley

#### 390 East European Folk Ensemble (2.0)

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.

#### 391 Collegium Musicum (1)

Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsal and extensive sight-reading and vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent. Vanscheeuwijk

#### 394 Chamber Ensemble (1)

Study of music through small-group rehearsal. For string and wind instrument players, percussionists, keyboard players, accompanists, and singers. Prereq: audition, instructor's consent. Mason

#### 395 Band (1)


#### 396 Orchestra (2.0)

Orchestra (2.0) Topics include University Symphony Orchestra, Campus Orchestra. Ensemble fee. Prereq: audition, instructor's consent. W. Bennett

#### 397 Chorus (2.0)


#### 398 Opera Workshop (2.0)

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. Rachmaninoff.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) Prereq: instructor's consent.

403 Thesis (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–4R) Individual study of topics agreed upon by the student and faculty advisor. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

407/407 Seminar: [Topic] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408/408 Workshop: [Topic] (1–21R) Various topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

409 Supervised Tutoring (1–21R)

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


413 Music History Review (3) Review of music history from the medieval period to the present. Prereq: placement examination.


419/419 MIDI for Musicians (2) Concepts, uses, applications, and practical experience with MIDI in music composition, computer-driven music, and interactive performance. Includes MIDI (musical instrument digital interface), digital audio, web-based music, and sequencing. Lutsko.

421/421, 422/422, 423/423 The Collaborative Pianist (2,2,2R) Comprehensive study of techniques and literature for artistic ensemble performance 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 one each, with instructor's consent, for maximum of 4 credits per course.

428/428 Score Reading (2R) Analysis of musical scores of compositions for small and large ensembles involving transcription of parts; use of the piano as a means of studying ensemble scores. R once with instructor's consent for maximum of 4 credits.


Sequence. Prereq: MUS 232, 236, or instructor's consent. Larson.

438/438 Composers’ Forum (3R) Composition and discussion of works for performance by professional and student performers. Study of 20th-century compositional techniques. Prereq: instructor's consent. Dunw. 40 to twenty-four times for maximum of 75 credits.

439/439 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 232, 236.


451/451 Introduction to Ethnomusicology (4) Study of world musics in their social and cultural contexts. Emphasis on comparing the varied approaches, ideas, and methods of selected American and European researchers since 1960. Levy.

452/452 Musical Instruments of the World (4) Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations. Levy.

453/453 Folk Music of the Balkans (4) Forms and styles of folk musics and dances in their cultural contexts in southeastern Europe: Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia, Libya.

454/454 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.


460/460 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.

464/564, 465/565, 466/566 Piano Literature (3,3,3) Solo keyboard music from the time of J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 269 or equivalent. Kern. Offered 2003–4 and alternate years.

467/467, 468/468 Solo Vocal Music (3,3) Solo songs with accompaniment; the lute and Puccini. 19th-century art songs in Germany and France; 20th-century British, American, and Continental. Songs; literature of the bass for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 269 or equivalent. Varga. Offered alternate years; not offered 2003–4.


486 Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Paul.


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 6 credits.

Thesis, Research, Dissertation, and Reading and Conference are available during summer sessions with advisor's consent.


601 Research: [Topic] (1–16R) Prereq: instructor's consent.

602 Supervised College Teaching [1–5R] Prereq: instructor's consent.

603 Dissertation [1–16R] Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–4R) Individual study of topics beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic, instructor's consent.

607 Seminar: [Topic] (1–5R) Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability. Extra fee for Oregano Bach Festival seminars.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–10R)

610 Experimental Course: [Topic] (1–5R)
611. 613 Research Methods in Music (3,3)
611: use of research, research, and bibliographical
613: experimental research
615: in music. 613: experimental research
616: including problem identification, research design,
influencing variables, research tools, and the
interpretation of data in relation to the teaching
R. Moore.
620 Bibliography in Instrumental Conducting
[3] Survey of research in conducting. Discussion
of rehearsal strategies and psychology. Ponton.
621, 622, 623 Wind Repertoire (3,3,3)
Survey and analysis of music composed for large wind
groups. 621: 1900-1985. 622: 1850-1900. 623:
1900 to the present. Sequence. Ponton.
624 Instrumental Conducting Laboratory (2R)
Study, preparation, and conducting of works for
instrumental ensembles in rehearsals and perfor-
mances. Ponton. R twice for maximum of 6 credits.
630 History of Theory I (3) Examination and
presentation of theories of music of ancient
times to the 16th century, including Aristides
Quintiliani, Boëll, Ruck, Huchard, Guide, France,
Tunctures, Ramis, and Amun.
631 History of Theory II (3) Examination and
presentation of theories of music of the 16th to
19th centuries, including Clartane, Zarlin,
Dessart, Benuet, Tartini, Kimberger, C. P. E.
Bach, Fétis, Sechter, and Helmholtz.
632 History of Theory III (3) Theories of har-
mony and structure ranging from the mid-19th
century to the present, including Hauptmann,
Kiaman, Schenker, Schoenberg, Hindemith,
Babbitt, Forte, Lewin, Straus, and Lordohl.
635 Advanced Aural Skills (3R) Exercises
and projects in transcription and analysis of music
presented aurally; discerning discrepancies be-
tween performed and notated music. Analysis of
music without recourse to scores. R once with
instructor's consent.
636 Timbral Analysis and Orchestral Compo-
sition I (3) Not offered 2003-4.
640, 641, 642 Advanced Composition Studies
(2,2,2) Snido instruction in composition.
Prereq: MUS 442/542 or instructor's consent.
643 Notation of Medieval and Renaissance
Music (3) Representative examples of notational
systems and practices in Western European
polyphony from 1000 to 1600. Offered alternate
years; not offered 2003-4.
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.
Knackenberg. Offered 2003-4 and alternate
years.
661 Music in the Renaissance (3) The central
Renaissance style in 15th-century France and
Italy; high Renaissance music; late Renaissance
music; developments in England and Germany;
instrumental music. Renaissance music theory.
Knackenberg. Offered alternate years; not offered
2003-4.
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 con-
texts—early 17th century through Bach and
Handel. Vanscheewijk. Offered alternate
years; not offered 2003-4.
663 Music in the Classical Period (3) Study
of galant. Empfindsam, and classical styles from
c. 1720 to Boccherini, Haydn, and Mozart.
Fokus on instrumental and sacred music, and on operas
before Mozart. Vanscheewijk. Offered 2003-4
and alternate years.
664 Music in the Romantic Era (3) Virtuosic
and lyrical extremes in instrumental and vocal styles.
Literary romanticism, descriptive music, and the
Lied; opera in France and Italy; Wagner's music
dreams as Gesamtkunstwerk. Smith. Offered
alternate years; not offered 2003-4.
665 Music in the 20th Century (3) The crisis of
romanticism and tonality; the transition of
Debussy, Mahler, and others; new styles of
Stravinsky, Schoenberg, Bartók. developments in
the United States; implications of recent trends.
666 Instrumental Conducting Master Class (3)
Advanced conducting techniques as applied
to band and orchestral music; with emphasis on
human techniques and rehearsal strategies. Includes
score preparation. Prereq: instructor's consent.
W. Bennett. Offered summer session only.
689 Performance Practices before 1800 (3)
Introduction to theory and practice of sound
production, phrasing, historical pronunciation,
instrumentation, improvisation, pitch, and
harmonization in vocal and instrumental music—Middle Ages to the
19th century. Vanscheewijk. Offered 2003-4
and alternate years.
690 East European Folk Ensemble (2R)
See MUS 390. R twice for maximum of 6 credits.
691 Collegium Musicum (1R) See MUS 391.
694 Chamber Ensemble: [Topic] (1R) See MUS 394.
695 Band: [Topic] (1-2R) See MUS 395.
696 Orchestra (2R) See MUS 396.
697 Choir: [Topic] (2R) See MUS 397.
698 Opera Workshop (2R) See MUS 398.

Jazz Studies Courses (MUJ)
180. 181, 182 Jazz Performance Laboratory
(1.15R) Drills and practical application of
scales, chords, harmonic progressions, rhythmic
patterns, and approach-note groups for develop-
ment of skills in small jazz ensembles. Coreq:
MUJ 195, instructor's consent. S. Owen. R twice
for maximum of 3 credits each.
270 Jazz Theory (2) Introduction to jazz harmony:
chord symbols, chord voicing practices, analysis,
reharmonization practices, scale centers for
improvisation, creation of bass lines. Prereq:
MUJ 133. 136, 139, or instructor's consent.
Denny. S. Owen.
271, 272 Functional Jazz Piano I,II (2.2)
Performance of one- and two-hand comping styles
including common voice-leading practices, scales,
and harmonic forms. Reading from chord symbols
and lead sheets. Sequence. Prereq: MUJ 270 or
instructor's consent.
273, 274 Jazz Improvisation I,II (2.2)
Task-oriented performance of selected standard jazz
repertoire. 273; chord and scale study. solo
transcription, analysis, pattern practice, simple
compositional forms. 274; chord alterations,
chord substitution, reharmonization and
chromaticism. Prereq: MUJ 270; pre or coreq:
280. 281, 282 Jazz Performance Laboratory
(1.15R) See MUJ 180. 181, 182. S. Owen.
R twice for maximum of 3 credits each.
350 History of Jazz, 1900-1930 (4) History, biog-
raphy, multiculturalism, and racism in early jazz
and swing through modern jazz. Includes Louis
Armstrong, Duke Ellington, Charlie Parker,
Dizzy Gillespie, Miles Davis, John Coltrane.
Ottawa Coleman. Woodeck.
290 Jazz Laboratory Band III (1R) Large
ensembles performing repertoire associated with
the jazz idiom. Performances on campus,
in the community, and at jazz festivals. Prereq:
addition. S. Owen.
295 Small Jazz Ensemble: [Topic] (1-2R)
Improvisation group. Study current and past small
ensemble jazz performances. Prereq: audition.
instructor's consent. Denny.
597 Jazz Vocal Ensemble: [Topic] (2R)
Composed of approximately sixteen voices and
a rhythm section. Explores a wide variety of styles in
the jazz idiom. Prereq: audition.
405 Reading and Conference: [Topic] (1-4R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] (1-2R)
474/574, 475/575, 476/576 Jazz Repertoire I,II,III
(2,2,2) Study of traditional jazz literature through
performance. Emphasis on improvisation and
developing the ability to categorize songs by ear
through the recognition of common chord pro-
gerations and modulations. Sequence. Prereq:
MUJ 274 or instructor's consent. S. Owen.
477/577, 478/578, 479/579 Advanced Jazz
Repertoire I,II,III (3,3,3) Development of
professional performance skills in improvisation
through study of traditional and contemporary
jazz repertoire. Sequence. Prereq: MUJ 476/576
or instructor's consent.
480/580, 481/581, 482/582 Jazz Arranging I,II,III
(3,3,3) Study of use of common arranging skills:
reharmonization, instrumentation, block harmonicization,
tutti scoring techniques, five-part den-
sity. Sequence. Prereq: MUJ 274 or instructor's
consent. S. Owen.
503 Thesis (1-16R) Prereq: instructor's consent.
605 Reading and Conference: [Topic] (1-16R)
699 Jazz Laboratory Band III (1R) See MUJ 590.
681 Jazz Laboratory Band II (1R) See MUJ 391.
692 Oregon Jazz Ensemble (1-2R) See MUJ 392.
695 Small Jazz Ensemble: [Topic] (1-2R) See
MUJ 395.
697 Oregon Vocal Jazz (2R) See MUJ 397.

Music Education Courses (MUJ)
199 Special Studies: [Topic] (1-5R)
326 Foundations of Music Education (3) Social,
philosophical, historical, and curricular founda-
tions of music education. Justification for in-
cluding music in the public school curriculum;
professional, ethical, and social aspects of teach-
ing. Extra fee.
386, 387, 388 Teaching Laboratory I (1, 1, 1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Chase, P. Doerksen, Pengelly.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Chase.


401 Research: [Topic] (1–21R) Prereq: instructor's consent.


405 Reading and Conference: [Topic] (1–4R) Individual study of topics at a level above that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

408 Field Studies: [Topic] (1–21R)

407/407 Seminar: [Topic] (1–5R) Various advanced topics offered periodically according to student and faculty interest and availability.

409/409 Workshop: [Topic] (1–21R) Various topics at a level above that available in the standard curriculum. Prereq: instructor's consent.


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


413/413 Teaching Methods: Secondary Choral and General (3) Instructional procedures and materials for secondary choral and general music classes. Chase.

420/420 Orff-Kodály (3) Investigation of approaches in teaching general music that were developed by composers Orff and Kodály. Readings and laboratory experimentation on performance skills. R. Moore.


429/429 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.

430/430 Music Classroom Ecology and Management (3) Exploration of the sociolinguistic factors of race, gender, and cultural diversity of teacher-student interaction; techniques for maintaining an ecological environment conducive to learning music in the classroom.

442/442 Teaching Singing in the Classroom (3) Methods for teaching singing in the classroom with emphasis on addressing the special needs of the adolescent and the changing voice. Prereq: MUE 391, Chase.

444/444 Choral Materials for Schools (3) Repertoire for choral groups in secondary schools: choral music from early historical periods to the present: criteria for selection of choral music: instructional program and concert planning. Clark.

447/447 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.

455/455 Jazz and Marching Methods (3) Teaching methods for jazz ensembles and marching bands in secondary schools. S. Owen, Zimmermann.

456/456 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools. Reschke. Offered only during summer session.


486, 487, 488 Teaching Laboratory II (1, 1, 1) See MUE 386, 387, 388, Chase, P. Doerksen, Pengelly.

491/491 Advanced Pedagogy: [Topic] (3R) Sections in piano and other topics. R twice in different sections for maximum of 9 credits.

503 Thesis (1–16R) Prereq: instructor's consent.

601 Research: [Topic] (1–16R) Prereq: instructor's consent.

602 Supervised College Music Teaching (1–5R) Prereq: instructor's consent.

603 Dissertation (1–16R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–4R) Individual study of topics beyond regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

607 Seminar: [Topic] (1–5R) Recent topics are Field Experience, Thesis Organization.

608 Workshop: [Topic] (1–18R)

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 competences in the substance of the activity and in curricular planning, instructor's consent. Pengelly, Wachtler.

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. R. Moore.


635 Administration of School Music (3) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel. P. Doerksen.

637 Technology of Teaching Music (3) Use of electronic equipment and computers in teaching music. Hardware and software appropriate for classroom use and for individualized instruction. P. Doerksen.

638 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools: determination of goals, content, instructional materials, and evaluative criteria: exploration of significant curriculum development projects in music education. P. Doerksen.

639 Pedagogy and Practice: [Topic] (3R) Teaching strategies and practical applications. 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.


Performance Studies Courses (MUP) Extra fee for nonmajors enrolled in MUP 171–751. Unless it is a degree requirement, majors taking more than one performance studies course may pay an extra fee.

Extra fee for nonmajors enrolled in MUP 171–751. Unless it is a degree requirement, majors taking more than one performance studies course may pay an extra fee.
Music

Percussion studies (MUP 161, 191, 261, 261, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 412/311, enroll in major ensemble


106 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) Beginning-level group instruction in music reading, chord techniques, improvisation, scales, and simple theory. Listening is an important part of the course. Extra fee. Latarski. R twice for maximum of 6 credits.


250 Special Studies: Topic (1–5R) Recent topics include Celtic Music, Music Performance, Folk Harp, Funk Guitar, Guitar Technology, Javanese Gamelan, Jazz Drumset. Tabla. Extra fee.


570 Performance Studies (Studio Instruction): Topic (2-4R) Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.


Academic Learning Services

Susan Lesyk, Center Director

(541) 346-3226
(541) 346-2184 fax
68 Prince Lucien Campbell Hall
http://als.uoregon.edu/

The Center for Academic Learning Services (ALS) provides academic support to university students. Through academic courses, noncredit workshops, individual counseling, and drop-in mathematics and writing sessions, 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 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.

Noncredit Workshops. Among the noncredit workshops offered are 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.

Academic Learning Services Courses (ALS)

101 Introduction to University Study (3) Emphasizes the critical reading, writing, and research skills necessary for effective study methods. New study techniques are applied to this and other courses.

102 College Reading Skills (3) Practice in analysis, synthesis, and evaluation of a variety of sources relating to a contemporary issue. Emphasis on writing abstracts, reviews, and critiques that demonstrate critical reading ability.

200 Special Studies: [Topic] (1-5R) K twice per topic for maximum of 6 credits.

300 Special Studies: [Topic] (1-5R) Classes focus on such topics as math strategies, grammar and style, research skills, presentation skills, vocabulary acquisition, academic writing, test-taking, speed reading, and writing personal statements.

400/500 Workshop: [Topic] (1-4R) For maximum of 6 credits.

400 Workshop: [Topic] (1-4R) For maximum of 6 credits.

500 Workshop: [Topic] (1-4R) For maximum of 6 credits.

A maximum of 12 credits in ALS courses may be applied to the total credits required for a bachelor's degree.

Air Force ROTC

(541) 737-6286
(800) 633-7592
AFROTC Detachment 685,
300 McAlexander Fieldhouse,
Oregon State University,
Corvallis OR 97331

Students interested in obtaining an officer's commission in the United States Air Force upon graduation may join the Air Force Reserve Officers Training Corps (AFROTC) program offered through the Department of Air Force Studies at Oregon State University. Undergraduate credits earned in this program may be transferred to the OSU 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

The following programs are open to qualified students.

Four-Year Program

The four-year program consists of the general military course, six terms of lower-division air force studies courses including a laboratory each term, and the professional officer course, six terms of upper-division air force studies courses including a laboratory each term. Four-year cadets attend Field Training (AS 304) for four weeks during the summer before their junior year of college.

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 complete 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 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.

One-Year Program

Information about this new program is available from the department.

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 agree to serve for four years after receiving the commission.

Scholarships

Scholarships are available for qualified students. High school students interested in applying should consult their high school counselors in their junior year or early in their senior year. University students in the four-year AFROTC program can compete for scholarships twice a year on the basis of grade-point average, Air Force Officer Qualifying Test scores, Scholastic Assessment Test scores, and a personal interview. Special scholarship programs are also available to students of selected minority backgrounds or who are majoring in critical-demand areas deemed necessary by the U.S. Air Force. Students receiving scholarships must be able to complete the Air Force ROTC program, receive a degree, and be commissioned before reaching their thirty-first birthday. Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $500 a year for textbooks, and up to $400 as a monthly stipend.

For students who are not selected for any other scholarship program, the Air Force offers special incentives to students in any academic major during their junior and senior years. More information about these programs is available from Air Force ROTC at Oregon State University.
Allowances, Uniforms, Textbooks

Students enrolled in the professional officer course are paid up to $400 as a 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 Air Force ROTC programs. The one- and two-year programs require 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.

American English Institute

Christa Hansen, Director

[541] 346-3945
[541] 346-3917 fax
107 Pacific Hall
5212 University of Oregon
Eugene OR 97403-5212, USA
aei@uoregon.edu
http://aei.uoregon.edu/

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: 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. 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 optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I, II, and III, Business English, Pronunciation, and American Films.

Other services and facilities, including an audio/video laboratory and a Macintosh computer laboratory, help students develop English proficiency. 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 matriculated students who have scored between 500 and 575 on TOEFL or request additional training in English as a second language for academic work. Courses are offered in listening and note taking, speaking, reading and vocabulary, and writing. A placement test is required before registering. 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 teaching assistants who need or want help in improving English for use in the classroom. Courses are offered to improve listening and speaking abilities, pronunciation, and university-level teaching and classroom interaction skills. Information about this program is available from the AEIS office, the Office of International Programs, and the Graduate School.

Short-Term Programs

Upon request, the institute designs and teaches short-term 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 host families, an academic advisor, an extensive orientation program before classes begin, and planned activities in Eugene and Oregon.

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, submit the following materials:

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 $85

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 Intensive English Program does not imply admission to any other school or program at the University of Oregon. Inquiries about admission should be directed to the AEI admissions coordinator.

Army ROTC

See Military Science

Capital Center

[503] 725-2213
18640 NW Walker Road, Beaverton OR 97006

The Capital Center, developed by the Oregon University System, houses technical and business programs that serve the Portland community. These programs include 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 center.

Computing Center

Joanne R. Hugi, Associate Vice President, Information Systems

[541] 346-4403
[541] 346-4397 fax
250A Computing Center, 151 McKenzie Hall
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 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:

- DAKWING, a large Sun Enterprise 5800 UNIX computer targeted for compute-intensive academic applications and faculty and staff e-mail and web access
- GLADSTONE, a large Sun Enterprise 5900 UNIX system that provides undergraduate students with e-mail service and World Wide Web service
- The VMS cluster, two large Alpha Open VMS computers that support administrative applications

Staff members oversee the operation of several instructional and public-access computer laboratories on campus.

The administrative services staff provides programming support for administrative computing, including Banner A/R, FIS, HRIS, SIS, DuckWeb, DuckFont, the data warehouses, and auxiliary applications.

Networking staff members provide support for UNet, the campus network; OWEN/NERO, a statewide network that serves K-12 schools, higher education, and state government agencies; and the Oregon Gigapop, including Oregon's Internet2 connections.
Software
Academic services staff members support a wide selection of statistical packages, programming languages, utilities, and other software, including:
• text editors
• X Windows software
• e-mail (IMHO web e-mail, pine. Eudora) and other network software (ssh, ftp)
• web browsers (Mozilla, 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, C++, C)
• statistics packages (Sas, Splus, Splus)
• other special-purpose applications programs and packages, including Mathematica (symbolic mathematics), rasml (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, 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 transfer, network access, maintenance of software libraries, and site-licensing and distribution of software
• 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, repair, and upgrade services
• the Computing Center's website and UO's primary website
• Optical Mark Reader scanning and test scoring
• limited contract programming

Networking
The Computing Center houses three major networking organizations: Network services, the Advanced Network Technology Center, and OWEN/NERO.
• Network services staff provides central data communication and networking services to the UO community. Network services oversees UOnet and nearly 800 high-speed modems that facilitate remote dial-in access to campus computers and networks and develops and maintains wireless access on campus
• The Advanced Network Technology Center is engaged in research, engineering, and development of next-generation internetwork technologies. Projects include global Internet routing systems, integrated services (Internet), multicast backbone (MBONE), IPv6 (advanced Internet protocol), Internet2 (higher education's network applications initiatives), and Abilene, the high-speed academic and research network backbone funded by the National Science Foundation
• NERO, the Network for Education and Research in Oregon, develops and operates the high-speed wide-area network connectivity to further education and research in Oregon. NERO provides the backbone infrastructure for the OWEN partnership, with primary membership and support from the Oregon University System, the State Department of Administrative Services, and the Oregon Public Education Network

Through efforts by the Advanced Network Technology Center, the university was a charter member of Internet2, a collaborative effort of U.S. research universities that planned and designed a high-speed academic and research network. With the center's assistance, the UO also serves as a GigaPop, a regional Internet2 aggregation site, and supports the Oregon Internet Exchange, a regional exchange point for Internet service providers and high-speed networks.

The Network Startup Resource Center, a sub-group of the Advanced Network Technology Center, provides support for the deployment of networks in developing countries of the world.

The Computing Center is a service unit independent of the Department of Computer and Information Science, the academic department that offers for-credit courses for bachelor's and advanced degrees. For information about that department, see the Computer and Information Science section of this catalog.

Continuing Education
Curtis D. Lind and Ronald E. Trehon, Codirectors
(541) 346-4211
(800) 524-2404 in Oregon
1277 University of Oregon
Eugene OR 97403-1277
cerinfo@uoregon.uoregon.edu

Community Education
Sandra Gladney, Program Coordinator
(541) 346-5614
1234 University of Oregon
Eugene OR 97403-1234
http://ceo.uoregon.edu/

An important dimension of the University of Oregon's responsibility to continuing education is the Community Education Program, which makes university courses available to people who are not formally admitted to the university. 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) 346-4211
Baker Downtown Center
975 High Street, Suite 110
http://center.uoregon.edu/

Continuing Education is the program through which the Continuing 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, arts management, festival and event management, teacher education, and educational administration.

Continuing Education offers noncredit certificates of completion and graduate degree programs in the Portland area. Other off-campus programs are the Teacher and Administrator Education Program, which serves teachers and administrators throughout Oregon, and the Applied Information Management (AIM) Program. The AIM program is described in the Graduate School section of this catalog.

Programs overseen by Continuing Education are described below. Unless new information is listed, the various programs may be reached through Continuing Education.

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.

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 National Educational Computing Conference and the Northwest Council for Computer Education Conference. The division serves mature adults through Elderhostel in the summer. In addition, the division sponsors academic society and association regional meetings as well as nonacademic community-interest programs.

Distance Education
Sandra Gladney, Program Coordinator
http://dce.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 assessment procedures vary by course, but all require frequent access to e-mail and a web browser.

Education 2000+
Ruth Heller, Program Coordinator
http://2000+.center.uoregon.edu/

Education 2000+ provides educational opportunities to professional K-12 educators through an ongoing selection of workshops. The program provides information about innovations in education to support positive change, enhances 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 two 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 website.

**Festival and Event Management Certificate Program**

Sandra Gladney, Program Coordinator
http://center.oregonstate.edu/festival/event/

Participants in this program, a partnership between Continuing Education and the Arts and Administration Program, may (1) attend an occasional workshop to complement a university degree or for professional development, (2) earn a certificate of completion as a professional credential, (3) meet professional development requirements with continuing education unit documentation. Workshops address current trends and best practices for administering festivals and events. Participants gain real-world experience through individualized practice and special problems activities.

**Learning in Retirement**

Ruth Keller, Program Coordinator
http://LIR.oregonstate.edu/

This self-supporting, member-run program was established to meet the educational interests of the community's retired and semiretired men and women. Courses are offered in a lecture and discussion format; some topics are covered in a single session while others are explored through a series of sessions. A variety of continuing discussion and study groups and activities are also offered.

An annual 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 need not complete formal admission procedures nor travel to the OU 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 teacher education, administrative licensure, counseling psychology, school psychology, and special education. Courses and instructors are approved by the appropriate UO academic units. Registration for these offerings takes place at the first class meeting. Courses can be arranged in most communities with strong student needs. Communities such as Ashland, Bend, Coos Bay, Klamath Falls, La Grande, Lebanon, Medford, Myrtle Creek, Portland, Redmond, Roseburg, and Salem have participated in the 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 at Continuing Education.

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**Summer Session**

Ronald E. Tebben, Director
(541) 346-3475
(800) 524-2404 toll free in Oregon
1279 University of Oregon
Eugene OR 97403-1279
http://uossummer.oregonstate.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. This program is open to graduate students only. A student must be in good academic standing to receive financial aid. To apply for financial aid for the summer session, a student must have submitted a completed financial aid application for the 2004-2005 academic year and any other necessary documents to the university's financial aid office on or before May 1, 2004.

**Financial Aid.** The university can assist students with loans, grants, and part-time work during the summer. Financial aid is available for graduate students who are admitted to the university and enrolled in a program leading to a master's degree or certificate. A student must be in good academic standing to receive financial aid. To apply for financial aid for the 2004 summer session, a student must have submitted a completed financial aid application for the 2003-2004 academic year and any other necessary documents to the university's financial aid office on or before May 1, 2004.

**Housing.** Single- and multiple-room accommodations in university residence halls are available in summer. Student housing is limited for graduate students during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

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**Human Development**

The Office of Academic Affairs oversees human development courses.

**Human Development Courses (HDEV)**

199 Special Studies: [Topic] (1-5R)
405 Reading and Conference: [Topic] (1-6R)
409 Practicum: [Topic] (1-6R)
410/510 Experimental Course: [Topic] (1-5R)
605 Reading and Conference: [Topic] (1-6R)
809 Practicum: [Topic] (1-6R)
610 Experimental Course: [Topic] (1-5R)

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**International Programs**

Thomas Miles, Director
(541) 346-3206
330 Oregon Hall

The university enrolls about 1,500 international students from ninety countries and sponsors overseas study programs in Africa, Asia, Australia, Europe, and Latin America. Through the Office of International Programs, the university assists students who want to study abroad and international students and faculty members who are teaching and studying at the university.

The International Resource Center, located in the EMU, is supervised by the Office of International Programs. This center provides travel information, international news, and organizes international cultural programs for the campus and the community.

**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 Programs offers academic and personal counseling and helps students adjust to life in this country. It also coordinates the International Friends 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. More complete information about each of the following programs is published in the pamphlets, Overseas—A Most Interesting Place to Learn and IE Global Internships, available in the Office of International Programs.

**CIEE** is the Council on International Educational Exchange. NCSA is the Northwest Council on Study Abroad. SIT is the School for International Training.

**Africa.** Students can participate in SIT field-based programs in the following countries: Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Uganda, and Zimbabwe. Programs include language study, homestay, 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 Programs. These semester-long programs are offered fall and spring.

**Australia, Adelaide.** The University of Adelaide 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.

**Australia, Melbourne or Perth.** La Trobe University and Curtin University offer a broad curriculum for students participating in these semester or yearlong exchange programs. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

**Australia, Vienna.** This program, offered fall and spring, 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 Viennese 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 the IBE Global Internships program. Students may also choose a full academic-year program.

China, Xiamen. Students live in Germany, Tübingen. Students with two terms of first-year German language are eligible for this intensive language program offered each year from April to July. By the end of the program, participants will have completed the entire second-year German sequence.

Greece, Athens. Organized by the Ateous 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 integral 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, Bangalore. This semester-long, field-based program, sponsored by SIT, focuses on culture and development. The program includes Kannada 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. 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. Courses offered include Italian language, social sciences, and humanities. Italian language is taught at beginning, intermediate, and advanced intermediate levels. Excursions are an integral part of the program.

Italy, Pavia. One student is accepted into this yearlong program each year. Advanced undergraduate or graduate students with at least three years of college-level Italian take core course work in Italian at the University of Pavia.

Italy, Perugia. An eight-week summer program in Italian language and culture is offered at the Italian University for Foreigners in Perugia. Italian is offered at all levels.
Academic Resources

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. The University is for Foreigners. All other courses are taught in English. Field trips complement classroom work. One term of college-level Italian is required. The program is offered fall, winter, and spring terms.

Japan, Nagoya. The Daide Institute of Technology and the University of Oregon have had an active faculty exchange program since 1978. Daide 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 studies. This one-year 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, Tokyo—Senju University. Senju 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 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, Monterey. 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 Interamerican University Studies Institute, sponsored by the Spanish government.

Nepal, Kathmandu. This semester-long, field-based program, sponsored by STIP, 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 an academic year. Others can study Scandinavian history, politics, and culture. They attend regular university classes and are 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 area 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.

Russia, St. Petersburg. Students in this program sponsored by CIEE take courses in Russian language and literature. Students must have at least two years of college-level Russian. This program is offered fall semester, spring semester, summer, or for a full year. A 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 NCSSA, 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 yearlong business program is available through CIEE. At least one 300-level Spanish course and two or business or economics courses are required before starting the program. Business, language, and culture courses are held in Spanish at the University of Seville. This program is suspended pending review.

Sweden, Uppsala. Students can enroll in a variety of courses taught in English at Uppsala University, one of Europe’s finest universities. Those with sufficient Swedish can enroll in regular university courses taught in Swedish. Swedish language courses are offered at beginning to advanced levels.

Thailand, Chiang Mai. Participants study Thai language, history, politics, and culture. Students in the fall semester program may stay for a second semester or participate in the IE Global Internships program.

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 Programs.

Internships

University of Oregon students can earn academic credit while they gain career-related work experience overseas. The IE Global Internships 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-October. The Office of International Programs has reference books on other overseas scholarship opportunities. For more information, request the pamphlet Scholarships and Loans for Overseas Study and Research.
Overseas Study Courses

Each subject code below is unique to a single overseas study program; the 888 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 388.

HIST: Australia in the 19th Century 5 (credits).

CIEE is the Council on International Educational Exchange; NCSA is the Northwest Council on Study Abroad; SIT is the School for International Training.

Australia
OADE 188, 288, 388, 488, 688 Overseas Studies: Adelaide, University of Adelaide (1-12R)
OCUR 188, 288, 388, 488, 688 Overseas Studies: Curtin University (1-12R)
OLAT 188, 288, 388, 488, 688 Overseas Studies: La Trobe University (1-12R)

Austria
OVIE 188, 288, 388, 488, 688 Overseas Studies: Vienna, NCSA Program (1-12R)

China
OBEI 188, 288, 388, 488, 688 Overseas Studies: Beijing, Central Institute for Nationalities (1-12R)

The Czech Republic
OCRO 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
OBEI 188, 288, 388, 488, 688 Overseas Studies: Bristol, Bristol University (1-12R)
OBT 188, 288, 388, 488, 688 Overseas Studies: London (1-12R)
OLON 188, 288, 388, 488, 688 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
OANG 188, 288, 388, 488 Overseas Studies: Angers, NCSA Program (1-12R)
OLOY 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, 688 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1-12R)

Ghana
OLEG 188, 288, 388, 488 Overseas Studies: Legon, University of Ghana (1-12R)

Hungary
OBUD 188, 288, 388, 488, 688 Overseas Studies: Budapest, Budapest University of Economic Sciences (1-12R)

Indonesia
OMAL 188, 288, 388, 488, 688 Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan (CIEE) (1-12R)

Israel
OUIU 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, 688 Overseas Studies: Siena, NCSA Program (1-12R)

Japan
OAGU 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Waseda University (1-12R)

Korea
OEWI 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1-12R)

Mexico
OQUE 188, 288, 388, 488, 688 Overseas Studies: Queretaro, 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, 688 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1-12R)

Russia
OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1-12R)

OSET 188, 288, 388, 488, 688 Overseas Studies: Russia (CIEE) (1-12R)

Scotland
OUA 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: Uppsala, Uppsala University (1-12R)

Thailand
OKGU 188, 288, 388, 488, 688 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1-12R)

Vietnam
OCHAN 188, 288, 388, 488, 688 Overseas Studies: Hanoi, Hanoi University (CIEE) (1-12R)

Internships
QINT 488, 688 Overseas Study: Internships (1-12R)

Experimental Programs
Africa
OXAF 188, 288, 388, 488, 688 Overseas Experimental Program: Africa (1-12R)

Asia and Oceania
OZAO 188, 288, 388, 488, 688 Overseas Experimental Program: Asia and Oceania (1-12R)

Europe
OXEU 188, 288, 388, 488, 688 Overseas Experimental Program: Europe (1-12R)

Latin America
OXLA 188, 288, 388, 488, 688 Overseas Experimental Program: Latin America (1-12R)

Middle East
OXME 188, 288, 388, 488, 688 Overseas Experimental Program: Middle East (1-12R)

Labor Education and Research Center

Robert Bussel, Director
(541) 346-5054
(541) 346-2786 fax
1675 Agate Street
Eugene OR 97403-1289
http://darkwing.uoregon.edu/~lerc/

Faculty
Barbara Byrd, senior instructor. B.A., 1971, Rice; M.S., 1976, Massachusetts at Amherst; Ph.D., 1988, Texas at Austin. (1994)
Barbara Byrd, senior instructor. B.A., 1971, Rice; M.S., 1976, Massachusetts at Amherst; Ph.D., 1988, Texas at Austin. (1994)
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.

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 regular monograph series 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 oversees the Oregon Labor Safety and Health Education Program under a contract with the SAIF Corporation. This program provides training and other services to enhance union members’ effectiveness as advocates for improved workplace 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—a six-week 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. 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 this section of this catalog. It provides increased services to the metropolitan area through general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 SW 2nd Avenue in Portland; telephone (503) 725-3295.

LERC is a member of the United Association for Labor Education and the Pacific Northwest Labor History Association.

Labor Education and Research Center Courses (LERC)

401 Research: [Topic] (1-21R)
403 Reading and Conference: [Topic] (1-21R)
405 Supervised Field Study: [Topic] (1-21R) Supervised activity related to areas such as labor education, local union administration, and job safety and health.
407 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 simulations, Techniques of Labor Education, and Unions and Technology. 601 Research: [Topic] (1-16R)
605 Reading and Conference: [Topic] (1-16R)
606 Supervised Field Studies: (1-16R)
609 Workshop: [Topic] (1-16R)

Libraries

Deborah A. Carver, University Librarian
(541) 345-3056
Office of the Librarian, Knight Library
http://libweb.uoregon.edu/

Faculty


library borrowing card may borrow most library materials. Information about these lending programs is available at Knight Library's circulation desk.

Other circulation services include traditional and electronic course reserves, holds placed on checked-out items, and renewals. Borrowers may also place holds or renew items online.

Borrowers are subject to fines for overdue materials and must pay replacement or damaged library materials.

Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. Patrons may also call the liaison for patrons with disabilities through Knight Library's reference desk, (541) 346-1816.

History
Although the University of Oregon opened its doors in 1876, an official library was not established until 1891, when Henry Villard donated a book collection valued at $1,000. As collections grew during the next twenty years, the library moved to progressively larger quarters in various locations. In 1905 the legislature appropriated funds for a new library building, now Feenon Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913.

Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as "exotic...a combination of modernized Lombard and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunbar and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large marbles painted by Albert and Arthur Ranquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to Knight Library were constructed in 1950 and 1966. During a third expansion and renovation project, a 132,000-square-foot addition was completed in 1992, and substantial renovation of the existing building was completed in 1994.

Donor Program
Library donors receive the newsletter Library Notes as well as invitations to special library events. For information on making a gift to the UO Libraries, telephone the Office of the University Librarian, (541) 346-3059.

Library Courses (LIB)
101 Introduction to Library Research (2) 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.


463/563 Internet Information and Culture (4) Examines the social, economic, and political impact of cyberspace on society. Develops cyberspace literacy skills, including finding information, critical evaluation of information, and web publishing.

605 Reading and Conference: [Topic] (1-6R)

Military Science
John F. Sneed, Department Head
1679 Agate Street
(541) 346-1102
fax (541) 349-2813
army@oregon.oregon.edu

Courtesy Faculty

Special Staff
The dates 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, an instructional department that reports to the vice provost for academic affairs, offers four years of military science courses, lower and upper division. With the exception of Special Studies: Physical Fitness (MIL 190), these elective courses are open to contracted ROTC cadets and students enrolled in ROTC who intend to pursue a commission as an officer in the United States Army.

Curriculum
The curriculum is an interdisciplinary course of study designed to meet the following objectives:
1. Provide opportunities to learn and practice leadership styles, dimensions, and techniques
2. Provide an understanding of the historical role of the army and how that role supports the goals and objectives of national policy
3. Develop and improve communication skills using practical oral and written exercises
4. Develop an understanding of the professional military ethic
5. Provide general knowledge of the structure of the army, its organization, and how its various components work together
6. Provide an 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 (except 191) are open to all those undergraduates who are either contracted ROTC cadets, or those students enrolled in the ROTC program who have begun pursuit of a commission as an officer in the United States Army. They provide the base framework of knowledge and emphasized basic military terms, leadership, organization, and military history.

Upper Division. Upper-division (300- and 400-level) courses primarily are offered for 3 credits each. These courses are offered to contracted cadets, or those in the process of contracting, who have completed Military Science I and II requirements. 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.

Extracurricular Activities
The department supports a variety of events including ranger challenge (club sport), marathons, football, basketball, softball, 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 knowledge and emphasized basic military terms. 122: operational and survival skills, essentials of topographic map reading and land navigation, first-aid, small-unit tactics, and 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. Pacing those who enroll must be contracted cadets or cadets eligible for contracting in ROTC who have either initiated the process of contracting or have received approval from the professor of military science. R five times for maximum of 6 credits.

199 Special Studies [Topic] (1R) The current topic is physical fitness training. Intensive overview of the principles of fitness, the Army fitness program, and techniques to achieve increased muscular endurance and cardio-respiratory endurance. R six times for maximum of 6 credits.

221, 222, 223 Military Science II (2,2,2) 121: basic leadership and technical military skills, including map reading, first aid, and communication skills. Focused on developing individual abilities and building effective teams. 122: Examine purpose, roles, and obligations of commissioned officers; organizational values and their application to the decision-making process; military tactics in small-unit operations. 123: self and team development in Army
The museum houses approximately 75,000 specimens. Vertebrate fossils make up the bulk of the collection, but it 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 published technical papers document the collections. Some research on the collections has been published in the UO Museum of Natural History bulletin series. A list of publication titles and a pamphlet with information about the museum may be obtained by writing to the museum.

**Museum of Art**

David Turner, Director

1430 Johnson Lane

(541) 346-3027

1223 University of Oregon

Eugene OR 97403-1223

http://uoma.uoregon.edu/

The University of Oregon Museum of Art is a valuable resource for the visual arts on campus and in the Pacific Northwest. Among the museum’s 12,500 works of art is a large and renowned collection of Asian art, which represents the cultures of China, Japan, and Korea, but includes works from Cambodia, Mongolia, and American and British works of Asian influence. A strong collection of American and regional art includes more than 500 works by Morris Graves. The museum also has collections of Russian icon paintings, Chandaran and Indian sculpture, Persian miniatures and ceramics, ancient Roman glass, Syrian glass, and works from European traditions.

Listed on the National Register of Historic Places, the 1932 museum building houses the Murray Warner Collection of Oriental Art, a gift from Gertrude Buss Warner. The adjoining courtyard is dedicated to the memory of Prince Lucien Campbell, the university’s fourth president.

The museum is undergoing its first major renovation and expansion that will double its size. When it reopens in 2004, the transformed building will offer new galleries, a research center, and modernized display and storage conditions. The added facilities will enable the museum to host major traveling exhibitions, display the art museum’s collection more effectively, and offer more educational opportunities for students, schoolchildren, and the public.

As a university museum, the Museum of Art is an important teaching resource. Its exhibitions and other programs are based creatively on the multidisciplinary curricular and extracurricular needs of students, faculty, and the community. Throughout the construction project, museum staff members continue to encourage student involvement at several levels, reaching from occasional volunteer opportunities to research for class projects.

**Museum of Natural History**

C. Melvin Aikens, Director

(541) 346-3624

1660 East 15th Avenue

1224 University of Oregon

Eugene OR 97403-1224

mnh@oregon.uoregon.edu

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 most important collections of archaeological materials from Oregon. These include the world’s oldest shoes, 10,000-year-old sagebrush sandals from Fort Rock cave, and evidence of 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 internships, 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 donation 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 in the Research Institutes and Centers section of the catalog.

**Physical Activity and Recreation Services**

Dennis Munroe, Director

(541) 346-4113

102 Eastlenger Hall

**Faculty**


Greg Smith, instructor (outdoor pursuits). B.S., 1975, Texas at Austin. (1975)

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 as well as faculty and staff members by providing physical-activity programs and services that promote health and fitness, active recreation, and participation in sports. PARS comprises Physical Education, Recreational Services, and Facilities Operations.

Employment. Students who are interested in physical activity and sport are good candidates for the many part-time jobs generated by the 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 assistants, and weight-room, facility, and equipment-issue supervisors. Lifeguards must have current certification; training is provided for other positions. Most positions require certification in first-aid and CPR.

Recreational Services
Brent Harrison, Director

Intramurals. Intramural programs provide opportunities for members of the university community to enjoy competitive sports and informal, relaxing recreational activities. These opportunities include all-campus tournaments, leagues, and special events. Some of the most popular activities are badminton, basketball, cross-country, flag football, golf, indoor soccer, racquetball, softball, soccer, swimming, tennis, track and field, ultimate frisbee, volleyball, and wrestling.

Recreational Aerobics. Recreational Aerobics provide high-quality and inexpensive exercise without academic pressure. Besides standard aerobic courses, activities include alternatives such as bench, low impact, kick boxing, step, and body sculpting.

Open Recreation. The Student Recreation Center may be used for open recreation when they are not scheduled for class use. Students must show a current UO identification card to use the facilities. Faculty, staff, alumni, and sponsored community members may purchase a facility user's pass valid for a single term or for a full year. Passes are sold at the main desk in the Student Recreation Center. For more information, call (541) 346-4113.

Recreational Facilities
Drew Gilland, Associate Director
This component of PARS is responsible for operating and maintaining physical-activity facilities, which are located on forty-two acres at the southeast corner of the campus.

The Student Recreation Center has a climbing wall, a suspended running track, a swimming pool, five basketball courts, a fitness and weight room, a juice bar, locker rooms, seven racquetball courts, a squash court, multipurpose rooms, an aerobics studio, and mat rooms. Equipment and towels are available with presentation of the user's UO identification card. Gerlinger Hall contains locker rooms, a small pool, a large multipurpose gym, and a small multipurpose room used to teach aerobics classes and other activities. Gerlinger Annex has two gymnasiums primarily used for physical education and intramural. The Student Tennis Center is located behind McArthur Court and features six courts. Two lighted artificial turf fields are located east of the Student Recreation Center. For more information about facilities and court reservations, call (541) 346-4183.

Physical Education
Peg Rees, Associate Director

The Physical Education (PE) program offers physical-activity courses for university students, faculty and staff members, and 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 150 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 a staff of faculty members, coaches, graduate teaching fellows, and contract employees.

More than 4,000 participants enroll in PE courses each term. Most classes meet twice a week for 1 credit. Several outdoor-pursuit courses 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-earning courses through DuckWeb, which is explained in the Registration and Academic Policies section of this catalog.

Students and members of the staff, faculty, and community can enroll in physical education courses as noncredit participants. Noncredit participants pay only the PE course fee and register in person at the PE office at the start of each term.

Opportunities are 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 Easinger Hall; telephone (541) 346-4113. The office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Fees for Physical Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Activity (1 credit)</th>
<th>Activity (2 credits)</th>
<th>Outdoor pursuits</th>
<th>Prorated (1-3 credits)</th>
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<tr>
<td></td>
<td>52</td>
<td>52</td>
<td>39-399</td>
<td>10-52</td>
</tr>
</tbody>
</table>

Some courses require additional fees to pay for equipment, transportation, and certification. Fees and fee-refund schedules are printed in each term's schedule of classes.

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 (PFAE)


199 Special Studies: [Topic] (1-2R)


399 Special Studies: [Topic] (1-2R)

Aquatics (PEAQ)


199 Special Studies: [Topic] (1-2R)


399 Special Studies: [Topic] (1-2R)

Aquatics—Scuba (PFAS)

199 Special Studies: [Topic] (1-2R)


399 Special Studies: [Topic] (1-2R)

Certification (PEC)

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

241 First Aid—Cardiopulmonary Resuscitation (American Red Cross) (2R) Provides certified training, knowledge, and skills needed in an emergency to sustain life and provide care until professional help arrives. Certification optional.

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

408 Workshop: [Topic] (1-5R)
Fitness (PEF)

199 Special Studies: [Topic] (1–5R)

310 Nutrition and Performance (2) Explores the influence of nutrition on health and athletic performance. Includes body composition assessment, personal dietary and training behaviors, risks and benefits of dietary supplementation.

320 Weight Management (2) Explores the relationship between nutrition, exercise, and lifelong weight management. Activities help students to enhance dietary behaviors, determine appropriate energy intake, and set reasonable body composition goals.

390 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R)

Individual Activities (PEI)
101–199 Individual Activities: [Topic] (1–2R)
Beginning levels of individual activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–259 Individual Activities: [Topic] (1–2R)

301–399 Individual Activities: [Topic] (1–2R)
301: Aerial Manoeuvres I, 302: Aerial Manoeuvres II. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Intercollegiate Athletics (PEIA)
101–199 Intercollegiate Athletics: [Topic] (1–2R)
Beginning levels of intercollegiate athletic activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–259 Intercollegiate Activities: [Topic] (1–2R)

301–399 Individual Activities: [Topic] (1–2R)
301: Aerial Manoeuvres I, 302: Aerial Manoeuvres II. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Mind-Body Courses (PEMB)
101–199 Mind-Body: [Topic] (1–2R)
101: Meditation I, 102: Meditation II, 106: Kundalini Meditation, 111: Tai Chi I, 112: Tai Chi II. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)

Outdoor Pursuits—Land (PEOL)

199 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)

451 Adventure Education (3) Focuses on principles and practices of adventure education using experiential education methods. How to facilitate outdoor adventure experiences. Prerequisite: PEOL 285.

453 Environmental Education (3) Introduces students to the natural history of the area. Emphasizes how to teach effectively in the outdoor environment. Prerequisite: PEOL 285.

455 Principles of Outdoor Leadership (3) Preparatory for leading and environmentally responsible outdoor pursuits courses. Topics include field leadership, risk management, and emergency procedures. Prerequisite: PEOL 285, backpacking experience, instructor's consent.

457 Administration of Outdoor Pursuits (3) Introduction to design, implementation, and management of safe and environmentally responsible outdoor pursuits courses, programs, and businesses. Prerequisite: PEOL 285, instructor's consent.

458 Wilderness First Responder (4) Meets special needs of hikers, climbers, skiers, and others who spend time away from professional assistance and medical facilities.

Outdoor Pursuits—Water (PEOW)
101–199 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 Leadership (PEL)
199 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R) Professional topics in physical education.

409 Practicum: [Topic] (1–6R) Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education.

Racquet Sports (PERS)
101–199 Racquet Sports: [Topic] (1–2R) Beginning levels of racquet sports activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)


301–399 Racquet Sports: [Topic] (1–2R) Advanced levels of racquet sport activities. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Running (PERU)

199 Special Studies: [Topic] (1–2R)

201–299 Running: [Topic] (1–2R) R once for maximum of 2 credits per activity.

301–399 Running: [Topic] (1–2R) 311: 5K Training I, 312: 5K Training II. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Team Sports (PETS)
101–199 Team Sports: [Topic] (1–2R) Beginning levels of team sport activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)


301–399 Team Sports: [Topic] (1–2R) Advanced levels of team sport activities. R once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Weight Training (PSW)
101–199 Weight Training: [Topic] (1–2R) Beginning levels of weight training activities. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)
301-299 Weight Training: [Topic] (1-2R)
211: Weight Training I, 212: Weight Training II
231: Strength Conditioning (1-2R)
331: Sports Conditioning, R once for maximum of 2 credits per activity.
399 Special Studies: [Topic] (1-2R)

Portland Center

(503) 725-3855
722 SW 2nd Avenue, Portland OR 97204
http://portland.oregon.uoregon.edu/

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 architecture, law, Labor Education and Research Center, Portland Educational Programs, the Duck Athletic Fund, Career Center, Continuing Education, UO Portland Development Center, a resource center, and the UO Bookstore. Monthly chapter meetings for the UO Alumni Association are also held at the Portland Center.

The Portland Urban Architecture Program offers undergraduate and graduate degree programs from its fourth floor home in the Portland Center. Portland students receive the depth and breadth of Portland's urban architectural strengths while enjoying seamless electronic connection with the Eugene campus. Portland's architecture facilities include an expanded architecture library, computer lab, seminar and lecture spaces, a model shop, and design studios.

The Labor Education and Research Center (LERC) serves as a link between the labor community and the university's wealth of resources, providing educational programs and research in the field of labor relations. LERC's Portland-area activities consist of extension education classes, conferences, and programs for unions. These events are intended to foster creative and critical thinking and to help workers develop skills and knowledge for labor leadership. In addition, LERC's Portland faculty members conduct applied research and provide technical assistance to workers and unions.

Portland Educational Programs offers mini-courses, leading to a special program designed especially for Portland's urban lifestyles. The programs offer opportunities for professional development and personal enrichment. Attend a single lecture or an entire series to sharpen your business edge, explore a political trend, or simply learn something new.

The Duck Athletic Fund and Oregon Club of Portland both contribute to Portland's UO athletic spirit. The center's athletic office houses Portland's Duck Athletic Fund, ESPN regional staff members, and the Oregon Club of Portland. Together they coordinate fundraising promotions, sponsorships, and special events in the Portland area dedicated to raising funds to support the UO Department of Intercollegiate Athletics.

The Career Center in Portland connects UO students and alumni with potential employers for career opportunities, internships, and summer jobs. Their employer link connects employers to UO's excellent and diverse pool of employee candidates. In addition, the Career Center services include career fairs, campus interviewing, job posting, resume database research, corporate partnership, employer campus events, and design of campus recruiting programs.

The Graduate School offers a multidisciplinary master's program in applied information management, available online and at the Portland Center. For more information, see the Graduate Studies section of this catalog.

The Portland Office of the University of Oregon Development facilitates giving opportunities for alumni and friends of the university and additional functions as a representative for all projects and programs related to the University of Oregon.

UO Portland's Resource Center provides electronic access to all main campus resources including access to UO e-mail accounts and library system. University admissions material, campus literature, and videos are also available at the center.

The Duck Shop, a branch of the UO Bookstore, has the largest selection of University of Oregon sportswear and gifts in Portland. The Duck Shop also offers academically priced software and textbooks. Students can purchase course books and materials and also choose from a large array of architectural supplies. Proceeds from the Duck Shop help support the University of Oregon. The Duck Shop is open Monday through Friday from 9:00 a.m. to 6:00 p.m., Saturday from 10:00 a.m. to 5:00 p.m., and Sunday from 11:00 a.m. to 6:00 p.m.

Undergraduate Studies
Karen U. Sprague, Vice Provost for Undergraduate Studies

Academic Advising
Hilary Gerdes, Director
(541) 346-3211
(541) 346-6048 fax
364 Oregon Hall
http://advising.oregon.uoregon.edu/

The Office of Academic Advising is the central advising resource on campus and supplements advising offered by academic departments. Advisers assist students in making a smooth transition to the university, understanding general-education requirements, class scheduling, solving academic problems, and understanding academic sanctions and petitioning processes. This office coordinates initial advising for new students—freshman and transfer—with academic departments as well as assisting students seeking help withdrawing from the university. Students may drop in or schedule an appointment weekdays between 9:00 a.m. and 4:30 p.m.

Students who are undecided about their major, or who are considering changing their major, are assigned advisers from selected faculty members in the College of Arts and Sciences and from the academic advising staff.

Advising in preprofessional programs is offered to students interested in medicine and other health professions, law, and social work. See Preparatory Programs in this section of the catalog.

Academic Standing. Academic standing at the University of Oregon is determined by the grade point average (GPA) a student earns in university courses. Good academic standing means that the student has a cumulative UO GPA of 2.00 or better.

Academic sanctions are explained in the Registration and Academic Policies section of this catalog and in the Schedule of Classes. Counselors in the Office of Academic Advising are available to assist students who want to discuss their academic standing.

National Student Exchange. The University of Oregon is one of some 175 public colleges and universities throughout the country with membership in the National Student Exchange (NSE). Participating campuses are located in all fifty states and several territories. 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 to take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a UO student must have a 2.50 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. For more information contact Karen Cooper, karen@oregon.uoregon.edu.

Peer Advising. The Peer Advising Program supplements faculty advising for undergraduate students. Trained students assist their peers in using academic advising appointments to the best advantage. For more information contact Carolyn Moravek, cmoravek@oregon.uoregon.edu.

Disability Services
Steve Pickett, Director
(541) 346-1155
TTY (541) 346-1083
(541) 346-6013 fax
164 Oregon Hall
http://ds.uoregon.edu/

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 1992. The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. A variety of accommodations help ensure that teaching methods and the results of evaluation reflect a student's ability based on knowledge and quality of study.

Typical accommodations include, but are not limited to, note taking, sign-language interpreting, equipment checkout, classroom relocations, and modification such as substitution of some degree requirements and alternative testing procedures. Assistance with registration, academic
advising, and adaptive equipment is also available.

As necessary, the university makes modifications to its academic requirements to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified, demonstrably disabled applicant or student. Academic requirements that the university can demonstrate are essential to the program of instruction being pursued by such a student or to any directly related licensing requirement are not regarded as discriminatory.

Eligibility for services must be supported by professional documentation of disability and need for services.

Support Services for Student-Athletes
Steve Stolp, Director
(541) 346-5428
1601 University Street
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, offer 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.

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 advisers. The Office of Academic Advising assists students in the application process.

Engineering, Preparatory
David M. Strom, Preengineering Director
(541) 346-6108
440 Willamette Hall
Graduates with bachelor’s degrees in engineering are in 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) pre-engineering 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.

When 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 (CR 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals (ENGR 221) are available from the School of Engineering.

Pastime time engineering students may take these courses at no additional charge. ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including pre- and corequisites, are available from the preengineering director.

The Department of Physics offers a three-plus-two program. It allows a student to earn a bachelor’s degree in physics from the University of Oregon and a bachelor’s degree in engineering physics from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis 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 vary from program to program. Typical required courses are marked with an asterisk (*) in the sample programs below.

Sample Program
The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year

- Calculus III (MATH 225, 226, 227) ........... 12
- Foundations of Physics I (PHYS 231, 232, 233) ....... 12
- Prelatory Physics Laboratory (PHYS 204, 205, 206) ........... 6
- College Composition (WR 121) ........... 4
- Concepts of Computing: Algorithms and Programming (CIS 122) ........... 4
- Humanities and social science ........... 12

Sophomore Year

- Introduction to Differential Equations (MATH 256) ........... 4
- Several-Variable Calculus I (MATH 261, 262) ........... 8
- Elementary Linear Algebra (MATH 341, 342) ....... 8
- General Chemistry Laboratory (CH 227, 228) ........... 4
- Foundations of Physics II (PHYS 351) ........... 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. Some engineering programs require three terms of chemistry. Consult the preengineering director about these and other bachelor’s degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory
Karen Cooper, Coordinator
(541) 346-3211
364 Oregon Hall
http://advising.uoregon.edu/prehealth/

The Office of Academic Advising supervises the following preprofessional health science programs. Information on other health-care programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with OU advisers and with the professional schools they want to enter.

The Office of Academic Advising has a prehealth science center with recent literature about health professions and information and assistance on admission tests and procedures. Information is also available on the prehealth science website.

Clinical Laboratory Science-Medical Technology, Preparatory
Karen Cooper, Adviser
(541) 346-3211

The university offers most course work needed to satisfy the minimum requirements for admission to the Oregon Health and Science University (OHSU) Clinical Laboratory Science-Medical Technology Program in Portland. A required course in immunology, which is not offered at the OU, must be taken elsewhere. The five-year program at OHSU 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
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 Administration. 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
A year-long biology sequence is recommended. Check with the preforensic science adviser for the option that is best for you.

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 236, 239); Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338); Calculus I, II (MATH 251, 252) and a course in statistics.

Medicine, Preparatory
Karen Cooper, Head Adviser
(541) 346-3211

The University offers a premedical program that satisfies the requirements for admission to the Oregon Health and Science University (OHSU) School of Medicine in Portland as well as other American medical schools.

The Office of Academic Advising has a prehealth science center with recent literature about the profession and information and assistance on admission tests and procedures.

Admission requirements for medical schools, which vary, are listed in Medical School Admission Requirements. Most students should consult this book during their junior year before applying to their chosen medical schools. Recent editions are available at the prehealth science center or may be ordered through the website for the Association of American Medical Colleges.
Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many others can be met with the following core work:
- 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. The biology foundations sequence (BI 251-253) is recommended for premed studies.

One college-level mathematics course (MATH 112 or higher). Many schools require calculus.
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- One year of English including two composition courses
- One year of art or 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

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 (for exceptions to this rule, see the premedical advisor in the Office of Academic Advising). Premedical is not an academic major. Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the non-science major in the selection process. Nor is there any significant difference between the science and the non-science major in medical school performance or in eventual selection of residency. Specific requirements for various majors are found in this catalog under department and program headings.

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.

A 3.60 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 American 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 through the MCAT website. The prehealth science center has a manual that describes the test and provides practice questions and suggestions about preparing for this 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 Asklepiads. 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.

Naturopractic 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 a bachelor's degree programs in nursing. One to three years of prenursing course work followed by two or three years of professional course work at a school of nursing leads to a bachelor of science degree in nursing (B.S.N.). Satisfactory completion of the prenursing requirements does not guarantee admission to a nursing program since admission to these programs is competitive.

The B.S.N. is offered by Oregon Health and Science 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 US for other programs in the state. Some out-of-state accelerated programs admit students after they have completed a bachelor's degree in any subject and taken specified science courses.

Before transferring to most B.S.N. programs, students should have completed

- Introduction to Cultural Anthropology (ANTH 110)
- Introduction to Sociology (SOC 204)
- Human Anatomy I,II (ANAT 311, 312) with laboratories (ANAT 314, 315)
- Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317)
- Microbiology (BI 330)
- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)
- College Algebra (MATH 111), Introduction to Methods of Probability and Statistics (MATH 243), Ethics (PHIL 162)

Mood and Brain (PSY 201) or Mind and Society (PSY 202), Development (PSY 375)

One literature course
Two speech courses

Nutrition

College Composition I,II,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) 444-7725.

Pharmacy, Preparatory

James W. Long, Head Adviser
(541) 346-2924
http://www.uoregon.edu/~jlong/prepharm.html/

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy. Prepharmacy degree program and to most other accredited pharmacy schools. Pharmacy Schools Acceptance Requirements is available for review in the Office of Academic Advising, 394 Oregon Hall, or in the office of the head adviser. Variations in requirements are available through the website for the American Association of Colleges of Pharmacy.

The prepharmacy curriculum for the OSU College of Pharmacy requires three to four years of study including the following:

- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- 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 laboratory (CH 337)
- General Biology I,II,III; Cells, Organisms, Populations (BI 211, 212, 213); Cell Biology (BI 322) recommended
- Human Physiology (HPHY 313, 314)
- Microbiology (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 Methods of Probability and Statistics (MATH 243)
- 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), Development (PSY 375)
- College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)
- A course in communications (CPSY 410) or speech at Lane Community College. Check with the prepharmacy adviser for the option that is best for you.

Advanced first aid if available or valid CPR and first aid cards. Students are encouraged to take First Aid and CPR (PEC 241).

Required courses must be taken for letter grades whenever that option is available.
In addition to 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.

Although OSU accepts students without a bachelor's degree into the program, most UO students complete a degree on 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 baccalaureate degree requirements by the end of their second year at OSU.

Generally, the application deadline for the following fall term is in December, although students are urged to submit their applications by November 15. Applications are available on the Oregon State University College of Pharmacy website or the new online application service, PharmCAS.

Physician Assistant, Preparatory
Karen Cooper, Head Adviser

(541) 346-5211

The University of Oregon offers the courses required for admission to the Oregon Health and Science University physician assistant program. Completion of the twenty-six-month program earns the master of science in Physician Assistant Studies 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 with a minimum cumulative GPA of 2.80. Required prerequisites include:

- One statistics course:
  - Mind and Society (PSY 202) or Development (PSY 305)

- General biology sequence (BI 211-214) or biological foundations sequence (BI 251-253) with laboratories

- Human Anatomy I (ANAT 311, 312) with laboratories (ANAT 314, 315) and Human Physiology I (HPHY 313, 314) with laboratories (HPHY 336, 337) completed within the last seven years; Microbiology (BI 339) and Microbiology Laboratory (BI 331)

- 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)

- Demonstrated computer proficiency through course work or experience

- Upper division course work in natural science recommended, including organic chemistry, biochemistry, or genetics

- Required courses should be taken for letter grades and passed with grades of mid-C or better

Graduate Record Examinations scores on the general test

A minimum of one year of health care experience in a position of responsibility is expected of all applicants. Preference is given to applicants who have experience that required a period of training and responsibilities in direct patient care. Students are responsible for gaining the appropriate experiences before they apply.

The applications are available beginning in April through the Central Application Service for Physician Assistants for admission to the following fall. Additional information may be obtained visiting the OSHU website or by calling (503) 444-1410.

Veterinary Medicine, Preparatory
Karen Cooper, Head Adviser

(541) 346-3211

The University of Oregon offers courses that prepare students for admission to the veterinary program offered by Oregon State University and for most U.S. schools of veterinary medicine.

Course work that meets the requirements for OSU is listed below. For other schools' requirements consult the literature available in the Office of Academic Advising, 364 Oregon Hall.

Some schools maintain information websites. 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 evaluated early so that they can be fulfilled prior to admission.

Requirements:

- Completion of 108 credits including 68 in the following physical and biological sciences:
  - 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 391, 392) or (CH 331, 335, 336); laboratories (CH 337, 338) recommended
  - One upper-division biochemistry course
  - College Algebra (MATH 111), Elementary Functions (MATH 112)

- Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Students may take the general biology sequence (BI 211-214) or the biology foundations sequence (BI 251-253)

- At least 6 credits in upper-division biology courses with a minimum of one laboratory (e.g., physiology, genetics, cell biology, microbiology, or more biochemistry)

- General physics (PHYS 201, 202). Many veterinary schools require two terms with laboratories; some require a full year

- General education courses and electives to total 49 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 132 credits at the University of Oregon or have satisfied university residence requirements.

- Students planning on early entry into veterinary school should consult regularly with advisors to ensure that general university requirements as well as major requirements are met.

WICHE Programs in the Health Sciences

The Western Interstate Commission for Higher Education (WICHE) and the Oregon Health Authority have been developed to help students in the western United States obtain access to fields of professional education that are not available at state institutions in their home states. Oregon's participation in WICHE enables qualified resident students to apply for assistance in the programs described below while attending participating institutions in any of the thirteen participating WICHE states.

Assistance under these programs enables a limited number of students to pay reduced tuition and fees at state-supported and independent institutions. Students must complete the 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 Susan Campbell Hall on the UO campus; telephone (541) 346-5723.

More information about the WICHE programs described below is available from the Office of Academic Advising, 364 Oregon Hall.

Occupational Therapy, Preparatory
Hilda Yee Young, Head Adviser

(541) 346-3211

The university offers courses that satisfy requirements for admission to United States schools of occupational therapy. Students can fulfill requirements for entry into a master's program in occupational therapy while they earn a bachelor's degree.

Recommended Courses

- General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)
- College Algebra (MATH 111), Elementary Functions (MATH 112), and Introduction to Methods of Probability and Statistics (MATH 243)
- General Biology I, II: Cells, Organisms, Populations (BI 211, 212, 213)
- Human Anatomy I (ANAT 311, 312) with laboratories (ANAT 314, 315)
- Human Physiology I (HPHY 313, 314) with laboratories (HPHY 336, 337)
- General Physics (PHYS 201, 202) with laboratories (PHYS 314, 315, 316)
- College Composition I (WR 121, 122) and either Scientific and Technical Writing (WR 320) or Business Communications (WR 321)
- 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 recommended.

Applicants to most 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
Karen Cooper, Head Adviser
(541) 346-3211

The university offers courses that satisfy admission requirements for sixteen United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general and organic chemistry, biology, psychology, and English. Some require additional courses in biochemistry, social science, literature, philosophy, statistics, and second languages.

Applicants must take the Optometry Admission Test (OAT), usually given in fall and winter. Applicants must also submit letters of recommendation from science instructors.

Address inquiries about admission requirements to the Association of Schools and Colleges of Optometry at 6110 Executive Blvd., Suite 510, Rockville MD 20852, or visit their website.

Pacific University, 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 majors relatively early so that physical-therapy option requirements can be fulfilled as part of a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. Because considerable physical science background is required for admission, students usually choose a compatible major, such as biology, general science, or exercise and movement science.

Most schools require a yearlong sequence each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). In addition, many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters of recommendation from faculty members may also be requested.

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Most schools require 100 to 200 hours of observation with therapists.

Practicum credit in the Department of Exercise and Movement Science is available.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 if the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

The only physical therapy program in Oregon is a doctoral degree program at Pacific University. In addition to the subjects named earlier, this program requires one computer science course and 6 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
Karen Cooper, 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. For more information, students may write to the American Association of Colleges of Podiatric Medicine, 1350 Piccard Drive, Suite 322, Rockville MD 20850; or visit their website.

The California College of Podiatric Medicine participates in the WICHE program; telephone (800) 334-2276.

Law, Preparatory
Jack Bennett, Head Adviser
(541) 346-3211
364 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) or Advanced Composition (WR 423)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

United States (HIST 261, 202, 203)

Introduction to Accounting I (ACTG 211, 213)

Critical Reasoning (PHIL 104), Social and Political Philosophy (PHIL 307, 308), Introduction to Philosophy of Law (PHIL 344), Law and Society (PHIL 446)

England (HIST 332)

Political theory sequence (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 Testing Office of the University Counseling and Testing Center, 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 the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The Center for Academic Learning Services, 68 Prince Lucien Campbell Hall, offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose.

Students are urged to schedule an appointment with the prelaw adviser early in their college careers.

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, the School of Law admissions office, and the campus bookstore. Also consult the law schools websites. Students who want more information or assistance should inquire at the prelaw information area.

Academic advising staff members supply the prelaw information area with catalogs, recent literature on the profession, and information and assistance on admission tests and procedures. Each fall and spring workshops are scheduled for students interested in preparing for law school. Information about these workshops is available on the Office of Academic Advising website.

Master of Business Administration, Preparatory
Jack Bennett, Head Adviser
(541) 346-3211
364 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, foreign language study, 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.

Specific programs can be researched online. The M.B.A. adviser can help with advice about application procedures and time lines.

See the Graduate School of Management section of this catalog for information about the UO M.B.A. degree program.

Social Work, Preparatory

Leslie D. Hall, Head Adviser

Graduate programs in social work usually require a bachelor's degree but not a specific major or particular course work for admission. Although the University of Oregon does not offer a master of social work degree, students can prepare here to be competitive applicants. The best preparation begins with broad exposure to the social and behavioral sciences, courses in humanities, the arts, the sciences, and an understanding of the behavior of individuals, groups, and social institutions. Majors in anthropology, educational studies, political science, psychology, and sociology may be useful in providing the foundation for graduate study. Courses in a second language, oral and written communication, management, ethnic studies, and computer science are also valuable. A human biology course may be required.

Graduate programs in social work are competitive and require a strong academic record. Students also need to have letters of reference that verify their fitness for the profession. An extensive personal essay is important for application to many programs. 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. Voluntary and internship opportunities may be offered through the student's major department; students should also check with local volunteer agencies and the Career Center website.

The Office of Academic Advising houses a catalog library of graduate programs in social work and provides advising about admission requirements, programs of study, and career opportunities. The application process generally begins very early in the senior year, but students are encouraged to begin the process toward the end of the junior year.

Students are urged to attend relevant workshops and to schedule an appointment with the preparatory adviser before the end of the junior year. Information about workshops is available on the academic advising website.

Teacher Education, Preparatory

Leslie D. Hall, Head Adviser

Several options are available to UO students who want teaching careers. Students who want elementary teaching licenses may complete the educational studies major with the integrated teaching specialization offered by the College of Education. Another option is to earn a bachelor's degree in educational studies with an educational foundations focus and apply to the graduate elementary teaching specialization.

Students who want middle-secondary teaching licenses should complete their undergraduate degree in the content area in which they want to teach, then apply to a graduate program offered in teacher education. Areas of undergraduate preparation appropriate for this program include languages (French, German, Japanese, Latin, Russian), Spanish, language arts, social studies, biology, chemistry, physics, integrated science, or mathematics. Students interested in social studies should take course work in geography and history, though they may major in political science, sociology, or another field. Students interested in language arts will want to take course work, and possibly major, in English. These graduate-level licensure 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. Students interested in teaching music should contact the School of Music.

Admission to any of the graduate programs (integrated teaching, graduate elementary, middle-secondary, or programs at other schools) is competitive and requires a strong academic record. Applicants are expected to have tested interest in teaching through various experiences with young people. It is important for prospective candidates to make early and regular contact with graduate programs at the university or other schools to keep abreast of application deadlines and admission requirements.

The College of Education's Office of Student Academic Services maintains a library of pertinent information on state and regional schools and offers monthly workshops explaining the programs. The Office of Academic Advising also has resources on state programs.

The Education Careers Advising Team assists students in completing the B.A. or B.S. degree in a way that ensures strong preparation in specific subject matter for middle-secondary graduate programs. Participating faculty members are listed in the relevant department's section of the catalog.

First-Year Programs

Marilyn Linton, Director

(541) 346-1241

http://learning.uoregon.edu/

Learning Communities

Learning Communities, nationally recognized programs for freshmen, offer

• coherent, high-quality, general education, shaped by the student's imagination
• the environment of a fine small college with the courses and resources of a major research university
• opportunities, early in the college career, to get to know a small group of students and faculty members who share particular interests

Through Learning Communities, small groups of students take general-education courses with a common theme, which is presented from different academic perspectives. Participants receive personal attention and advising from faculty members.

Freshman Interest Groups (FIGs). Each FIG, made up of twenty-five students, takes two courses and a faculty-led seminar during fall term. Some FIGs are designed for specific majors or career interests; others are more general, giving participants a chance to explore a broader curriculum. Each group has a FIG teaching assistant—a graduate student who assists in the seminar—to help members navigate the university.

Residential FIGs. This housing option allows participants to live near other FIG students, making it easy for them to stay close to other students who share their interests.

Pathways. Students who enjoy the FIG experience can continue to take some courses with a small group of students through the Pathways program. Pathways link university courses and small seminars, allowing creative students to pursue their general education through consideration of a specific theme or question. Participating faculty members collaborate with each other and with students to explore the central idea from several perspectives. The program begins in winter term and may continue for five terms.

Transfer Interest Group. First-year transfer students who enter the university with 36 credits are organized into groups of twenty-five at the beginning of fall term. Participants take sets of thematically linked courses in their discipline. In addition, they enroll in a faculty-led 1-credit course, College Connections, which provides mentoring and further exploration of course topics in the students' disciplines.

Specialized Freshman Courses

Freshman Honors Colloquium. Promising students are introduced to distinguished faculty members, who discuss in an informal setting their own creative work: writing, historical study, or laboratory experiments. This program is described under Society of College Scholars in the introductory section for the College of Arts and Sciences.
Freshman Seminars. These small discussion-oriented courses put the university's newest students in touch with some of its most respected faculty members. Freshman seminars provide opportunities for intellectual challenge in a relaxed atmosphere. Offered fall, winter, and spring terms to first-year students.

Faculty Firesides
The Faculty Firesides program partially funds faculty-hosted events at which students and faculty members spend time together in casual settings where conversation is encouraged and relationships are enhanced.

Multicultural Affairs
Carla D. Gary, Director and University Advocate

The Office of Multicultural Affairs (OMA) is dedicated to helping students of color who are U.S. citizens or permanent residents 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, Native American, and multiracial students achieve academic success and eventual graduation.
- work with the Career Center and the Graduate School to facilitate placement opportunities.
- work with the Office of Student Life to provide an inclusive and welcoming environment for students of color.
- work with the Office of Academic Advising to provide enhanced advising services for students.
- collaborate with local community organizations and government agencies on issues of racial and ethnic diversity.
- assist the University of Oregon with issues of racial and ethnic diversity.
- 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
- computer laboratory with word-processing software and Internet connections
- scholarship, fellowship, employment, and internship information
- graduate school preparation
- tutorial assistance
- selected course offerings including College Composition II (WR 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), Calculus for Business and Social Sciences I (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243).

The Office of Multicultural Affairs 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.

Orientation
Cora Bennett, Director, Student Orientation Programs

(541) 346-1167
(541) 346-8204 (fax)
465 Oregon Hall
http://orientation.uoregon.edu/

Student Orientation Programs introduces new and prospective students and their families to the university's intellectual climate, improving the quality of the new student experience 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 visitations. 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.

IntroDUCKtion. This is a one- or two-day orientation program for new students and their families, which takes place in July. University faculty and staff members and trained undergraduate student leaders coordinate programs that offer information about University of Oregon's academic programs and support services. New students meet with an academic advisor 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 four-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 academic success.
Services for Students

Anne L. Leavitt, 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, the University Counseling and Testing Center, and the University Health Center provide emergency aid to students during regular office hours—8:00 a.m. to 5:00 p.m., Monday through Friday.

Staff members form the Office of Student Life and the Department of 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 Department of Public Safety, (541) 346-5444.

Affirmative Action and Equal Opportunity

Penelope Daugherty, Director
(541) 346-3123
(541) 346-0852 TTY
(541) 346-4168 fax
474 Oregon Hall
http://aaeo.uoregon.edu/

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.

More resources are available on the office's website.

Associated Students of the University of Oregon

(541) 346-3724
Erb Memorial Union, Suite 4
http://gladstone.uoregon.edu/~asuo/

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 three branches of student government—the ASUO Executive, the Constitution Court, and the Student Senate. Other ASUO committees include the Programs Finance Committee, Athletic Department Finance Committee, Erb Memorial Union Board (EMU Board), and the Associated Students Presidential Advisory Council (ASPAC). Members of the Senate and certain members of the Programs Finance Committee, the EMU Board, and ASPAC 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 student, it administers more than 100 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 University Department of Intercolligate 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 during the spring term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive and the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education. While individual student programs submit budgets to the appropriate finance committee, the full Student Senate hears special requests throughout the year.

Student senators serve as active members of the University Senate, the faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than eighty positions on twenty-six faculty-student committees. Students who are interested in sitting on one of these committees should request a list from the ASUO university affairs coordinator: telephone 346-0852 or send e-mail to asuouniv@gladstone.uoregon.edu.

EMU Board. The fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for the operation of the EMU. The board is responsible for allocating a $5 million budget to programs and 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, Transgendered, Queer 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
Contact information for the following activities and services is available on the ASUO website. These are only some of the programs: a complete list is available from the ASUO office.

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Phi Omega, a national service organization, has active chapters on more than 300 college campuses around the world. Founded in 1925, it is the largest college-based service organization in the world. The Zeta Psi chapter was chartered at this university in 1948.

American Institute of Architecture Students promotes excellence in architectural education, training, and practice, and organizes architecture students to combine their efforts to advance the art and science of architecture.

Arts Administration Student Forum organizes events and promotes art, creativity, and culture.

Asian-Pacific American Student Union sponsors ski retreats, fall and spring receptions for students and faculty members, and Asian celebrations. The union also brings to campus artists, theater groups, and speakers for May Asian Heritage Month.

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 advocate student group, advises the ASUO Executive, represents the childcare needs of student parents, and sets policy for the ASUO Childcare Subsidy Program. Student members are appointed annually by the ASUO president.

Black Student Union serves as a support group for black students and exposes the university and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Black Women of Achievement provides social, cultural, and educational activities for African American women on campus.

Campus Crusade for Christ is an interdenominational Christian support group emphasizing personal growth in Christ and development of ministry skills.

Campus Recycling Program, jointly funded and administered by students and the university, staffs recycling projects and creates new projects for the UO community. The program promotes education about recycling, recycled grassroots actions, and waste reduction services.

Chi Alpha Christian Fellowship members are committed to grow in their love for God, in their love for each other, and in their desire to share Jesus with those to whom he is a stranger.

Chinese-Taiwanese Student Association coordinates academic, social, and cultural activities with the goal of improving understanding of Chinese culture.

Coalition against Environmental Racism, composed of student and community groups, provides a forum for education and promotion of environmental justice by increasing awareness of the fundamental link between social inequities and environmental problems.

College Democrats gives student Democrats a chance to be involved in local, state, and national politics.

College Republicans is the campus affiliate of the Republican Party. Members work in campaigns, lobby legislators, register voters, and attend Republican Party conventions.

Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations.

Community Internship Program, student initiated and run, links UO students to the community through internships and volunteer opportunities. Students can earn upper-division credit through the program.

Co-op Family Center, at Spencer View Family Housing, offers high-quality, low-cost childcare and seminars on parenting, teacher education, and child development.

Dance Oregon offers students the opportunity to see, perform, and become more involved with dance through master classes, workshops, attendance at the American College Dance Festival, and participation in National Dance Week.

DELA-Graduate Student Organization provides support services for graduate students in the Educational Leadership Area and other College of Education areas, including orientation, workshops, and brown bag lunches.

Designated Driver Shuttle provides transportation for students from licensed drinking establishments, restaurants, and residences to their places of residence. Members also work to promote the well-being and safety of UO students.

Ecological Design Center offers education about sustainable living environments and pursues the advancement of solar and renewable energies and efficient resource use.

European Student Association, a support network for European students, promotes European culture through events and activities.

Forensics is the university's debate society and speech club.

GLOSS, an organization of predominantly graduate students, provides academic opportunities for students dedicated to high-quality work in linguistics.

Hawaii Club promotes Hawaiian culture, informs Hawaiian students of resources, promotes a festive and creative environment for students, and encourages student leadership.

Hong Kong Student Association works to represent and to improve the general welfare of Hong Kong students and helps them adjust to the American culture, lifestyle, and university life by offering social welfare services and other activities.

House of Film is an organization for students who are interested in 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 and promotes campaigns involvement.

International Resource Center, a catalyst for international experiences, provides guidance and information, plans international-themed events, and promotes global understanding.

International Student Association, an umbrella organization, promotes the educational, social, and cultural activities of international students at the university.

Japanese Student Organization provides students and the Eugene community with cultural events, job fairs and career research, and a language table to better understand the Japanese culture.

Jewish Student Union provides activities based on the Jewish cultural, social, and philosophical traditions and advocates for Jewish issues and against anti-Semitism in the campus community.

Korean Student Association provides awareness of Korean cultures and traditions to students at the University of Oregon.

Kultura Pilipinas promotes education about the Filipino culture.

KWVA-FM provides alternative programming, broadcasting experience for UO students, and training in the management and operation of a radio station.

Legal Services provides legal services free of charge to enrolled UO students through incidental fees. Services include but are not limited to landlord-tenant disputes, uncontested divorce, and small-claims counseling.

Lesbian, Gay, Bisexual, Transgendered, Queer Alliance provides a safe, supportive place for students and others to explore and understand
their sexuality; to advocate for their rights; and to actively educate about issues important to lesbian, gay, bisexual, and transgender people.

Literary Society publishes Timberline, a literary and arts magazine that features prose, poetry, and artwork by UO students. The society also sponsors the Kidd Tutorial Reading Series.

Malaysian Student Organization organizes activities and enhances the quality of academic life of Malaysian students at the university.

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 Chicanos and Chicanas.

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.

Native American Student Union, an important part of the Native American community, is works with students, community organizations, and Northwest tribes.

Night Ride provides free and reliable safety shuttle service to individuals who would otherwise walk alone at night and risk assault.

Office of Student Advocacy, a constituent service of the ASUO, provides free representation to students in such matters as student grievances and the conduct code. Staff members help students resolve problems that arise during university life.

Oregon Ballroom Dance Club organizes weekly dances and classes that teach ballroom dance technique.

Oregon Commentator, a conservative student-run newspaper, is an alternative to the Oregon Daily Emerald.

Oregon Daily Emerald is the UO's independent student newspaper. The ASUO purchases a subscription for each UO student.

Oregon Marching Band is the musical 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 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. It conducts research on issues that affect students, lobbies decision-makers, and provides a mechanism for sharing information among students.

Oregon Voice, a general-interest magazine, presents and expresses ideas that affect the quality of life in the university community.

Pacific Islands Club promotes the cultures of the Pacific to university students and the Lane County community.

Panhellenic Council members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes understanding of the sorority system, intellectual accomplishment, and opportunities for leadership and campus involvement.

Permas promotes awareness of Indonesian cultures and acts as a liaison between Indonesian students and the consulate of the Republic of Indonesia.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Pocket Playhouse 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.

Predean Club sponsors activities that present a general view of dentistry and educate other students about dental care and hygiene.

Prehealth Science Center offers seminars, professional school information, and clinical observation for premedical and preental students.

Prelaw Society provides an information area and services, including meetings and newsletters, for prelaw students, especially to juniors and seniors who are applying to law schools.

Project Saferide, a free shuttle service, provides women with a safe alternative to walking alone at night and risking assault. It is available to UO women who need rides to their cars, homes, work, classes, or campus events.

Singapore Student Association helps students from Singapore adapt to living in Oregon.

Spencer View Tenants Council, an elected body, represents the interests of Spencer View tenants and participates in the Family Housing Board.

The Student Insurgent, an alternative student-run newspaper of the left, provides a forum for people who seek an end to the oppression of societies based on class, gender, and race exploitation.

Students for Choice, dedicated to promoting reproductive freedom and raising awareness about reproductive health issues, educates students about contraception, pregnancy, abortion, sexually transmitted diseases, and HIV/AIDS, participates in local events, and holds workshops, seminars, and lectures.

Students for the Ethical Treatment of Animals educates the university community about the mistreatment, exploitation, and oppression of nonhumans.

Students of the Indian Subcontinent promotes the culture of South Asia to people of all races, castes, and creeds.

Survival Center works for social justice and environmental freedom, and acts as a resource center.

United States Student Association, the nation's oldest and largest student organization, represents 4.5 million students and is the recognized voice of students in Washington, D.C.

University Theatre, the production wing of the theater arts program, is an independent organization that produces shows from its own box office.

Untergang provides an atmosphere of intellectual stimulation for undergraduate students serious about submitting to the rigor of a critical philosophical discussion.

Vietnamese Student Association is a social, cultural, and support group for Vietnamese American students.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants and participates on the Family Housing Board.

Women's Center is a community of women dedicated to creating social change through diverse perspectives in educational endeavors.
Services for Students

and social events. The center provides information and drop-in referral services for academic resources, counseling, legal assistance, childcare, 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) 346-8331
895 East 13th Avenue
uobucks@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 on this level.

The street level offers class schedules and a variety of merchandise including calculators, computers, and software. The bookstore operates the Microcomputer Rental 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 who want 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 students and employees of the university a savings of 30 percent off the publisher’s list price. Since 1973 the bookstore has returned more than $11 million to its members through this discount.

Specific services offered at the bookstore include no-charge check cashing, Oregon Community Credit Union and Bank of America automatic-teller machines, free gift cards 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 photocopiers, 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

The bookstore operates the Court Cafe store in the Knight Law Center, which offers hot food, an espresso counter, beverages, and school supplies. The cafe is open year round.

Portland Center

For the convenience of Portland-area alumna 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 DuckShop is located at 734 SW Second Avenue in Portland; bookstore telephone (503) 725-3057.

Internet Store

Whether ordering books, the latest Oregon Duck sportswear, or just for information, visit the bookstore’s dynamic website.

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) 346-1235
220 Hendricks Hall
http://uocareer.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. 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.
Professional Distinctions. The Professional Distinctions program provides a focus for an academic skill area through a combination of academics and experiential learning.

Mentor Program. This career exploration 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 website 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. 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
Robin H. Holmes, Director
(541) 346-3227
University Health and Counseling Center
Building, Second Floor
1590 East 13th Avenue
http://darkwing.uoregon.edu/~counsel/

The University Counseling and Testing 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. Placement in other courses is determined by examination programs 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 Professional Counseling, Clinical Psychology, and Social Work.

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 in 238 University Health and Counseling Center Building, is open Monday through Friday from 8:00 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 (541) 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: 346-4885. The crisis line, a telephone service supervised by the counseling center, operates evenings from 5:00 p.m. to 8:00 a.m., Monday through Friday, and twenty-four hours a day on weekends during the academic year.

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' extra-curricular activities an integral part of their education.

The EMU provides group meeting rooms, a variety of food service options, lounges, a recreation center, and a staff of program consultants to help groups and individuals plan programs. Student government and activities offices are located throughout the EMU.

Also housed in the building are the Oregon Daily Emerald offices, a branch of the United States Postal Service, the Campus Copy Center, photo I.D. service, a small variety store, a ticket outlet, the university lost-and-found service, a travel agency, six automatic-teller machines, and the Computing Center Laboratory.

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 and Testing Center, and the EMU.

Board of Directors. The board of directors is responsible for making general policy decisions and long-range plans for the EMU. 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 non-academic events and activities in the EMU, classrooms, Geiger 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 event 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 first grade. Student families receive first priority for enrollment. Spots are also available for children of staff and faculty members and from the general community. Beginning January 2004, the on-campus childcare programs will be housed in a new children's center located at 1685 Moss Street.
Students may work in the program as employees or receive practicum credit through various departments.

Club Sports
This competitive, recreational program offers more than forty sports during the academic year for students and faculty and staff members. It is designed as an athletic alternative that bridges the gap between intramural and intercollegiate programs. The basic philosophy and key to the success of the program is student involvement in the initiation and coordination of the clubs. Students organize each club and select coaches who perform as volunteers. Emphasis is on participation in competition and on offering students the chance to be recognized as collegiate athletes.

Craft Center
The Craft Center's workshops and courses are open to everyone. People who purchase a term pass can use studios that are well equipped for ceramics, fibers, graphics, glass, photography, woodworking, and other areas of the visual arts. The center also sponsors programs by visiting artists, art exhibits, and annual craft fairs.

Cultural Forum
The Cultural forum presents a program of campus entertainment and cultural activities including the visual arts program for the EMU films, concerts, lectures, and performing arts.

Greek Life Advising
Greek life advises over 100000 students living experiences. Sororities and fraternities are involved in academic growth, leadership, community services, and athletic and social events.

For more information see 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.

The Break
The 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
Thomas F. Ryan, Director
[541] 346-2770
University Health and Counseling Center
Building, First Floor
East 13th Avenue and Agate Street
http://healthcenter.uoregon.edu/

The University Health Center provides comprehensive primary 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, dentists, nurse practitioners, registered nurses, laboratory and x-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, and support staff.

Medical and Health-Care Services
1. Diagnosis and treatment of student illnesses and injuries
2. Basic preventive dental services and dental education
3. Specialized care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy clinic and allergy skin testing
5. 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 website
14. Travel clinic
15. Health insurance program

Hours of Operation.
The University Health Center is open from 9:00 a.m. to 6:00 p.m., Monday, Wednesday, Thursday, and Friday from 9:00 a.m. to 6:00 p.m., Tuesday and Saturday; and 9:00 a.m. to 2:00 p.m., Saturday and Sunday. Summer session hours are 9:00 a.m. to 4:30 p.m. The health center is closed between terms.

Appointments. Students should make appointments for outpatient care. An appointment can be made by telephone or in person during weekday hours.

Urgent Care. Students who need immediate attention can use the urgent care service whenever the health center is open, including weekends. However, because this care is first-come, first-served, more time may be spent in the waiting room than if an appointment is made.

A telephone nurse triage program is available when the health center is closed in the evening, on weekends, and between terms; telephone 346-2770.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed.

Charges. The University Health Center charges for laboratory tests, x-rays, medications and prescriptions, immunizations and injections, dental procedures, and other special services and supplies. Every effort is made to keep these charges low.

There is no charge for basic nursing care. There is a nominal fee for the office visits with a staff physician, dentist, psychiatrist, or nurse practitioner.

Students who are referred for medical services that are not available at the University Health Center or who seek medical or health services elsewhere are fully responsible for all expenses.

Health Insurance. International students are required to have health insurance. Other students are strongly encouraged to have health insurance, which can be purchased at the University Health Center. Health center staff members can explain how to obtain a bill for insurance purposes, but the center does not bill insurance companies.

Measles Immunization Requirement. Students born after December 31, 1956, must show proof of two measles (rubeola) vaccinations. Students
will not be permitted to register for a second term without proof of measles immunization on record at the University Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.

Other General Information
All medical care and treatment provided at the University Health Center is confidential. Medical records, patient's bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient.

The University Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care.

Brochures available at the University Health Center offer more information about health services, or visit the health center's website.

Intercollegiate Athletics

Bill Moos, Director
(541) 346-4481
Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches
Mike Bellotti, football
Carl Ferrreira, volleyball
Jack Griffin, women's tennis
Chuck Keeney, wrestling
Ernie Kent, men's basketball
Steve Noster, men's golf
Brent Riecor, softball
Shannon Roulland, women's golf
Chris Russell, men's tennis
Bev Smith, women's basketball
Martin Smith, cross-country, track and field
Bill Steffen, women's soccer

Intercollegiate athletics at the university is an integral part of the institution. Opportunities to participate in athletics are offered to students of both sexes.


Success in sports has made Eugene and the university an attractive site for national championships. The university has been the 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, 1976, and 1980 Olympic Track and Field Trials and has hosted nine NCAA meets and six U.S. national championships.

Numerous university teams—men's and women's—have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.

Emphasis on academics and athletics has resulted in the university accumulating thirty-five GTE Academic All-Americans, four NCAA Top-Eight awards, and twenty-three NCAA postgraduate scholarship recipients.

The university fields eight sports for men and nine for women. Men's sports are basketball, cross-country, football, golf, tennis, indoor and outdoor track and field, and wrestling. Women's sports are basketball, cross-country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Women's Intercollegiate athletics, organized in 1973, joined the Department of Intercollegiate Athletics in 1977.

The University of Oregon belongs to the NCAA; both men and women compete at the Division I level. The longtime organizer of men's athletics, the NCAA, began sponsoring women's championships in the 1981-82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

The university also participates in sixteen bowl games since the 1916 season—has been selected for ten postseason appearances in the last thirteen years, including last year's victory at the Fiesta Bowl which gained for the university the nation's number two ranking.

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 scholarships. Human 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 110 Mistletoe; telephone (541) 773-5487. The Portland Center is at 722 SW Second Avenue in Portland; telephone (503) 723-3828.

Public Safety

Tom R. Hicks, Interim Director
Straub Hall
1319 East 15th Avenue
(541) 346-5444
(541) 346-6947 fax
http://safetyweb.uoregon.edu/

The Department 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 police, crime prevention, keys, parking, transportation, the faculty-staff Lane Transit District Ridership Program, bicycle registration, and driver certification.

In compliance with federal law, the University of Oregon prepares an annual report on campus safety and security programs and services. Originally enacted in 1990, the law was amended in 1996 and renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

A copy of the university's annual security report is available upon request. This report includes statistics for the previous years about reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University of Oregon; and on public property within, or immediately adjacent to and accessible from campus. The report also includes institutional policies about campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, and sexual assault. Telephone the department to request a copy or visit the department's website.

Parking regulations are available in the Department of Public Safety. Students and university employees may purchase parking permits for motor vehicles or obtain free bicycle permits in this office from 8:00 a.m. to 5:00 p.m. Monday through Friday. Fees are listed under Special Fees in the Tuition and Fees section of this catalog. Visitors may obtain one-day parking permits from the public safety office; the information kiosk at 13th Avenue and Belt Street, or from the department they are visiting.

Special Services

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 is a multicultural, bilingual, alternative education program for migrant and seasonal farm workers. The program offers services to students with a wide range of academic and language skills and provides instruction in social, academic, and survival skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The program office is open weekdays from 8:00 a.m. to 5:00 p.m.

McNair Scholars Program
Susan Lesyk, Director
68 Prince Lucian Campbell Hall
(541) 346-3226
(541) 346-2184 fax
http://als.uoregon.edu/

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 TRiO 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 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 Academic Learning Services in this section of this catalog.
Speech-Language-Hearing Center  
Susan Roberts, 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 available in the Clinical Services Building and in a variety of off-campus sites including preschools, public schools, hospitals, rehabilitation centers, and clinics. The center serves as a local, state, and national resource for innovative clinical 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 practices for communication disorders and sciences majors.

Student Support Services  
Susan Lesyk, Director  
68 Prince Lucien Campbell Hall  
(541) 346-3232  
(541) 346-2184 fax  
http://als.uoregon.edu/  

Student Support Services is part of the Center for Academic Learning Services. Funded by a federal TLG 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—front those who are having trouble staying in the university to those whose plans include graduate or professional school.

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 this 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 Veteran Affairs Coordinator, Office of the Registrar, 5257 University of Oregon, Eugene OR 97403-5257; telephone (541) 346-3119; or send e-mail to veterans@uoregon.edu. The veteran's coordinator, located in the registrar's office, is available 8:00 a.m. to 2:00 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://darkwing.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 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 Relations Board  
(541) 346-2107  
123 Agate Hall  
sar@darkwing.uoregon.edu  

The Student Alumni Relations Board is an independent, non-profit organization of students, who volunteer their time and skills as representatives of the University of Oregon in coordination with the Alumni Association. The board 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 residents

Participating students demonstrate strong leadership and organizational skills and have an interest in and understanding of the university. New members are selected each fall and spring by a committee of members including the executive council.

In addition to planning, organizing, and implementing special events such as Homecoming, Family Weekend, Day with the President, Connect the Ducks, and blood drives, the council also works as a liaison between the community and the university.

Student Life  
Laura Blake Jones, Associate Dean and Director  
(541) 346-3216  
164 Oregon Hall  
st@darkwing.uoregon.edu  
http://studentlife.uoregon.edu/  

The Office of Student Life helps students derive full benefit from their university 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.

A comprehensive student service resource and referral center is located in the Office of Student Life on the first floor of Oregon Hall.

Bias Response Team  
Chicora Marlin and Kimi Mojica, Coordinators

The Bias Response Team was formed specifically to obtain information and respond to incidents of bias on campus and in the community. Filing a report of bias with the response team aids information that helps improve the climate on campus and in the community. The report form is available on the student life website.
Conflict Resolution Services
Ann Bentz, Director
(541) 346-2420
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. Services are confidential and free for students and faculty and staff members.

Diversity Education and Support
Kimi Mojica, Director
The Office of Student Life provides support and assists students in developing programs that enhance and foster a campus environment that recognizes, celebrates, and values its racial diversity. It provides assistance to the ethnic student unions and the Multicultural Center to ensure that students of color have a successful and productive experience at the university. The office assists the unions in building strong coalitions on campus.

Family Programs and Commencement
Rachel Johnson, Director
The Office of Student Life offers programs for parents and families of students. Its Annual Newsletter, Connections, has information for parents and families about the university experience. Orientation events are organized for parents of new students during IntroDucktion and Week 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, spring and summer commencement ceremonies are coordinated through the Office of Student Life.

Nontraditional Student Programs
Brenda Tuomi, Coordinator
Nontraditional student families—older students, students who are reentering the university after a break, or student parents—are offered support and assistance specific to their needs.

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.

Lesbian, Gay, Bisexual, and Transgender Educational and Support Services Program
Chicora Martin, Director
Understanding and acceptance are essential to creating a welcoming environment for lesbian, gay, 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 students of the lesbian, gay, bisexual, and transgender community; offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies; and acts as a liaison between the university administration and the lesbian, gay, bisexual, and transgender community.

Sexual Assault Prevention
Sheryl Eyster, Assistant Dean and Associate Director
The Office of Student Life coordinates the Alliances for Sexual Assault Prevention, courses about preventing sexual assault, and other programs and events designed to prevent unwanted sexual behavior. The office provides support for survivors of sexual and partner violence.

Student Judicial Affairs
Chris Loschiavo, Director
The university's student judicial affairs program protects the rights, health, safety, and well-being of every member of the university community and, at the same time, protects 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 about the student conduct program appear in the Schedule of Classes. Copies of the complete code are available in the Office of Student Life and from the Office of University Housing, the ASUO, and the Office of Student Advocacy. A copy of the code and more information is available on the program's website.

Substance Abuse Prevention and Education
Sheryl Eyster, Assistant Dean and Associate Director
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 coordinates and provides information about campus efforts to alcohol and drug abuse education, prevention, and intervention.

Work and Family Services
Karen Logvin, Administrator
(541) 346-2962
(541) 346-2964 fax
463 Oregon Hall
klogvin@hr.uoregon.edu
http://hr.uoregon.edu/workfamily/

University Work and Family Services, a program in 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 childcare 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) 346-0531.

Family and Lactation Support Room
30 Prince Lucien Campbell Hall
(541) 346-2962

The family support room provides a family-friendly on-campus space for parent-initiated short-term or occasional childcare. It also serves as a lactation support room, providing a hospital-quality breast pump and private space for nursing or expressing milk. UO parents may register to use the room for a term or for a year by contacting the work and family services administrator.

UO Affiliated Childcare Programs
Co-op Family Center
161 McKenzie Hall
(541) 346-7400

This independent, nonprofit cooperative accepts children who are between the ages of eight weeks and eleven years. The center primarily serves families who live in Spencer View Family Housing but accommodates other UO student families, some UO faculty and staff members, and community parents when space is available. Parents may reduce their costs through several cooperative options and may 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
161 McKenzie Hall
(541) 346-2962

This parent-initiated and -managed program, for children who are between the ages of six weeks and one year, supports parents reentering the work force or returning to school after a birth or adoption. UO parents may register to use the baby co-op by contacting the work and family services administrator, who works with them to plan and implement their care program.

EMU: Child Care and Development Centers
(541) 346-4304

This program accepts children who are between the ages of twelve months and six years. It is described more fully under 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 between the ages of eight weeks and eleven years.

Administered by Human Resources' Work and Family Services, the center primarily serves faculty and staff families. Student families are guaranteed priority access before community families.
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 president for academic affairs, B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

Emeriti


Myra Miller, associate professor emerita, B.A., 1937, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)


Lois E. Peterson, assistant professor emerita, B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)


Margaret J. Wiese, associate professor emeritus of home economics. B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

The date in parentheses at the end of each entry is the first year at the University of Oregon.
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Enrollment Statistics
Enrollment by Major and Classificitlion FitH ,2,002
Colle~e

of Arts anti Sciences
Antn::opology..... ' ···_···n········· ........... " ..... .
Applied PhYSICS ....
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Comparative Literalnro " ......... " ...
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Professional Schools
Architecture aud Allied Arts
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171
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Music.
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"otal All Majors and Classifications , ..
Summary ofIlegnes Granted; Fall ZI)OO througb Summer 2001
Bachelor's Degrees
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445
B08
Bachelor of Science.
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807
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Bachelor of AtchHoc1ure
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Total ... ,
1,355
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Advl)nced Degreas _, ..
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Master of Science ..........." .......... ..
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Master of Interior Architecture "" .......
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RetenUon and Graduation Rates fur freshmen Ente-ring &om High School
Pursulint to Public Law 94·432 {Section 132 of the Educatiou Amendments of 1976 to the Higher EducaHon Act of 1903). the university mu&t prepare and
disseminate selected information til students. Required i1,formation includes a statemont l;lbout thA retention of students at the university. The following data are
presented in rnmplianca with this ruquirement.
Term of Entry
FaJl1993
Fall 1994 Fall 1995
Fall 199£ Fa1l1997
FaH 199B
FaH 1999
Fall 2000 Fail 2001
Number ofS/udenls in Entering Class ... ".........
2,455
2.<101
2,504
2,43-0
2,232
2,184
2,306
2,645
2,674
Percentage Enrolled the Following Pall Term
76.6%
77.2%
70.5%
80.3%
81.0%
82.0%
81.8%
82.3%
83,9%
Pert:elltage Gradualed after Four Years
37.3%
36.1 %
36.7%
38.1 %
36.7%
37,5')'0
Percentage Graduated after Five years....
54.8%
53.7%
54.6%
55.5%
55.6%
Percentage Graduated after Six Years..
58.7%
58.6%
59.1%
59.3%


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Law, School of, Knight Law Center K4
Libraries, UO
Architecture and Allied Arts, Lawrence F10
All

Medical Studies, PLC C6
Military Science K3
Multicultural Affairs, Oregon J8
Music, School of, Music C2
Northwest Review, PLC C6
Olum Child Development Center, Vivian, K3
Oregon Daily Emerald, EMU F6
Oregon Humanities Center, PLC C5
Oregon Law Review, Knight Law Center K4
Oregon Quarterly, Chapman C7
Oregon University System (OUS), Susan Campbell D5
Pacific Island Studies, Gerlinger E5
Parking permits (Public Safety), Straub G6
Peace Studies, Chapman D7
Philosophy, PLC C6
Physical Activity and Recreation Services (PARS), Esslinger F4
Physics, Williamette H6
Planning, University, Facilities Services E11
Planning, Public Policy and Management, Hendricks E6
Political Science, PLC C6
Post office, U.S., EMU F6
President, Office of, the Johnson E7
Printing and Mailing Services, 319E Broadway
Psychology, Straub G5
Public Safety, Straub G5
Publications, University, Chapman D7
Recreation Center, Student, Esslinger F4
Recreational Sports, Esslinger F4
Registrar, Office of, the Johnson E7
Religious Studies, PLC C6
Research and Graduate Studies, Johnson E7
Romance Languages, Friendly E8
Russian and East European Studies, PLC C6
Scandinavian Studies, Gilchrist C8
Sociology, PLC C6
Southwest Asian Studies, PLC C6
Specialized Training Program (STP) A2
Summer Session, Oregon J8
Theater Arts, Villard D8
Trademark Management, Office of, K20 E. 12th Ave., Suite 303
Women's and Gender Studies, Hendricks E6
Work-study information, Oregon J8
jobs, Hendricks E6
Yamada Language Center, Pacific F9

University Housing
Barbork Hall B11
Bean Complex
(Caswell, DeBusk, Gano, Henderson, Moore, Parsons, Thornton, Wilcox) L5
Carson Hall H7
Earl Complex
(McClure, Morton, Sheldon, Stafford, Young) G5
East Campus Graduate Village, 55
Hamilton Complex
(Beynon, Burgess, Clelan, Collier, Dunn, McClain, Robbins, Spiller, Tingle, Watson) K7
Riley Hall B10
Spencer View, 2250 Patterson St.
Walton Complex
(Adams, Clark, DeCou, Douglass, Dyrenthorne, McAlester, Sherer, Smith, Sweitzer) F5
Westmoreland Family Housing, W. 18th Ave. and Arthur St.
**Eugene is paradoxical:** It's a mid-sized city (population 140,550) 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 streams.

**Eugene is cultural:** The Hult Center for the Performing Arts brings in performers such as Tori Amos, George Carlin, Margaret Cho, David Copperfield, Steve Earle, B.B. King, Lyle Lovett, Kob' Mo', Bonnie Raitt, String Cheese Incident, and James Taylor; touring companies have included such stage shows as Beauty and the Beast, Foxes, Saturday Night Fever, and Swing. The Hult is also the performance home for the Oregon Shakespeare Festival, Oregon 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 Celebration and Junction City, the Scandinavian Festival.

**Eugene is active and athletic:** Bodies are in motion hiking, biking, skating, canoeing, rafting, kayaking, running, swimming, rock climbing, and fishing—and that's just in town. Sailboats and sailboarders zip across the water at nearby Fern Ridge Reservoir, while skiers and snowboarders test the powder at Willamette Pass, about an hour away. When people slow down long enough, they watch the UO Ducks play football at Autzen Stadium and cheer the basketball team at McArthur Court. Track-and-field enthusiasts check out Olympic trials at Hayward Field, while baseball lovers follow the Eugene Emeralds at Civic Stadium.

**Eugene is quirky, colorful, fun, different:** A Slug Queen reigns over the Eugene Celebration, a weekend when downtown streets are blocked to traffic for a parade, exotic food booths, music, art, and athletic events. It's a time for celebrating life in all its diversity. The open-air Saturday Market is a mini-celebration from spring through fall, with arts, crafts, music, and food. Tie-dyed attire is optional.

**Eugene is 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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