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Eugene OR 97403-1217

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admissions.uoregon.edu
www.uoregon.edu

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at the University of Oregon.
University of Oregon


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

www.uoregon.edu
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, gender identity, gender expression, or any other 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.

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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

Kirby Dyess, Beaverton, 2008, president
Donald W. Blair, Beaverton, 2008, vice president
Howard Sohn, Roseburg, 2009, vice president
James L. Francesconi, Portland, 2008
Adriana Mendoza, La Grande, 2007 (student representing regional institutions; will continue until replaced by the Senate)
Dalton Miller-Jones, Portland, 2008
Antone “Tony” Van Vliet, Corvallis, 2009

Members

Hannah R. Fisher, Portland, 2009
Paul J. Kelly Jr., Portland, 2011
Preston Pulliam, Portland, 2008
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Ryan Hagemann, interim deputy chancellor for legal affairs
Marcia Stewart, interim secretary, State Board of Higher Education, Eugene
Jay Kenton, vice chancellor of finance and administration, Corvallis
Susan F. Weeks, vice chancellor of strategic programs and planning, Eugene

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 centered at specific institutions.

Member Institutions

Eastern Oregon University, La Grande
Dixie Lund, interim president
Oregon Institute of Technology, Klamath Falls
David Woodall, acting president
Oregon State University, Corvallis
Edward Ray, president
Portland State University, Portland
Wim Wiewel, president
Southern Oregon University, Ashland
Mary Cullinan, president
University of Oregon, Eugene
Dave Frohnmayer, president
Western Oregon University, Monmouth
John P. Minahan, president

Affiliated Institution

Oregon Health and Science University, Portland
Joseph E. Robertson, president
Inspiration and Discovery

Generations of leaders and citizens have studied at the University of Oregon since it opened in 1876. Today’s students, like the 200,000 alumni before them, have access to the most current knowledge in lectures, laboratories, and seminars conducted by active researchers. 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.

University of Oregon students select courses from departments and programs in the College of Arts and Sciences and from seven professional schools and colleges and the Robert D. Clark Honors College. Some 831 full-time and 434 part-time faculty members—and 1,267 graduate teaching and research assistants—serve as mentors, colleagues, and friends to the 20,376 undergraduate and graduate students enrolled at the university.

Although most students are from Oregon, 28 percent are from other states and nearly 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 influence everyday life.

Teaching, research, and a spirit of sharing are characteristics of the campus community. Faculty members and students engage in research programs that bring to the university approximately $85 million in research grants each year, primarily from federal agencies. The university’s science departments receive national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. Eight faculty members belong to the prestigious American Academy of Arts and Sciences, and five have been elected to the National Academy of Sciences.

Connection to Community

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 expertise and knowledge in community activities that include 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’s Continuing Education program, 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 over 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 cybercasts entertain listeners around the world.

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

The university is the fourteenth largest employer in Oregon, with 4,000 full-time employees. In addition to the people directly employed by the UO, university spending generates an additional 4,600 jobs within the state.

The Campus Experience

The university’s 295-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 2008, when the Lorry I. Lokey Laboratories building was completed.

The Museum of Natural and Cultural History is located at East 15th Avenue and Columbia Street. Across campus, the Jordan Schnitzer Museum of Art, a member of the American Association of Museums, is noted for its collections of Oriental and Northwest art.

Teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge.

The University of Oregon 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 sixteen or older to borrow from the libraries’ 2.8-million-volume collection.

Campus athletic facilities include the 54,000-seat Autzen Stadium, the Len Casanova 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: www.uoregon.edu.

Accreditation

The University of Oregon was elected to membership in the Association of American Universities in 1969. The university is accredited by the Northwest Commission on Colleges and Universities 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
Commission on Accreditation for Marriage and Family Therapy Education
Council for Exceptional Children
Foundation for Interior Design Education Research
National Architectural Accrediting Board
National Association of School Psychologists
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Athletic Trainers Association
Planning Accreditation Board
Teacher Standards and Practices Commission
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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 described in one of the following:
   a. the unexpired catalog in effect at the time 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 when the student was first admitted and enrolled at the University of Oregon

2. A student who has not maintained continuous enrollment is subject to the requirements described in the department and Graduate School sections of the catalog in effect for 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&AA  School of Architecture and Allied Arts
BUS  Charles H. Lundquist College of Business
CAS  College of Arts and Sciences
ED  College of Education
GRAD  Graduate School
J&C  School of Journalism and Communication
LAW  School of Law
MUS  School of Music and Dance

Undergraduate Majors
Accounting (BUS) B.A., B.S.
Anthropology (CAS) B.A., B.S.
Architecture (A&AA) B.Arch.
Art history (A&AA) B.A.
Asian studies (CAS) B.A.
Biochemistry (CAS) B.A., B.S.
Biological sciences (CAS) B.A., B.S.
Business administration (BUS) B.A., B.S.
Business law (BUS) B.A.
Chemical sciences (CAS) B.F.A.
Chemistry (CAS) B.A., B.S.
Chinese (CAS) B.A.
Classical civilization (CAS) B.A.
Classics (CAS) B.A.
Communication disorders and sciences (ED) B.A., B.S.
Comparative literature (CAS) B.A.
Computer information science (CAS) B.A., B.S.
Computer science (CAS) B.A., B.S.
Dance (MUS) B.A., B.S.
Dance (MUS) B.F.A.
Economics (CAS) B.A., B.S.
Educational foundations (ED) B.A., B.S., B.Ed.
Educational studies (ED) B.A., B.S., B.Ed.
English (CAS) B.A.
Environmental science (CAS) B.A., B.S.
Environmental studies (CAS) B.A., B.S.
Ethnic studies (CAS) B.A., B.S.
Family and human services (ED) B.A., B.S., B.Ed.
Fibers (A&AA) 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.

Undergraduate Minors
African studies (CAS)
Anthropology (CAS)
Architecture (A&AA)
Art (A&AA)
Art history (A&AA)
Biochemistry (CAS)
Bioinformatics (CAS)
Business administration (BUS)
Chemical sciences (CAS)
Chinese (CAS)
Communication studies (J&C)
Community arts (A&AA)
Comparative literature (CAS)
Computer and information science (CAS)
Computer information technology (CAS)
Dance (CAS)
East Asian studies (CAS)
Economics (CAS)
Environmental studies (CAS)
Ethnic studies (CAS)
French (CAS)
Geography (CAS)
Geological sciences (CAS)
German (CAS)
German studies (CAS)
Greek (CAS)
Historic preservation (A&AA)
History (CAS)
Human physiology (CAS)
Interior architecture (A&AA)
International studies (CAS) inactive
Italian (CAS)
Japanese (CAS)
Judaic studies (CAS)
Landscape architecture (A&AA)
Latin (CAS)
Latin American studies (CAS)
Linguistics (CAS)
Mathematics (CAS)
Medieval studies (CAS)
Multimedia (A&AA)
Music (MUS)
Music education: elementary education (MUS)
Nonprofit administration (A&AA)
Peace studies (CAS)
Philosophy (CAS)
Physics (CAS)
Planning, public policy and management (A&A)
Political science (CAS)
Psychology (CAS)
Religious studies (CAS)
Russian and East European studies (CAS)
Scandinavian (CAS)
Sociology (CAS) inactive
Southeast Asian studies (CAS)
Spanish (CAS)
Special education (ED)
Theater arts (CAS)
Women's and gender studies (CAS)
Writing, public speaking, and critical reasoning (CAS)

Graduate Majors

Accounting (BUS) M.Acc., Ph.D.
Anthropology (CAS) M.A., M.S., Ph.D.
Applied information management. See Interdisciplinary studies: applied information management
Applied physics (CAS), M.S.
Architecture (A&A) M.Arch.
Art (A&A) M.F.A.
Art history (A&A) M.A., Ph.D.
Arts management (A&A) M.A., M.S.
Asian studies (CAS) M.A.; M.S. inactive
Biology (CAS) M.A., M.S., Ph.D.
Chemicals (A&A) M.F.A.
Chemistry (CAS) M.A., M.S., Ph.D.
Classics (CAS) M.A.
Communication and society (J&C) M.A., M.S., Ph.D.
Community and regional planning (A&A) M.C.R.P.
Comparative literature (CAS) M.A., Ph.D.
Computer and information science (CAS) M.A., M.S., Ph.D.
Conflict and dispute resolution (Law) M.A., M.S.
Counseling, family, and human services (CAS) M.A., M.S., M.Ed.
Counseling psychology (ED) D.Ed., Ph.D.
Creative writing (CAS) M.F.A.
Dance (MUS) M.A., M.S., M.F.A.
Decision sciences (BUS) M.A., M.S.
Decision sciences: business statistics (BUS) M.A., M.S., Ph.D.
Decision sciences: production and operations management (BUS) M.A., M.S., Ph.D.
Digital arts (A&A) M.F.A.
East Asian languages and literatures (CAS) M.A., Ph.D.
Economics (CAS) M.A., M.S., Ph.D.
Educational leadership (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
English (CAS) M.A., Ph.D.
Environmental and natural resources law (Law) LL.M.
Environmental sciences, studies, and policy (CAS) Ph.D.
Environmental studies (CAS) M.A., M.S.
Fibers (A&A) M.F.A.
Finance (BUS) M.A., M.S., Ph.D.
Folklore. See Interdisciplinary studies: individualized program
French (CAS) M.A.
Geography (CAS) M.A., M.S., Ph.D.
Geological sciences (CAS) M.A., M.S., Ph.D.
German (CAS) M.A., Ph.D.
Historic preservation (A&A) M.S.
History (CAS) M.A., Ph.D.
Human physiology (CAS) M.S., Ph.D.
Human resources and industrial relations (BUS) M.H.R.I.R. inactive
Interdisciplinary studies: applied information management (CAS) M.S.
Interdisciplinary studies: individualized program (CAS) M.A., M.S. (e.g., folklore, religious studies)
Interdisciplinary studies: teaching: one subject (ED) M.A. inactive
Interior architecture (A&A) M.F.A.
Intermedia technology (MUS) M.Mus.
International studies (CAS) M.A.
Italian (CAS) M.A.
Journalism (J&C) M.A., M.S.
Journalism: advertising (J&C) M.A., M.S.
Journalism: magazine (J&C) M.A., M.S.
Journalism: news-editorial (J&C) M.A., M.S.
Landscape architecture (A&A) M.L.A., Ph.D.
Law (Law) J.D.
Linguistics (CAS) M.A., Ph.D.
Management (BUS) M.A., M.S., Ph.D.
Management: general business (BUS) M.B.A.
Marketing (BUS) M.A., M.S., Ph.D.
Mathematics (CAS) M.A., M.S., Ph.D.
Metalsmithing and jewelry (A&A) M.F.A.
Music composition (MUS) M.Mus., D.M.A., Ph.D.
Music: conducting (MUS) M.Mus.
Music education (MUS) M.Mus., Ph.D.
Music: jazz studies (MUS) M.Mus.
Musicology (MUS) M.A., Ph.D.
Music performance (MUS) M.Mus., D.M.A.
Music: piano pedagogy (MUS) M.Mus.
Music theory (MUS) M.A., Ph.D.
Painting (A&A) M.F.A.
Philosophy (CAS) M.A., Ph.D.
Photography (A&A) M.F.A.
Physics (CAS) M.A., M.S., Ph.D.
Political science (CAS) M.A., M.S., Ph.D.
Printmaking (A&A) M.F.A.
Psychology (CAS) M.A., M.S., Ph.D.
Public policy and management (A&A) M.P.A.
Religious studies. See Interdisciplinary studies: individualized program
Romance 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&A) M.F.A.
Sociology (CAS) M.A., M.S., Ph.D.
Spanish (CAS) M.A.
Special education (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
Special education: rehabilitation (ED) D.Ed., Ph.D.
Teaching and learning (ED) M.Ed.
Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.

Certificates

Communication disorders (ED) graduate
Communication ethics (J&C) graduate
Continuing administrator (ED) graduate
Early childhood (ED) graduate inactive
Early childhood–elementary special education (ED) graduate
Early intervention–early childhood special education (ED) graduate
Elementary (ED) graduate
English speakers other languages (ED) graduate
English speakers other languages—bilingual (ED) graduate
European studies (CAS) undergraduate
Film studies (CAS) undergraduate
Folklore (CAS) undergraduate
Global management (BUS) undergraduate
Initial administrator (ED) graduate
Integrated teaching (ED) graduate
Middle-secondary education (ED) graduate
Middle-secondary special education (ED) graduate
Museum studies (A&A) graduate
Music education (ED) graduate
Not-for-profit management (A&A) graduate
Reading education teaching (ED) graduate inactive
Russian and East European studies (CAS) undergraduate inactive; graduate
School psychology (ED) graduate
Second-language acquisition and teaching (CAS) undergraduate
Technical teaching in architecture (A&A) graduate
Women’s and gender studies (CAS) graduate
Writing, public speaking, and critical reasoning (CAS) undergraduate

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 academic transcripts. Other terms used for options include areas of concentration, emphasis, focus, specialization; preparatory programs; primary and secondary areas or subjects; fields or subfields; programs of emphasis or study; and tracks. Technically, there are no minors in graduate degree and certificate programs. Graduate students also 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 and scholarships, 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 comes Honors at Oregon, followed by the College of Arts and Sciences, its departments and programs arranged alphabetically. The six professional schools and colleges follow—the School of Architecture and Allied Arts, the Charles H. Lundquist College of Business, the College of Education, the School of Journalism and Communication, the School of Law, and the School of Music and Dance. 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 in the following list 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, and only for students in an admitted status. Stand-alone noncredit certificates are offered through Continuing Education to all students.

Colloquium. An academic meeting, typically led by a different lecturer speaking on a different topic at each meeting.

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 300 and above are graduate or professional.

1 credit. Represents approximately three hours of the student’s time each week for one term in a lower-division undergraduate course. This frequently means one hour in the lecture hall or laboratory in addition to two hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required each week for a course is listed in each term’s class schedule.

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).

Dissertation or Thesis. A written document resulting from study or research and submitted as a major requirement for a degree.

Electives. Courses that students may choose to take, as contrasted with courses that are required for an academic program.


Experimental course. A course under development that has not received formal acceptance to the curriculum. Subject matter, instructional materials, and activities are evaluated for effectiveness and long-term value to the discipline.

Field studies. A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.

Generic courses. Courses numbered 196, 198, 199, 399–410, 503–510, 601–610, and 704–710, for which credit is variable and which may be repeated for credit. Instructor’s permission is often required for registration.

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

Grading option. Unless specified otherwise, nonmajors may take courses either graded (A+ through F) or pass/no pass (P/N). The online course schedule 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.

Internship. Professional practice in an organization that integrates concepts studied at the university with career-related work experience.

License. See Endorsement.

Major. A primary undergraduate or graduate field of specialized study.

Minor. A secondary undergraduate field of specialized study.

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

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

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

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

Practicum. A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.

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 restricted.

Research. Disciplined inquiry of a topic with varying techniques and assignments suited to the nature and conditions of the problem being investigated. Often pursued in relation to a dissertation or thesis.

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. One semester credit 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.

**Special studies.** A lower-division colloquium or experimental course, often taken concurrently with another course as a satellite seminar.

**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.

**Supervised college teaching.** A student, under faculty supervision and sponsorship, accepts responsibility for teaching a university course.

**Supervised tutoring.** A student, under faculty supervision, accepts responsibility for tutoring other students within the discipline.

**Term.** Approximately one-third of the academic year (eleven weeks), either fall, winter, or spring.

**Terminal project.** A presentation incorporating the knowledge and skills acquired from course work completed for the master's degree.

**To waive.** To set aside without credit certain requirements for a degree or major.

**Workshop.** An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.

## Courses

**Abbreviations**
The following abbreviations are used in course descriptions: Coreq: corequisite; H: honors content of significant difficulty; Prereq: prerequisite; R: repeatable for credit.

### Sample Course Listings

The following examples are from Biology (BI):

**122 [BI lower-division course number] Introduction to Human Genetics [course title] (4) [course credits] 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, discussions. [course description]**

**423/523 [BI upper-division/graduate course numbers] Human Molecular Genetics [course title] (4) [course credits] 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. [course description] Prereq: BI 320. [course prerequisite]**

**607 [BI graduate-only course number] Seminar: [Topic] [course title] (1–3R) [course credit range; repeatable for credit indicator] Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience. [course description]**

### Subject Codes

The following subject codes are used at the University of Oregon. They appear in University of Oregon catalogs and class schedules, on student schedules, degree audits, transfer articulation reports, and transcripts.

- **AAA** Architecture and Allied Arts
- **AAAP** Architecture and Allied Arts: Historic Preservation
- **AAD** Arts and Administration
- **ACTG** Accounting
- **AEIS** Academic English for International Students
- **AIM** Applied Information Management
- **ALS** Academic Learning Services
- **ANAT** Anatomy
- **ANTH** Anthropology
- **ARB** Arabic
- **ARCH** Architecture
- **ARH** Art History
- **ART** General Art
- **ARTC** Art: Ceramics
- **ARTD** Art: Digital Arts
- **ARTF** Art: Fibers
- **ARTM** Art: Metalsmithing and Jewelry
- **ARTO** Art: Photography
- **ARTP** Art: Painting
- **ARTR** Art: Printmaking
- **ARTS** Art: Sculpture
- **ASIA** Asian Studies
- **ASL** American Sign Language
- **ASTR** Astronomy
- **BA** Business Administration
- **BE** Business Environment
- **BI** Biology
- **CAS** College Scholars Colloquium
- **CDS** Communication Disorders and Sciences
- **CFT** Couples and Family Therapy
- **CH** Chemistry
- **CHN** Chinese
- **CIS** Computer and Information Science
- **CIT** Computer Information Technology
- **CLAS** Classics
- **COLT** Comparative Literature
- **COUN** Counseling
- **CPSY** Counseling Psychology
- **CRES** Conflict and Dispute Resolution
- **CRWR** Creative Writing
- **DAN** Professional Dance
- **DANC** Introductory Dance
- **DANE** Danish
- **DSC** Decision Sciences
- **EALL** East Asian Languages and Literatures
- **EC** Economics
- **EDLD** Educational Leadership
- **EDST** Educational Studies
- **EDUC** Education
- **ENG** English
- **ENVS** Environmental Studies
- **ES** Ethnic Studies
- **EURO** European Studies
- **FHS** Family and Human Services
- **FIN** Finance
- **FINN** Finnish
- **FLR** Folklore
- **FR** French
- **GEOG** Geography
- **GEOL** Geological Sciences
- **GER** German
- **GET** Graduate Elementary Teaching
- **GRK** Greek
- **HC** Honors College
- **HDEV** Human Development
- **HIST** History
- **HPHY** Human Physiology
- **HUM** Humanities
- **IARC** Interior Architecture
- **INTL** International Studies
- **IST** Interdisciplinary Studies
- **ITAL** Italian
- **J** Journalism
- **JPN** Japanese
- **KRN** Korean
- **LA** Landscape Architecture
- **LAT** Latin
- **LAW** Law
- **LERC** Labor Education and Research Center
- **LIB** Library
- **LING** Linguistics
- **LT** Language Teaching
- **MATH** Mathematics
- **MGMT** Management
- **MSEC** Middle-Secondary Teaching
- **ML** Military Science
- **MKTG** Marketing
- **MUE** Music Education
- **MUJ** Music: Jazz Studies
- **MUP** Music Performance
- **MUS** Music
- **NORW** Norwegian
- **OACT** Overseas Studies: American Council of Teachers of Russian [Russia]
- **OADE** Overseas Studies: Adelaide, University of Adelaide [Australia]
- **OAGU** Overseas Studies: Tokyo, Aoyama Gakuin University [Japan]
- **OANG** Overseas Studies: Angers, NCSA Program [France]
- **OBEI** Overseas Studies: Beijing, Central Institute for Nationalities [China]
- **OBER** Overseas Studies: Bergen, University of Bergen [Norway]
- **OBRI** Overseas Studies: Bristol, Bristol University [England]
- **OBRT** Overseas Studies: London [England]
- **OBUD** Overseas Studies: Budapest, Budapest University of Economic Sciences [Hungary]
- **OBWU** Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
- **OCHA** Overseas Studies: Prague, Charles University [Czech Republic]
- **OCUR** Overseas Studies: Curtin University [Australia]
- **ODIS** Overseas Studies: Copenhagen, Denmark's International Study Program
### 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 admitted undergraduate students.

#### 600–699

Courses for graduate students only.

#### 700–799

Except in the School of Music and Dance, 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 and Dance indicate graduate courses only.

### Generic Courses

Certain numbers are reserved for generic courses that may be repeated for credit (R) under the same number. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

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

#### 400–499

Degree requirements (e.g., core courses)

#### 500–599

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.

#### 600–699

Courses that include admitted undergraduate students.

#### 700–799

Courses for graduate students only.
2008–9 Academic Calendar

Fall Term 2008
Initial registration
May 19–29

Week of Welcome
September 24–28

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

Winter Term 2009
Initial registration
November 17–26

Classes begin
January 5

Last day to drop courses without recorded “W”
January 12

Last day to register or add courses
January 14

Martin Luther King Jr. Day holiday
January 19

Winter term final examinations
March 16–20

Spring vacation
March 23–27

Spring Term 2009
Initial registration
February 23–March 4

Classes begin
March 30

Last day to drop courses without recorded “W”
April 6

Last day to register or add courses
April 8

Memorial Day holiday
May 25

Spring term final examinations
June 8–12

Commencement Day
June 13

Summer Session 2009
Initial registration
May 4–8

Classes begin
June 22

Independence Day holiday
July 3

Eight-week session ends
August 12

Summer session final exams
August 13–14

Summer Commencement
August 15

Labor Day holiday
September 7

Eleven-week session ends
September 4

Fall Term 2009
Initial registration
May 18–28

Classes begin
September 29

Last day to drop courses without recorded “W”
October 5

Last day to register or add courses
October 7

Thanksgiving vacation
November 26–27

Fall term final examinations
December 7–11

Winter vacation
December 14, 2009–January 3, 2010

2008

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

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

November
S M T W T F S
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8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

December
S M T W T F S
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15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

2009

January
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22 23 24 25 26 27 28
29 30

February
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22 23 24 25 26 27 28
29 30 31

March
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22 23 24 25 26 27 28
29 30 31

April
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22 23 24 25 26 27 28
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May
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15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

June
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22 23 24 25 26 27 28
29 30

July
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22 23 24 25 26 27 28
29 30

August
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September
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22 23 24 25 26 27 28
29 30 31

October
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22 23 24 25 26 27 28
29 30

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

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

Admissions
Brian Henley, Interim Director, Office of Admissions
(541) 346-3201
(541) 346-5815 fax
240 Oregon Hall
admissions.uoregon.edu

Admission requirements apply to all students seeking to enroll at the UO.

Application Deadlines

<table>
<thead>
<tr>
<th>Student Classification</th>
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<th>Fall 2009 Reenrollment</th>
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<tr>
<td>All classifications</td>
<td>October 15, 2008</td>
<td>May 10, 2009</td>
</tr>
<tr>
<td>Freshman</td>
<td>November 1, 2008</td>
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<tr>
<td>Transfer</td>
<td>January 15, 2009</td>
<td></td>
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<td>March 15, 2009</td>
<td></td>
</tr>
<tr>
<td>Transfer, early notification</td>
<td>May 15, 2009</td>
<td></td>
</tr>
<tr>
<td>Postbaccalaureate nongraduate or graduate</td>
<td>April 15, 2009</td>
<td></td>
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<tr>
<td>Graduate</td>
<td>April 15, 2009</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>March 15, 2009</td>
<td></td>
</tr>
</tbody>
</table>

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 SAT Reasoning Test or the American College Test (ACT) with the optional writing component
4. A final transcript of the applicant's high school record certifying graduation, when available

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, each with a grade of C– or better, are required. Specific subject requirements include:

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

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

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

**Social studies—three years.** Study must include analysis of societal issues and events. It is strongly recommended that study includes knowledge and use of geographic information, patterns of United States and human history, structures and systems of U.S. government, and analysis of economic systems.

**Second-language proficiency.** Proficiency may be demonstrated through any one of the three options listed below.

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

Options for meeting the second-language requirement, including American Sign Language, may be obtained from the Office of Admissions. Students admitted as exceptions to the second-language requirement must pass two terms of the same second language with a grade of C– or better before graduating from the university.

Address questions about demonstrating second-language proficiency to the Office of Admissions.
PASS proficiency. The Proficiency-Based Admission Standard System (PASS) may be used to meet some of the standards 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 college-preparatory subject requirements outlined above and
3. Earned a cumulative high school grade point average (GPA) of at least 3.00 on a 4.00 scale and completed fourteen college preparatory units. A chart of the minimum SAT scores needed for admission consideration with a GPA less than 3.00 on a 4.00 scale is available on the admissions website.

Students who have achieved a cumulative GPA of 3.25 and completed at least sixteen college preparatory units are guaranteed admission. The applications of students with a GPA less than 3.25 or with fewer than sixteen college preparatory units undergo a comprehensive review that considers such factors as strength of academic course work, grade trends, class rank, standardized test scores, academic motivation as demonstrated in the submitted essay, special talents, and the ability to enhance the diversity of the university. Occurricular activities are considered but will not compensate for lower grades or weaker course schedules.

For the fullest consideration, students should request that an updated transcript be sent following completion of their seventh semester. Students who have not graduated from a standard or accredited high school may be considered for admission in one of the following ways:

Test of General Educational Development (GED). Meet the minimum score of 410 on each subject examination and achieve an average subtest score of 580.

SAT Reasoning and SAT Subject Examinations. Meet SAT/ACT requirements and earn an average score of 470 or better (940 total) on two College Board SAT Subject Tests—Mathematics level I or IIc, and another test of the student’s choice.

An examination in a second language is strongly recommended to meet the language proficiency requirements needed to qualify for admission. Students who do not take the SAT subject test in a second language must prove language proficiency through another approved process.

Automatic Admission
Applicants who have earned at least a 3.25 cumulative GPA on a 4.00 scale and sixteen academic units with a grade of C– or better 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, C=2 points, D=1 point, F or N=0 points. The grade point average (GPA) equals the total points divided by total credits for which grades are received.

Admission Exceptions
Oregon University System policy permits the university to admit a limited number of students who do not meet minimum requirements. Requests for admission as an exception is reviewed by the admissions committee. For information about this option, write or visit the Office of Admissions.

Transfer Admission
Students who have completed between 12 and 35 quarter credits of college work must meet the freshman requirements outlined above and the transfer requirements described here. Students who have completed 36 or more quarter credits (or 24 or more semester credits) of college work, 24 of which must be graded, are considered for admission based on a review of their college-level study. A minimum grade point average of 2.25 (2.50 for nonresidents) is required. Students must have successfully completed one course each in college-level writing and mathematics with grades of C– or better and must be eligible to return to the last college attended. Transfer students who graduated from high school 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.

Transfer of Credit
The amount of credit transferred depends on the nature of the applicant’s college work, which is evaluated according to the academic requirements of the University of Oregon. Only college-level academic course work from regionally accredited two- and four-year colleges or universities will be considered for transfer. Up to 124 credits from accredited community or junior colleges, of which only 90 credits may be transferred from an international junior college, may be applied to the bachelor’s degree.

See Bachelor’s Degree 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. A 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 arts and sciences departments or programs with premajor admission requirements are the College of Education; Lundquist College of Business; School of Journalism and Communication; Asian studies; computer and information science; international studies; marine biology; mathematics and computer science; and planning, public policy and management.

Dual Enrollment Program
The University of Oregon has dual-enrollment agreements with Lane Community College and Southwestern Oregon Community College. These programs provide students with the academic and administrative advantages of simultaneous enrollment in two institutions. More information and an application for admission is available from the UO Office of Admissions and at either community college.
International Admission

Applicants who are not United States citizens or permanent residents are considered for admission to the university as international students.

International applicants, whether freshman or transfer, may apply for admission fall, winter, and spring terms and summer session. The international freshman application deadline for fall term is March 15. The international transfer student application deadline for fall term is May 15. Applications received after the deadlines are considered on a space-available basis.

A GPA of 2.50 is required for undergraduates who want to transfer from another university or college.

English Proficiency. Students whose native language is not English must supply results of a standardized language proficiency test. A minimum score from one of the following tests is required:

- Test of English as a Foreign Language (TOEFL)—500 (paper-based test), 173 (computer-based test), 61 (Internet-based test)
- International English Language Testing System (IELTS)—6.0

All international students must take an English language placement test after arriving at the university. Placement test results determine whether students are required to take additional language training in the Academic English for International Students (AEIS) program. Students placed in AEIS courses may also enroll in regular academic courses. Students with one of the following scores are exempt from taking the comprehensive placement test:

- 575 or better on the paper based TOEFL
- 233 or better on the computer-based TOEFL
- 88 or better on the Internet-based TOEFL
- 7.0 on the IELTS

More information about the American English Institute and AEIS courses may be found in the Academic Resources section of this catalog and on the institute's website.

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 grade of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy
3. An official test score report from one of the English proficiency tests described above
4. A completed International Application
5. An account statement issued by a bank (certificate of balance) that indicates an amount covering one year’s expenses

To obtain graduate application forms, applicants should write directly to the departments or schools in which they plan to study or visit the school’s website. See Graduate Admission in this section of the catalog.

Specialized Admission Assistance

Assistance is available from the following offices:

- Office of Academic Advising, 364 Oregon Hall; call (541) 346-3211
- Office of Admissions, 240 Oregon Hall; call (541) 346-3201
- Office of Multicultural Academic Support, 164 Oregon Hall; call (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 nongraduate status. These students pay appropriate undergraduate fees. Applications and information are available from the Office of Admissions.

Notice to Nonresidents of the State of Oregon

Oregon Board of Higher Education Administrative Rules

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

580-010-0029 Definitions

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

1. "Domicile" is 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. In order to establish a domicile in Oregon, a person must maintain a predominant physical presence in Oregon for 12 consecutive months after moving to the state.

2. A "financially independent person" is a person who, at the time of application for residency status:
   a. declares himself or herself to be financially independent;
   b. has not been claimed as a dependent during the immediately preceding tax year, and will not be claimed as a dependent during the current tax year, on the federal or state income tax returns of any other person; and
   c. has not received in the immediately preceding calendar year, and will not receive during the current calendar year, one-half or more of his or her support, in cash or in kind, from another person or persons, except for support received from his or her spouse.

3. A "financially dependent person" is a person who, at the time of application for residency status:
   a. declares himself or herself to be financially dependent; and
   b. has been claimed as a dependent on the federal and state income tax returns of another person during the immediately preceding tax year.

580-010-0030 Determination of Residence

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 a person’s intent in coming to Oregon. Intent is inferred from a person’s conduct and history as they relate to the requirements of these residency rules. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. If it is 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, the classification is requested, has both:

   a. established and maintained a domicile in Oregon as provided under OAR 580-010-0029(1) for 12 consecutive months; and
   b. during that period, has been primarily engaged in activities other than those of being a college student.

3. A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than 8 hours in any semester or quarter during the 12-month period referred to in section (2) of this rule shall be presumed to be in Oregon for primarily educational purposes. Such period of enrollment shall not be counted toward the establishment of a bona fide domicile in this state for purposes other than educational.

4. An Oregon resident is also a financially dependent person who is claimed as a dependent by another person who has both:

   a. established and maintained an Oregon domicile as provided under OAR 580-010-0029(1) for 12 consecutive months; and
   b. during that period, has been primarily engaged in activities other than those of being a college student.

5. A financially dependent person who is claimed as a dependent by another person who has not established and maintained an Oregon domicile shall be presumed to be a non-resident. This presumption may be overcome by evidence.
of the student’s long-standing presence in Oregon and demonstration of other factors under OAR 580-010-0031.

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

(7) If institution records show that the residence of a student or the person upon whom the student is dependent is outside of Oregon, the student 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 student requesting the change.

(8) Notwithstanding section (4) of this rule, a student who is financially dependent on a non-Oregon resident may nonetheless be considered an Oregon resident if the student resides in Oregon for at least 12 consecutive months with a parent or legal guardian who has both:
(a) established and maintained an Oregon domicile under OAR 580-010-0029(1) for 12 consecutive months; and
(b) during that period, has been primarily engaged in activities other than those of being a college student.

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) Reside in Oregon for 12 consecutive months prior to the beginning of the term for which resident classification is sought and during that period be primarily engaged in activities other than those of a college student;
(b) Reliance upon Oregon resources for financial support;
(c) Domicile in Oregon of persons legally responsible for the student;
(d) Acceptance of an offer of permanent employment in Oregon;
(e) Ownership by the person of his or her living quarters in Oregon.

(2) The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:
(a) Voting or registration to vote;
(b) Employment in any position normally filled by a student;
(c) The lease of living quarters;
(d) Admission to a licensed practicing profession in Oregon;
(e) Automobile registration;
(f) Public records, for example, birth and marriage records, Oregon driver’s license;
(g) Continuous presence in Oregon during periods when not enrolled in school;
(h) Ownership of property in Oregon or the payment of Oregon income or other Oregon taxes; or
(i) Domicile in Oregon of the student’s spouse.

Evidence of Financial Dependency 580-010-0033

(1) In determining whether a student is financially dependent, a student must provide:
(a) Evidence of established domicile as provided under OAR 580-010-0029(1) of the person claiming the student as a dependent; and
(b) The identification of the student as a dependent on the federal and state income tax returns of the person claiming the student as a dependent. 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 financially dependent person under these rules shall not be required to establish a 12-month 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.

580-010-0035 Residence Classification of Armed Forces Personnel

(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, active 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, shore 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 another state or a foreign country and file Oregon state income taxes no later than 12 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 on duty outside of Oregon, including a person who establishes residency under section (2)(c) of this rule, must, within a reasonable time, demonstrate an intent to retain classification as an Oregon resident. Such intent may be shown by returning to Oregon within six months after completing service in the armed forces.

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

580-010-0037 Residence Classification of Members of Oregon Tribes

(1) Students who are enrolled 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 lands within the state of Oregon shall be assessed 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 the 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 tribal boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon are:

(a) CALIFORNIA:
(A) Benton Paiute Tribe;
(B) Big Bend Rancheria;
(C) Big Lagoon Rancheria;
(D) Blue Lake Rancheria;
(E) Bridgeport Indian Colony;
(F) Cedarville 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) Molochochum Band of Tolowa 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;  
(X) Yurok Tribe.  
(b) IDAHO:  
(A) Nez Perce Tribe of Idaho;  
(B) Shoshoni-Bannock Tribes.  
(c) NEVADA:  
(A) Duck Valley Shoshone-Paiute Tribes;  
(B) Fallon Paiute-Shoshone Tribe;  
(C) Fort McDermitt Paiute-Shoshone Tribe;  
(D) 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.  
(d) OKLAHOMA: Modoc Tribe of Oklahoma.  
(e) WASHINGTON:  
(A) Chehalis Community Council;  
(B) Colville Confederated Tribes;  
(C) Quinault Indian Nation;  
(D) Shoalwater Bay Tribe;  
(E) Yakama 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.

580-010-0040  
Residence Classification of Non-Citizens  
A person who is not a citizen of the United States may be considered an Oregon resident if the person qualifies as a resident under OAR 580-010-0030 and is one of the following:  
(1) A lawful permanent resident. The date of approval of lawful permanent residency shall be the earliest date upon which the 12-month residency requirements under OAR 580-010-0030 may begin to accrue.  
(2) An immigrant granted refugee or political asylum in the United States. The date of approval of political asylum or refugee status shall be the earliest date upon which the 12-month residency requirements under OAR 580-010-0030 may begin to accrue.  
(3) A person holding one of the following non-immigrant visa classifications: A, E, G, H-1B, H-1C, the spouse or child of a person holding an H-1B or H-1C visa, I, K, L, NATO, O, R, S, T, TN, U, or V. The date of the issuance of a visa for one of these classifications shall be the earliest date upon which the 12-month residency requirements under OAR 580-010-0030 may begin to accrue. A person possessing a non-immigrant or temporary visa that is not identified under this rule shall not be considered an Oregon resident.  

580-010-0041  
Changes in Residence Classification  
(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 re-examined and determined on the same basis as for any other person.
Registration and Academic Policies
Herbert R. Chereck, University Registrar
(541) 346-2935
(541) 346-6682 fax
220 Oregon Hall
registrar@uoregon.edu
registrar.uoregon.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. Contact the Office of the Registrar for details about making a request for nonrelease.

The full text of the Student Records Policy is available from the Office of the Registrar and on the registrar’s website.

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. The university’s new student orientation, IntroDUCKtion, is held in July for freshmen and transfer students who enter fall term. All new students are urged to attend. See the Academic Calendar for 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. Academic regulations are listed on the registrar’s website.

About the UO Catalog. This publication, the 2008–9 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 2008. Changes to the university curriculum that were made through spring term 2008 are reflected in the academic sections of the catalog. Bachelor’s Degree Requirements, in this section of the catalog, have been updated to reflect curriculum changes that were made through spring term 2008. 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.

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 confer with advisers. Students must choose their grading option at the time of registration and are permitted to change it only within the period allowed.

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

Student work may be graded as follows: P (pass), satisfactory performance (C— or better for undergraduate course work, B— or better for graduate course work), or N (no pass), unsatisfactory performance, no credit awarded (D+ or worse for undergraduate course work, C— or worse for graduate course work). The class schedule designates courses that are offered only pass/no pass. Passing credits are also awarded for advanced placement and College-Level Examination Program work and for work taken at another collegiate institution if the registrar’s office staff cannot equate 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.

I (incomplete). Instructor-initiated mark. A mark of I may be issued 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. Faculty and students should develop a contract outlining the requirements and specific deadlines for making up the incomplete. Contracts should be filed in the faculty member’s departmental office.

Incomplete Grades Assigned to Undergraduate Students
Prior to Winter Term 2005. If a degree has not been awarded and the student is still attending the university, the instructor must submit a grade on the university’s online information system, DuckWeb, within four terms of attendance following the assignment of the incomplete. If the student is no longer attending the university and has not earned a degree, the grade submission deadline is extended to three calendar years from the date the incomplete was assigned. Earlier deadlines may be set by the instructor, dean, or department head.

For students graduating, removal of incompetes needed to satisfy degree requirements must be submitted on DuckWeb within the above deadlines, but no later than the Friday following exam week of the graduating term. Removal of incompetes not needed for degree requirements must be submitted within the above deadlines but no later than thirty days after the degree is awarded. Incompetes awarded prior to winter term 2005 but not resolved within the thirty-day deadline will remain on the academic record after the degree is awarded and cannot be removed.

Incomplete Grades Assigned to Undergraduate Students
Beginning Winter Term 2005. Effective winter term 2005, undergraduate students have one calendar year to make up an incomplete mark assigned by a UO faculty member. Earlier deadlines may be set by the instructor, dean, or department head. Failure to make up the incomplete by the end of one calendar year will result in the mark of I automatically changing to a grade of F or N.

For students graduating, removal of incompetes awarded winter term 2005 and after must be submitted on DuckWeb no later than the Friday following exam week of the graduating term. Incompetes awarded winter term 2005 or later will be automatically changed to a grade of F or N prior to conferal of the degree. Grade changes must be submitted no later than thirty days after the degree is awarded. Grades of F or N will remain on the academic record after the degree is awarded and cannot be removed.

Incompetes Assigned to Graduate Students.
Graduate students must convert graduate course incompetes within one calendar year of the assignment of the incomplete. Students may request additional time for the removal of the incomplete by submitting a petition stating the course requirements that were not initially completed, with the instructor’s signature, to the dean of the Graduate School for review. This policy does not apply to incompetes routinely assigned to courses applying to the completion of research (601), thesis (503), dissertation (603), and terminal projects (609, 709).

W (withdrawal). Student-initiated mark. Students may withdraw from a course through web registration. See the online class schedule for deadlines.
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 Application for Degree forms 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 choosing to complete a minor must earn a minimum of 24 credits, including 12 in upper-division work. Minor requirements, including residency, are listed under department headings. A minor may be awarded only at the time a bachelor's degree is conferred.

**Upper-Division Work**

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

**Residency**

After completing 120 of the 180 required credits, 160 of the 220 required credits, 165 of the 225 required credits, or 171 of the 231 required credits, each student must complete at least 45 credits of UO courses.

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

Students must earn 168 transfer or University of Oregon credits with grades of A, B, C, D, or P*. Credits earned in courses offered only pass/no pass use the P* 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. Courses required in the major and designated P/N only in the class schedule may be counted toward the 45-credit requirement only if the 168-credit requirement has been satisfied.

**Satisfactory Work**

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

The current list of group-satisfying courses is available online at classes.uoregon.edu.

“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 advisers 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 45 credits, 15 credits in approved group-satisfying courses in each of three general-education groups: arts and letters, social science, and science. Each group must include (1) at least two courses with the same subject code and (2) at least one course with a different subject code. No more than three courses with the same subject code may be used to fulfill the 45-credit requirement.

“Double-Dipping” Restriction. Students may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement.

Bachelor of Architecture, Education, Interior Architecture, Landscape Architecture, or Music

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

Multicultural Requirement

The purpose of the multicultural requirement is to introduce students to the richness of human diversity and to the opportunities and challenges of life in a multicultural society.

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

Category A: American Cultures

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

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.

Category C: International Cultures

The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B, namely, race and ethnicity, pluralism and monocolonialism, and/or prejudice and tolerance—or explicitly describe and analyze a world view—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th- and 21st-century United States.

The current list of courses that satisfy the multicultural requirement is available online at classes.uoregon.edu.

General Limitations

1. A maximum of 124 credits may be transferred from an accredited institution. After this date, changes to majors and minors, addition of departmental honors, Honors College, Latin Honors, or varsity status cannot be made.
2. A maximum of 124 credits may be transferred from an accredited institution. After this date, changes to majors and minors, addition of departmental honors, Honors College, Latin Honors, or varsity status cannot be made.
3. A maximum of 124 credits may be transferred from an accredited institution. After this date, changes to majors and minors, addition of departmental honors, Honors College, Latin Honors, or varsity status cannot be made.
4. A maximum of 124 credits may be transferred from an accredited institution. After this date, changes to majors and minors, addition of departmental honors, Honors College, Latin Honors, or varsity status cannot be made.
5. A maximum of 124 credits may be transferred from an accredited institution. After this date, changes to majors and minors, addition of departmental honors, Honors College, Latin Honors, or varsity status cannot be made.
6. A maximum of 124 credits may be transferred from an accredited institution. After this date, changes to majors and minors, addition of departmental honors, Honors College, Latin Honors, or varsity status cannot be made.

Second Bachelor’s Degree

A student who has been awarded a bachelor’s degree from an accredited institution may earn an additional bachelor’s degree at the University of Oregon. The student must satisfactorily complete all departmental, school, or college requirements for the second degree. Of these requirements the following must be completed after the prior degree has been awarded:

1. The student must complete an additional 36 credits at the university as a formally admitted student if the prior bachelor’s degree was awarded by the University of Oregon, or an additional 45 credits at the university if the prior bachelor’s degree was awarded by another institution.
2. A minimum cumulative UO GPA of 2.00 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 awarded at the University of Oregon, or 23 credits if at another institution.
4. At least 75 percent of all course work required in the major for the second degree must be completed after the conferral of the first degree.
5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English 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.

Oregon Transfer Module
The Oregon Transfer Module (OTM) provides a one-year curriculum for students who plan to transfer to a State of Oregon university or community college. The module allows students to complete one year of general-education foundation course work that is academically sound and readily transferable within Oregon. Although the OTM is not a certificate or degree, it documents that students have met a subset of common general-education requirements at all Oregon two- and four-year public institutions of higher education.

Students should work closely with the Office of Academic Advising to ensure selection of appropriate course work. Upon transfer, students may be required to complete additional course work in general education, in an academic major, or in bachelor’s degree requirements specific to the receiving institution. Students who transfer prior to the completion of the OTM will have their courses individually evaluated by the receiving institution, and may find that some individual courses are transferable, whereas others are not.

Transferring to the University of Oregon with an OTM
Students transferring to the University of Oregon with an OTM from another institution will have completed 45 credits of the university’s general-education requirements.

Earning an OTM at the University of Oregon
To receive an OTM at the University of Oregon, students must complete a minimum of 45 credits—12 in residence at the UO—in foundational skills (writing, oral communication, and mathematics) and introduction to the disciplines (arts and letters, social sciences, and sciences). All courses must be completed with a grade of C– or better and students must have a minimum cumulative UO GPA of 2.00 at the time the OTM is posted on the transcript.

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 nonadmitted. A student’s academic standing is based on term and cumulative UO GPAs.

If a grade change affects the student’s term and cumulative UO GPAs and academic standing, the student should ask the instructor to submit the grade change through DuckWeb immediately. Retroactive changes to a term’s academic standing are made only if grade changes are submitted 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 45 or more cumulative credits, that student is subject to disqualification at the end of the first term on probation. Students who have earned 44 or fewer cumulative credits are allowed two terms of probation before they are subject to disqualification.

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

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

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; call (541) 346-2935. For information about how to submit a petition to the Scholastic Review Committee, inquire at the Office of Academic Advising, 364 Oregon Hall; call (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
Class Schedule
The class schedule is published online two weeks prior to registration each term. The schedule lists courses offered for the term. Dates, deadlines, procedures, and information about tuition and fees can be found on the registrar’s website.

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 on the registrar’s website.

Freshman Registration
Entering freshmen with 44 credits or fewer should plan to attend IntroDUCKtion, offered in 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, available on the registrar’s website.

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. The form is also available from the summer session office and the Office of Admissions. Students who were enrolled spring 2007 or after need not submit this form.

Transcripts
Students are required to send to the registrar’s office official transcripts of any academic work taken at other institutions while completing their baccalaureate degree program. A student’s official UO academic 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 or registration; disciplinary action may be initiated and sanctions may be imposed by the university.

Alternate Ways to Earn Credit
The university has established programs through 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 the Registrar.

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. Information about credit awarded and scores required is available from the registrar’s website.

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 calculus, chemistry, economics, French, German, literature, Spanish, and sociology. Once a student is admitted to the university, it accepts as transfer credit the successful completion of CLEP subject examinations by students. More information is available online at testing.uoregon.edu.

Community Education Program
Individuals who want to enroll for 8 credits or fewer in university courses without formally applying for admission may do so through the Community Education Program. Part-time students of all ages choose from a variety of courses. More information about enrollment and credit is available at the Continuation Center, 333 Oregon Hall, call (541) 346-5614; or at the Baker Downtown Center, 975 High St., Suite 110.

Credit by Examination
Credit by examination allows formally admitted undergraduate students to challenge undergraduate university courses without registering for the courses. Students seeking to receive credit by examination must be registered for the term in which the exam is given. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon catalog. Students should contact first the Office of the Registrar to complete an Academic Requirements Committee petition to determine eligibility for credit by examination. Students then obtain faculty and department approvals before the exam can be scheduled. Students are billed an examination fee of $60 per course.

Successful credit by examination is shown as transfer credit on the UO transcript and may be recorded as a pass (P) or graded (A, B, C, D), consistent with the options listed in the class schedule. Credit by examination may not be counted toward the satisfaction of the graduation residency requirement or for fulfillment of the requirement to complete 45 credits graded A, B, C, D at the University of Oregon. However, credit by examination may be counted toward the requirement to complete 168 credits graded A, B, C, D, P* from all institutions attended. The following are not available for credit by examination:

- Courses numbered 0–99; Field Studies (196); Workshop, Laboratory Projects, or Colloquium (198); Special Studies (199); courses numbered 200 or 399–410
- First-year second-language courses
- 100-level mathematics courses and MATH 211, 212, 213
- English composition courses [WR 121, 122, 123]
- An elementary language course taught in the student’s native language
- A course for which a CLEP examination is available
- A course that substantially duplicates credit already earned
- A course that is more elementary in nature than credit already earned
- A course in which the student is already enrolled for credit
- A course for which the student has received a grade of A, B, C, D, P, P*, I, X, or Y
- A course for which the student has already taken and failed an examination for credit

Contact the Office of the Registrar for more information.

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 art, biology, business, chemistry, Chinese, computer science, economics, English, French, German, history, geography, Japanese, Mandarin, mathematics, music, physics, psychology, social anthropology, Spanish, Swedish, and theater arts. A complete list of university credit earned by international baccalaureate examinations is available from the registrar’s website.

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 evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language Institute. An official copy of the student’s DD 214, DD 295, or an AARTS transcript is required for military credit.

Tuition and Fees
Kelly Wolf, 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, building fees, registration fee, and recreation center bond fee. Except in the School of Law, for a full-time student in 2007–8, the health service fee was $123.75, the incidental fee was $208.00, the technology fee was $90.00, the recreation center bond fee was $15.25, the energy surcharge fee was $17.00, the registration fee was $15.00, and the building fee was $45.00. Each law student paid a $186.00 health service fee, a $312.00 incidental fee, a $135.00 technology fee, a $23.00 recreation center bond fee, a $26 energy surcharge fee, a $68.00 building fee, and a registration fee of $23.00. Each admitted student, at the time of first enrollment, is assessed a matriculation fee of $250.00 to cover the cost of enrollment services. The fees are subject to change for 2008–9.

Payment of tuition entitles students to many services including instruction in university courses, use of the university libraries, 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 gymnasia equipment and laundry service for physical activity courses. Additional fees may be assessed for some services and courses. No reduction is made for students who do not want to use some of these services.

Tuition for resident and nonresident law students is listed in the School of Law catalog, available 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 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). Summer session operates on a separate tuition schedule that includes course self-support fees. For more information, see 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 that follow are for 2007–8. Increases proposed for 2008–9 had not been confirmed at publication.
Tuition Schedule

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>$474</td>
<td>$809</td>
</tr>
<tr>
<td>2 credits</td>
<td>$957</td>
<td>$1,268</td>
</tr>
<tr>
<td>3 credits</td>
<td>$721</td>
<td>$1,277</td>
</tr>
<tr>
<td>4 credits</td>
<td>$845</td>
<td>$2,186</td>
</tr>
<tr>
<td>5 credits</td>
<td>$969</td>
<td>$2,646</td>
</tr>
<tr>
<td>6 credits</td>
<td>$1,094</td>
<td>$3,106</td>
</tr>
<tr>
<td>7 credits</td>
<td>$1,121</td>
<td>$3,566</td>
</tr>
<tr>
<td>8 credits</td>
<td>$1,343</td>
<td>$4,026</td>
</tr>
<tr>
<td>9 credits</td>
<td>$1,468</td>
<td>$4,486</td>
</tr>
<tr>
<td>10 credits</td>
<td>$1,592</td>
<td>$4,946</td>
</tr>
<tr>
<td>11 credits</td>
<td>$1,717</td>
<td>$5,406</td>
</tr>
<tr>
<td>12 credits</td>
<td>$1,842</td>
<td>$5,866</td>
</tr>
<tr>
<td>13 credits</td>
<td>$1,952</td>
<td>$6,312</td>
</tr>
<tr>
<td>14 credits</td>
<td>$2,004</td>
<td>$6,378</td>
</tr>
<tr>
<td>15 credits</td>
<td>$2,056</td>
<td>$6,444</td>
</tr>
<tr>
<td>16 credits</td>
<td>$2,107</td>
<td>$6,510</td>
</tr>
<tr>
<td>17 credits</td>
<td>$2,168</td>
<td>$6,956</td>
</tr>
<tr>
<td>18 credits</td>
<td>$2,329</td>
<td>$7,402</td>
</tr>
<tr>
<td>19 credits</td>
<td>$2,394</td>
<td>$7,848</td>
</tr>
<tr>
<td>20 credits</td>
<td>$2,520</td>
<td>$8,294</td>
</tr>
<tr>
<td>21 credits</td>
<td>$2,661</td>
<td>$8,740</td>
</tr>
<tr>
<td>Each additional credit beyond 21</td>
<td>$110.60</td>
<td>$446</td>
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</tbody>
</table>

Graduate Tuition

<table>
<thead>
<tr>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time registration (one term):</td>
<td>$3,859</td>
</tr>
<tr>
<td>Part-time registration:</td>
<td></td>
</tr>
<tr>
<td>1 credit</td>
<td>$768</td>
</tr>
<tr>
<td>2 credits</td>
<td>$1,153</td>
</tr>
<tr>
<td>3 credits</td>
<td>$1,540</td>
</tr>
<tr>
<td>4 credits</td>
<td>$1,927</td>
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<tr>
<td>5 credits</td>
<td>$2,314</td>
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<tr>
<td>6 credits</td>
<td>$2,700</td>
</tr>
<tr>
<td>7 credits</td>
<td>$3,087</td>
</tr>
<tr>
<td>8 credits</td>
<td>$3,474</td>
</tr>
</tbody>
</table>

Each additional credit beyond 16 is $371.70 for residents and $548.10 for nonresidents.

Graduate assistant (9–16 credits) | $206 | 206 |

Tuition Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a $6 billing fee and are charged 9 percent annual interest. The university uses an electronic billing process to bill student for charges incurred; 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 courses, 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 E. 15th Ave.

Credit by Examination: $60 per course. Assessed for taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credits sought.

Exceptions to Procedures: $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: $250 for undergraduates and graduate students.

Parking Permits. A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. One-year student parking permits are $94 for automobiles and $70 for motorcycles. Student permits are $35 for summer session only. All parking fees are subject to change.

Parking permits may be purchased from the Department of Public Safety, 1319 E. 15th Ave. Parking regulations are enforced at all times. A city bus system connects the university with most community areas. Student fees ensure each student a pass that allows unlimited free rides.

Replacement of Photo ID Card: $15

Returned Check: $20. Charge billed to the writer of any check that is returned to the university by the bank. Exceptions are bank or university errors. If not paid within thirty days, a returned check may be subject to a fine of $100 to $500.

Senior Citizens. There is no charge to Oregon residents sixty-five years of age and older. Oregon senior citizens who are neither seeking academic credits nor working toward a degree may attend classes if space is available. Charges may be made for any special materials. Incidental fee services are not provided.

Staff: $28 per Credit plus Technology Fee and Registration Fee. University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll at the staff rate for a maximum of 12 credits per term.

Family of Staff: $28 per Credit plus Applicable Fees (e.g., building, health, incidental). Family members may enroll for a maximum of 12 credits per term.

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; call (541) 346-3215.

Tuition and Fee Refunds

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

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

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

3. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the university’s financial aid repayment policy and schedule. See the class schedule 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.
Student Financial Aid and Scholarships

Elizabeth Bickford, Director
(541) 346-3221, (800) 760-6953
(541) 346-1175 fax
260 Oregon Hall, 1278 University of Oregon
Eugene OR 97403-3221
fawww@uoregon.edu
financialaid.uoregon.edu

Financial aid in the form of scholarships, grants, loans, and employment is available 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 parents and administers a comprehensive program of financial assistance. Office hours are 8:00 a.m.–5:00 p.m., Monday–Thursday; 9:00 a.m.–5:00 p.m. on Friday. Telephone service is available 8:00 a.m.–noon and 1:00–5:00 p.m., Monday–Thursday; 9:00 a.m.–noon and 1:00–5:00 p.m. on Friday. Federal and state regulations are subject to change and may affect current policies, procedures, and programs.

Estimated Student Expenses

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

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 2008–9 academic year.

Tuition for resident and nonresident law students is listed in the School of Law catalog, available free from the UO 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 2008–9 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 living with parents</td>
<td>$879</td>
<td>$2,637</td>
</tr>
<tr>
<td>Student living on or off campus</td>
<td>2,616</td>
<td>7,848</td>
</tr>
<tr>
<td>Residence hall charges are higher for full term than for winter and spring.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>$350</td>
<td>$1,050</td>
</tr>
<tr>
<td>Law (semester)</td>
<td>$25</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>$792</td>
<td>$2,376</td>
</tr>
<tr>
<td>Graduates</td>
<td>832</td>
<td>2,496</td>
</tr>
<tr>
<td>Law</td>
<td>1,278</td>
<td>2,556</td>
</tr>
</tbody>
</table>

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

### Applying for Financial Aid

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

1. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA 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, 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 no later than February 1. If applicable, online applicants should mail the FAFSA signature page, 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. Financial aid for 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 need-based 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 Loan, Federal Direct Graduate PLUS 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 Federal Direct Stafford Loan program or on a loan made, insured, or guaranteed under the Guaranteed Student Loan, Federal Stafford Loan, Supplemental Loan for Students, Federal Graduate PLUS Loan, or Parent Loan for Undergraduate Students program for attendance at any institution.
2. The student has borrowed in excess of federal (Title IV) loan limits.
3. The student owes a refund on grants previously received for attendance at any institution under Federal Pell Grant, Federal Academic Competitive Grant, National Science and Mathematics Access to Retain Talent 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 certain federal or state drug possession or sale laws within a certain time period.

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 determines the student’s eligibility for and the amount of assistance from the Federal Perkins Loan, the Federal Direct Stafford Loan,
the Federal Supplemental Educational Opportunity Grant, Federal Academic Competitive Grant, National Science and Mathematics Access to Retain Talent Grant, the Federal Work-Study programs, and the UO Work-Study 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 Loan, Federal Direct Graduate PLUS Loan, the Federal Work-Study programs, and the UO Work-Study Program. Offers are made in accordance with federal regulations and university policies.

Notification of Financial Aid
Starting the last week of March, financial aid award letters are mailed 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 on a continuing basis to students who have supplied the necessary information to the offices after March 1.

When aid is accepted, the student (and spouse if married) and the student’s parents (if applicable) may be asked to provide 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 financial aid office 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, Federal Academic Competitive Grant, National Science and Mathematics Access to Retain Talent Grant, the Federal Work-Study Program, the Federal Perkins Loan, the Federal Direct Stafford Loan, the Federal Direct Parent Loan for Undergraduate Students, the Oregon Opportunity Grant, and the UO Work-Study 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, and 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.

Federal Academic Competitive Grant
This grant program is targeted to Pell grant–eligible students in their first two academic years. Recipients must meet very specific eligibility criteria related to citizenship, enrollment status, rigor of high school curriculum, high school graduation date, and, in the case of second-year students, grade point average.

National Science and Mathematics Access to Retain Talent Grant
This federal grant program is targeted to third- and fourth-year Pell grant–eligible students majoring in mathematics, science, technology, engineering, or critical foreign language (as defined by the U.S. Department of Education).

In addition to maintaining a 3.00 GPA, recipients must meet very specific eligibility criteria related to citizenship and enrollment status.

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

A grant may be renewed for a total of twelve terms if the student applies each year, demonstrates financial need, is enrolled at least half time (6 credits a term) in a program leading to a degree, satisfactorily completes a minimum of 18 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.

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

The amount a student may earn is determined by university policy and fund availability. Students earn an hourly wage based on the kind of work and their skills and experience. Students may work a maximum of twenty hours a week while in school.

University departments and offices and off-campus agencies that are nonprofit and perform services in the public interest list available jobs with Employment Services in the Career Center, 244 Hendricks Hall, and from the center’s website. Funds are deposited with the university by the federal government to pay a portion of student wages; the employer pays the remainder.

UO Work-Study Program
This university-sponsored program provides part-time jobs on campus. Students must be eligible for financial aid and enrolled at least half time.

They earn an hourly wage based on the type of job and their skills and experience. Students may work a maximum of twenty hours a week while school is in session. Availability of the program is subject to continued funding. Job openings are listed with Employment Services in the Career Center and on the center’s website.

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

The maximums that may be borrowed are $3,500 a year for undergraduates, up to a total of $20,000; $2,000 a year for graduate students; $40,000 is the combined maximum for 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 on 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, 3237 University of Oregon, Eugene OR 97403-0237; call (541) 346-3171; or see the office’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 its website.
Federal bankruptcy law generally prohibits student-loan borrowers from the routine discharge of their debts by declaring bankruptcy within seven years after the repayment period begins. Money available for Federal Perkins Loans is collected from former university borrowers to lend to eligible students. Disbursement, repayment, deferment, and cancellation are transacted with the Office of Business Affairs.

William D. Ford Federal Direct Student Loan Program
The University of Oregon participates in direct lending. Under this program, capital for student loans is provided by the federal government through colleges rather than by banks. The university is responsible for providing, collecting, and forwarding a signed promissory note to a contracted servicer. When loans are due, borrowers repay them directly to the federal government through the servicer. Borrowers are charged a loan fee of 3 percent of the principal.

Federal Direct Subsidized Stafford Loan
Students must demonstrate need to qualify for a Federal Direct Stafford Loan. The university determines the amount the student may borrow. The federal government has set loan limits: $3,500 for the first academic year of undergraduate study (up to 44 credits); $4,500 for the second academic year (45–89 credits); and $5,500 for an academic year 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 fixed interest rate of 6.8 percent.

Federal Direct Unsubsidized Stafford Loan
This program provides unsubsidized federal direct loans to students who do not qualify, in whole or in part, for subsidized Federal Direct Stafford Loans. Interest rates are the same as for the Federal Direct Stafford Loan; however, the student must pay the interest that accrues during in-school, grace, and authorized deferment periods.

Additional Federal Direct Unsubsidized Stafford Loan
Independent students and dependent students whose parents are denied access to the Federal Direct Parent Loan for Undergraduate Students program may be eligible for additional Federal Direct Unsubsidized Stafford 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 Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional $5,000 a year; graduate students, $10,000 a year in addition to the Federal Direct Stafford Loan. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Stafford Loan may be used to replace expected family contribution, but total direct loan (subsidized and unsubsidized) borrowing cannot exceed the cost of education.

Generally, the cumulative amount a student can borrow from all Federal Direct Stafford Loans is as follows: $23,000 as a dependent undergraduate; $46,000 as an independent undergraduate (only $23,000 of this amount may be subsidized); $38,500 as a graduate or professional student (only $65,500 of this may be subsidized).

Federal Direct Parent Loan for Undergraduate Students (Parent PLUS)
This program provides loans to parents of dependent undergraduate students. Parents may borrow up to an annual amount that is equal to the cost of education minus any estimated financial assistance the student receives during the periods of enrollment. The borrower may use the amount of the Federal Direct PLUS to replace the expected family contribution for the loan period.

The Federal Direct PLUS is limited to parents who do not have an adverse credit history or who have obtained an endorser who does not have an adverse credit history. A direct loan program servicing, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is fixed at 7.9 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 its website.

Federal PLUS Loan for Graduate and Professional Students (Graduate PLUS)
This program is offered to qualified students with or without financial need, but the student must have financial aid eligibility. Like the Direct Stafford loans for students, the U.S. Department of Education is the direct lender of the Graduate PLUS. Typically, repayment must begin within sixty days after the Graduate PLUS is disbursed. However, an in-school deferment may be obtained from the U.S. Department of Education by students that meet their requirements. There is no grace period for this loan. This means interest begins to accrue at the time the first disbursement is made at a fixed rate of 7.9 percent.

Repayment
Repayment of Federal Direct Stafford 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 on the total amount owed and the annual income of the borrower (and that of the borrower’s spouse, if a joint return is filed) paid over a period not to exceed twenty-five years. PLUS borrowers are not eligible for this plan

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

The borrower’s repayment liability 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)

During periods of approved deferment, a Federal Direct Subsidized Stafford Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Federal Direct Unsubsidized Stafford 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.

Deferments 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 fixed at the time of consolidation based on the weighted average of the loans being consolidated. 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 Loan (subsidized and unsubsidized) borrowers must receive preloan counseling.

Shortly before graduating from or terminating enrollment at the University of Oregon, borrowers must receive exit loan counseling. The Office of Student Financial Aid 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
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, Truman, Churchill, Marshall, and Mellon graduate fellowships.

National ROTC Scholarships
The Army Reserve Officers Training Corps (ROTC) Scholarship Program sponsors two-, three-, and four-year scholarships. These scholarships include full tuition and fees, an annual book allowance of $1,200, and a monthly stipend of $300 for a freshman, $350 for a sophomore, $450 for a junior, and $500 for a senior. An additional housing subsidy for a portion of the cost is provided to qualifying students. 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

Presidential, Laurel, and General-University Scholarships. This group of university scholarships is not attached to a particular department or school. Detailed information is available on the financial aid website. All of these scholarships require academic achievement (merit). Some of them require financial need. Scholarships administered by this office are governed by the University Scholarship Committee, whose members are drawn from the faculty, the staff, and the student body. This committee reviews and formulates policies and evaluates applicants’ academic qualifications.

A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the office and on its website. Applicants must provide copies of academic transcripts from schools they have attended.

For prospective students entering from high school, the deadline for submitting a scholarship application and other necessary documents is January 15 for the following academic year. For students transferring from another college, the deadline is February 1. Prospective students also must apply for admission to the University of Oregon by January 15.

When awarding financial assistance, the university does not discriminate on the basis of race, sex, religion, disability, age, national origin, veteran or marital status, or sexual orientation.

Presidential Scholarship. In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Presidential Scholarships awarded in 2007–8 were $6,500 a year for four years (twelve terms). 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 participates with the National Merit Scholarship Corporation to award merit-based scholarships to incoming freshmen. 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.

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 tuition-reimission 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.

Diversity-Building Scholarships awarded to undergraduates in 2007–8 ranged from $2,900 to $5,400; graduate student awards ranged from $2,900 to $8,400. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable for up to sixteen terms for entering freshmen, and are prorated for transfer, continuing, and graduate students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

Scholarship Criteria. In order to be considered for this scholarship, an applicant must be a United States citizen or permanent resident and be a currently enrolled UO student with at least a 2.50 GPA, or apply for admission and meet standard UO admission requirements. Scholarship recipients are selected competitively by the UO Diversity-Building Scholarship Committee. Priority consideration is given to students who demonstrate the following: (1) commitment to diversity through documented history of community service, leadership, or other activities; (2) educational background and performance as documented by official high school and/or college transcripts; (3) financial aid eligibility as determined by federal guidelines; (4) ethnic minority status consistent with the UO Campus Diversity Plan; (5) status as a first generation or nontraditional student as determined by federal guidelines; and (6) residence in the state of Oregon.

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

Employment Services, part of the UO Career Center, provides job listings to students looking for part-time or temporary jobs, work-study programs, and full-time job opportunities. Listings are available on UO:JobLink, located on the center’s website. To view these opportunities, students and alumni must activate their records on the 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 ongoing; others are limited to specific projects.

Full-Time Job Opportunities. Full-time jobs are posted online. Opportunities are offered by employers throughout the United States and the world.

Federal Work-Study Program and UO Work-Study Program. These programs are for students who have applied for financial aid and have been awarded either federal work-study or the university’s work-study. Campus jobs are listed on the student job database, accessed through UO:JobLink.

The largest campus employers are the Office of University Housing, Knight Library, Erb Memorial Union, the Duck Store, and most academic departments.

Student Housing
Michael Eyster, Assistant Vice President for Student Affairs; Director, Office of University Housing
(541) 346-4277
Walton Complex
1220 University of Oregon
Eugene OR 97403-1220
housing.uoregon.edu

The Office of University Housing supports the mission of the University of Oregon, providing student housing that promotes academic success and appreciation for diversity.

Housing options include traditional residence halls, which offer room and board; efficient studio and one-bedroom apartments for graduate students living alone; and—for students who are married, in a domestic partnership, or have minor children, or those who are at least twenty-one years of age—two- and three-bedroom apartments. One of these apartment complexes features on-site child care. A small number of houses in a residential neighborhood adjacent to campus are also available. In addition, university housing offers a variety of dining services to its residents and the campus community.

University housing is committed to upholding the following statement: “The University of Oregon actively promotes cultural diversity and equal opportunity. We honor the humanity that joins us, and we celebrate the differences that distinguish us. University housing has the expectation that its residents will actively participate in creating welcoming communities that value all members without regard to race, color, sex, disability, sexual orientation, gender identity, gender expression, national origin, age, religion, marital status, or veteran status.” For more housing information, call (541) 346-4277. Calls are handled discreetly by authorized staff members.

Listed rates for residence halls and other housing options are subject to change by the Oregon University System Board of Higher Education, 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 six residence hall complexes, which house approximately 3,500 students. All complexes have study areas, TV lounges, and laundry facilities, and a few have community kitchens. Smoking is not allowed in the halls or in any university building. With the exception of the Barnhart-Riley Complex and the Living-Learning Center, the halls house each gender by floor or wing (e.g., men on one floor, women on another) and have common bathrooms and showers. Rooms in Barnhart Hall are assigned by gender and have private bathrooms. Riley Hall and the Living-Learning Center have gender-designated bathrooms and bedrooms. Double-occupancy rooms are available in all the halls, as are a limited number of single rooms. Rooms contain a bed, desk, chair, and closet for each resident. Internet access, cable television, and local telephone service are included in room and board charges. Long-distance service is available for an additional charge.

In a continued effort to provide residents with opportunities to develop relationships centered on academic pursuit, the Office of University Housing and First-Year Programs have created residential freshman interest groups (residential FIGs). Members of a residential FIG take full-term courses with some twenty-five other first-year students based on mutual academic interests. In addition to living among some of their classmates, members of a residential FIG are guaranteed enrollment in two thematically linked courses that fulfill general-education requirements. Other benefits of residential FIGs include opportunities to make friends, find study partners, receive faculty mentoring, and attend academic and social gatherings planned by student leaders.

Choosing a special-interest hall is another way residents can tailor their environments and develop relationships with people with similar interests. In past years, some of the special interests have included creative arts, technology, multicultural, wellness and substance-free, civic engagement and leadership, and music.

Dining Services
The residence halls have three flexible meal plans. The deluxe, standard, and mini plans 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 housing’s dining centers. Students may use their meal plans in any of the various dining venues, which offer a range of choices from all-you-care-to-eat buffets to individually prepared entrées and deli or market items to go. Venues include two traditional dining centers, a burrito stand, a coffee house, a bistro, a stir-fry grill, and a deli-style market.

Contract and Rates
Residence hall contracts cover the full academic year. Should a resident move in after the beginning of the academic year, the contract is in effect from the move-in date until the end of the academic year. For residence halls, the academic year is September 25, 2008, through June 12, 2009, excluding winter and spring breaks. During these breaks, residents may stay in the halls for an additional fee; food service is not provided.

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 also be released from the housing contract if they recruit another matriculated University of Oregon student to take their place for the remainder of the contract year. Students who have a residence application on file who already live in a residence hall are not eligible to be a contract replacement. More information may be found in the residence hall contract, available on the housing website.

Room-and-board charges are billed to students’ university accounts by term (quarterly) and are
Family Housing and University Apartments

The Office of University Housing maintains four apartment complexes and a limited number of houses for approximately 500 students and their families. Accommodation in Family Housing and University Apartments is open to full-time students. One complex offers single-dwelling units for graduate students; other housing may be occupied by graduate or undergraduate students who are either married, in a domestic partnership, or have minor children. Other UO students who are at least twenty-one years old are also eligible. For most units, preference is given first to students with at least one minor child, second to students who are married or in a domestic partnership, and finally to students who are at least twenty-one years of age.

Apartments and houses are unfurnished, although each unit is equipped with a stove and a refrigerator. On-site laundry facilities are available in apartment complexes, and hook-ups are available in the houses. Some complexes include Internet service in rent. In addition, some apartment communities have playgrounds, recreation rooms, child-care programs, and recycling facilities. Residents often plan community activities.

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 people in the household. There are a limited number of units that can accommodate three UO students; otherwise, no more than two adults may reside in a single unit.

2008–9 Monthly Rental Rates

Apartment complexes range between $509 and $519 for a studio, $514 and $642 for a one-bedroom apartment, $620 and $786 for a two-bedroom apartment, and up to $1,262 for a three-bedroom apartment.

Houses

Houses range between $397 and $985 for a studio, $514 and $642 for a one-bedroom house, up to $734 for a three-bedroom house.

Application
Students must first apply for admission to the University of Oregon. Within a few weeks of applying, undergraduate applicants automatically receive a brochure and housing application detailing resolution hall options; the housing application is also available online via DuckWeb or as a PDF on the housing website. 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.

Dated and Deadlines for Fall Term

March 31. Housing applications received by this date with the $30 nonrefundable application fee are guaranteed space in the residence halls, provided other required documents are submitted. 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 housing, applicants must return the signed contract with a $250 prepayment by the deadline stated on the contract cover letter.

Early April. Information about residential FIGs and sign-up instructions are mailed to new students.

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

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

Advising
Office of Academic Advising
364 Oregon Hall
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 a term. In planning a term’s studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework.

2. Each term’s schedule should be planned to include the university bachelor’s degree requirements and requirements for the major. Major requirements are listed in this catalog under the academic department headings. Students who have not selected a major should spend some time exploring possible majors.

3. Students should read the course descriptions in this catalog and the notes in the class schedule to learn course pre- or corequisites.

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 adviser.

7. New students might want to explore some special curricular programs: Freshman Interest Groups, Transfer Seminars, Freshman Seminars, Society of College Scholars, and Faculty Perspective Seminars. These programs should be investigated early in the first year.

8. Sound planning is necessary to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers.

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

Academic Majors, Minors, and Careers

University of Oregon undergraduate students must complete at least one academic major to graduate. 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 professional résumé, 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
uocareer.uoregon.edu

Establishing Goals

Setting clear and achievable goals for the college years is very important. In addition to selecting a major before the end of the second year and participating in internships or volunteer work, it is also important to identify the skills and the knowledge you are interested in strengthening and creating a plan to achieve that goal.

Identifying a Career

Although the availability of 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 at the Career Center.

Career Assessment Program. The program uses inventories to clarify interests, skills, work-related values, and work environment preferences. A counselor interprets the results.

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.

Attending career fairs, employer presentations, and industry panels can clarify specifics about careers and employer expectations.

Career Connections 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.

Career Decisions

Direct involvement in a part-time job, class project, internship, or practicum can provide insight into potential careers. These experiences strengthen skills, improve employment potential, and help to confirm career direction.
Graduate School

Marian Friestad, Vice Provost for Graduate Studies; Associate Dean of the Graduate School
(541) 346-5129
125 Chapman Hall
1219 University of Oregon
Eugene OR 97403-1219
gradschool.uoregon.edu

Graduate Council Faculty
Vallon L. Burris, sociology
Christian Cherry, dance
Li-Shan Chou, human physiology
Marian Friestad, graduate school (ex officio)
Michael Hames-García, ethnic studies
Mark Johnson, philosophy
Richard Linton, graduate school (ex officio)
Wayne H. Mikkelson, finance
Ronald B. Mitchell, political science
Brook Muller, architecture
Harry E. Price, music
John T. Russial, journalism and communication
Mark R. Watson, UO Libraries (ex officio)
Yuan Xu, mathematics

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.
Anthropological linguistics
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.
Classics
Greek
Latin
Comparative literature: M.A., Ph.D.
Computer and information science: M.A., M.S., Ph.D.
Creative writing: M.F.A.
East Asian languages and literatures: M.A., Ph.D.
Chinese literature
Japanese language and pedagogy
Japanese literature
Economics: M.A., M.S., Ph.D.
Macroeconomics
Applied econometrics
Economic growth and development
Environmental economics
Experimental economics
Game theory
Health economics
Industrial organization
International economics
Labor economics
Public economics
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.
Geography: M.A., M.S., Ph.D.
Biogeography
Cartography
Climatology
Cultural geography
Environmental studies
Geographic education
Geographic information science
Geomorphology
Human-environment relations
Political-ethnic geography
Quaternary environments

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.

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
German and Scandinavian: German: M.A., Ph.D.
History: M.A., Ph.D.
Africa
Ancient history
China and Japan
Europe since 1789
Europe, 1400–1815
Latin America
Medieval Europe
Russia
Southeast Asia
United States
Human physiology: M.S., Ph.D.
Athletic training
Biomechanics
Motor control
Physiology of exercise
Sports medicine
International studies: M.A.
Linguistics: M.A., Ph.D.
General linguistics
Language and teaching
Mathematics: M.A., M.S., Ph.D.
Algebra
Analysis
Combinatorics
Differential and algebraic geometry
Geometry
Mathematical physics
Numerical analysis
Probability
Graduate Studies

Statistics
Topography
Philosophy: M.A., Ph.D.
Physics: M.A., M.S., Ph.D.
Applied physics: M.S.
Astronomy, astrophysics, cosmology
Atomic, molecular, and optical physics
Biophysics
Condensed-matter physics
Elementary-particle physics
Fluid and superfluid mechanics
Political science: M.A., M.S., Ph.D.
Comparative politics
Formal theory and methodology
International relations
Political theory
Public policy
United States politics
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.I.Arch.
Technical teaching in architecture: certificate
Art: M.F.A.
Ceramics: M.F.A.
Digital arts: M.F.A.
Fibers: M.F.A.
Metalsmithing and jewelry: M.F.A.
Painting: M.F.A.
Photography: M.F.A.
Printmaking: M.F.A.
Sculpture: M.F.A.
Art history: M.A., Ph.D.
Architectural history
Ancient art
Medieval art
Renaissance-baroque art
Modern art
Asian art
Arts and administration
Arts management: M.A., M.S.
Community arts
Event management
Performing arts management
Museum studies: certificate
Historic preservation: M.S.
Cultural resources
Design and technology
Preservation theory
Landscape architecture: M.A., Ph.D.
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.Actg., Ph.D.
Decision sciences: M.A., M.S.
Decision sciences: business statistics: M.A., M.S., Ph.D.
Decision sciences: production and operations management: M.A., M.S., Ph.D.
Finance: M.A., M.S., Ph.D.
Human resources and industrial relations: M.H.R.I.R. inactive
Management: M.A., M.S., Ph.D.
Management: general business: M.B.A.
Marketing: M.A., M.S., Ph.D.

College of Education
Communication disorders: certificate
Continuing administrator–superintendent: certificate
Counseling, family, and human services: M.A., M.S., M.Ed.
Couples and family therapy
Counseling psychology: D.Ed., Ph.D.
Early childhood: certificate
Early childhood–elementary special education: certificate inactive
Early intervention–early childhood special education: certificate
Educational leadership: M.A., M.S., M.Ed., D.Ed., Ph.D.
Elementary: certificate
English speakers other languages: certificate
English speakers other languages—bilingual: certificate
Initial administrator: certificate
Integrated teaching: certificate
Interdisciplinary studies: teaching: one subject: M.A. inactive
Middle-secondary education: certificate
Middle-secondary special education: certificate
Music education: certificate
Reading education teaching: certificate inactive
School psychology: M.A., M.S., M.Ed., Ph.D., certificate

Special education: rehabilitation: D.Ed., Ph.D.
Teaching and learning: M.Ed.

School of Journalism and Communication
Communication and society: M.A., M.S., Ph.D.
Communication ethics: certificate
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 and Dance
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., Ph.D.
Musicalology: M.A., Ph.D.
Music: jazz studies: M.Mus.
Music performance: M.Mus., D.M.A.
Collaborative piano
Multiple woodwinds or brass instruments
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 36 credits of graduate course work, the Graduate School may ask why and recommend that a decision on the student’s status be made as soon as possible.
A former University of Oregon student must be admitted formally to the Graduate School in the same way as a student from any other college or university.
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.
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 or a permission to reregister form and any official documents the new department requires accomplishes this change.

Application Procedure
Students seeking admission to the Graduate School must submit an online application. Links may be found on each department’s or school’s website. 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.
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) or the International English Language Testing System (IELTS) examination as part of the application process. For the TOEFL, the institutional minimum score requirements are 575 on the paper-based TOEFL or 88 on the Internet-based TOEFL. The minimum IELTS (academic module) overall band score for graduate admission is 7.0. Academic departments may require a higher score. For information on taking the TOEFL, please visit www.ets.org for the IELTS, www.ielts.org; or contact the testing office in the University Counseling and Testing Center. (541) 346-3230.
International students who want instruction in English as a second language before beginning their studies at the University of Oregon or another university in the United States may enroll in the American English Institute. For more information, write to the American English Institute, 5212 University of Oregon, Eugene OR 97403-5212, USA.
International students must carry health and accident insurance for themselves and their dependent family members living in the United States. Students’ insurance policies must meet the 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 Adviser, International Affairs, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3206.

Course Numbering System

Course Enrollment for Faculty and Staff Members
Faculty and staff members who want to take graduate courses should refer to the UO Faculty Handbook or UO Staff Handbook for information about regulations and fees. Faculty members may not pursue an advanced degree in the department in which they hold an appointment. To pursue a degree in another department, they must submit a petition to the dean of the Graduate School for approval.

Joint-Campus Program
Graduate students at the university may, with adviser and departmental approval, take graduate courses at any of the other institutions in the Oregon University System. A student registers for these courses with the University of Oregon registrar, who records each grade on the academic record under Joint-Campus Course (JC 610). The
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 (609). Thesis and dissertation credits are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits are converted after the instructor submits a supplementary grade report to the Office of the Registrar. Incompletes that remain on the academic record after the degree is completed may not be removed.

Continuous Enrollment

Unless leave status has been approved, a student in an advanced degree or graduate certificate program must remain in continuous enrollment at the university, taking at least 3 graduate credits each term, until all the program’s requirements have been completed. Registration for summer session is not required unless the student is using university facilities or faculty or staff services. Failure to maintain continuous enrollment effectively withdraws the student from graduate status. See Permission to Reregister.

On-Leave or In Absentia Status

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

The Graduate School must receive the application by the last registration day—as noted in the class schedule—of the term the leave begins. Leave status is granted for a specified period that may not exceed three academic terms, excluding summer session. Students with approved 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.

Doctoral candidates, except summer-only students, may apply for a maximum of three academic terms of on-leave status during the course of study for the degree.

Doctoral candidates may apply for a maximum of three academic terms of on-leave status prior to advancement to candidacy, and they may apply for a maximum of three academic terms of registration in absentia after advancement to candidacy. See Continuous Enrollment under Doctoral Degrees.

Permission to Reregister

A graduate student who fails to maintain continuous enrollment or obtain on-leave status is required to file a Permission to Reregister in the Graduate School form and a petition for reinstatement. 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 Permission to Reregister 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 the equivalent of 3 credits for each term he or she has stopped out. If the accumulated credits total more than 16, the student may be required to enroll in more than one term of increased registration. Doctoral candidates must register for a new year of residency—three consecutive terms of at least 9 graduate credits in each term. They must also retake the comprehensive examinations if completed prior to stopping out.

Graduate Residency

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

Academic 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 on the Graduate School’s website.

**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 2007–8 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>$1,540</td>
<td>$2,069</td>
</tr>
<tr>
<td>4</td>
<td>1,927</td>
<td>2,632</td>
</tr>
<tr>
<td>5</td>
<td>2,314</td>
<td>3,196</td>
</tr>
<tr>
<td>6</td>
<td>2,700</td>
<td>3,759</td>
</tr>
<tr>
<td>7</td>
<td>3,087</td>
<td>4,322</td>
</tr>
<tr>
<td>8</td>
<td>3,474</td>
<td>4,885</td>
</tr>
<tr>
<td>9–16</td>
<td>3,859</td>
<td>5,447</td>
</tr>
<tr>
<td>Each credit over 16</td>
<td>372</td>
<td>548</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.

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

**Teaching Fellowships**

Nearly all the schools and departments award GTFs. For 2007–8, minimum-level stipends at 0.49 full-time equivalent (FTE) range from $10,475 to $12,495 for the academic year. The minimum appointment is a 0.20 FTE position. GTFs must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits a term. Credits earned in audited courses do not count. Tuition for up to 16 credits a term, health insurance, and a portion of the fees are paid by the university. Failure to complete the minimum of 9 credits a term may nullify an appointment.

Native speakers of English who accept teaching-related GTF positions must submit a score for the Test of English as a Foreign Language (TOEFL) Internet-based test, the Test of Spoken English (TSE), or the Speaking Proficiency English Assessment (SPEAK) to the Graduate School. If a score is not submitted before arrival on campus, the student must take the SPEAK test at the University of Oregon before the first term of appointment.

Individuals scoring less than 26 on the speaking portion of the Internet-based TOEFL or less than 50 on the TSE or SPEAK test must attend language support classes (at no additional charge to the student) and may be limited in the activities they carry out as GTFs.

**Research Fellowships.** A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members. Funds come from research grants and contracts. Stipends and tuition policy are the same as for graduate students with teaching fellowships. These fellowships may be extended through the summer, thus increasing the total stipend. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

**Fellowships from Other Sources.** Graduate students are sometimes eligible for fellowship awards granted by federal agencies and private foundations. Information on internal and external funding opportunities is available on the Graduate School website.

**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 Scholarships** 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 International Affairs, 5209 University of Oregon, Eugene OR 97403-5209, USA.

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

**Master’s Degrees**

Master’s degree candidates must fulfill the requirements of the Graduate School, which are listed below, and the additional requirements set by the school or department in which the degree is to be awarded. Consult the departmental sections of this 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 graduate credits. As noted above, some departments require more than 45 credits.

The credits must be taken after admission to the master’s degree program (conditional or unconditional) or approved by petition. Of the total, 24 must be in University of Oregon–graded courses passed with a grade point average (GPA) of 3.00 or better. A minimum of 30 credits in the major are required for a master’s degree with a departmental major. In addition, at least 9 credits in courses numbered 600–699 must be taken in residence.

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 letter grades, after official admission as a master’s degree candidate in the new major at the university. (This provision does not apply to a second master’s degree in the Interdisciplinary Studies: Individualized Program [ISIP].) Although the second master’s degree may be permitted with reduced credits, complete records of the student’s graduate-level study must reflect the equivalent of all requirements for completion of the degree as described in the University of Oregon Catalog. Schools and departments may require more than this 30-credit minimum or deny the request. Students pursuing two graduate degrees at the same time must file a concurrent degree form, available on the Graduate School website. If the first master’s degree is from another institution, the second master’s degree program must comply with the standard university master’s degree requirements (a minimum of 45 credits).

**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. On-leave status does not extend the seven-year deadline.

**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.

Students enrolled in an advanced degree program must attend the university continuously, except for summers, 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
6. Transfer courses are subject to the seven-year limit for degree completion

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 UO cumulative GPA.

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

**Reservation of Graduate Credit: Permission to Register for Graduate Credit.** 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 (606); Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609) do not qualify.

**Transfer of Reserved Graduate Credit.** Undergraduates who have passed graduate-level courses that have been approved in Option 2 of the Reservation of Graduate Credit process may apply up to 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 courses, if accompanied by the instructor’s statement that the passing grade was equal to a mid-B or better, is eligible for consideration. If approved, these courses can be used to satisfy relevant university master’s degree requirements. A Transfer of Reserved Graduate Credit form (available on the Graduate School’s website) 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.
3. On theses that meet the standards of style and format discussed in that manual are accepted
3. Find out at the Graduate School the exact number of copies of the thesis to submit
4. Submit three copies of an abstract (150-word maximum) to the Graduate School
5. 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 in the Doctoral Degrees section of this catalog.
Applied Information Management Program

Linda F. Ettinger, Director
(541) 346-4231 (800) 824-2714
Baker Center, 975 High Street, Suite 110
Eugene OR 97401
aim@uoregon.edu
www.aimdegree.com

Advisory Board and Associates
Janet Cormack, applied information management
Linda F. Ettinger, applied information management
Michael Johnson, Rentadrak Corporation
Curtis D. Lind, continuing education
Jane Maitland-Gholson, applied information management

About the Program
The multidisciplinary master’s degree program in applied information management (IS: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 communications within a technological and 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), 250 (computer-based), or 100 (Internet-based). The typical student works in a technology-oriented 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] (1–6R)
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)
642 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 laws, evaluation of marketing efficiency, and issues involving technology.
646 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.
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 and standards and website implementation, from a project manager’s perspective.
665 Project Management (3) Presents theoretical and practical applications of scheduling and project management. Topics include planning, budgeting, and evaluation using project management tools.
668 Information Systems and Management (3) Information systems, how they change, the role of management, and the structure of organizations. Topics include the strategic role of information, managing systems implementation, and end-user computing.
669 Data Management and Communications (3) Concentrates on work-group and organizational data management and communications issues with emphasis on goals and applications. Extensive use of case studies reinforces the concepts.

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 composed of existing graduate courses from approved master’s degree programs in three professional schools, in three departments in the College of Arts and Sciences, or in a combination of three programs from two professional schools and the College of Arts and Sciences.

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

Guidelines in the IS:IP program include the following:
1. A maximum of 15 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across all three areas of the program.
2. The terminal project or thesis consists of 9 credits distributed across at least two areas. Credit for this project is earned in Terminal Project (IST 609); credit for the thesis is earned in Thesis (IST 503).
3. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program.

Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers at the university. An applicant who has been denied admission to a departmental graduate program at the university must have departmental permission to use that department as a program area.

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

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 Daniel Wojcik, Folklore Program, 1287 University of Oregon, Eugene OR 97403-1287.

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 departmental requirements for 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 an unconditionally admitted student in a doctoral program. The residency year is expected to be the first year after admission as a doctoral student. 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. Courses in Research (601), Reading and Conference (605), and other individualized study options may be a part of the 9 credits, but the majority of the year of residency in expected to consist of regular graduate course work.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master’s degree on the university campus as long as the student has been officially awarded the master’s degree, the doctoral degree program immediately follows the master’s degree program, and both the master’s degree and the doctoral degree are in the same discipline.

Students working toward a Ph.D. or professional doctorate must register for a minimum of 18 credits in Dissertation (603). Credit for Dissertation is recorded 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 adviser or doctoral committee to determine which languages the candidate is expected to know before beginning dissertation research. Guidelines for language proficiency are established by the candidate’s home department.

Advisory Committee

The advisory committee, 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 adviser is chair.

Examinations and Advancement to Candidacy

Every student must pass comprehensive examinations (oral, written, or both) that cover the primary areas of the student’s program and, if applicable, any supporting area required by the department. The student is responsible for material directly covered in completed graduate courses and for additional independent study in his or her field.

Within two weeks of the student passing these examinations, the home department and the student must submit a report to the dean of the Graduate School recommending advancement to candidacy.

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the University of Oregon Style and Policy Manual for Theses and Dissertations. 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 ProQuest (formerly 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 on the Graduate School’s website.

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. The defense may not be held during the break between academic terms. 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.

The application for final oral defense and five copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School three weeks before the formal defense. The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

Completion of Dissertation

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

Following final approval of the dissertation, two copies must be submitted to the Graduate School. Committee members should sign approval of the dissertation only if they have seen and approved what is substantially a final draft and if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is not the case, they should not sign the final oral form. If an 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 or 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. On-leave and in absentia status does not extend the seven-year deadline.

A petition for an 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 fifth year. Petitions for extension of the seven-year limit may include the requirements of a second year of residency or a new set of comprehensive examinations 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 Requirements and Policies.

In Absentia Registration

Following advancement to candidacy, only three academic terms 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 for at least 3 credits of Dissertation (603) 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 fees 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 foundation areas, a research area, and some noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation, examinations, time limit, and continuous enrollment are the same as for the Ph.D. degree.

**Dissertation**

The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that makes an original contribution to knowledge or a study in which the student 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 completion 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, proficiency and comprehensive examinations, second languages, a program of study including area of emphasis, and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the School of Music and Dance section of this catalog for details.

**D.M.A. in Performance.** The doctor of musical arts degree in performance has two options. Option I requires a written dissertation after completion of the program of courses and seminars, the required recitals or other performances, and the comprehensive examinations. Option II requires the student to give a lecture-presentation and produce a written document of fifty pages in lieu of the traditional written dissertation. The presentation and document are in addition to recitals or performances required in the various areas of performance.

**Chronological Summary of Procedures Leading to Doctoral Degrees**

1. Admission
2. Continuous enrollment. Students enrolled in advanced degree programs must attend the university continuously (except for summers) until all 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, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate’s home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate’s department, school, or college. A minimum of 18 credits in Dissertation (603) are required after advancement
7. In absentia. Postadvancement doctoral students are allowed only three academic terms of registration in absentia following advancement to candidacy
8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School
9. Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and five copies of final abstract must be filed with the Graduate School no fewer than three weeks before the date of defense
10. Dissertation publication, arranged through the Graduate School
11. Granting of degree at end of term in which all degree requirements are satisfied
12. Diploma, with commencement date, issued by registrar
Research Institutes and Centers

The university’s interdisciplinary institutes and centers provide opportunities for graduate training and research. Members hold faculty positions in related academic departments. Students who want to work in one of the institutes as part of a thesis or dissertation research must satisfy the graduate degree requirements of the related department through which they earn their degree. Students who want to work in any of these fields may obtain information from institute and center directors about the programs and financial aid.

Center for Asian and Pacific Studies

Jeffrey E. Hanes, Director

(541) 346-5068
(541) 346-8082 fax
110 Gerlinger Hall
Eugene OR 97403-1246
caps@uoregon.edu
caps@uoregon.edu/~caps

The interdisciplinary Center for Asian and Pacific Studies, founded in 1988, promotes understanding of the regions of East Asia, Southeast Asia, the Pacific islands, and South Asia, in any historical period. Its associates are UO faculty members who teach and do research in the humanities, social sciences, and sciences as well as in the professional schools and colleges. 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 by sponsoring workshops, conferences, lecture series, and visiting scholar affiliations that develop out of the faculty’s research interests. It may also fund curricular development and provide opportunities for UO students to study in Asia and the Pacific. Finally, the center disseminates information about Asia and the Pacific to the university community and the public at large through its outreach activities.

Center for Ecology and Evolutionary Biology

A. Michelle Wood, biology

Associates
Patrick J. Bartlein, geography
John S. Conery, computer and information science
Alan Dickman, biology
Richard B. Emlet, biology
Stephen R. Frost, anthropology
Daniel Gavin, geography
Warren Holmes, psychology
Samatha S. B. Hopkins, honors college
Quanheng Jin, geological sciences
Bart Johnson, landscape architecture
John H. Postlethwait, biology
Gregory J. Retallack, geological sciences
Joshua J. Roering, geological sciences
Alan Shank, biology
J. Josh Shnozgrass, anthropology
Lawrence S. Sugiyama, anthropology
David H. Warner, biology
Peter B. Wetherwax, biology
Francis J. White, anthropology
Craig M. Young, biology

The Center for Ecology and Evolutionary Biology, established in 2002, promotes and facilitates research and graduate education in ecology and evolutionary biology. The center fosters a highly interactive, interdisciplinary approach through shared facilities, seminars, colloquia, and workshops. The varied expertise of its members helps to bring a range of approaches to different problems, and most of the center members actively collaborate with each other and with faculty members in other departments and institutes. Co-advising of graduate students is a common mechanism for mentoring students who want to explore new kinds of cross-disciplinary research.

Center members consider problems at many scales—from the molecular to the ecosystemic and the planetary—and use a range of approaches including computational and theoretical methods; laboratory-based experimentation in physiology, genetics, and molecular biology; and functional genomic and proteomic analyses. Members perform field studies in marine, freshwater, and terrestrial ecosystems around the world, and encourage research travel by graduate students. Topics of particular interest at the center are molecular evolution, evolutionary genetics, evolution of development, theoretical ecology, microbial ecology, pathogen-host interactions, global change, biological oceanography, biogeochemistry, population biology, community dynamics, and ecosystem ecology.

Graduate students who are interested in working with one of the members of the center should apply through the Department of Biology. Students who want to work with an associate member from another department should apply to that department. Applicants should indicate an interest in the center on their application.

Center for Housing Innovation

Donald B. Corner, Director

(541) 346-4064
264 Onyx Bridge

cics@uoregon.edu
cics.uoregon.edu

Participating Faculty
G. Z. Brown, architecture
Donald B. Corner, architecture

Howard Davis, architecture
Stephen F. Duff, architecture
Ihab Elzeyadi, architecture
Peter A. Keyes, architecture
Alison G. Kwok, architecture
Brook Muller, architecture
Robert L. Thallon, architecture
Christine Theodoropoulos, architecture

The Center for Housing Innovation is a nonprofit, multidisciplinary research, development, and public-service arm of the university. Its purpose is to advance the state of knowledge and professional expertise related to the planning, design, and construction of residential environments, civic buildings, and workplaces in the Pacific Northwest. Members are experts in housing design and production, energy performance in building design, use of natural resources in community planning, regulatory issues such as zoning ordinances and building codes, and user participation in housing and community design. Design quality and sustainability are particular concerns of the center.

With the strong core staff and a wide network of potential resources, the center undertakes research, consulting, educational, and community-service projects. These include research for government agencies, development of design and construction prototypes, creation of innovative community and neighborhood design plans, and development of new zoning ordinances as well as services to civic, community, and neighborhood groups. The center provides consulting services to architects and planners who seek efficient use of energy and material resources.

Students in degree programs of the School of Architecture and Allied Arts actively participate in course offerings by center faculty members, student employment opportunities, and research fellowships.

Center for Indigenous Cultural Survival

Director

(541) 346-0667
(541) 346-6086 fax
1629 Moss St., Eugene OR 97403
cics@uoregon.edu
cics.uoregon.edu

Participating Faculty
Karen Baldwin, teacher education
Jon M. Erdland, anthropology
Linda O. Fuller, sociology
Margaret J. Hallock, Wayne Morse Center for Law and Politics
David R. Hubin, Office of the President
Madonna L. Moss, anthropology
Jerry L. Rosiek, teacher education
John Shuford, Center on Diversity and Community
Renard Strickland, law
Mary C. Wood, law
Philip D. Young, anthropology

The Center for Indigenous Cultural Survival offers a conceptual and educational framework through which indigenous peoples can work collaboratively toward the common goals of creating and maintaining sustainable systems
of language, land, spirituality, sovereignty, health, and education. Through the center, individuals and collectives can share tools for the preservation of indigenous lifeways and participate in a forum that goes beyond scholar-to-scholar communication to facilitate the transference of knowledge among those who emerge as teachers from indigenous cultures. The center supports indigenous and nonindigenous peoples in the following ways.

Scholarship-Education
• Provides a forum for recognition of indigenous scholarly work
• Works with indigenous communities to strengthen internal institutions and support culturally appropriate development
• Provides a model of research for and with indigenous peoples, not on indigenous communities or individuals
• Works for linguistic preservation
• Supports indigenous scholars in academia

Networking-Communication
• Strengthens global networks of communication between indigenous peoples
• Facilitates dialogue and exchange with indigenous peoples around the world
• Provides a forum for communication and sharing of knowledge about what has proven effective in strengthening one community and may be adapted to the needs of another
• Instructs nonindigenous people working in indigenous communities on appropriate cultural interaction
• Develops courses that increase awareness of the struggles of indigenous peoples
• Manages online journal recognizing scholarship and viewpoints from indigenous communities

Center for the Study of Women in Society
Carol Stabile, Director
(541) 346-5015
(541) 346-5096 fax
340 Hendricks Hall
csws.uoregon.edu
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 place: Women in the Northwest United States, the Feminist Humanities Project, and the World Humanities Project.

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
Mia Tuan, Director
(541) 346-3212
(541) 346-0802 fax
336 Hendricks Hall
codac.uoregon.edu
codac@uoregon.edu

Established in 2001, the Center on Diversity and Community is a learning organization committed to promoting research and best practices on issues of cultural diversity, equity, and access. The center fulfills its mission through research, professional consulting, outreach programs, public events, and information networks.

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
www.cirl.uoregon.edu

Members
David W. Etherington
Matthew L. Ginsberg

Members of the Computational Intelligence Research Laboratory address 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
Allen D. Malony, Director
(541) 346-4408
120 Deschutes Hall

Members
Gregory D. Bothun, physics
Katharine V. Cashman, geological sciences
John S. Conery, computer and information science
Janice Guny, computer and information science
Sarah A. Douglas, computer and information science
Roger Haydock, physics
James N. Inamura, physics
Michael E. Kellman, chemistry
Eugene M. Luks, computer and information science
Allen D. Malony, computer and information science
Warner L. Petricolas, chemistry
Brad S. Shelton, mathematics
Terry Takahashi, 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 areas such as physics, chemistry, and biology with work in applied mathematics and computer science. The institute, established in 1995, is an association of researchers from nine departments formed to support computational science efforts. The University of Oregon, with its strong science departments and tradition of interdisciplinary cooperation, provides an ideal environment. The institute’s parallel supercomputers are networked 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
gladstone.uoregon.edu/~enviro

Executive Committee
Michael Hibbard, planning, public policy and management
David Hulse, landscape architecture
Patricia F. McDowell, geography
Gregory McLaughlin, sociology
Michael V. Russo, management
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 to 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 research projects such as the Ecosystem Workforce Program and the Resource Innovations program. 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

Frances J. White, Director
(541) 346-4941
(541) 346-4914 fax
257 Straub Hall

Members and Associates
Holly Arrow, psychology
Dare A. Baldwin, psychology
Marjorie S. Barker, linguistics
Robert Bumstead, Pacific University (Eugene)
Jean Decety, University of Chicago
George W. Evans, economics
Mary Fechner, Office of Research and Faculty Development
Stephen F. Fickas, computer and information science
Melissa Finucane, Center for Health Research, Hawaii
Jennifer J. Freyd, psychology
Stephen R. Frost, anthropology
T. Givón, linguistics
Susan G. Guion, linguistics
William T. Harbaugh, economics
Sara D. Hodges, psychology
Warren Holmes, psychology
Douglas J. Kennett, anthropology
Mark Johnson, philosophy
Steve Larson, music
Glen A. Love, English
John T. Lysaker, philosophy
Bertram F. Malle, psychology
Robert Mauro, psychology
Sarah B. McClure, anthropology
Louis J. Moses, psychology
Mikhail Myagkov, political science
John M. Orbell, political science
Eric W. Pederson, linguistics
Ellen Peters, psychology
Michael I. Posner, psychology
Jason Quiring, psychology
Mary K. Rothbart, psychology
Jacquelyn Schachter, linguistics
George J. Sheridan Jr., history
Paul E. Simonds, anthropology
Paul Slovic, psychology

J. Josh Snodgrass, anthropology
Beata Stawarska, philosophy
Jean Stockard, planning, public policy and management
Lawrence S. Sugiyama, anthropology
Michelle Scalise Sugiyama, English
Terry Takahashi, biology
Richard P. Taylor, physics
Russell S. Tomlin, linguistics
Don M. Tucker, psychology
Louise Westling, English
Frances J. White, anthropology
Peter Wright, marketing
Philip D. Young, anthropology

The Institute of Cognitive and Decision Sciences, established in 1987, promotes the study of intelligent systems. The computer revolution has produced new approaches to understanding the nature and functioning of intelligence in animals, humans, social organizations, and machines. Institute members study questions ranging from the neural basis of thought processes through the organization of memory and language to how individuals and groups make decisions and manage risks. Common to the institute is the use of observational and experimental methods to formulate and test theories. Faculty members and students from several departments meet weekly to discuss their research. The institute actively collaborates with the Institute of Neurosciences and the UO Center for the Cognitive Neuroscience of Attention.

Research projects include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, computer models of sensory and cognitive processes, neuropsychology of cognition and emotion, linguistic and conceptual development, social categories and prejudice, deception, social dilemmas, negotiation, decision theory, expert systems, and risk assessment. Off-campus facilities affiliated with the institute include Decision Research, in Eugene, and the Laboratory of Cognitive Neuropsychology, in Portland.

Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the institute. Students who want to do graduate work in cognitive and decision sciences should apply for admission to one of the participating departments.

Institute of Industrial Relations

James R. Terborg, Director
(541) 346-3354
428 Lillis Hall

The Institute of Industrial Relations was founded in 1965 to create a program of graduate education in labor-management relations and stimulate research and public service. Today, it supports research and service relevant to employment in a competitive global marketplace. Research and service takes an integrated look at opportunities and problems in human resources from the perspective of management, the behavioral and social sciences, and the context of union-management relations and from institutional perspectives of public policy and national welfare.

The institute coordinates activities with the Labor Education and Research Center and the Charles H. Lundquist College of Business.

Institute of Molecular Biology

Bruce A. Bowerman, Director
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297 Klamath Hall
www.molbio.uoregon.edu

Members
Alice Barkan, biology
Andy Berglund, chemistry
Bruce A. Bowerman, biology
Roderick A. Capaldi, biology
Chris Q. Doe, biology
O. Hayes Griffith, chemistry
Karen J. Guillemin, biology
Diane K. Hawley, chemistry
Victoria Herman, biology
Eric A. Johnson, biology
Brian W. Prehoda, chemistry
Stephen J. Remington, physics
John A. Schellman, chemistry
Eric Selker, biology
George F. Sprague Jr., biology
Karen U. Sprague, biology
Franklin W. Stahl, biology
Tom H. Stevens, chemistry
Peter H. von Hippel, chemistry
Hui Zong, biology

Associates
Victoria J. De Rose, chemistry
Andrew Marcus, chemistry

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level, bringing together scientists from various disciplines. Collaboration is encouraged through the sharing of facilities, research talks, retreats, and journal clubs. A broad range of expertise is focused on related problems; researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure interact regularly and productively.

Research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, translocation and folding of proteins, and cellular signaling mechanisms. A more fundamental understanding is developed through studies of DNA-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 in membranes.

Members of the institute hold academic appointments in the biology, chemistry, or physics departments. Graduate students are admitted through one of these departments and 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
The interdisciplinary Institute of Neuroscience promotes research and training in contemporary neuroscience by providing a shared intellectual focus for a diverse group of scientists and students. The institute facilitates collaboration and the exchange of ideas by making available common space and facilities.

The institute’s focus is experimental research. One goal is to understand the relationships between behavior and the morphological, chemical, and physiological functions of nervous systems. Another goal is to understand the mechanisms underlying specification and development of specific types of neurons and related cells, as well as the mechanisms underlying nervous system patterning. Other research programs focus on the neuronal and neuroendocrine control of behavior, development and function of sensory systems, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans. More information is available on the institute’s website.

Members of the institute hold academic appointments in the biology, human physiology, or psychology departments. The institute offers a coordinated program of graduate instruction supported by faculty members from these departments and associated with the institute. Prospective students who want to enter the graduate program should apply through the appropriate academic department and indicate an interest in the institute on their application.

Along with the Institute of Molecular Biology and the cellular and developmental biology program, the Institute of Neuroscience is part of the Biotechnology Center of Excellence.

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

Institute of Theoretical Science
James A. Isenberg, Director
(541) 346-5204
(541) 346-5217 fax
450 Willamette Hall
uroregon.edu/~its

Members
Dietrich Belitz, physics
Paul L. Coonka, physics
Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Peter B. Gilkey, mathematics
Amit Goswami, physics
Marina G. Guenza, chemistry
David R. Herrick, chemistry
Stephen D. H. Hsu, physics
Rudolph C. Hwa, physics
James N. Imanura, physics
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
Graham Kribis, physics
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Jens Nöckel, physics
Davidson E. Soper, physics
John J. Toner, physics
Robert L. Zimmerman, physics

The Institute of Theoretical Science is 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 a science department may do thesis or dissertation research in the institute.

The institute sponsors postdoctoral research associateships, usually funded by the U.S. Department of Energy and the National Science Foundation.
Geraldine L. Richmond, chemistry
Richard P. Taylor, physics
David R. Tyler, chemistry

**Associates**
Russell J. Donnelly, physics
Andrew Marcus, chemistry
George W. Rayfield, physics
Michael G. Raymer, physics
John J. Toncr, physics
Hailin Wang, physics

Initiated as a state Center of Excellence in 1985, the Materials Science Institute fosters collaboration among materials-oriented research groups. Members of the institute are active in the study of the synthesis, structure, reactivity, and thermodynamics of materials; the characterization of electronic, magnetic, and optical properties of materials; and condensed matter theory. Materials scientists seek to understand the relationships among the composition, structure, and properties of materials. A broad definition of materials includes organic and inorganic solid-state materials and lower-dimensional condensed phases such as polymer chains, thin films, and certain aspects of liquids. 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; ultrahigh 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, optics, 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 nine-month internship with salaries ranging from $2,000 to $5,000 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.

**Neuroinformatics Center**
Allen D. Malony, Director
(541) 346-0534
294 University of Oregon, Suite 320
Eugene, OR 97403

**Members**
Bob Frank, Neuroinformatics Center
Chris Hoge, Neuroinformatics Center
Don M. Tucker, psychology
Sergei Turovets, Neuroinformatics Center

The Neuroinformatics Center is dedicated to the application of computer science and computational science to problems in integrated neuroscience and the processing of neurological information. Research projects include development of fast electron microscope (EEG) signal decomposition tools and computational models of the human head that are used to locate the brain sources producing the EEG signals. Efforts also include research in automated brain image segmentation and cortical surface extraction.

High-performance computing plays a significant role in the research. A grid of parallel computers, large-scale storage resources, and visualization devices, known as the Integrated Cognitive Neuroscience, Informatics, and Computation (ICONIC) grid, was developed for use by center researchers and university research partners. The center is part of the University of Oregon’s Brain, Biology, and Machine Initiative.

**Oregon Center for Optics**
Hailin Wang, Director
(541) 346-4528
(541) 346-4315 (fax)
240 Willamette Hall
oco@uoregon.edu
oco.uoregon.edu

**Members**
Jeffrey A. Cina, chemistry
Miriam Deutsch, physics
Stephen Gregory, physics
Andrew Marcus, chemistry
Jens Nöckel, physics
Michael G. Raymer, physics
Daniel Steck, physics
Steven J. van Enk, physics
Hailin Wang, physics

**Associates**
Howard J. Carmichael, University of Auckland
Steven L. Jacques, Oregon Medical Laser Center, Providence St. Vincent Medical Center
David McIntyre, physics, Oregon State University
Thomas W. Mossberg, LightSmyth Technologies
Geraldine L. Richmond, chemistry
Peter C. Sercel, Xponent Photonics

The Oregon Center for Optics facilitates scientific research and education in optical science—its fundamentals and its technological applications. The center promotes scientific interactions among its members and between them and the wider academic and industrial optics communities.

Founded in 1997, the center is a result of the 1985 Centers of Excellence Initiative by the Oregon Legislative Assembly to foster scientific activities that promote economic development.

The field of optics is defined by certain enabling technologies, the most important 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.

**Oregon Humanities Center**
Barbara K. Altmann, Director
(541) 346-3934
(541) 346-5822 (fax)
154 Prince Lucien Campbell Hall
5211 University of Oregon
Eugene OR 97403-5211
uoregon.edu/~humanctr

**Advisory Board**
James R. Crosswhite, English
Amalia Gladhart, Romance languages
Michael Hames-García, English
Lori Kruckenberg, music
C. Anne Laskaya, English
Jeffrey S. Librett, German and Scandinavian
Deborah K. Morrison, journalism and communication
Craig Parsons, political science
Jennifer Presto, comparative literature
Ellen Rees, German and Scandinavian
Elizabeth Reis, women’s and gender studies
John Schmor, theater arts
Andrew Schulz, art history
Ying Tan, art
Anita M. Weiss, international studies

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 a catalyst for educational innovation, and provides programs of broad public interest. Its primary activities are described below.

**Research.** The center encourages, supports, and disseminates humanities 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 humanities 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 for faculty research and development.

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, symposiums, exhibitions, and performances. These include a number of endowed annual lectures, weekly work-in-progress talks, and activities cosponsored with other groups.

The center understands the humanities to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; the history, theory, and criticism of the arts; and the historical and interpretive dimensions 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.

Oregon Institute of Marine Biology

Craig M. Young, Director
(541) 888-2581
(541) 888-3250 fax
PO Box 5389, Charleston OR 97420
oimb@uoregon.edu
uoregon.edu/~oimb

Faculty
Barbara A. Butler, library
Richard W. Casterholz, biology
Richard B. Emlet, biology
Janet Hoddle, Oregon Institute of Marine Biology
Svetlana Maslokovaa, biology
Alan Shanks, biology
Lynda P. Shapiro, biology
Nora B. Terwilliger, biology
A. Michelle Wood, biology
Craig M. Young, biology

Associates
Greta Fryxell, Oregon Institute of Marine Biology
Paul Fryxell, Oregon Institute of Marine Biology
H. Bernard Hartman, Oregon Institute of Marine Biology
Patricia Mace, geography
Steven S. Rumrill, Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology sits on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. Varied marine environments provide 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 in related subjects.

In conjunction with the Department of Biology, the institute offers an undergraduate major in marine biology. Programs are available during summer session and fall and spring terms for undergraduate and graduate students in biology, general science, environmental science, or environmental studies. Courses are offered in marine ecology, invertebrate zoology, vertebrate biology, marine birds and mammals, comparative embryology, marine algae, animal behavior, and biological oceanography. Facilities for individual research by students, faculty members, and visiting investigators are available.

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 the institute’s website.

Oregon State Museum of Anthropology

Jon M. Erlandson, Director
(541) 346-3031
1224 University of Oregon
Eugene OR 97403-1224

The Oregon State Museum of Anthropology and its research collections are part of the UO Museum of Natural and Cultural History. It was established by the Oregon Legislative Assembly in 1935 as the official repository for state-owned anthropological collections. It also houses research collections resulting from archaeological fieldwork in Oregon as well as ethnographic objects from around the world.

Highlights include an extensive collection of ancient basketry from excavations in the dry caves of eastern Oregon and historic Native American basketry from across the western United States. Museum holdings also feature large collections from Africa, Asia, and the Pacific.

The museum’s research staff conducts archaeological, historical, paleoecological, and forensic research under cooperative agreements with government agencies and private corporations, and complements the archaeological teaching and research mission of the university’s Department of Anthropology. The museum’s collections division curates archaeological specimens obtained through its own work in Oregon as well as specimens from other research projects and makes them available for study, exhibition, and loan.

The Museum of Natural and Cultural History is described in the Academic Resources section of this catalog.

Solar Energy Center

Frank Vignola, Director
(541) 346-4745
361 Onyx Bridge

Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
Ihab Elzeyadi, architecture
Alison G. Kwok, architecture
David K. Daniels, physics
John S. Reynolds, architecture

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 incident solar radiation in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, photovoltaics, and “daylighting” (increasing the energy efficiency of a building by maximizing the amount of daylight versus electric light). 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.

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, physics, and planning, public policy and management departments.
Honors at Oregon

Robert Donald
Clark Honors College

Richard Kraus, Director
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honors.uoregon.edu

Faculty
Joseph G. Fracchia, associate professor (European intellectual history). B.A., 1972, California, Davis; M.A., 1975, California, Santa Barbara; Ph.D., 1985, California, Davis. (1986)
Richard Kraus, professor. See Political Science.

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

Affiliated
Raymond Birn, history
Elizabeth A. Bohls, English
Gregory D. Bothun, physics
Carl R. Bybee, journalism and communication
Katharine V. Cashman, geological sciences
Suzanne Clark, English
Shaul E. Cohen, geography
Alan Dickman, biology
James W. Earl, English
Stephen F. Fickas, computer and information science
James D. Fox, library
Lamia Karim, anthropology
Robert Kyr, music
Marilyn Linton, undergraduate studies
V. Patteson Lombardi, biology
Debra L. Merskin, journalism and communication
Dorothee Ostmeier, German and Scandinavian
Marilyn Reaves, UO Libraries
William Rossi, English
James M. Schombert, physics
Steven Shankman, English
Jiannbin Lee Shiao, sociology
Ann Tedards, music
Nathan J. Tublitz, biology

Clark Honors College
The Robert Donald Clark Honors College is a small liberal arts college of 600 students. The purpose of the college is to bring together excellent students and selected faculty members in a challenging and supportive academic program. Carefully designed small classes, a collegial environment, and close advising prepare students for advanced study leading to the bachelor of arts (B.A.), bachelor of science (B.S.), or any other bachelor’s degree offered at the university. Reaching beyond professional or specialized training and beyond the university years, 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 specially selected faculty members from other campus programs. Honors college courses fulfill university general-education requirements with an integrated curriculum of humanities, social sciences, and sciences. Survey courses taken in the first two years are supplemented with special colloquia 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. Fifteen percent of honors students have more than one major. The student’s undergraduate education culminates in an advanced research project in the student’s major. The 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 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 2006–7 pay $700 a term for the first year, $350 a term for the second year, and $250 a term for the third year and beyond. 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. Interested students are encouraged to complete a Free Application for Federal Student Aid (FAFSA).

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;
Clark Honors College Creative Arts Journal; Clark Honors College Student Association; Oregon Student Public Interest Group (OSPIRG); School of Music and Dance productions; forensics (debate and individual events speaking); intramural and varsity athletics; and ROTC.

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 Duck Store. Honors college facilities consist of a classroom, seminar room, faculty and administrative offices, lounge, kitchen, the Robert D. Clark Library, and the David E. Boyes Computing Laboratory.

Entering Clark Honors College

Clark Honors College seeks high-achieving students who bring their own contributions to the student body. The admissions committee looks for evidence of academic motivation and creative critical thinking.

Application Procedure

General university application procedures, prerequisites, and requirements apply. In addition, honors college applicants must submit two teacher recommendations, an essay, and an activity summary. The complete application, which must be submitted to the university, is on the UO Office of Admissions website. Paper copies also are available.

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.

Application Deadlines: The following application deadlines apply to freshmen, transfer students, and international students. The early notification deadline for the following academic year is November 1. The deadline for regular admission is January 15.

Academic Requirements

Requirements in the honors college substitute for the general-education 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.

Depending on test scores, students may use advanced placement or international baccalaureate credits toward honors college mathematics and science requirements, second-language requirements, applicable major requirements, multicultural requirements, or university electives.

History and Literature Requirements

Students must take one course from Honors College Literature (HC 223H) or Honors College History (HC 233H).

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 MATH 105 and higher; CIS 122 and higher; PSY 302, 412; 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 Science (HC 207H, 209H). Laboratories must be taken with some courses in order to fulfill requirements; at least one science course must have a lab component. Students are strongly advised to refer to the honors college website for a complete list of approved courses, and to confer with an honors college adviser before taking a course if there is any question.

Multicultural Requirement

Honors college students must take one approved course in two of the three multicultural categories described in the Registration and Academic Policies section of this catalog. In addition to the courses listed there, students may fulfill the multicultural requirement with Honors College Identities Colloquium (HC 424H), Honors College International Cultures Colloquium (HC 434H), or Honors College American Cultures Colloquium (HC 444H), which can also be used to satisfy honors college colloquium requirements.

Other Requirements

Colloquia. Five required colloquia include HC 421H, 431H, 441H, and two selected from among HC 421H, 424H, 431H, 434H, 441H, or 444H. Students may enroll in colloquia after their freshman year. Recent topics are Civil Rights Rhetoric, Cosmology, Mahatma Gandhi, Issues in Public Art, Democracy and Technology, and Mysteries of the Brain.

Thesis Prospectus. Thesis Prospectus (HC 477H) initiates the thesis project in the student’s major department.

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 Thesis Prospectus (HC 477H). 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.

The second-language requirement is waived if a department requires more than 90 credits of course work for a major leading to a B.S. degree. Such majors include biology, business administration, chemistry, computer and information science, general science, geological sciences, human physiology, and physics. The second-language requirement is also waived for students pursuing bachelor’s degrees in architecture, fine arts, interior architecture, and landscape architecture. 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, which replace university group requirements, represent roughly one-third of a student’s total four-year schedule. 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 maintain a 3.00 or better cumulative grade point average (GPA).
Honors College Courses (HC)

199 (H) Special Studies: [Topic] (1–5R)
207, 209 (H) Honors College Science (4,4)

How science can be applied and misapplied in answering questions about nature and society. Includes discussions and demonstrations. Primarily for nonscience students.

221, 222, 223 (H) Honors College Literature (4,4,4)

Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

231, 232, 233 (H) Honors College History (4,4,4)

Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

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

399 (H) Special Studies: [Topic] (1–5R)
401 (H) Research: [Topic] (1–21R)
403 (H) Thesis: [Topic] (1–21R)
405 (H) Reading and Conference: [Topic] (1–21R)
406 (H) Special Problems: [Topic] (1–21R)
407 (H) Seminar: [Topic] (1–5R)
408/508 (H) Colloquium: [Topic] (1–21R)
409 (H) Practicum: [Topic] (1–21R)
410 (H) Experimental Course: [Topic] (1–5R)

The 1-credit Thesis Orientation introduces students to the thesis project.

421 (H) Honors College Arts and Letters Colloquium: [Topic] (4R)

Offered in a range of topics with an emphasis on arts and letters. R thrice when topic changes for a maximum of 16 credits.

424 (H) Honors College Identities Colloquium: [Topic] (4R)

Topics focus on construction of collective identities (classes, genders, religions, sexual orientations), the emergence of representative voices, and the effects of prejudice, intolerance, and discrimination. Prereq: HC 221, 222, 223 or HC 231, 232, 233. R thrice for a maximum of 16 credits when topic changes.

431 (H) Honors College Social Science Colloquium: [Topic] (4R)

Offered in a range of topics with an emphasis on social science. R thrice when topic changes for a maximum of 16 credits.

434 (H) Honors College International Cultures Colloquium: [Topic] (4R)

Topics focus on race, ethnicity, pluralism-monoculturalism, or prejudice-tolerance of international cultures, or may describe and analyze a worldview substantially different from current U.S. views. Prereq: HC 221, 222, 223 or HC 231, 232, 233. R thrice for a maximum of 16 credits when topic changes.

441 (H) Honors College Science Colloquium: [Topic] (4R)

Offered in a range of topics with an emphasis on science. R thrice when topic changes for a maximum of 16 credits.

444 (H) Honors College American Cultures Colloquium: [Topic] (4R)

Topics focus on multiple American racial and ethnic groups—African American, Chicano or Latino, Native American, Asian American, European American—from historical and comparative perspectives. Prereq: HC 221, 222, 223 or HC 231, 232, 233. R thrice for a maximum of 16 credits when topic changes.

477 (H) Thesis Prospectus (2)
Students polish prospectuses, exchange critiques and ideas, and present research in mock defenses with thesis adviser present.

Academic Honors

Departmental Honors

Many departments at the University of Oregon offer a bachelor’s degree with honors in the academic major. Students may graduate with honors in the following majors—in the College of Arts and Sciences, unless indicated otherwise: accounting (Landquist College of Business); anthropology; art history (School of Architecture and Allied Arts); biochemistry; biology; business administration (Landquist College of Business); chemistry; Chinese; classics; comparative literature; computer and information science; economics; educational studies (College of Education); English; environmental science; environmental studies; French; general science; geography; geological sciences; German; history; humanities; human physiology, 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 and East European studies; sociology; Spanish; theater arts.

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

Society of College Scholars

Through the Society of College Scholars, high-achieving students can enrich an undergraduate degree program through interaction with some of the College of Arts and Sciences’ finest faculty members, unique course offerings, specialized research, and related learning opportunities. Students may join this program any time up to the end of the sophomore 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 15 credits for the term; 12 of the 15 credits must be graded with a GPA of 3.75 or better.

Junior Scholars

The 100 undergraduates with 90 to 134 credits, the last 45 taken at the UO, and the highest GPAs are named junior scholars by the Mortar Board senior honor 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

Postbaccalaureate students are not eligible for Latin honors. The Office of the Registrar computes Latin honors upon graduation.

Honor 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 honor 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 honor societies select members by invitation only; for others, students must submit applications.

Initiation Fees.

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

Honorary Based on Scholarship (membership by invitation)

Alpha Lambda Delta

Amber Garrison, Adviser
(541) 346-1148

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

Golden Key

Amy Neutman, Adviser
(541) 346-3226

Golden Key national honor 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 3.70 GPA and a minimum of 45 credits at the university to be invited. A membership reception is held in the spring, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $60.

Phi Beta Kappa Society

Ian McNeely, Adviser
(541) 346-4791
www.uoregon.edu/~pbk

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honor 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 not 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: $45.

Criteria for membership are listed on the Phi Beta Kappa website. Students are typically invited to join the society shortly before they graduate.

**Phi Eta Sigma**
Amber Garrison, Adviser
(541) 346-1148

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.

**Honoraries Based on Scholarship, Leadership, and Service**  
*membership by invitation and application*

**Ancient Order of the Druids**
Deborah Chereck, Adviser  
(541) 346-6005

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

**Friars**
Laura Blake Jones, Adviser  
(541) 346-1133

Established in 1910, Friars 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**
Marisa Tabizon Thompson, Adviser  
(541) 346-1247

A national honor society for seniors, Mortar Board emphasizes leadership, scholarship, and service. To be eligible for membership, students must have at least a 3.20 GPA and be entering their senior year the term following initiation. Selection and initiation of qualified candidates takes place spring term. Initiation fee: $55.

**Professional Organizations**

**Alpha Kappa Delta**
Leslie D. Hall, Adviser  
(541) 346-5073

An international sociological honor society, Alpha Kappa Delta is open to juniors and seniors who meet the following criteria: a cumulative GPA of at least 3.00, a cumulative GPA in UO sociology courses of at least 3.00, and completion of at least five sociology courses at the University of Oregon, at least four of which must be graded. Members investigate sociological issues and problems through social and intellectual activities that lead to improvement of the human condition. Initiation fee: $55.

**Alpha Kappa Psi**
Charles Kalnbach, Adviser  
(541) 346-6164

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: $60.

**Asklepiads**
Karen Cooper, Adviser  
(541) 346-1077

Asklepiads is for students interested in careers in the health 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. Information and applications are available in 364 Oregon Hall.

**Beta Alpha Psi**
Joel Sneed, Adviser  
(541) 346-3417

Beta Alpha Psi is a national scholastic and professional accounting and finance fraternity. Its primary objectives are to encourage and recognize scholarly and professional excellence in the field, to provide members with opportunities for self-development and association with practicing accountants and finance professionals, and to encourage in members a sense of ethical, social, and public responsibility. A cumulative GPA of at least 3.00, with a 3.00 in the upper-division accounting and finance courses, is required for membership. Initiation fee: $45.

**Beta Gamma Sigma**
Lynn R. Kahle, Adviser  
(541) 346-3373

Beta Gamma Sigma, a national scholastic honor 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: $55.

**Delta Phi Alpha**
Jeffrey S. Librett, Adviser  
(541) 346-0649

Chartered in 1936, Delta Phi Alpha is a national honor society dedicated to promoting the study of German language, literature, and civilization; to furthering an interest in and a better understanding of 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) 346-5848

Kappa Tau Alpha is a national honor society that recognizes and encourages high scholastic and professional standards among journalism majors. Membership is by invitation to undergraduate and graduate students in the top 10 percent of their classes. Faculty members in the School of Journalism and Communication select new members. Initiation fee: $25.

**Mathematics Association of America**
(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**
Amy Goeser Kolb, Adviser  
(541) 346-5882

An international music fraternity, Mu Phi Epsilon members gain experience in public performances. Music majors who have reached second-term freshman 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**
Margaret L. Paris, Adviser  
(541) 346-3800

Chartered at the UO in 1934, Order of the Coif is a national law school honor 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 Beta
Ceil Forrest, Adviser
(541) 485-3435
Phi Beta is a professional fraternity for students of music, speech, drama, dance, or art. It aims to encourage high professional standards and support for the creative and performing arts. Membership criteria are based on scholarship and intellectual achievement, career development, and the use of students’ talents to serve other students, schools, and communities. Initiation fee: $25.

Pi Alpha Alpha
Adviser
Pi Alpha Alpha, a national honor 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 in public-affairs or public-administration programs of universities that belong to the National Association of Schools of Public Affairs and Administration. Initiation fee: $30.

Psi Chi
Jennifer Albow, Adviser
(541) 346-4921
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.

Upsilon Pi Epsilon
Michal Young, Adviser
(541) 346-4140
Upsilon Pi Epsilon is the only existing honors society in the computing and information disciplines. Its mission is to recognize academic excellence at both the undergraduate and graduate levels. Criteria for membership are available from the adviser. Initiation fee: $15.

Service Organizations
Alpha Phi Omega
Carl Yeh, 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 Suite 4 of the EMU. Initiation fee: $15.

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 (senior woman)

Bess Templeton Cristman Award (junior woman)

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

Centurion Awards (undergraduate students)

Dean’s Award for Service (senior)

Doyle Higdon Memorial Trophy (sophomore student-athlete)

Emerald Athletic Award (senior student-athlete)

Friendship Foundation Awards (international student)

Frohnhayer Award (fifth-year senior)

John Moore Scholarship (lesbian, gay, bisexual, and transgender concerns)

Gerlinger Cup (junior woman)

Gherty-Moore Nontraditional Student Scholarship

Global Citizen Award (any student)

Gorda Parker Wickham Scholarship (any student)

Graduate Service Awards (master’s or doctoral students)

Jackson Athletic Trophy (senior woman athlete)

Jewel Hairston Bell Award (person of color)

Jim Buch Award (junior)

Koyl Cup (junior man)

Mary Hudzikiewicz Award (freshman)

Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)

Mother’s Club Scholarships (any student)

Nontraditional Student Award

Ola Love Fellowship, American Association of University Women (graduate student)

Other Scholarship (reentry nontraditional students)

Outstanding International Student Awards (any student)

Paul Olum Award (senior)

Ray Hawk Award (senior)

School of Music and Dance (any student)

Student Parent Award

Theresa Kelly Janes Award (any student)

Vernon Barkhurst Award (sophomore)

Todd Walcott Scholarship (lesbian, gay, bisexual, and transgender concerns)

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

Alice Henson Ernst Scholarship (first-year graduate student in English)

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

Fulbright Grants for Overseas Study (graduate students)

Fulbright-Hays Dissertation Research Abroad Program (doctoral candidates)

German Academic Exchange Service Study Grant

Walter and Nancy Kidd Scholarships (undergraduate students)

Marshall Scholarship

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

Rhodes Scholarship

Rotary International Ambassadorial Scholarship (junior or senior-year undergraduate or graduate)

Stanley Maveety Scholarship (first-year graduate student in English)

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

Truman Scholarship (junior-year undergraduate student)

James C. Stovall Fellowship Fund (awards to undergraduate students of geological sciences)

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

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

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

The Department of Philosophy oversees the George Rebec Essay Contest. Two prizes—$100 gift certificates to the Duck Store—are awarded for the best undergraduate and graduate essays on any area of philosophy. Walter and Nancy Kidd Writing Prizes for undergraduate students are administered by the Creative Writing Program.

Students should inquire at their home departments about additional contests or competitions for expository or creative writing or other student projects.
The current pace of technological, economic, political, and social change makes a broad educational base ever more important. The Chronicle of Higher Education noted a “growing recognition that a solid foundation of liberal learning . . . is an essential part of all undergraduate education.” Even students who plan to move into specialized postgraduate careers need to develop fundamental tools offered in a general-education program. These tools are essential to a lifetime of work and growth, in which the demands of specific jobs require constant education in new or changing fields.

Academic Programs
The College of Arts and Sciences offers numerous disciplinary and interdisciplinary degree programs and majors, a varied selection 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 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 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 are encouraged 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 their major departments. Majors should be chosen by the middle of the sophomore year. Many 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 then 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 programs in middle-secondary and elementary teaching. More information is available in the College of Education section of this catalog; from College of Arts and Sciences education advisers, who are listed under their home departments; or by visiting geography.uoregon.edu/edge/teachercert/ecat.htm.

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 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 in electronic résumés.

Admission. To be admitted to the program, a student must have a cumulative grade point average (GPA) of 2.75 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 by e-mailing a request to uodistinctions@cas.uoregon.edu.

Preadmission Planning. Prior to formal admission, students may begin planning for a professional distinction and propose a preliminary plan to integrate general-education, major, and professional distinction requirements.

Required Elements
1. Program Proposal. Each student creates content and coherence for an individualized program in a proposal, written interactively online at the program’s website.

2. Area of Concentration. A focused set of academic skills achieved through 16 credits of upper-division course work or completion of a minor or second major.

3. Internship. Participants complete a 4-credit internship or participatory learning experience.

4. Career Success Seminars. Students hone their skills in these workshops led by local employers and staff members of the UO Career Center.

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

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

For more information, visit uodistinctions.uoregon.edu/home/index.stm.
Honors Program

Society of College Scholars

Through the Society of College Scholars, high-achieving and motivated 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 fosters excellence by enhancing the core elements of a liberal arts education: critical reasoning; curiosity; written and oral communication; literary and artistic expression; ethical and moral judgment; and 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 3.75 or better or its equivalent for a transfer student. A student may apply for admission any time before spring term of the 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.

• General-Education Courses. College scholars have the opportunity to enroll in special courses that satisfy UO general-education requirements needed for graduation. These limited-enrollment courses are taught by esteemed members of the research faculty. Participants must complete three of these special general-education courses in order to receive a certificate of completion.

• College Scholars Circle. Sophomore-level college scholars take one or more discussion-oriented research seminars in a yearlong series led by a prominent faculty member. 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 participate in a departmental honors program, which typically includes completion of a research project or other capstone project.

Recommended Elements

• 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, a formal certificate of completion, and a Society of College Scholars cord to wear at graduation.

For more information, visit scs.uoregon.edu.

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 specific majors.

Arts and Sciences Courses (CAS)

110 Humanities College Scholars Colloquium (CAS) Introduces fields in the humanities to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Pre- or coreq: acceptance into the Society of College Scholars program. R twice for a maximum of 3 credits.

120 Science College Scholars Colloquium (CAS) Introduces fields in the sciences to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Pre- or coreq: acceptance into the Society of College Scholars program. R twice for a maximum of 3 credits.

130 Social Science College Scholars Colloquium (CAS) Introduces fields in the social sciences to freshman honors students. Faculty members discuss their research, the nature of their fields, and career opportunities. Pre- or coreq: acceptance into the Society of College Scholars program. R twice for a maximum of 3 credits.

210 Humanities College Scholars Circle (1R) Lecture and discussion on conducting student research in the humanities. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. R twice for a maximum of 3 credits.

220 Science College Scholars Circle (1R) Lecture and discussion on conducting student research in the sciences. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. R twice for a maximum of 3 credits.

230 Social Science College Scholars Circle (1R) Lecture and discussion on conducting student research in the social sciences. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. R twice for a maximum of 3 credits.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

407 Seminar: [Topic] (1–12R)

409 Practicum: [Topic] (1–12R)

::African Studies::

Doris L. Payne, Program Director
(541) 346-5051
(541) 346-5041 fax
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene OR 97403-5206
www.uoregon.edu/~africa

Participating Faculty

Yvonne A. Brauck, sociology
André Djifflack, Romance languages
Jennifer Craig, dance
Stephen R. Frost, anthropology
Dennis C. Galvan, international studies
Ibrahim J. Gassama, law
Lisa M. Gillman, English
Rita Honga, dance
Karen McPherson, Romance languages
Dayo Nicole Mitchell, honors college
Doris L. Payne, linguistics
Kathy Poole, international affairs
Greg Ringer, planning, public policy and management
H. Leslie Stieves, journalism and communication
Tania Triana, Romance languages
Peter A. Walker, geography
Janis C. Weeks, biology
Stephen R. Wooten, international studies

Associated

Chris Bennett, international affairs
Ken DeBevoise, political science
John Fenn, music
Gwen Meyer, special education, retired
John E. Russell, library
Anne Williams, international studies

About the Program

The African Studies Program encourages teaching and scholarship on sub-Saharan Africa, North Africa, and the wider African diaspora. The program is a focal point for students and faculty members with expertise in African studies, encouraging course offerings related to Africa, promoting study-abroad programs and internships, raising funds to expand African studies resources, and organizing campus and local community events pertaining to Africa. In addition, the program supports faculty and student research on Africa and facilitates dissemination of research through the regularly held Baobab Lectures (for faculty and guest presentations) and the Acacia Seminars (for presentations of student research and experiences). Students may earn an undergraduate minor in African studies.

Overseas Opportunities

The university sponsors a summer journalism program in Ghana as well as a summer international studies program in Dakar, Senegal. UO students may apply to study at the University of Ghana; the University of Cape Town or Stellenbosch University, South Africa; or the University Cheikh Anta Diop, Senegal, through the Council on International Educational Exchange. Students may also choose one of nineteen programs in thirteen African countries sponsored by the School for International Training—Botswana,
African Language Study
The UO offers first- and second-year Arabic or Swahili as part of the university’s new World Languages Academy, which offers less commonly taught languages in a traditional five-hours-per-week, 5-credit format. Arabic and Swahili courses through the academy will satisfy the university’s two-year B.A. foreign-language requirement. For courses in Arabic, see the International Studies section of this catalog. The University of Oregon also offers opportunities for self-study, with the assistance of native speakers, in Wolof, Bamana-Dyula, Hausa-Fulani, Shona, and other languages by request. Information is available from the Yamada Language Center; call (541) 346-4011.

Minor in African Studies
Students who want to earn an undergraduate minor in African studies must satisfy the following requirements:

- **Four Required Courses (16 credits).**
  1. Introduction to African Studies (HUM 315)
  2. One 4-credit course in African history, selected from either Precolonial Africa (HIST 325) or Colonial and Postcolonial Africa (HIST 326)
  3. One 4-credit course in contemporary African issues, selected from among the following: Africa Today: Issues and Concerns (INTL 345), Society and Culture in Modern Africa (HIST 417), Development and Social Change in Sub-Saharan Africa (INTL 445), Political Ecology (ENVS 450), Sociology of Developing Areas (SOC 450), Advanced Geography of Non-European American Regions: Africa—Politics, Development, and Environment (GEOG 475)
  4. One 4-credit course in African culture, ethnicity, and identity, selected from among the following: Culture et langage: identités francophones (FR 361), Experimental Course: Ethnography of Postcolonial Africa (ANTH 410), African Regional Histories (HIST 419), International Community Development (INTL 420), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Third World Development Communication (J 455), Repertory Dance Company: Rehearsal: Dance Africa (DAN 481), 20th-Century Literature: The Absurd and the Fantastic (FR 490), Seminar: Political Ecology (ENVS 607)

- **Advanced Research Requirement.** One 400-level course that requires a research paper and has at least 50 percent Africa content. The paper may be completed in a course that counts for one of the requirements listed above. For students who have completed an internship in Africa, the paper should be based on primary source data gathered during that experience. For others, the research paper should include an original argument or line of interpretation based on secondary sources.

- **Experiencing Africa.** Choose one of the following options:
  1. 15 credits of college-level study of an African language. Possibilities include Arabic, Swahili, Wolof, or one year of another approved language. Although English, French, Portuguese, and Spanish are the first languages of many African citizens, they may not be used to satisfy this requirement.
  2. One term of study in Africa or a one-term internship in Africa with a minimum of 12 credits. For study abroad, courses will be evaluated for UO credit through the standard International Affairs procedures for assigning credit and course equivalency. For internships, students will consult the faculty member who is sponsoring their internship credits to prepare an agreement that must include the following: (a) a list of readings relevant to the experience, which are to be completed prior to and during the internship; (b) a reflective journal on the student’s activities and cross-cultural experiences; and (c) a final paper integrating preparatory readings and internship experience (approximately 4,500 words, plus references). An African studies minor adviser must approve the credits earned in study-abroad or internship programs.

Restrictions: No more than 8 credits toward the minor may be from courses with less than 50 percent Africa content, and no more than 4 credits may be from music or dance performance courses. Students must consult with an African studies adviser to confirm that curricular overlap between the student’s major and the African studies minor maintains the principle of academic breadth.

Graduate Studies
Arranging a graduate degree program with a concentration in African studies is possible in a number of departments and programs in the College of Arts and Sciences and the School of Music and Dance. Anthropology, biology, dance, environmental studies, French (in the Romance languages department), folklore, geography, history, international studies, linguistics, political science, and sociology have faculty members with expertise and strong interest in this area.
Anthropology

Carol T. Silverman, Department Head

(541) 346-5102
(541) 346-0668 fax
308 Condon Hall
uoregon.edu/~anthro

Faculty


Brian Klopotek, assistant professor (cultural anthropology, ethnic studies). See Ethnic Studies.


Emirerti


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


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


The 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 and Cultural History

Thomas J. Connolly, Museum of Natural and Cultural History

Patricia Krier, Museum of Natural and Cultural History

Brian L. O’Neill, Museum of Natural and Cultural History

Guy Tasa, Museum of Natural and Cultural History

Undergraduate Studies

Anthropology, the study of humans, includes sociocultural anthropology, biological anthropology, and archaeology. Courses offered by the Department of Anthropology span the natural sciences, social sciences, and humanities and provide a broad understanding of human nature and society for students in other fields and for anthropology majors.

The broad perspective on human culture and biology that anthropology offers can enhance study in many other fields, including history, psychology, international studies, environmental studies, ecology and evolution, geography, earth system science, literature, political science, folklore, language study, art history, and public policy and management.

Preparation.

High school students planning a major in anthropology should have a sound background in English, biological science, and mathematics (preferably algebra). Study in a modern second language is desirable. Students transferring with two years of college work should have introductory course work in the social sciences. Introductory biology and the equivalent of two years of college-level study in a second language are recommended.

Careers.

A bachelor’s degree in anthropology prepares the graduate for employment in areas where clear communication, analysis and synthesis, and respect for diversity are valued. Anthropology provides a suitable background for positions with federal, state, and local agencies and prepares the student for citizenship in a multicultural world.

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

Bachelor’s Degree Requirements

The department offers course 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:

World Archaeology (ANTH 150) ........................................... 4
World Cultures (ANTH 161) ........................................... 4
Introduction to Biological Anthropology (ANTH 270) .......... 4
Upper-division course in a prehistory or prehistory................. 4
Upper-division course in cultural anthropology or Introduction to Language and Culture (ANTH 280) ......................... 4
Upper-division course in biological anthropology .................... 4
Three upper-division courses in one area of concentration-cultural anthropology, biological anthropology, or archaeology .......... 12

Three elective upper-division anthropology courses .................... 12

Courses used to fulfill major requirements must be taken for letter grades and passed with a C– or better. To ensure a liberal education, anthropology majors are strongly encouraged to limit their anthropology credits to 52. Majors contemplating graduate work are advised to complete two years of a second language. Statistics is desirable for those with interests in biological anthropology and archaeology.

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

Cultural Resource Management. The following courses are recommended for students who want a focus in cultural resource management:

- Fundamentals of Archaeology (ANTH 340)
- Oregon Archaeology (ANTH 344), Workshop: Archaeology Field School (ANTH 408)
- North American Archaeology (ANTH 443)

The following courses are recommended:

Anthropology. Politics, Ethnicity, Nationalism (ANTH 411), Performance, Politics, and Folklore (ANTH 419)

Geography. Maps and Geospatial Concepts (GEOG 311), Advanced Cartography (GEOG 411/511), Introductory Geographic Information Systems (GEOG 416/516)

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 or
2. Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA and submits an acceptable honors thesis written under the guidance of a departmental faculty member, who serves as thesis adviser.

Minor Requirements
The minor in anthropology complements a major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology adviser. The required 24 credits must include the following:
1. 4 credits in 100- or 200-level courses
2. 16 credits in 300- or 400-level courses, of which 8 credits must be at the 400 level
3. 4 elective credits at any level
Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

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
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 or physical anthropology, and anthropological linguistics.
Graduate students must demonstrate competence in three subfields, typically through work at the master’s level. Students spend the first year, and in some instances the first two years, establishing a broad foundation in anthropology by completing three of the following four courses with grades of B– or better: Basic Graduate Physical Anthropology (ANTH 680), Archaeology and Anthropology (ANTH 681), Anthropological Linguistics (ANTH 683), Social Theory 1 (ANTH 688).
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 courses—or in some cases an examination—in three of the four subfields of anthropology mentioned above. A master’s paper is required, but a thesis is not.
The M.A. requires 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 skill such as statistics, computer science, or paleogeography, 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 take master’s core courses early in the program.
Formal requirements of time and credit are secondary, but no candidate is recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied.
The department requires competence in two modern second languages, one language and one skill, or two skills (including those earned for an M.A. or M.S.) approved by the department’s faculty. The student’s progress is measured by performance in the core courses, course work, and research papers; two comprehensive examinations covering two special fields of concentration in anthropology; a formal dissertation prospectus; and, finally, a doctoral dissertation. The dissertation should be based on original research, which ordinarily involves fieldwork or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.
For information about general requirements, see the Graduate School section of this catalog. More information about programs in anthropology may be obtained from the department.

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

Museum of Natural and Cultural History
The Museum of Natural and Cultural History and its research division, the Oregon State Museum of Anthropology, provide opportunities for students to gain research experience through field projects and museum experience through the natural history museum’s public programs. The rich resources of the state museum’s collections are available to anthropology students, faculty members, and other qualified researchers. The Museum of Natural and Cultural History is described in the Academic Resources section of this catalog; the Oregon State Museum of Anthropology is described under Research Institutes and Centers in the Graduate Studies section.

Anthropology Courses (ANTH)
Not all of the courses listed are offered each year. For more information, consult the class schedule or inquire at the department office.

150 World Archaeology (ANTH 4) Introduction to archaeology and cultural change from the earliest times to the advent of state-level societies.

161 World Cultures (ANTH 4) A first look into the world of cultural anthropology and an introduction to the cultural diversity of the world.

165 Sexuality and Culture (ANTH 4) Examines sexuality through the historical, cultural, economic, and political factors that contribute to the construction of sexual identities, relationships, and institutions.

170 Introduction to Human Origins (ANTH 4) Homo sapiens as a living organism; biological evolution and genetics; fossil hominids. Frost.


173 Evolution of Human Sexuality (ANTH 4) Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior. White.

174 Anthropology of Food and Health (ANTH 4) Overview of the evolution of human diet and health patterns. Adaptations to food availability, nutrients, and disease in different populations. Snograss.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R)

234 Pacific Island Societies (ANTH 4) Discusses the exchange, gender, politics, development, and migration of select societies in New Guinea and Polynesia. Biersack.

270 Introduction to Biological Anthropology (ANTH 4) Examines the biological aspects of the human species from comparative, ecological, and evolutionary perspectives. Explores theoretical and methodological issues in biological anthropology. Frost, Snograss.

280 Introduction to Language and Culture (ANTH 4) Relationship and methodology of language and culture.

310 Exploring Other Cultures: [Topic] (4R) How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures. R when topic changes.

314 Gender in Cross-Cultural Perspective (ANTH 4) Cross-cultural exploration of women’s power in relation to political, economic, social, and cultural roles. Case studies from Africa, America, Asia, Europe, and the Middle East. Silverman.

315 Gender, Folklore, Inequality (ANTH 4) Cross-cultural exploration of the expressive and artistic realm of women’s lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music. Silverman.

320 Native Americans (ANTH 4) Interpretive approach to accomplishments, diversity, and survival of precontact, postcontact, and present-day American Indian peoples. Impact of Euro-

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: ANTH 150. Stephen.

326 Caribbean Societies (4) Explores the legacy of processes that formed Caribbean culture—migration, slavery, and trade—in religious, popular, and scholarly contexts. Scher.


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

330 Hunters and Gatherers (4) Survey of contemporary hunter-gatherer societies. Foraging, decision-making, exchange, prestige, marriage, gender roles, parenting, history, and demography in an ecological and evolutionary perspective. Sugiyama.

331 Cultures of South Asia (4) Survey of contemporary South Asia’s religious and cultural diversity, issues of ethnic identity, gender construction, social conflict, and politics of poverty. Karim, Lukacs.

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 earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. Prereq: ANTH 150. Ayres.

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

352 The Ancient Maya (4) Introduction to the Ancient Maya, one of the most intriguing and enduring societies in Mesoamerica. Focus is on social complexity and inequality. Kennett.

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

362 Human Biological Variation (4) Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prereq: ANTH 270. Snodgrass.

365 Food and Culture (4) Anthropological approach to the role of nutrients in human development (individual and group); cultural determinants and differences among populations; world food policy; applied nutritional anthropology. Prereq: ANTH 161 and 174 or 270. Moreno Black.

366 Human Osteology Laboratory (4) Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Coreq: ANTH 170 or 270. Lukacs.


369 Human Growth and Development (4) Examines key issues in human and nonhuman primate growth and development; addresses genetic, social, and ecological determinants of variation in growth.

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. White.

399 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 Politics, Ethnicity, Nationalism (4) Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity are constructed and reproduced each other. Prereq: junior standing. Scher.

412/512 Economy and Culture (4) Explores cultural dimensions of production, distribution, and consumption processes; particular attention paid to variability and local-global dynamics. Brief historical overview and extended ethnographic analysis. Prereq: junior standing in a social science. Wooten.

413/513 Culture and Psychology (4) Bridges anthropology and psychology to explore the relationship between the individual and culture: includes such topics as emotion, personality, mental illness, and sexuality. Baxter, O’Neill.


419/519 Performance, Politics, and Folklore (4) Aesthetic, political, economic, and social dimensions of cultural performances examined in museums, heritage displays, folklore festivals, community celebrations, and tourist destinations. Prereq: ANTH 161. Silverman.

420/520 Culture, Illness, and Healing (4) Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing. Prereq: ANTH 161. O’Neill.

421 Anthropology of Gender (4) Explores gender cross-culturally. Topics include sex and sexualities; queer communities; the politics of marriage; local and global feminisms; and relations among gender, race, colonialism, and global capital. Prereq: sophomore standing. Stephen.

424/524 Feminist Methods in Anthropology (4) Feminist research design and methods in three subfields of anthropology: biological, sociocultural, and archaeological. Examination of case studies illustrating research ethics, collaboration, and activism. Prereq: junior standing.

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

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

433 Native Central Americans (4) Contact period and contemporary ethnography of native peoples’ ecological adaptation, socioeconomic organization, and culture change. Prereq: ANTH 161. 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. Stephen, Sugiyama.

439/539 Feminism and Ethnography (4) Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicings, and the politics of fieldwork and the text. Prereq for 439: junior standing. Silverman.

440/540 Old World Prehistory: [Topic] (4R) Archaeology of prehistoric cultures in selected regions of the Middle East, Southeast Asia, or Africa, from first human cultures to historic periods. Prereq: ANTH 150. R when topic changes for maximum of 12 credits. Ayres.

441/541 Recent Cultural Theory (4) Survey of various cultural frameworks: Durkheimian, Marxian, feminist, transnationalism, Orientalism. Prereq: junior standing.

442/542 Northwest Coast Archaeology (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.


445/545 Archaeology of Cultural Landscapes (4) Archaeological and landscape concepts represented in the past and the present. Site distributional, ecological, and socio-symbolic dimensions of landscapes are examined. Prereq: ANTH 150.

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. Erlandson.

448/548 Gender and Archaeology (4) Examines case studies from around the world to investigate how archaeologically remains can illuminate gender in pre-contact societies. Moss.

449/549 Cultural Resource Management (4) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq for 449: ANTH 443 and an
Anthropology uses (and misuses) as relevant to biological tions, limitations, interpretations, and common (biological statistics) and their inherent assump-
The important methods in biometry


Overview of medical anthropology:

Provide a theo-

Evalu-

Evaluation of social theories (Marx, Engels, Freud,

anthropology; geochronology, primate clas-

anthropology; role of reference in linguistic structures;

creation of social and cultural forms.

Professional Writing (2–4) 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. Biersack.

Social Theory I,II (5,5) Survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.


Special Problems: [Topic] (1–16R)

Seminar: [Topic] (1–5R)

Workshop: [Topic] (1–16R)

Practicum: [Topic] (1–16R)

Experimental Course: [Topic] (1–5R)

Ethnographic Research: Epistemology, Methods, Ethics (4) Various techniques in ethnographic research. Examines the relationships between methods, theory, and ethics. Stephen.

Proseminar in Anthropology (2) Presents the department’s structure, program, and faculty; introduces research, writing, and funding resources. Biersack.

Basic Graduate Physical Anthropology (5) Introduction to major subfields of physical anthropology: geochronology, primate classification, paleoprimatology, paleoanthropology, human biology and diversity, processes of evolution, and primate ethology.

Archaeology and Anthropology (5) Use by archaeologists of concepts drawn from anthropo-

Archaeology and Anthropology (5) Survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.


Anthropology and Popular Culture (4) Explores how understanding of our evolutionary history is used to further understanding of the human mind. Prereq: ANTH 170, 270. Sugiyama.


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. Lukacs.


Evolutionary Theory (4) Provides a theoretical framework in evolutionary biology with which to explore human evolutionary history and aspects of modern human biology. Offered alternate years.


Statistical Analysis of Biological Anthropology (4) The important methods in biometry (biological statistics) and their inherent assumptions, limitations, interpretations, and common uses (and misuses) as relevant to biological
Asian Studies

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Robert Kyr, music (Southeast Asia)
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Wendy Larson, East Asian languages and literatures (China)
David Leiwei Li, English (Chinese film)
John R. Lukacs, anthropology (South Asia)
Daisuke Miyao, East Asian languages and literatures
Geraldine Moreno Black, anthropology (Southeast Asia)
Roxxann Praziak, honors college (China)
Tze-Lan Sang, East Asian languages and literatures (China)
Richard F. Suttmeier, political science (China)
Mark T. Unno, religious studies (East Asian religions)
Yugen Wang, East Asian languages and literatures (China)
Anita M. Weiss, international studies (South Asia)
Kyu Ho Youn, journalism and communication

Undergraduate Studies

The Asian Studies Program’s interdisciplinary program leads to a bachelor of arts (B.A.) degree in Asian studies with an emphasis on East Asia. Students who complete two 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 course work with a year or more of residence in Asia or a 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, ethnic studies, film, geography, history, international studies, Japanese language and literature, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Declaring a Major

To be accepted into the Asian studies major, 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 a traditional area-studies focus or a thematic focus. Both provide (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 transnational Asia beyond the primary language and civilization focus listed in (1) and (2) above. The requirements for the major are derived from these objectives.

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

Area Studies Track

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 must be in areas outside the student’s primary focus. For example, if the primary focus is Japan, the 8 credits must deal with China, Korea, Southeast Asia, South Asia, or Pacific islands
5. Seminar (4 credits). What Is Asia: Theoretical Debates (ASIA 350)

Thematic Track

This track enables students to design a thematic focus for their studies. Due to the individual nature of these tracks, students must develop a detailed study plan with the program director; students are strongly encouraged to meet regularly with an adviser. Examples of thematic tracks include but are not limited to the following:

- film studies
- visual cultures
- Asian literatures
- religion and culture
- gender and sexuality
- Asian history
- Asian politics
- development and environment
- Asian business

Requirements

1. Seminar (4 credits). What Is Asia: Theoretical Debates (ASIA 350)
2. Regional Focus (12 credits). Literature, history, art history (as appropriate)
3. Discipline-Theory (6 credits). Two courses that provide a theoretical approach to the theme. There is no requirement of Asian content (for example, a film major might take a course on melodrama; an environmental studies major might study development theory)
4. Thematic Focus (16 credits). Four courses with Asian content in the thematic field (for example, Buddhist art and religion)
5. Regional Breadth (8 credits). Two courses must be in regional areas outside a student’s primary focus. What Is Asia: Theoretical Debates (ASIA 350) counts as one of these

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

Minor Requirements

Students should consult with the program director to determine whether a course has a full or partial focus on East Asia or Southeast Asia. A list of preapproved courses for either minor is available in the Asian studies office. Students should acquaint themselves with the 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 the 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, drawn from at least two departments
2. 4 credits of What Is Asia: Theoretical Debates (ASIA 350), offered every other year
3. Two years of language study or its equivalent level of proficiency

At least 12 of the 24 credits must be by upper division.

Southeast Asian Studies

Students who want a minor in Southeast Asian studies must complete 24 credits distributed as follows:

- film studies
- visual cultures
- Asian literatures
- religion and culture
- gender and sexuality
- Asian history
- Asian politics
- development and environment
- Asian business
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 a minimum of three years of language study and some undergraduate preparation in courses relating to Asia. Students lacking adequate language or disciplinary training must take appropriate preparatory courses, for which no graduate credit is earned.

Required materials for admission and financial aid are as follows:

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. Writing sample
6. 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.
7. Supplementary Application and Financial Statement for International Students must be submitted by international students
8. Application for Graduate Award, if applying for a graduate teaching fellowship (GTF)
   a. **GTF in Chinese.** All applicants must submit a cassette tape of spoken Chinese
   b. **GTF in Japanese.** Nonnative speakers must submit a cassette tape of spoken Japanese

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

The application deadline is December 15 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, (2) take Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), and (3) 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.

**Area Studies Track**

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 credits of the 44 must be in courses about a culture or civilization other than the student’s primary language and civilization focus.

4. At least 9 of the 44 credits are earned in Thesis (ASIA 503). In unusual circumstances, students may petition the program committee to waive the thesis requirement for the degree. If the waiver is granted, the student is expected to complete 56 graduate course credits (of which at least 44 are Asia related), submit two substantial research papers on Asian topics developed in seminars or colloquia, and pass an examination addressing general Asian studies topics. The thesis and research papers are to include a minimum of two non-English sources appropriate to the region to demonstrate language proficiency.

**Disciplinary Track**

1. Of the 44 credits, at least 16 must be earned within the primary region of focus, drawn from two or more departments

2. A minimum of 12 credits must be earned within the primary discipline. At least one of the courses must be a theory or methods course chosen in consultation with an adviser or the program director.

3. At least 9 of the 44 credits are earned in Thesis (ASIA 503)

Academic courses are to be mutually agreed upon by an academic adviser and the program director. A list of Asia-related courses approved for inclusion in the Asian studies graduate curriculum is available from the program coordinator.

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)**

199 Special Studies: [Topic] (1–5R) Prereq: freshman or new student. R when topic changes.
350 What Is Asia? Theoretical Debates (4)
Introduction to current theoretical debates about Asia, modernization, and area studies. Prereq: One upper-division course about Asia, excluding languages. Offered alternate years.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–16R)
403 Thesis (1–12R) Prereq: program honor’s student, instructor consent. Majors only.
405 Reading and Conference: [Topic] (1–16R)
407/507 Seminar: [Topic] (1–5R)
409 Practicum: [Topic] (1–16R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.
410/510 Experimental Course: [Topic] (1–5R)
503 Thesis (1–9R)
601 Research: [Topic] (1–16R)
605 Reading and Conference: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R)
611 Perspectives on Asian Studies: [Topic] (1) Explores the diverse perspectives that define Asian studies. Samples conflicts, controversies, and areas of consensus that characterize the field.
612 Issues in Asian Studies: [Topic] (3R) Selected Asian studies issues. R once when topic changes for maximum of 6 credits.
Biography

George F. Sprague Jr., Department Head

Faculty


Roderick A. Capaldi, Philip H. Knight Professor of Liberal Arts and Sciences (bioenergetics). B.S., 1967, London; Ph.D., 1970, York. (1973)


Undergraduate Studies

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

Departmental teaching and research emphases in cellular and molecular biology, developmental biology, ecology and evolution, human biology, marine biology, and neuroscience and behavior offer students opportunities to learn and work with scientists who are making important contributions to knowledge in these 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, marine 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 pursue graduate programs in biomedicine and research, and jobs in health services, private industry, and education.
Biology Advising Center for Undergraduates
(541) 346-4525
73 Klamath Hall
bioadvis@uoregon.edu
biology.uoregon.edu/advising

In the Biology Advising Center, students can meet with members of the biology advising staff to receive help in planning an individualized program of study.

The advising center provides multiple resources and services including contacts for local, national, and international internships; evaluation of biology-specific transfer equivalencies; and advising for biology students and those interested in biomedicine. Transfer students should consult the university’s website for preliminary transfer evaluations: registrar.uoregon.edu/transfer-articulation.

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 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 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 year-long 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 complete major requirements by taking a year of general chemistry with laboratories, two terms of organic chemistry, mathematics through two terms 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.

To enter the general biology sequence, a student must have completed at least one term of college-level chemistry or the equivalent (Advanced Placement or International Baccalaureate examination credit). The course sequence is targeted toward students with an interest in whole-organism biology. For some science majors, 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 completion 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 many outstanding fields. According to a 2002 study in U.S. News and World Report, being a biologist is the number-one ranked and most satisfying profession out of the top 100 in the United States. A recent U.S. News article, “Best Careers 2008,” found that studying biology is the gateway to at least ten of the top thirty professions.

Recently, more than one-third of the UO’s biology seniors have been accepted 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. 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, private industry, government agencies, education, and nonprofit organizations. Specific examples include working for 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 positions in professional programs. Career-related information is available online at uocareer.uoregon.edu and in the Career Center, 244 Hendricks Hall. Selected job listings are available in the Biology Advising Center and from its website.

Major Requirements
A major in biology or marine biology leads to a bachelor of science (B.S.) or to a bachelor of arts (B.A.) degree. The B.A. 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 (which includes the main campus, the Oregon Institute of Marine Biology in Charleston, the central Oregon campus in Bend, and university-approved overseas and exchange programs). Majors must either meet the major requirements in effect at the time they are accepted as majors or complete subsequent major requirements. Specific courses follow.

1. General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
2. General Chemistry Laboratory (CH 227, 228, 229) or General Chemistry Laboratory (CH 237, 238, 239)
3. Mathematics, to include Calculus for the Biological Sciences II (MATH 246, 247) or Calculus II (MATH 251, 252) or equivalent; a course in statistics is recommended
4. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)
5. One of the introductory sequences: the four-term general biology sequence (BI 211–214) or the three-term foundations sequence (BI 251–253)
6. Organic chemistry sequence
   a. For the biology major, a minimum of two organic chemistry courses are required: Organic Chemistry I (CH 331) and either Organic Chemistry II (CH 335) (preferred) or Organic Chemistry III (CH 336)
   b. For students interested in graduate programs in medicine, dentistry, biomedicine, or allied health, three organic chemistry courses and two laboratories are required (CH 331, 335, 336, 337, 338). Since many medical schools require upper-division courses in genetics and/or biochemistry, Molecular Genetics (BI 320), Physiological Biochemistry (CH 360), or both are suggested. Students are urged to contact specific institutions to confirm admission requirements.

Major in Biology
The major in biology requires a minimum of 44 upper-division biology credits with the following restrictions:

1. At least one 300-level course in each of the three areas—cellular-molecular, systematics-organisms, and ecology-evolution
2. At least 12 credits in courses with a BI subject code, numbered 420 to 499
3. 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 require-
Evolution (BI 380) ................................................ 4
Ecology and Evolution credits
the department. Emphasis areas receive written recognition from
ence and behavior. The requirements listed for
of five emphasis areas: ecology and evolution; molecular, cellular, and developmental biology; or neuroscience and behavior. The requirements listed for each emphasis may be fulfilled as the student completes the biology major. Upon graduation, students who complete the requirements for an emphasis area receive written recognition from the department.

Quantitative Ecology (BI 473) is listed in two of the categories below. It can be used to satisfy either category, but not both.

Ecology and Evolution credits
Ecology (BI 370) ........................................ 4
Evolution (BI 380) ........................................ 4
Probability and statistics (BI 473 or GEOL 418 or MATH 243 or 425 or PSY 302 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), Marine Biology (BI 357), Field Botany (BI 448), Marine Birds and Mammals (BI 455), Field Ornithology (BI 459), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Neotropical Ecology (BI 478), Neotropical Ecology Field Study (BI 479) ................................................ 4–5
At least three courses selected from Research Biology (BI 401); Algae and Photosynthetic Bacteria (BI 431); Mycology (BI 432); Systematic Botany (BI 442); Experimental Design (BI 470); Community Ecology (BI 472); Terrestrial Ecosystem Ecology (BI 476); Neotropical Ecology (BI 478); Molecular Evolution (BI 484); Molecular Phylogenetics (BI 487); Evolutionary Biology of Infectious Disease (BI 489); Conservation Genetics (BI 496) ........................................ 12
Students may apply as many as 8 credits of course work from other departments to the emphasis in ecology and evolution. Select courses from

Anthropology. Paleoprimatology (ANTH 462), Primate Behavior (ANTH 463), Paleoeology and Human Evolution (ANTH 467)

Geography. Biogeography (GEOG 323), Advanced Climatology (GEOG 423), Advanced Biogeography (GEOG 423), Vegetation History and Ecosystem Dynamics (GEOG 431)

Geological Sciences. Paleontology I (GEOG 431, 432), Paleobotany (GEOG 433), Paleopedology (GEOG 435)

Landscape Architecture. Principles of Applied Ecology (LA 441)

Human Biology credits
Seminar: Career Connection (CAS 407) ................. 1
Practicum (BI 409) in biomedical research, medicine, allied health, or clinical practice .... 2
One cellular-molecular core course selected from Molecular Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Neurobiology (BI 360), Human Molecular Genetics (BI 423) ........................................ 8
One systematics-organisms course selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331), Sensory Physiology (BI 353), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356), Investigations in Medical Physiology (BI 358) ........................................ 8–9
One course selected from Experimental Courses: Computational Neurobiology, Evolution of the Nervous System, Mitochondria, Transmission Genetics (BI 410); Protein Toxins in Cell Biology (BI 422); Human Molecular Genetics (BI 423); Bacterial-Host Interactions (BI 433); Systems Neuroscience (BI 461); Hormones and the Nervous System (BI 467); Experimental Design (BI 470); Evolution of Development (BI 480); Evolutionary Biology of Infectious Disease (BI 489); Genomic Approaches and Analysis (BI 493) ........................................ 8
Course work outside the department; select from the list below ........................................ 10
Anatomy. Human Anatomy: Musculoskeletal, Internal Organ Systems (ANAT 311, 312), laboratories (ANAT 314, 315)

Anthropology. Human Evolution (ANTH 361), Human Biological Variation (ANTH 362), Human Osteology Laboratory (ANTH 366), Nutritional Anthropology (ANTH 460), Paleoprimatology (ANTH 462), Primate Behavior (ANTH 463), Paleoeology and Human Evolution (ANTH 467), Anthropological Perspectives of Health and Illness (ANTH 469)

Human Physiology. Human Physiology I (HPHY 313, 314), Human Physiology II: Laboratory (HPHY 316, 317), Motor Control (HPHY 333), Motor Development (HPHY 335), Physiology of Exercise (HPHY 371), Experimental Course: Cardiovascular Physiology (HPHY 410), Environmental Physiology (HPHY 470), Training in Health and Performance (HPHY 471)

Psychology. Biopsychology (PSY 304), Psychoactive Drugs (PSY 383), Learning and Memory (PSY 433), Cognition (PSY 435), Human Performance (PSY 436), Brain Mechanisms of Behavior (PSY 445), Human Neuropsychology (PSY 449), Hormones and Behavior (PSY 450)

Marine Biology credits
One cellular-molecular-core course selected from Molecular Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Neurobiology (BI 360) ........................................ 4
One systematics-organisms course selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331), Vertebrate Evolution and Development (BI 335), Animal Physiology (BI 356), Vertebrate Evolution and Development (BI 355), Molecular Evolution (BI 380) ........................................ 20

Neuroscience and Behavior credits
Cell Biology (BI 322) ........................................ 4
Neurobiology (BI 360) ........................................ 4
Introduction to Methodology and Statistics (MATH 243) or Statistical Methods I (MATH 425) or equivalent ........................................ 4
One course selected from Motor Control (HPHY 333), Sensory Physiology (BI 353), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356), Animal Behavior (BI 390) ................. 4
Two courses selected from Experimental Courses: Computational Neurobiology, Neural Plasticity, (BI 410); Protein Toxins in Cell Biology (BI 422); Human Neuropsychology (PSY 449); Systems Neuroscience (BI 461); Cellular Neuroscience (BI 463); Evolution of Nervous Systems (BI 463); Developmental Neurobiology (BI 466); Hormones and the Nervous System (BI 467) ................. 8

Major in Marine Biology
The major in marine biology has similar requirements to the biology major but requires students to spend three terms completing upper-division course work at the Oregon Institute of Marine Biology. A program plan for the marine biology major is available in the Biology Advising Center or on the OIMB website.

Animal Use in Teaching Laboratories
Students should be aware that the biology and marine biology majors require courses in which a variety of organisms, including vertebrate animals, are used in laboratory dissections and experiments.

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

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
Students are encouraged to consult consistently their degree audit and transfer evaluation reports, academic transcripts, and other information available on DuckWeb. Students should consult with an adviser in the Biology Advising Center at least once a year to refine their program of study.

Each student should consult an adviser in the Biology Advising Center for help with determining a program of study. Freshman 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 after successful completion of an introductory biology 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. Some biomedical graduate programs do not allow transfer credit from courses taken pass/no pass.

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; also, see the current course list on the registrar’s website, registrar.uoregon.edu/common/group_courses.php.

Oregon Institute of Marine Biology
Located in Charleston on Coos Bay, the Oregon Institute of Marine Biology (OIMB), in conjunction with the biology department, offers the marine biology major a coordinated program of study for undergraduates in biology, general science, and environmental science or environmental studies. During fall and spring terms, 300- and 400-level courses take advantage of the institute’s unique coastal setting. Typical offerings include Animal Behavior (BI 390); Invertebrate Zoology (BI 451); Estuarine Biology (BI 454); Marine Biology: Comparative Embryology and Larval Biology, Environmental Issues, Marine Molecular Physiology (BI 457); Biological Oceanography (BI 458); and Marine Ecology (BI 474). A seminar series (BI 470) features weekly invited speakers who are active researchers in the marine sciences. Undergraduate research is encouraged. The summer program emphasizes field studies and includes a variety of eight- and two-week courses as well as weekend workshops. Information and applications are available from the Biology Advising Center, from the director of the institute, 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 university 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
Preprofessional health science students who want to major in biology need to plan carefully to complete major requirements and meet entrance requirements of professional schools. These students should consult a biology adviser as well as the adviser for the professional area of their choice. See Preparatory Programs in the Academic Resources section of this catalog for more information about these requirements. Although Organic Chemistry Laboratory (CH 337, 338) and Introductory Physics Laboratory (PHYS 204, 205, 206) are not required for the biology major, they are required for programs at most professional schools, including many programs at the Oregon Health and Science University in Portland.

Honors Program in Biology
Biology and marine biology majors who satisfy the following requirements are eligible to graduate with honors. 1. Complete all of the requirements for the major 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 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, before beginning research

4. Complete a minimum of 9 credits in Research (BI 401–409) during three consecutive terms
5. Complete a thesis based on laboratory research or the equivalent that is approved by the biology honors committee and the faculty adviser
6. Defend the thesis in a public forum

For more information, see an adviser in the Biology Advising Center.

Special Opportunities for Biology Undergraduates
Majors may participate in research; attend department research seminars; work as a computer laboratory assistant, peer tutor, or peer adviser; spend a term at OIMB; or participate in related activities. The Biology Peer Tutoring program provides students with opportunities to gain teaching experience while deepening their knowledge of a particular field. Peer tutors enroll in and receive credit for Supervised College Teaching (BI 402), which may be applied to the biology major upper-division credit requirements. Students who are considering a career in education are especially encouraged to consider this option. 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.

Peer advising is another way for students to become involved in the department. Interested students are trained during the spring term before the year they plan to work in the advising center. Students who major in marine biology spend three terms at OIMB, the university’s marine laboratory. Interested students should plan to attend during their junior or senior years.

Students are encouraged to express ideas and offer suggestions about curriculum and student relations to the chair of the department’s curriculum committee, the director of undergraduate advising, the chair of the student relations committee, or the head of the department. Students are asked to evaluate their biology courses and instructors near the end of each term. This information is available to instructors after the end of the term and placed on file for possible use in promotion and tenure deliberations. Student answers to summary questions are available in electronic format in 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.

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 16 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
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 or C– or better

Kindergarten through Secondary Teaching Careers
Students who complete the bachelor’s degree with a biology major 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
Graduate Studies
The department offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). 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 on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.

Candidates for the master’s degree complete one of the following 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. 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.

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 (paper-based test) or 100 (Internet-based test) or better for international students

Completed application forms, copies of college transcripts, and letters of reference 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 eukaryotes and prokaryotes. The faculty members of the institute hold appointments in the biology, chemistry, or physics departments. 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, human physiology, and psychology departments have formed an interdisciplinary institute in the neurosciences. Faculty members are engaged in research in cellular neuroscience, developmental biology, systems neuroscience, neural plasticity, and cognitive neuroscience. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the Research Institutes and Centers section of this catalog.

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 development, 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, biological oceanography, biogeochemistry, 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 Institutes of Neuroscience and of Molecular Biology are investigating how cell polarity is established in budding yeast (Saccharomyces cerevisiae), in embryos of the nematode (Caenorhabditis elegans), and in stem cells of the fruit fly (Drosophila melanogaster); how asymmetric cell division is regulated in C. elegans and D. melanogaster; how cell signals program cell-fate choice during plant and animal development; how C. elegans embryos establish major body axes; how neuronal diversity is generated in the zebrafish (Danio rerio) and in D. melanogaster; how hypoxia influences development in D. melanogaster; how resident bacteria influence intestinal development in D. rerio; and, in general, 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, deep-sea biology, 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 doctorate 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)
Course syllabuses, 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.

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

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

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, discussions.

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, discussions.

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

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

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, discussions.

133 Sensation, Behavior, and Biology (4) An introduction to the biological basis of perception and action in animals, including humans, with an emphasis on cellular and molecular mechanisms.

140 Science, Policy, and Biology (4) Explores the biology behind important topical issues such as stem cells, cloning, genetically modified organisms, genetic testing, gene therapy. How policy decisions affect research in these areas. Lectures, discussions.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R) Topics include Introductory to Health Professions, Marine Habitats of the Oregon Coast, 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, laboratories-discussions. Prereq: one term of college-level general chemistry (CH 111 or higher) or equivalent.

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

213 General Biology III: Populations (4) How organisms interact with their environments and with each other; ecology, evolution, and behavior. Lectures, laboratories-discussions. Prereq: C– or better or P in BI 211.

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. Lectures, laboratories. Prereq: C– or better or P in BI 211, CH 223 or 226.

251 Foundations I: Biochemistry and Cell Physiology (5) Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate. Lectures, laboratories. Prereq: CH 223 or 226H; 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. Lectures, laboratories. Prereq: C– or better or P 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. Lectures, laboratories. Prereq: C– or better or P in BI 252.


307 Forest Biology (4) Structure and function of forested ecosystems; analyzing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratories, field trips. Prereq: BI 213 or 253.

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, laboratories. Prereq: BI 213 or 253.

309 Diseases of Africa (4) Biological and medical aspects of major infectious and parasitic diseases in Africa, including HIV/AIDS and malaria; socioeconomic issues in public health; case studies. Lectures, discussions. Prereq: BI 212 or BI 251.

320 Molecular Genetics (4) Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription, and processing of RNA, control of transcription, translational control, and genetic rearrangement. Prereq: BI 214 and CH 331 or BI 252.

321 Molecular Genetics Research Laboratory (4) Intensive research multipart project using fungus Neurospora; includes mutagenesis, genetic selection and screening, complementation testing, mapping, DNA purification, restriction analysis, polymerase chain reaction, Southern blotting. Prereq: BI 320.

322 Cell Biology (4) Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chaperones, cytoskeletal functions, intercellular junctions, extracellular materials, signaling, cell division mechanisms and controls, aging and death. Lectures, laboratories-discussions. Prereq: BI 214 and CH 331 or BI 252.

328 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Lectures, laboratories. Prereq: BI 214 and CH 331 or BI 252.

329 Microbiology (3) Biology of bacteria: phototrophic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O₃-producing photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Prereq: BI 214 or 252.

331 Microbiology Laboratory (3R) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Two scheduled laboratories per week; additional unscheduled time required. Prereq: C– or coreq: BI 330; prereq: BI 214 or 252.

335 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 253.

336 Physiology (5) Introductory course in human physiology, including the nervous system, endocrine, muscular, and other systems. Prereq: BI 214 or 253.

350 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Lectures, laboratories. Prereq: BI 214 or 253.

357 Marine Biology (4) Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Lectures, discussions, field trips. Prereq: BI 213 or 253. Not open to students who have credit for BI 458 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.

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 and CH 331 or BI 252.

370 Ecology (4) 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 253. Calculus or statistics recommended.

374 Conservation Biology (4) Global patterns of biological diversity; major threats to biodiversity; application of ecology, evolution, genetics, and other areas to protect and maintain biodiversity. Prereq: BI 213 or 253.

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 253.


399 Special Studies: [Topic] (1–5R) Prereq: BI 212 and 213 or 214 or BI 253.

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)

406 Field Studies: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–2R)

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

409 Practicum: [Topic] (1–6R)


412/512 Marine Field Studies: [Topic] (4–8R) Topics include field studies of marine organisms, marine biology, wetlands biology, and coastal ecosystems. Prereq: BI 211 or equivalent. R when topic changes. Offered at Oregon Institute of Marine Biology.
420/520 Cellular Basis of Learning and Memory (4) The history and current state of knowledge about the cellular and molecular mechanisms of learning and memory common to simple and complex animals. Lectures, discussions. Prereq: BI 212 or 252. Offered alternate years.

422/522 Protein Toxins in Cell Biology (4) Mechanisms used by protein toxins to kill other organisms and how they have been used as molecular scalpsels to dissect pathways in cell and neurobiology. Prereq: BI 322 or 356 or 360.

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.

428/528 Developmental Genetics (4) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 320 or 330.


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. Lectures, laboratories. Prereq: BI 214 or 253.

433/533 Bacterial-Host Interactions (4) Examines spectrum of interactions between bacteria and animals, from pathogenesis to symbiosis, focusing on the molecular and cellular bases of these interactions. Prereq: BI 320 or 322 or 330.


448/548 Field Botany (4) Intensive study of the regional flora; ecology and native uses; sight recognition of prominent species; field characteristics of principal plant families; identification using dichotomous keys. Lectures, field trips. Prereq: BI 213 or 253. Offered summer session only.

451/551 Invertebrate Zoology (5–8) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratory, field trips. Prereq: BI 213 or 253. Offered at Oregon Institute of Marine Biology.


453/553 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 252. 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 213 or 253.

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, field trips. Prereq: BI 213 or equivalent. 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, laboratories, field trips. Prereq: BI 213 or 253. 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. Prereq: BI 213 or 253. Offered summer session only.

461/561 Systems Neuroscience (4) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 353 or 360 or equivalent.

461/561A Systems Neuroscience (4) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 353 or 360 or equivalent.

CH 461/561, 462/562, 463/563 Biochemistry (4.4.4) See Chemistry

464/564 Biological Clocks (4) Biological time keeping at ecological, evolutionary, behavioral, physiological, neurological, and molecular levels, with emphasis on daily and seasonal rhythms. Prereq for 464: BI 360 and BI 320 or 328. Offered alternate years.

466/566 Developmental Neurobiology (4) Mechanisms of development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptic organization and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 320 and 328.

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.

CH 467/567 Biochemistry Laboratory (4) See Chemistry


473/573 Quantitative Ecology (5) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Required fieldwork. Pre- or coreq: BI 370.

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 213 or 253. Offered at Oregon Institute of Marine Biology.

475/575 Freshwater Ecology (5) Study of fresh-water environments, particularly lakes; chemical, physical, and biological interactions. Lectures, laboratories; required fieldwork. Prereq: BI 370.

476/576 Terrestrial Ecosystem Ecology (4) Flux of nutrients, carbon, water, and energy in the environment; interactions and consequences for ecosystems. Scale ranges from microbial to global. Prereq: BI 370.

478/578 Neotropical Ecology (2) Preparation for field study in Ecuador. Examines biogeography, nutrient cycling, productivity, and community structure of the neotropics; natural history of neotropical plants and animals. Sequence with 479/579. Prereq: BI 213 or 253.

479/579 Neotropical Ecology Field Study (6) Examines four different ecosystems in Ecuador, from high-elevation paramo to low-elevation Amazonian rain forests. Students design and conduct independent research projects. Prereq: BI 478/578.

480/580 Evolution of Development (4) Exploration of the mechanisms by which organisms evolve new developmental pathways; techniques used to discover the evolutionary history of these innovations. Prereq: BI 328, 355, or 380.

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.

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 425 or equivalent.


493/593 Genomic Approaches and Analysis (4) Introduction to experimental methods and analytical techniques for studying biological questions on a genome-wide scale. Prereq: BI 320 and MATH 425 or equivalent.

496/596 Conservation Genetics (4) Causes and consequences of changes in genetic diversity in natural populations using tools and techniques from population, quantitative, and molecular genetics, systematics, and phylogenetics. Prereq for BI 496: BI 320 or 380. Offered alternate years.

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] (1–3R) Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience.
Canadian Studies
Susan W. Hardwick, Chair
(541) 346-4557
175 Condon Hall
canadianstudies.oregon.edu

Steering Committee
Gaylene Carpenter, arts, and administration
Patricia M. Dewey, arts and administration
Susan W. Hardwick, geography
Steven Hecker, labor education and research
Gabriela Martínez, journalism and communication
Debra L. Merskin, anthropology
Madonna L. Moss, anthropology
Karen McPherson, Romance languages
Gordon M. Sayre, English
John Shuford, Center on Diversity and Community
Ted D. Smith, library
Kartz Ucci, art
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 is a selected repository for Canadian federal documents.

Grant programs—available through the Academic Relations Division of the Canadian Embassy to support new course development, faculty and doctoral research, conferences, and outreach programs—have provided funds for a number of university faculty members and graduate students. Canadian studies courses enhance American students’ understanding of Canada’s economy, politics, culture, and social system as well as the strong ties that exist between the United States and Canada. The following courses have significant Canadian content:

Anthropology. Native North Americans (ANTH 320), Northwest Coast Archaeology (ANTH 442/542), North American Archaeology (ANTH 443/543)

English. Western American Literature (ENG 326)

Geography. Geography of the United States and Canada (GEOG 208), Advanced Geography of European-American Regions: Canada (GEOG 470/570)

Journalism and Communication. Political Economy of Communication (J 646)

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

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

Chemistry
Thomas R. Dyke, Department Head
(541) 346-4601
(541) 346-4643 fax
91 Klamath Hall
uoregon.edu/~chem

Faculty
Geraldine L. Richmond, Richard M. and Patricia H. Noyes Professor of Chemistry (physical, materials science). B.S., 1972, Kansas State; Ph.D., 1980, California, Berkeley. (1985)
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.

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

One strength of the program is the opportunity undergraduates have to participate in the activities of a dynamic research group that considers problems extending well beyond textbook instruction. Major and nonmajor students alike can enjoy this experience of scientific inquiry. One or two years of preparatory course work typically precede the research experience. The department enrolls twenty to thirty undergraduate students each term in Research (CH 401).

Preparation. The high school preparation of a prospective chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in biochemistry would also profit from biology courses in high school.

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 atmospheric science, biochemistry, biology, environmental sciences, forensic science, geochemistry, geological sciences, physics, pharmacology, physiology, materials science, medicine, medicinal chemistry, metallurgy, molecular biology, neuroscience, and oceanography. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, security management, market research, patent law, and financial analysis. The alumni newsletter, *Chemistry News*, has examples of careers UO majors have chosen. Follow the links on the department’s website.

Chemistry Major

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

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

Requirements

78–81 credits

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223)........ 12 credits

General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239)........ 6 credits

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

Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)........ 10 credits

Physical Chemistry (CH 411, 412, 413), Advanced Physical Chemistry Laboratory (CH 417, 418, 419)........ 12 credits

Advanced electives described below........ 9–12 credits

Instrumental Analysis (CH 429)........ 5 credits

Related Science Requirements

38 credits

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

Introduction to Differential Equations (MATH 256)........ 6 credits

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

Foundations of Physics I (PHYS 201, 202, 203)........ 12 credits

or Organic Chemistry I,II,III (CH 331, 335, 336)........ 12 credits

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

or Introduction to Physics Laboratory (PHYS 204, 205, 206)........ 6 credits

Biochemistry Major

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

Courses taken to satisfy major requirements must be passed with grades of C– or better. Variations...
in courses and order may be worked out in consultation with an advisor.

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.

**Requirements**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>85 or 88</td>
<td>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 I,II,III (CH 331, 335, 336) ........................ 12 Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)............................. 10 Physical Chemistry (CH 411, 412, 413) ...................... 12 Two from Physical Chemistry Laboratory (CH 417, 418, 419)................................. 8 Biochemistry (CH 461, 462, 463) ............................... 12 Biochemistry Laboratory (CH 464) .................................... 8 Electives .............................................................................. 3–9</td>
</tr>
</tbody>
</table>

*Advanced Electives*

One course and 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* 52 credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>12</td>
<td>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 I: Biochemistry and Cell Physiology, Genetics and Molecular Biology (BI 251, 252) ............................. 10 Advanced electives described below .................................. 9–12</td>
</tr>
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</table>

*Related Science Requirements* 42 credits

<table>
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<tr>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>12</td>
<td>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 I: Biochemistry and Cell Physiology, Genetics and Molecular Biology (BI 251, 252) ............................. 10 Molecular Genetics (BI 320) .................................................. 4</td>
</tr>
</tbody>
</table>

*Advanced Electives*

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>12</td>
<td>One course and 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.</td>
</tr>
</tbody>
</table>

*Biochemistry Minor*

A minor in biochemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional upper-division courses. Five possible areas of emphasis are outlined below. University requirements for the minor include a total of 24 credits in chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses for the minor must be completed with grades of C– or better. Credits earned in Seminar (CH 407), Reading and Conference (CH 405), and Special Laboratory Problems (CH 409) may not be applied as required course work for the minor.

**Inorganic Chemistry:** General chemistry with laboratories plus CH 411, 412, 413, 431.

**Organic Chemistry:** General chemistry with laboratories plus CH 331, 335, 336, 337, 338.

**Organic Chemistry–Biochemistry:** General chemistry with laboratories plus CH 331, 332 or 335; CH 337, 338, 461.

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

**Biochemistry Minor**

A total of 38 credits are required for a minor in biochemistry, distributed as follows:

**Lower Division** 18 credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>12</td>
<td>General chemistry sequence .......................................................... 12 General chemistry laboratories ................................................. 6</td>
</tr>
</tbody>
</table>

**Upper Division** 20 credits

<table>
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<tr>
<th>Credits</th>
<th>Requirements</th>
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<tr>
<td>8</td>
<td>Organic Chemistry I (CH 331, 333), Biochemistry (CH 461, 462) ....................... 8 Biochemistry (CH 463, 464), Biochemistry Laboratory (CH 467) ...................................................... 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. Credits earned in Seminar (CH 407), Reading and Conference (CH 405), and Special Laboratory Problems (CH 409), and Special Laboratory Problems (CH 409) may not be applied to required course work 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, geological sciences, human physiology, mathematics, or physics.

**Kindergarten through Secondary Teaching Careers**

Students who complete the B.A. or B.S. degree with a major in chemistry or biochemistry 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–12 education advisors, Catherine Page and Julie Haack; see also the College of Education section of this catalog.

**Graduate Studies**

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organometallic chemistry, inorganic chemistry, biochemistry, 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 molecular synthesis, structure, and dynamics.

First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research appointments are funded through grants to the university by federal agencies and private (industrial) sources for support of the basic research programs in the department. Students are selected for these positions based on their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

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, 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 the 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 microscopies, 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, and 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 course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover 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

Physical chemistry focuses on understanding the physical basis of chemical phenomena. This goal is pursued through the concerted efforts of experimentalists and theorists. While experimentalists design and carry out laboratory investigations of chemical systems, theorists conceive and develop theoretical tools to explain and predict system properties. Ultimately, physical chemistry is about understanding the mysteries of chemical phenomena at a deep, fundamental level. The discipline draws from and contributes to many areas of chemistry, physics, biology, materials science, engineering, and mathematics.

At the University of Oregon, research in physical chemistry focuses on a variety of topics. Experimental spectroscopy includes pulsed laser techniques to probe the molecular structure at wet interfaces; the development of new optical techniques to study the motions of intracellular species and macromolecules in liquids; and novel ultrafast, nonlinear spectroscopic tools to study the dynamics of excited states in molecules.

On the theoretical front, topics of interest include dynamics of highly excited molecules using quantum and semiclassical techniques, the development of a formal description of wave-packet interferometry, elucidation of molecular structure through theoretical studies of electronic potential energy surfaces, and theoretical statistical mechanics and simulation.

Much work at Oregon combines frontier experimental and theoretical approaches in tandem on particular topics. Theoretical and experimental studies in statistical mechanics concentrate on soft condensed matter and complex fluids. Another focus is quantum control using coherent and ultrafast laser pulses, pursued along both experimental and theoretical lines.

The physics of chemical systems at interfaces includes spectroscopic studies of organic, inorganic, and biomolecules at surfaces and interfaces as well as electrochemical and electrical investigations of charge transfer at molecular or nanoparticle-based semiconducting interfaces.

The research on semiconductor interfaces aims at identifying and controlling novel systems that enhance or mimic the behavior of conventional semiconductor interfaces.

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)

111 Introduction to Chemical Principles (4)

Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups.

Lecture, demonstration. Prereq: MATH 95.

112 Workshop: [Topic] (1–2R)

116 Field Studies: [Topic] (1–2R)

118 Workshop: [Topic] (1–2R)

119 Special Studies: [Topic] (1–5R)

221, 222, 223 General Chemistry (4.4, 4)

First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Lectures. Prereq for 221: high school chemistry; pre- or coreq: MATH 111. Concurrent CH 227 or 237 recommended. Prereq for 222: CH 221 or 224H; pre- or coreq: MATH 112.

Concurrent CH 228 or 228H recommended. Prereq for 223: CH 222 or 225H. Concurrent CH 229 or
239 recommended. Students cannot receive credit for both CH 221–223 and 224–226H.

224, 225, 226 (H) Honors General Chemistry (4,4,4) First-year university chemistry for students with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium dynamics, thermodynamics, reactions, and an introduction to quantum chemistry. Prereq for 224H: high school chemistry; MATH 112 or equivalent; pre- or coreq: MATH 241 or 251 or 261. Concurrent CH 237 recommended. Prereq for 225H: CH 221 or 224H; pre- or coreq: MATH 242 or 252 or 262. Concurrent CH 238 recommended. Prereq for 226H: CH 222 or 225H; pre- or coreq: MATH 243 or 253 or 263. Concurrent CH 239 recommended. Limited to selected students: primarily for prospective chemistry and other science majors and for Clark Honors College students. Students cannot receive credit for both CH 221–223 and 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, voltaic cells, exercises in kinetics and inorganic chemistry. Pre- or coreq for 227: CH 221 or 224H; MATH 111. Prereq for 228: CH 227 or 237; pre- or coreq: CH 222 or 225H; MATH 112. Prereq for 229: CH 228 or 238; pre- or coreq: CH 223 or 226H.

237 Advanced General Chemistry Laboratory (2) Experiments in chemistry emphasize gravimetric techniques, periodic relationships, chemical equations, phase diagrams, volumetric and spectrophotometric techniques. Prereq: MATH 112; Pre- or coreq: CH 221 or 224H.

238, 239 Advanced General Chemistry Laboratory (2,2) Experiments in chemistry use spectrophotometric, titrimetric, and electrochemical techniques and culminate in a laboratory research project. Prereq for 238: CH 227 or 237; pre- or coreq: CH 222 or 225H. Prereq for 239: CH 228 or 238; pre- or coreq: CH 223 or 226H.

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


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

339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Prereq: CH 337, 338, and grade of C– or better; pre- or coreq: CH 336 or equivalent.

360 Physiological Biochemistry (4) For preprofessional health science students. Topics include protein structure and function, enzyme mechanisms, central metabolism and bioenergetics, integration and regulation of metabolism by hormone action. Prereq: BI 214 or 253; CH 336. Students cannot receive credit for both CH 360 and 462.

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.

404 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/407 Seminar: [Topic] (1–5R) Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit.

408/408 Workshop: [Topic] (1–21R)

409 Special Laboratory Problems (1–21R) Nonresearch-oriented laboratory instruction and off-campus research and laboratory experience.

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

411/411, 412/412, 413/413 Physical Chemistry (4,4,4) Methods of applied to chemical problems, including inorganic, organic, and biochemical. Introduction to chemical thermodynamics, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 201, 202, 203; MATH 253. MATH 256, 281, 282 strongly recommended.

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


431/431, 432/432, 433/433 Inorganic Chemistry (4,4,4) 431/531: introduction to chemical bonding and group theory for molecular symmetry. Molecular approximations, valence bond and molecular orbital theories, and crystal field theory of transition metal compounds. 432/532, 433/533: syntheses, structures, reactions, and reactivity of coordination complexes, solid state materials, and bioinorganic molecules. Prereq: CH 413/513; concurrent CH 441/541 recommended.

441/441 Quantum Chemistry (4) The principles of time-independent quantum mechanics and their application to model atomic and molecular systems. Prereq: CH 413/513 or equivalent.


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

445/445 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.

446/446 Chemical Kinetics: [Topic] (4R) Description and interpretation of the time evolution of chemical systems. Prereq: CH 413/513 or equivalent.

451/451 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. Prereq: CH 336 or equivalent.

452/452 Advanced Organic Chemistry—Stereochemistry and Reactions (4) Principles and applications of stereochemistry; reagents and reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature. Prereq: CH 451/551.


461/461 Biochemistry (4) Structure and function of macromolecules. Prereq: CH 336. Exposure to calculus and physical chemistry recommended.


463/463 Biochemistry I (4) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemistry and genetics. Prereq: CH 462/562 or CH 336 and BI 253.

467/467 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification.

470/470 Research Instruments (1–3R) Advanced experimental and theoretical concepts and the operation of instrumentation used in chemical research. Topics include Fourier transform infrared spectroscopy (FT-IR), Fourier transform infrared spectroscopy (FT-IR), electron pair magnetic resonance (EPR), and computers.

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 offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

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

613 Organic Chemistry: [Topic] (1–4R) Topics include bioorganic and bioinorganic 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.

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 biosynthesis. R when topic changes.


624 Physical Chemistry Journal Club (1R) Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature. R for maximum of 12 credits.
657 Organometallics in Organic Synthesis
(4) Fundamental concepts in organometallic structure, bonding, and reaction mechanisms. Organometallic reactions in organic synthesis.

658 Synthetic Organic Reactions (4) Structured laboratory exercises to perform examples of the various reactions discussed in lectures.

659 Advanced Synthesis Laboratory (4) Multistep syntheses of diverse target molecules.

662, 663 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.

664 Physical Biochemistry (4) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics.


668 Physical Chemistry of Polymers and Coatings (4) Statistical and thermodynamic models for the equilibrium configuration, conformation, structure, mechanical properties, and phase transitions of polymer solutions, dense melts, liquid crystals.

669 Polymer Synthesis and Characterization Laboratory (4) Preparation and physical characterization of polymers; emphasis on polymers of commercial interest.

677 Semiconductor Device Physics (4) Elementary theory of inorganic solids; electronic structures and transport properties of semiconductors. Basic theory of semiconductor devices including diodes, transistors, MOSFETs, and optoelectronic devices.

678 Semiconductor Processing and Characterization Techniques (4) Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices.

679 Device Processing and Characterization Laboratory (4) Design, fabrication, and testing of semiconductor devices with an emphasis on wafer processing and device realization.

Classics

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Faculty

Steven Shankman, professor. See English
John Nichols, professor. See History

Emeritus

Christopher B. Johnson, professor. See History
Robert R. Gill, professor. See History

Participating

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

Undergraduate Studies

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

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

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

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

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

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

Major Requirements

The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

At least four upper-division courses (normally 16 credits) must be taken at the University of Oregon.

Greek

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

Greek Major Requirements 52 credits

Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GRK 411 ................................................................. 32

Ancient Greece (HIST 412) and Ancient Rome (HIST 414) ................................................................. 8

Three upper-division Greek or Latin courses beyond the first year or courses in translation or from related departments. A list of approved courses is available from the department........ 12

Majors in Greek are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy. They are also urged to take course work in Latin.

Latin

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

Latin Major Requirements 52 credits

Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; LAT 411 ................................................................. 32

Ancient Greece (HIST 412) and Ancient Rome (HIST 414) ................................................................. 8

Three upper-division Latin or Greek courses beyond the first year, or courses in translation or from related departments. A list of approved courses is available from the department........ 12

Majors in Latin are encouraged to take electives in ancient literature in translation and in ancient art, religion, mythology, or philosophy. 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 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses in either language.......................... 36

Ancient Greece (HIST 412) and Ancient Rome (HIST 414)....................................................... 8

Upper-division Latin or Greek courses, courses in translation or from related departments. 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, mythology, or philosophy.

**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. All language courses at the second- or third-year level may count toward the 28 credits of electives. For the major, students must complete 52 credits, distributed as follows:

**Classical Civilization Major Requirements** 52 credits
Ancient Greece (HIST 412) and Ancient Rome (HIST 414).......................................................... 8

Two courses in classical literature in translation (e.g., CLAS 201, 202, 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, 425, 426........................ 8

Chosen in consultation with a classics department adviser, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL).... 28

**Honors**
Honors in classical civilization requires an opportunity for a student to focus on an area or concentration in a written thesis. The requirements for a bachelor’s degree 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 300-level courses in Greek (GRK)
- 8 credits in 400-level courses in Greek (GRK)
- 8 upper-division credits in related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or better in courses applied to the minor. At least four courses (typically 16 credits) must be taken at the University of Oregon.

**Latin.** The minor in Latin requires 24 credits distributed as follows:
- 8 credits in 300-level courses in Latin (LAT)
- 8 credits in 400-level courses in Latin (LAT)
- 8 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 better in courses applied to the minor. At least four courses (typically 16 credits) must be taken 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. Licensure as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed before entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental advisor. The College of Education offers a five-year program for teaching licensure in a second language. This program is described in the College of Education section of this catalog.

**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 (courses numbered 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), or Archaeic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427)

Courses recommended in addition to the major: Ancient Greece (HIST 412), Ancient Rome (HIST 414), two years of Greek or Latin

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

Courses recommended in addition to the major: Seminar in Greek or Roman art (ARH 407), Art of Ancient Greece (ARH 322) or Art of Ancient Rome (ARH 323), or Ancient 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 Greece (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.

Work for the option in classics is 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 comprise graduate courses selected from Latin (LAT), Greek (GRK), classics (CLAS), history (HIST), art history (ARH), religious studies (REL), philosophy (PHIL), and English (ENG).

**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)
6. A sample of written work and a statement of academic purpose

Several graduate teaching fellowships are available each year for entering graduate students. Applicants seeking such fellowships must send an application postmarked by March 1.

**Master of Arts Degree Requirements**
1. Complete at least 45 credits of graduate course work, which must include one Seminar (ARH, HIST, GRK, LAT, or CLAS 507)
2. Complete the general M.A. requirements stipulated by the Graduate School
3. Pass with a grade of mid-B or better three courses in Greek and Latin
4. Complete surveys of Greek history (HIST 512) and Roman history (HIST 514)
5. Equivalent courses taken as an undergraduate may fulfill this requirement
6. 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

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. As many as 9 credits of Thesis 503 may be counted toward the 45-credit minimum.

Plan 2: Pass a comprehensive examination in two parts: translation and essay. 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) required for the master of arts degree in classics: pass with a grade of mid-B or better Authors (LAT or GRK 511); and define, with the help of an advisory committee, a coherent program of study. More information may be obtained from the department office.

Classics in English Translation (CLAS)
199 Special Studies: [Topic] (1–5R)
201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenaean times to the conquest of Rome. Wilson.
202 Roman Life and Culture (4) Examines Roman civilization from the founding of Rome in the 6th century B.c. to the victory of Constantine and his religion early in the 4th century A.D. Calhoon, Jaeger.
301 Greek and Roman Epic (4) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the Aeneid. Emphasis on literary criticism and intellectual history. Bowditch, Jaeger.
302 Greek and Roman Tragedy (4) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and intellectual history. Offered alternate years. Bowditch.
303 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and/or Aristotle from the viewpoint of Greek intellectual history. Offered alternate years. Wilson.
310 Early China, Ancient Greece (4) Examines the relationship between knowledge and wisdom in literature produced by two different ancient civilizations, Greece and China, from c. 1000 B.C.E. to 86 B.C.E. Offered alternate years. Shankman.
314 Gender and Sexuality in Antiquity (4) Introduction to construction of the categories of norms of Western sexuality through study of Greek and Roman attitudes toward gender roles, homosociality, and heterosexuality, the family, and privacy. Bowditch, Calhoon, 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 Practicum: [Topic] (1–16R)
409 Supervised Tutoring (1–21R)
410/510 Experimental Course: [Topic] (1–5R)
503 Thesis (1–16R) Prereq: 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)
610 Experimental Course: [Topic] (1–5R)
611 Introduction to Philological Methods (4) Introduces graduate students to methodological approaches for the study of antiquity, employing faculty expertise in literary criticism, ancient art, historiography, epigraphy, ancient philosophy, and paleography.

Greek Courses (GRK)
101, 102, 103 Basic Greek (3, 3, 3) Fundamentals of the Attic Greek language; readings in Attic Greek and in koiné.
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 or Hesiod. R when reading material changes.
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] (1–5R)
409 Practicum: [Topic] (1–16R)
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 Seminar: [Topic] (1–5R)
608 Colloquium: [Topic] (1–16R)
609 Terminal Project (1–16R)
610 Experimental Course: [Topic] (1–5R)

Latin Courses (LAT)
101, 102, 103 Basic Latin (5, 5, 5) Fundamentals of Latin grammar; selected readings from classical and medieval authors.
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. R when reading material changes.
399 Special Studies: [Topic] (1–5R)
Comparative Literature

Lisa Freinkel, Program Director

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Faculty

Suzanne Clark, professor. See English.
Lisa Freinkel, adjunct assistant professor. See English.
Jeffrey S. Librett, professor. See German and Scandinavian.
John T. Lysaker, associate professor. See Philosophy.

Emeritus

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

Participating

Barbara K. Altmann, Romance languages
Susan C. Anderson, German and Scandinavian
Michael G. Aronson, English
Monique Balbuena, honors college
Judith R. Baskin, Judaic studies
Elizabeth A. Bohls, English
P. Lowell Bowditch, classics
Steven T. Brown, East Asian languages and literatures
Carl R. Bybee, journalism and communication
Dianne M. Dugaw, English
Cecilia Enjuto Rangel, Romance languages
Maram Epstein, East Asian languages and literatures
Joseph G. Fracchia, honors college
Leonardo García-Pabón, Romance languages
Warren Ginsberg, English
Sangita Gopal, English
Evlyn Gould, Romance languages
Michael Hames-García, English
Shari M. Huhndorf, English
Kathleen Rowe Karlyn, English
Linda Kintz, English
Martin Klebes, German and Scandinavian
David Leivei Li, English
Enrique Lima, English
Massimo Lollini, Romance languages
John McCole, history
Randall E. McGowen, history
Karen McPherson, Romance languages
Fabienne Moore, Romance languages
Julianne H. Newton, journalism and communication
Dorothee Ostmeier, German and Scandinavian
Paul W. Peppis, English
Amanda W. Powell, Romance languages
F. Regina Psaki, Romance languages
Forest Pyle, English
Judith Raisskin, women’s and gender studies
Ellen Rees, German and Scandinavian
Daniel Rosenberg, honors college
George Rowe, English
Cheyney C. Ryan, philosophy
Tze-Lan Song, East Asian languages and literatures
Gordon M. Sayre, English
John Schmor, theater arts
Steven Shankman, English
Carol T. Silverman, anthropology
Michael Stern, German and Scandinavian
Anaísa Taylor, Romance languages
Cynthia H. Tolentino, English
David J. Vázquez, English
Elizabeth A. Wheeler, English
Daniel N. Wojcik, English

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. In addition, a minor program has been recently established.

Inherently interdisciplinary, comparative literature begins with the insistence that any artifact of culture—be it a canvas, a poem, a film, or a novel—requires active attention and engagement. At the same time, where the national literatures designate their subjects by language or nation, comparative literature allows a pluralistic approach that bridges linguistic and cultural boundaries. Closely allied with literary and critical theory as well as with contemporary trends in globalization studies and cultural studies, comparative literature nonetheless can be defined neither in terms of a specific methodology nor a specific canon of texts. What defines comparative literature is its open-ended spirit of inquiry. Students of comparative literature create their subject matter by determining the meaning and method of their comparative approach.

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. The program maintains an active schedule of lecture series, seminars, and workshops. Recent visitors include Ken Aptekar, Nancy Armstrong, Charles Bernstein, Christopher Braider, Judith Butler, Eduardo Cadava, Beatrice Hanssen, David Harvey, Michael Henry Heim, Heather James, Mary Layoun, Karma Lochrie, Scott McCloud, Franco Moretti, Andrew Parker, Thomas Pfau, Mary Louise Pratt, Andrew Ross, Henry Sayre, Ella Shohat, Art Spiegelman, Peter Stallybrass, John Whittier Tread, Haiping Yan, Gang Yue, and Zhang Xudong.

Emphases within the Major

Because there are many different ways of thinking about literature from a comparative perspective, two emphases within the major are offered. One emphasis, language and culture, features comparative study across different national-linguistic traditions. This emphasis is recommended for students who want to study abroad, attend graduate school in comparative literature study, or want to gain an in-depth understanding of one or more foreign cultures. A second emphasis, disciplines in dialogue, allows students to combine literary study with work in a nonliterary tradition. This emphasis offers an alternative for students considering a double major in literature and a nonliterary field. It is also well-suited to students who want to combine literary study with creative writing, performance, or the visual arts.

Language and Culture Emphasis

Students in this emphasis designate two national-linguistic traditions (e.g., Spanish and German; English and Japanese; French and Russian). In addition, the language chosen to fulfill the foreign language requirement should coincide with one of these national-linguistic traditions.

Disciplines in Dialogue Emphasis

Students in this emphasis designate one national-linguistic tradition and one other disciplinary focus (e.g., creative writing, philosophy, cinema studies, psychology, art history). Courses taken in this disciplinary focus may be spread out into three areas: a minor: they can combine their multiple interests into a single program of study. A carefully designed core curriculum takes students through the basics of comparative literature as a discipline. Course work culminates with Capstone Seminar (COLT 415), during which students work closely with faculty members and advanced graduate students to explore individualized research interests. Many comparative literature students use this seminar to develop a B.A. honors thesis project (see Honors in Comparative Literature below).

Undergraduate Studies

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for 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 combines maximum flexibility with a rigorous grounding in the basics of literary theory and cultural studies. Based on their interests, majors choose one of two emphases: language and culture or disciplines in dialogue.

In the first, students develop proficiency in two national-linguistic traditions. In the second, students explore links between a single national-linguistic tradition and a nonliterary field. Both emphases are ideally suited to students considering either a double-major or a major and a minor: they can combine their multiple interests into a single program of study.
across several subject codes, with the approval of the director of undergraduate studies. Students are strongly advised to complete their foreign language requirement in a language relevant either to their national-linguistic tradition or to their disciplinary focus.

Foreign Language Requirement
The comparative study of culture begins with immersion in foreign languages. All comparative literature majors must complete at least one year of upper-division training in a language other than English. For students working in French, German, Italian, or Spanish, a third year entails the study of literature. Appropriate courses include, for example, French Survey (FR 317–319) or Introduction to German Culture and Society (GER 340, 341) as well as any 400-level literature course taught in the language in question. For students working in Chinese, Greek, Hebrew, Latin, Japanese, Russian, or Swedish, the third year will typically entail further training in grammar and oral production. Appropriate courses include, for example, Third-Year Chinese (CHN 301–303), the Judaic studies sequence taught in Hebrew (HBRW 311–313), or Third-Year Russian (RUSS 316–318). With the approval of the director of undergraduate studies, courses taken abroad may be used to fulfill this requirement.

Major Requirements
In addition to completing the foreign language requirement, majors must take eight required courses in comparative literature, four upper-division courses in their primary national-linguistic tradition, and three upper-division courses in their secondary focus field (either a second national-linguistic tradition or a nonliterary discipline).

All coursework required for the comparative literature major and minor must be passed with grades of mid-C or better.

Required Courses 32 credits
Two lower-division COLT electives ........................................ 8
One 300-level COLT elective ............................................. 4
Approaches to Comparative Literature (COLT 301) ..................... 4
One from Theories of Poetry (COLT 302), Theories of the Novel (COLT 303), or Theories of Drama (COLT 304) ................. 4
Cultural Studies (COLT 305) ............................................. 4
One 400-level COLT elective ............................................ 4
Capstone Seminar (COLT 415) ........................................... 4

Courses in Focus Fields  minimum of 21 credits
Four upper-division courses in primary national-linguistic tradition .......................................................................... 12
Three upper-division courses in a secondary national-linguistic tradition (language and culture) or a nonliterary discipline (disciplines in dialogue) ................................................................. 9

Honors in Comparative Literature
Comparative literature students may petition to enter the honors track during spring of their junior year. Admission to the honors track is based on the recommendation of a comparative literature faculty member or a participating faculty member. Completion of the honors track requires the successful completion of a bachelor of arts honors thesis and an additional 400-level elective. During the Capstone Seminar (COLT 415), typically taken during fall of senior year, honors students develop and present a thesis prospectus. The thesis must be comparative in nature, and should entail work in both of the student's focus fields. If the prospectus is approved by both the student’s thesis adviser, then the student enrolls in Thesis (COLT 403) during winter of senior year. The thesis is completed under the supervision of the thesis adviser, and must be submitted to both the adviser and a second reader by the fifth week of spring term. The thesis must then be approved by the adviser and second faculty member after a formal presentation. Both thesis adviser and second reader should be chosen from the Comparative Literature Program faculty or participating faculty.

Minor Requirements
The comparative literature minor offers an opportunity for students to pursue an interest in world literature and film without advanced language study. Seven courses are required: Approaches to Comparative Literature (COLT 301); four additional courses with the COLT subject code, of which no more than two may be lower division; and two upper-division literature or film courses, both in the same subject area. These two additional courses may be taught within the Comparative Literature Program or in other departments, and may be taken abroad or away from the University of Oregon.

Graduate Studies
Students are admitted to the graduate program with the expectation that they will work toward the Ph.D. degree. At present the Comparative Literature Program does not offer a terminal master’s degree. Instead, students become eligible for the M.A. on passing their Ph.D. qualifying exams.

The graduate program is founded on the conviction that literary traditions are best understood when contextualized across national and cultural boundaries. Such contextualization requires a sound appreciation of both philology and bibliography; linguistic training thus remains the sine qua non of comparative literature. In order to thrive professionally, every scholar in the discipline must be deeply and closely trained in a primary national literature. At the same time, a commitment to comparative study requires a firm grasp of the emergent field of translation studies as well as preparation in the pedagogy of literature in translation. In addition, comparative literature demands of its scholars an acute and self-conscious focus on methodology. How and why we compare is often no less important than what we are comparing.

Admission
A complete application for admission includes the university’s application form, a transcript of college- and graduate-level work, three letters of recommendation, a statement of purpose, a ten- to twenty-page sample in English of critical writing about literature, and, if appropriate, the application for a graduate teaching fellowship (GTF). Graduate Record Examinations are not required, but are highly recommended. The application deadline is January 15 for entrance the following fall term. Application information and forms can be obtained at the program website.

Candidates for admission typically have an undergraduate major in one literature and competence in two of the following languages: Chinese, Danish, French, German, Greek, Italian, Japanese, Latin, Norwegian, Russian, Spanish, Swedish. Under special circumstances arrangements may be made with the program director to study other literatures.

Overview of Requirements
Within their first three years of graduate study, students must pass the relevant language examinations, complete at least five courses in the primary field, at least four courses in the secondary field, and at least three courses in the methodology field. In addition, students select at least three elective courses in consultation with their faculty advisers. These courses may be tangential to their main research interests or distributed according to those interests. It may be advantageous for students to organize their elective courses into a fourth research field. Additional required core course includes Translation Pedagogy (COLT 613) and Graduate Studies in Comparative Literature (COLT 614, 615). In order to remain in good standing in the program, students must maintain a grade point average of at least 3.50 in all graduate level courses.

After completing all course work and language requirements, students are eligible to take their written and oral Ph.D. qualifying examinations. After successful completion of the exams, students submit a prospectus and meet with their committees for the prospectus conversation. A satisfactory prospectus conversation is required for advancement to candidacy. The approximate time from completion of course work to advancement is one year. After advancing to candidacy, students are encouraged to enroll in at least one term of Comparative Literature in the Academy (COLT 612). Typically, the dissertation is completed within two years of advancing to candidacy.

Primary Field. The majority of comparative literature graduates are hired to teach in national literature departments and not in interdisciplinary programs. For this reason it is crucial that students develop a primary research field that is based either in a single national literature (e.g., Japanese literature) or in a single linguistic-cultural tradition that crosses national boundaries (e.g., Latin American literature). Depending on the relative breadth of a student’s prior training, the primary field may be further delimited according to a period (e.g., Meiji Japan) or a genre (e.g., the Latin American novel) or even an artistic movement (e.g., postmodern American literature).

Secondary Field. This field should contextualize and complement the work of the primary field, and will most commonly represent a second national literature or linguistic-cultural tradition. However, it can also represent an alternative disciplinary focus (e.g., religious studies).

Methodology Field. Graduate work in any academic subject requires a sound grasp of methodology; one joins a community of scholars and becomes capable of substantive, independent research only insofar as one masters the research methods relevant to one’s discipline. In contrast,
Students wishing to take a language exam during the second year. In addition to demonstrating proficiency in a second nonnative language; (2) through examination (see below); (3) by receiving a grade of at least A– in a graduate-level course in the language. Proficiency in a second nonnative language should be demonstrated in one of the following ways: (1) by having a graduate teaching fellowship in the language; (2) through examination (see below); (3) by receiving a grade of at least A– in a graduate-level course in the language; (4) by holding a recent (within five years) master’s degree in the language. Proficiency in a second nonnative language should be demonstrated by the end of the second year. In addition to demonstrating proficiency in nonnative languages, students are required to complete some graduate-level work in all three of their languages. For students who choose to satisfy their language requirement through written examination, translation exams may be organized through the program office. Students wishing to take a language exam during the first two weeks of that term. Arrangements for the exam will be made by the program office. Normally the examination entails translating passages of primary or secondary literature of approximately 500 words into grammatically competent English. The exams last two hours and must be taken in a proctored environment. A bilingual dictionary may be used. Examining faculty members may decide to meet with students prior to the exam to ascertain research interests. It is appropriate for the choice of passage to reflect those interests—a student working on 20th-century narrative might be given a passage from a contemporary novel. However, it is crucial that the chosen text be unfamiliar to the student; this is not an exam for which students should prepare by reviewing certain texts or authors. The language requirement (both linguistic proficiency and graduate course work) must be satisfied by the end of the third year.

First-Year Statement. By week four of spring term, first-year students in consultation with their interim advisers submit a two- to three-page statement of purpose to the director of graduate studies. It should identify and justify the primary, secondary, and methodology fields the student intends to pursue—the general fields of study that form the backbone of a scholar’s research profile. It should also clarify the relationship between the student’s research languages and research fields, and indicate what linguistic study is necessary to complete the proposed course of study.

First-Year Conversation. In the second half of spring term, the first-year student, his or her interim adviser, the director of graduate studies, and one other comparative literature faculty member meet for a conversation about the first-year statement. They evaluate the student’s progress to date including course work and language examinations, discuss the intended fields, and offer guidance for the remaining two years leading to the qualifying examination. With their approval of the statement and the student’s general plan as well as the completion of all first-year course work with a GPA of 3.50, the student may proceed to the second year.

Second-Year Review. By the beginning of spring term of the second year, students will have chosen their advisers of record. In consultation with that adviser, the student must write a careful self-review of his or her progress to date. The review should revisit both the first-year statement and the report of the first-year conversation. In particular, any recommendations made by the first-year conversation committee should be assessed: how were these recommendations pursued, and with what result? The designation of the three research fields should also be addressed, along with any shifts in focus that have proved necessary or desirable. The review should explain what course work remains to be completed, and, where appropriate, should outline a plan for the completion of that work. Any problems in performance or concern about progress should also be addressed. The second-year review is due by the fifth week of spring term. It must be signed and approved by the adviser of record.

From Examination to Dissertation. Typically, students take their qualifying exams in either fall or early winter of their fourth year. Students are eligible to sit for their exams upon completion of all course work and approval of their exam statement and reading list. The examination has two parts, written and oral.

Committee. By the beginning of spring term of the third year, each student selects an exam committee consisting of the adviser of record and two additional participating faculty members. Of these three, one represents the student’s primary field of research (commonly the adviser of record), another represents the secondary field, and a third member is designated the committee chair. All must sign an agreement form to participate in the exam committee, and all must approve the exam statement and reading list. The examination committee must be approved by the director of graduate studies no later than the fourth week of spring term of the third year. Students who have chosen an additional fourth field of research may choose to be tested in that field as well. The logistics of this option should be pursued with the director of graduate studies as soon as possible.

Exam Statement and Reading List. In consultation with the exam committee members, each student determines his or her examination fields. These fields correspond to the primary, secondary, and methodology research fields, but are usually narrower and more specialized in scope. Students then devise a reading list covering each field, totaling no less than fifty items; in addition, students compose a three- to five-page statement defining the student’s core interests, defending the examination fields, clarifying the scope of the reading list, and offering some indication of the future dissertation project. A finalized version of the statement and list must be approved by the director of graduate studies and the examination committee at least six weeks before the first written exam.

Written Examination. In this phase, students compose three essays over three twenty-four-hour periods. At the student’s option, the minimum extent of the entire written examination process is three days; the maximum, three weeks. The first essay covers the primary field, with questions submitted by the examiner representing that field; the second covers the secondary field in the same manner; the third essay is comparative, addressing texts from both primary and secondary fields, with questions (submitted by all three examiners) designed to ascertain the student’s methodological sophistication and expertise. For the primary and secondary field exams, students choose between two questions; for the comparative exam, they choose one of three questions. The examiners read the essays; all of them grade and comment on the comparative essay. The two field exams are graded separately by the responsible examiners, except in the case of a failing grade. In this circumstance, the student’s essay is graded by the other two examiners as well. If two out of three examiners fail the essay, the student is entitled to retake the exam in that area in the following term. The exam may be retaken no more than once. If more than one of the student’s essays fails, or if the student fails a retake exam, he or she does not proceed, but may be eligible for a terminal master’s degree. Grades for these exams are high pass, pass, or no pass. Students learn their exam results two weeks after completion of their final essay.

Oral Examination. If the student passes all three written exams, the oral examination takes place...
approximately three weeks after completion of the last exam. In preparation, students review their statements, reading lists, and exam essays. In the oral, which is proctored by the committee chair, the committee and the student revisit the written examination, discussing areas of strength and weakness. The oral examination is neither passed nor failed, but is intended to contribute to the student’s plans for the dissertation. On completion of successful written and oral examinations, the student may begin writing the dissertation prospectus.

**Prospectus and Doctoral Candidacy.** After successful completion of the qualifying exams, the student should formally identify a dissertation committee and embark on the dissertation prospectus. The prospectus should be submitted to the dissertation committee during the term following the written and oral examinations. A prospectus is not a first dissertation chapter; it is a snapshot of the dissertation project as envisioned by one who has yet to complete the bulk of his or her research. The prospectus is typically ten to fifteen pages in length. It should include a clear, concise examination of the problem to be studied, along with a compelling sense of the larger issues at stake in the project, both for the immediate topic and for the field at large. The prospectus should also provide a clear vision of the project’s trajectory: a narrative account of the dissertation’s structure, an outline of chapters, and a justification for the particular authors and texts to be examined. A substantial research bibliography should be appended.

**Prospectus Conversation.** The prospectus, once approved by each member of the committee, is forwarded to the director of graduate studies for final approval. After the final approval, a prospectus conversation is scheduled. This conversation includes the members of the dissertation committee, facilitated by the committee chair, and helps to develop the student’s plans for the dissertation. Areas of strength and weakness in the project are discussed, and specific recommendations about structure, bibliography, and method are presented. After successful completion of this conversation, the student advances to candidacy.

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

**Comparative Literature Courses (COLT)**

101, 102, 103 Introduction to Comparative Literature (4,4,4) Introduction to the comparative study of literature. 101: world literature, emphasis on literary genre, historical period. 102: world literature in its social and political contexts. 103: visual culture from around the world. Calhoon, Middlebrook.

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

211 Comparative World Literature (4) Explores literature from a global standpoint. Examines movement of literary forms (e.g., genres, motifs, rhetorical modes) from one culture, region, historical epoch to the next.

212 Comparative World Cinema (4) Introduces the principles of comparative analysis, exploring the aesthetic, ideological, and socio-economic exchanges between national cinematic traditions. Themes vary by instructor. Recent themes include Melodrama, Zombies, Queer Cinema.

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. Calhoon, Hokanson.

302 Theories of Poetry (4) Introduction to the study of poetry and poetic form from a world perspective. Offered alternate years.

303 Theories of the Novel (4) Introduction to the study of narrative and the novel from a world perspective. Offered alternate years.

304 Theories of Drama (4) Introduction to the study of drama and performance from a world perspective. Offered alternate years.

305 Cultural Studies (4) Introduction to the interdisciplinary study of cultural discourses and practices.

350 Comparative Literature: [Topic] (4R) Recent topics include Art of Translation, Madness and Creativity.

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.

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 Workshop: [Topic] (1–21R)

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

415 Capstone Seminar (4) Senior seminar for all comparative literature students includes development and presentation of an original research project. Freinkel.

430/530 Literary Movements: [Topic] (4R) Literature and other media considered within the context of intellectual, cultural, and/or socio-political movements (e.g., modernism, situationism, the baroque). R when topic changes. Offered every two or three years. Calhoon.

440/540 Studies in Genre: [Topic] (4R) Analysis of specific literary genres, modes, or both (e.g., lyric poetry, comedy, allegory). R when topic changes. Offered every two to three years.


460/560 Major Theorists: [Topic] (4R) Focuses on the work of a single literary or cultural theorist (e.g., Walter Benjamin, Jacques Derrida, Gayatri Spivak). R when topic changes. Offered every two to three years. Not offered 2008–9.


462/562 Cultural Intersections: [Topic] (4R) Examines designated issues between literatures and societies remote from one another, e.g., “minor” and “major” cultures, Asia and the West. R twice when topic changes for maximum of 12 credits. Not offered 2008–9.


490/590 Literature and Philosophy: [Topic] (4R) Establishes a dialogue between philosophy and literature—as disciplines, as historical constructions, as value systems. R twice when topic changes for maximum of 12 credits. Not offered 2008–9.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

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

612 Comparative Literature in the Academy (1) Explores professional issues for graduate students who plan careers in college and university teaching and scholarship.

613 Translation Pedagogy (4) Pedagogy and theoretical training for teaching world literature and literature in translation. Freinkel.

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 philology and cultural studies; reconsiders the place of comparative literature in a global, pluralistic curriculum. Presto. 615: survey of contemporary literary theory.
Faculty


Emeritus

Eugene M. Laks, professor emeritus. B.S., 1960, City University of New York, City College; Ph.D., 1966, Massachusetts Institute of Technology. (1983)

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

Participating

David W. Etherington, Computational Intelligence Research Laboratory

Scott H. Frey, psychology

Matthew L. Ginsberg, Computational Intelligence Research Laboratory

Jeffrey Stote, music

Joseph W. Thornton, biology

Don M. Tucker, psychology

General Information

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every aspect 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 (CIS) 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)
- computational science
- operating systems, parallel processing, distributed systems, performance evaluation
- human-computer interaction, visualization
- computer security
- software engineering
- networking
- databases and data mining
- programming languages and compilers
- artificial intelligence

The department offers bachelor's, master's, and doctorate degrees. Undergraduate majors can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and work effec-
tively in dynamic, problem-solving teams. The master of arts (M.A.) or master of science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching in universities.

**Undergraduate Studies**

The Department of Computer and Information Science offers a major and a minor in computer and information science, a major in mathematics and computer science, and a minor in computer information technology.

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 the 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.

Students majoring in computer and information science may choose to focus their studies in one of several areas of specialization, including in-depth tracks within computer science as well as multidisciplinary tracks involving courses from other departments. The current computer science tracks include foundations software development, computer networks, and database and informatics. The current multidisciplinary tracks include computational arts: multimedia, business information systems, bioinformatics, and computational biology. These tracks prepare students for careers in the private or public sector as well as for advanced graduate-level study.

All tracks build on the standard CIS core requirements. In addition, each track specifies a set of coordinated choices for fulfilling the mathematics, science, and upper-division electives requirements. Students interested in specializing in a track should contact their adviser as early as possible.

**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. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Substantial experience in expository and technical writing is highly desirable. 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.

**Transfer or Second Baccaulaureate Students**

Transfer students should consult the online Interactive Transfer Catalog as well as a CIS adviser to determine whether computer science, mathematics, and science courses they have taken fulfill the major requirements. Completing only general-university requirements prior to transferring to the University of Oregon may not be sufficient preparation to complete a CIS degree in two years.

Students attending community college in Oregon are encouraged to obtain the Associate of Arts Oregon Transfer degree before entering the University of Oregon. While earning this degree, community college transfer students should take discrete mathematics, calculus, and computer science.

**Major Requirements**

Computer and information science majors must complete at least 54 credits of CIS courses, of which 24 must be earned in residence at the University of Oregon. In addition, majors must complete at least 24 credits in mathematics, 12 credits in the sciences, 4 credits of technical or business writing, and at least 12 additional credits (depending on the student’s chosen track). The specific requirements for the CIS major fall in five categories: core courses, track courses, mathematics, writing, and science.

### Lower-Division Core

Computer Science I,II,III (CIS 210, 211, 212) is taken concurrently with Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233). Students must earn a 2.60 grade point average or better in all but MATH 233 with no grade below C- to continue to the upper-division core courses.

### Upper-Division Core

Computer and information science majors must take the following courses for a letter grade, except where noted: 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).

**Writing**

In addition to the university’s writing requirement, CIS majors must take either Scientific and Technical Writing (WR 320) or Business Communications (WR 321).

### Foundations Track

In addition to the upper-division core and writing courses, computer and information science majors must complete a set of track requirements. The foundations track is the most general, allowing a student to choose a set of electives tailored to his or her interests and intended choice of career.

Foundations track students must take a minimum of 16 credits of upper-division CIS courses beyond the core courses. Special studies (CIS 399) or experimental courses (CIS 410) used as electives must require CIS 313 as a prerequisite and have regular weekly class meetings and homework assignments.

Only 8 credits in CIS 399–409 may be applied to the upper-division elective requirement. None of these courses may be taken for more than four credits when used to satisfy this requirement.

**Mathematics**


**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 Physics I (PHYS 251, 252, 253). Students are encouraged to complete the accompanying lab courses
2. General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H). Students are encouraged to complete the accompanying lab courses
3. General Biology I,II,III (BI 211, 212, 213)
4. Psychology courses at the 200 level or above, of which at least 8 credits must be in the experimental and physiological fields (PST 430–468)

**Specialization Tracks**

**Computational Arts: Multimedia**

The computational arts: multimedia track, designed for computer and information science majors who plan to work in the field of multimedia arts, prepares the student for artistic and technical aspects of this area. Students in this track must complete the following requirements in addition to the major requirements.

**Required Courses.** Introduction to Computer Graphics (CIS 441), User Interfaces (CIS 443), and the completion of a minor in multimedia from the art department in the School of Architecture and Allied Arts (fulfilled under the supervision of an art department adviser).

**Upper-Division Electives.** A minimum of 12 additional credits of upper-division CIS, music, or digital arts courses from the approved list (available from the CIS department office) or with the consent of a CIS adviser.

**Mathematics.** Calculus I,II (MATH 251, 252) or Honors Calculus I,II (MATH 261, 262) and at least one of Calculus III (MATH 253), Introduction to Methods of Probability and Statistics (MATH 243), or Elementary Linear Algebra (MATH 341).

**Science.** 12 credits in one of the four options listed under Major Requirements.

**Business Information Systems**

Graduates in the business information systems track are qualified to work as analysts, managers, developers, or consultants, and to enter leadership-development programs. Completion of this track, combined with professional work experience and economics courses, prepares students to enter the Lundquist College of Business M.B.A. program at the University of Oregon, and M.B.A. programs at other universities. Students in this track must complete the following requirements in addition to the major requirements.

**Required Courses.** Database Processing (CIS 451), Introduction to Networks (CIS 432), Computer Ethics (CIS 490), and the completion of a minor in business administration from the Lundquist College of Business (fulfilled under the supervision of a business college adviser).

**Upper-Division Electives.** A minimum of 12 additional credits of upper-division CIS courses from the approved list (available from the CIS department office) or with the consent of a CIS adviser.

**Mathematics.** Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH...
Software Development

The software development track prepares students for careers in software engineering, software project management, software quality assurance, and almost any area involving the creation of software. Course work focuses on solving problems related to the cost of development as well as the quality of the software delivered in complex software projects. Students in this track must complete the following requirements in addition to the major requirements.

Required Courses. C/C++ and Unix (CIS 330), Software Methodology II (CIS 423), and User Interfaces (CIS 444); one large programming project course chosen from Computational Science (CIS 455) or Introduction to Compilers (CIS 461); one theory course chosen from Data Structures (CIS 413), Automata Theory (CIS 420), or Introduction to Logic (CIS 427).

Upper-Division Electives. A minimum of 4 additional credits of upper-division CIS courses from the approved list (available from the CIS department office) or with the consent of a CIS adviser.

Mathematics. Calculus I,II,III (MATH 251, 252, 253) or Honors Calculus I,II,III (MATH 261, 262, 263).

Science. See Computational Arts: Multimedia.

Computer Networks

The computer networks track prepares students for careers as network systems administrators, network protocol developer-programmers, or network security specialists in a wide range of environments, including educational institutions, business enterprises, and government agencies, as well as for advanced graduate studies and research in the field of computer networks. Course work encompasses most aspects of network theory and practice. Students in this track must complete the following requirements in addition to the major requirements.

Required Courses. Introduction to Networks (CIS 432), Computer and Network Security (CIS 433), and Modeling and Simulation (CIS 445).

Upper-Division Electives. A minimum of 12 additional credits of upper-division CIS courses from the approved list (available from the CIS department office) or with the consent of a CIS adviser.

Mathematics. See Software Development.

Science. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253). Students are encouraged to complete the accompanying lab courses.

Database and Informatics

The database and informatics track prepares students for careers in database application programming, database design, doctoral work in business administration, and graduate work in informatics and database theory. Course work includes data structures, data architecture, and data mining. Students in this track must complete the following requirements in addition to the major requirements.

Required Courses. Database Processing (CIS 451), Database Issues (CIS 452), and Data Mining (CIS 453).

Upper-Division Electives. A minimum of 12 additional credits of upper-division CIS courses from the approved list (available from the CIS department office) or with the consent of a CIS adviser.

Mathematics. See Software Development.

Science. See Computational Arts: Multimedia.

Bioinformatics

The bioinformatics track prepares students to apply computational and mathematical techniques to the analysis and management of biological data. Course work in this track combines depth in applied and formal aspects of computer science with rigorous training in biology. Students in this track must complete the following requirements in addition to the major requirements.

Required Courses. Database Processing (CIS 451), Data Mining (CIS 453), and Bioinformatics (CIS 454); one of the following sequences in biology: General Biology I,II,III (BI 211, 213, 214) or Foundations I,II,III (BI 251, 252, 253).

Upper-Division Electives. A minimum of 12 additional upper-division electives from CIS, biology, or mathematics from the approved list (available from the CIS department office) or with the consent of a CIS adviser.

Mathematics. Calculus for the Biological Sciences I,II (MATH 246, 247) and Calculus III (MATH 253); or Calculus I,II,III (MATH 251, 252, 253); or Honors Calculus I,II,III (MATH 261, 262, 263).

Computational Biology

The computational biology track prepares students to apply computational techniques from computer science to address scientific problems in biology such as gene sequencing, protein analysis, and evolutionary modeling. Course work in this track combines depth in applied and formal aspects of computer science with rigorous training in biology. Students in this track must complete the following requirements in addition to the major requirements.

Required Courses. Modeling and Simulation (CIS 445), Data Mining (CIS 453), and Computational Science (CIS 455); the biology sequence Foundations I,II,III (BI 251, 252, 253) and Organic Chemistry (CH 331).

Upper-Division Electives. See Bioinformatics.

Mathematics. See Bioinformatics.

Programming Experience

Students who take Computer Science I (CIS 210) are expected to have prior programming experience from a high school course, through employment, or in a course such as Introduction to Programming and Algorithms (CIS 122) or Science of Computing (CIS 170). Students who are unsure about their level of preparation should meet with a CIS adviser.

Sequence of Courses. Students with sufficient programming experience should take Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) and Computer Science I,II,III (CIS 210, 211, 212) in the freshman year. Students with little or no programming experience should take Introduction to Programming and Algorithms (CIS 122) and Science of Computing (CIS 170) in the freshman year, and the Elements of Discrete Mathematics and Computer Science sequences in the sophomore year.

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 8 to 12 credits of the upper-division core. Mathematics and CIS core courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better. Data Structures Laboratory (CIS 323) is taken pass/no pass (P/N) concurrently with CIS 313. Other courses used to satisfy the major requirements may be taken for letter grades or pass/no pass. Grades of C– or better or P must be earned in those courses. At least 12 of the upper-division credits applied to the degree must be taken in residence at the university. 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.

Mathematics and Computer Science

The Department of Computer and Information Science and the Department of Mathematics 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. This major prepares students for a wide range of careers in the high tech industry, for advanced graduate study, and for careers as middle school and high school teachers.

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, 315, and 323. The application form is available in the department office. To graduate with departmental honors, a student must write a thesis under the supervision of a faculty member.

Internships

Practical work experience in the software industry is seen as a valuable complement to academic course work. The department works with students to place them in internship positions in the summer and throughout the academic year. Students may also use the services of the UO Career Center and other agencies to identify internship opportunities. Majors may receive academic credit for internships. To earn upper-division elective credit for an internship, the work experience must be at a technical level beyond CIS 313 or 323 and be sponsored by a CIS faculty member. A contract signed by the faculty sponsor, internship supervisor, and the student must be filed with the department before the internship begins.

Research

Faculty members in the computer and information science department receive grants from government, industry, and private sources to conduct research in their areas of expertise. Undergraduate majors are encouraged to take part
in the various research groups and in the department. Most students begin approaching faculty members for such opportunities while taking the 300-level courses. Research can be used to fulfill upper-division electives, as part of an honors thesis, or in some cases as a paid internship.

Awards and Honorary Societies
The Erwin and Gertrude Julifs Scholarship in Computer and Information Science, in honor of Erwin and Gertrude Julifs, is awarded to one or more students who show exceptional promise for achievement as evidenced by grade point average, originality of research, or other creative activities. The Geoffrey Eric Wright Outstanding Junior Award, in honor of J. Donald Hubbard, recognizes an undergraduate or graduate student who shows outstanding promise in the fields of computer-human interaction, computer graphics, or multimedia. Students with outstanding academic accomplishments may be invited to become members of Upsilon Pi Epsilon, the international honor society in computer science.

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. It is a strong complement to a major in any of the sciences and in related fields such as multimedia arts. Students from all majors have found their career opportunities enhanced through the CIS minor.

Before enrolling in upper-division courses, students planning a minor in computer and information science must file an application form with the department. Each student should consult with a CIS faculty adviser to plan the minor program. The CIS minor requires completion of 24 credits—12 lower-division and 12 upper-division. 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

Computer Science I,II,III (CIS 210, 211, 212) .... 12

Upper-Division Courses

12 credits

Introduction to Data Structures (CIS 313) .......... 4
Upper-Division electives ................................ 8

Computer Information Technology

The minor in computer information technology (CIT) 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. It provides practical experience in understanding the tools and technologies of the computing field. It goes well with majors in the professional schools such as business and journalism and is an excellent match with almost any major on campus.

Before enrolling in CIT upper-division courses, students planning a minor in computer information technology must file an application form with the department. Each student should consult with an assigned CIT faculty adviser to plan the minor program. The minor requires 24 credits—12 lower-division and 12 upper-division.

Lower-Division Courses

12 credits

Digital Information Processing (CIS 110) .......... 4
Web Programming (CIS 111) ......................... 4
Advanced Business Systems (CIT 281) .......... 4

Upper-Division Courses

12 credits

Database Systems (CIT 381) ......................... 4
Information Architectures and Intranets (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.).

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
   a. Principles of computer organization
   b. Software development and analysis
   c. Data structures and algorithms analysis and design
2. GRE score on the general test. The computer science test is optional
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 or a score of 7.5 on the International English Language Testing System (IELTS). Applicants may be required to study one or more terms at an English-speaking institution of higher learning before taking any graduate work in the department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE); an Internet-based TOEFL speaking score is also accepted
4. Three letters of recommendation, a statement of goals, and official transcripts

Application materials should be submitted by January 15 for admission the following fall term. Admission to the master’s degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor’s degree program can be used to gain the required level of computer science background. Students without this background may be admitted conditionally and required to complete remedial course work before achieving unconditional standing in the 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), Advanced Operating Systems (CIS 630)

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 academic adviser; options include courses in linguistics, mathematics, physics, and psychology. Elective options within the department include any course numbered 500 or higher with the following limitations:

1. Up to 8 credits in Reading and Conference (CIS 605), with prior approval by the academic adviser
2. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 609)
3. Experimental Courses (CIS 510 or 610), which are new courses awaiting permanent status, with prior approval by the graduate education committee
4. Master’s students who do not complete a thesis or final project can count a maximum of 8 credits in CIS courses numbered 601–608
5. Master’s students who complete a thesis or final project may apply as many as 12 credits in Thesis (CIS 503) or Final Project (CIS 609), plus an additional 4 credits in CIS courses numbered 601–608

Complex 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. As many as 12 of the 30 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of 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; this adviser and other faculty members constitute the thesis committee. The master’s thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is recommended for students who plan subsequent Ph.D. research.

Master’s Project. The project option requires a minimum of 8 credits, and as many as 12, in Final Project (CIS 609).

Under the supervision of a faculty member, the project may entail a group effort involving several master’s degree students. The project is subject to approval by the department’s graduate education committee.
Accelerated Master’s Degree Program

This program is open to students who earn a B.S. degree in computer and information science at the University of Oregon and who want to enter the master’s degree program.

If a UO undergraduate takes one or two 400-level elective courses that also are offered as 500-level courses, the student can petition the department to have 4 or 8 credits deducted from the total number of elective 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. Note that all admission procedures, as outlined in the Master’s Degree Program section, are also applicable.

Doctoral Degree Program

The doctor of philosophy in computer and information science is, above all, a high-quality degree 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.

Students who enter the UO with a master’s degree may petition the Graduate Education Committee for credit toward the course requirements listed below, indicating how their prior graduate work corresponds to these courses. See the graduate coordinator for further instructions.

Degree Requirements

1. Course Requirements. Ph.D. candidates who enter the program without a master’s degree in computer science must take 48 credits in graduate course work including the core and cluster courses required for the M.S. program. Doctoral students must earn a minimum grade of B– and an overall GPA of 3.50 in the six courses they use to satisfy the core and cluster requirements.

a. Core Courses (12 credits). Algorithms and Complexity (CIS 621), Theoretical Foundations (CIS 624), and Distributed Systems (CIS 630) must be taken by the end of the student’s second year

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 graduate-level course work; 12 must be from 600-level courses. Courses numbered 510 that appear on the approved course list may be included in any 500-level credits. For graduate-level courses taken in other UO departments, a petition to the Graduate Education Committee is required
d. Minimum Annual Enrollment. Ph.D. students are expected to enroll in at least 6 credits of 600-level course work each year.

Research (CIS 601), Dissertation (CIS 603), and Reading and Conference (CIS 605) 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 the following:

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. Status Change. Ph.D. candidates are admitted conditionally. Successful completion of the directed research project leads to a change in the student’s doctoral status from conditional to unconditional

4. Dissertation Advisory Committee. After successfully completing the directed research project, Ph.D. students form a Dissertation Advisory Committee chaired by their research adviser. The main role of the committee is to advise its members between completion of the research project and mounting the dissertation defense. The committee takes primary responsibility for evaluating student progress. See the graduate coordinator for further instructions.

5. Oral Comprehensive Examination. Choose an area of research and work closely with an adviser to learn the area in depth by surveying the current research and 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 approves the oral comprehensive examination committee, typically three members. The examination contains the following:

a. A survey of the area in the form of a position paper and an annotated bibliography
b. A public presentation of the position paper
c. A private oral examination by committee members

6. Advancement to Candidacy. After the oral comprehensive examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy

7. Dissertation and Defense. Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, which typically comprises three department members, is approved by the graduate education committee. 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 no later than six months before.

The student submits a written dissertation proposal to the committee for approval. The proposal presents the research problems to be tackled, related research, methodology, anticipated results, and work plan. The committee may request an oral presentation, similar to the oral comprehensive exam, which allows the student to explain and answer questions about the proposed research. The student then carries out the 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.

8. Graduate School Requirements. Ph.D. students must meet the requirements set by the Graduate School as listed in that section of this catalog.

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one dissertation adviser. Hence the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

Computer and Information Science Courses (CIS)

110 Digital 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 Web Programming (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.

122 Introduction to Programming and Algorithms (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.

170 Science of Computing (4) Overview of basic ideas and areas of computer science; includes algorithms, hardware, machine organization, programming languages, networks, artificial
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: 2.60 GPA in lower-division core courses; coreq for CIS majors: CIS 323.

333 introduction to algorithms (4) Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity. Prereq: CIS 333, 323; 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 (1–2R)
404 Internship: [Topic] (1–4R) Prereq: CIS 313.
405 Reading and Conference: [Topic] (1–2R)
406 Field Studies: [Topic] (1–2R)
407/507 Seminar: [Topic] (1–5R) Opportunity to study in greater depth specific topics arising out of other courses.
408/508 Workshop: [Topic] (1–2R)
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)
413/513 Data Structures (4) Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315.
422/522 Software Methodology I (4) Technical and nontechnical 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 covered in CIS 422/522. Student teams complete a large system design and programming project. Final system specifications, test plan, user documentation, and system walk-throughs. Prereq: CIS 422.
429/529 Computer Architecture (4) RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipeline, vector processing, networks, performance analysis. Prereq: CIS 313, 314, 323.
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, 323; 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, 323.
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.
453/553 Data Mining (4) Databases, machine learning, artificial intelligence, statistics, and data visualization. Examines data warehouses, data preprocessing, association and classification rule mining, and cluster analysis. Prereq: CIS 451/551.
454/554 Bioinformatics (4) Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.
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.
461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, 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 (4) 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)
608 Colloquium: [Topic] (1R)
609 Final Project (1–16R) Final project for master’s degree without thesis.
610 Experimental Course: [Topic] (1–5R)
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.
624 Structure of Programming Languages (4) Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.
630 Distributed Systems (4) Principles of distributed computing systems: interprocess communication, distributed file systems, distributed timing and synchronization, distributed programming, transactions, process scheduling, distributed shared memory. Prereq: CIS 415 or equivalent. CIS 429/529.
631 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 429/529.
632 Computer Networks (4) Advanced issues in computer networks, focusing on research to extend the services offered by the Internet. Prereq: CIS 432/532.

640 Writing in Computer Research (2) Students learn to provide and accept constructive criticism of writing samples in a workshop format.

650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

677 Knowledge-Based Interfaces (4) Examination of research on knowledge-based user interfaces with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert systems explanation. Prereq: CIS 471/571.

Computer Information Technology Courses (CIT)


381 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 381.


Creative Writing

Karen J. Ford, Program Director

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Faculty


Emeritus

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

Undergraduate Studies

While there is no undergraduate major in creative writing, the program does offer undergraduate-level creative writing courses. Undergraduate English majors who want to emphasize creative writing should complete Introduction to Poetry Writing (CRWR 230), Introduction to Fiction Writing (CRWR 240), and Introduction to Creative Writing: Literary Nonfiction (CRWR 244). Other students should consult their major advisers about integrating creative writing courses into their programs.

Kidd Tutorial Program

Implemented through the generosity of the Walter P. Kidd family, this yearlong tutorial for juniors and seniors offers the chance to study writing and literary craft using literary models. The program, which requires a three-term commitment from participants, accommodates a 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 the director of the Kidd tutorials. Participants earn 12 credits in CRWR 417, 418, and 419. Information about application procedures is available from the tutorial program director and on the program’s 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; the $50 application fee can be paid by credit card
2. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university’s Office of Admissions and the other to the program’s admissions committee
3. Send or have sent to the program’s admissions committee the following:
   a. UO Graduate Admission Application
   b. Personal statement
   c. Sample of the applicant’s writing
   d. Official transcripts
   e. Letters of recommendation from three people
   f. Application for Graduate Teaching Fellowship

Application materials must be postmarked by January 15 for admission to the program the following fall term. Admission is made for fall term only. Find information and application instructions 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, 9 in Thesis (CRWR 503), 9 in Writing and Conference (CRWR 605), 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)
230 Introduction to Poetry Writing (4) Introduction to forms and techniques of writing poetry. Prereq: WR 121 or equivalent.
240 Introduction to Fiction Writing (4) Introduction to forms and techniques of writing fiction. Prereq: WR 121 or equivalent.
244 Introduction to Creative Writing: Literary Nonfiction (4) Introduction to forms and techniques of writing creative nonfiction (the literary essay). Prereq: WR 121 or equivalent.
330 Intermediate Poetry Writing (4R) Intermediate-level study of poetry writing. Prereq: CRWR 230 or equivalent with a grade of mid-B or better. R when topic changes.
336 Intermediate Creative Writing: Literary Nonfiction (4R) Intermediate-level study of literary nonfiction writing. Prereq: CRWR 230 or 240 or 244 or equivalent with a grade of mid-B or better. R twice for maximum of 12 credits.
340 Intermediate Fiction Writing (4R) Intermediate-level study of fiction writing. Prereq: CRWR 240 or 244 or equivalent with a grade of mid-B or better. R when topic changes.
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] (1–5R)
413 Literature for Poets (4R) Advanced discourse on issues and principles related to the craft of poetry. Prereq: CRWR 330 or equivalent with a grade of mid-B or better or concentration in English, journalism, theater arts, or comparative literature. R when topic changes.
414 Literature for Fiction Writers (4R) Advanced discourse on issues and principles related to the craft of fiction. Prereq: CRWR 340 or equivalent with a grade of mid-B or better or concentration in
English, journalism, theater arts, or comparative literature. R when topic changes.

417, 418, 419 Kidd Tutorial I,II,III (4,4,4) Intensive, yearlong study of fiction, poetry, and nonfiction. Development, completion, and presentation of an individual line-of-inquiry project. Sequence. Admission by application only. Prereq for 417: CRWR 330 or 336 or 340 with a grade of mid-B or better.

435/535 Advanced Poetry Writing (4R) Advanced workshop in the writing of poetry. Open to graduate students not admitted to creative writing M.F.A. program. Prereq: CRWR 330 or equivalent with a grade of mid-B or better. R when topic changes.

445/545 Advanced Fiction Writing (4R) Advanced workshop in the writing of fiction. Open to graduate students not admitted to creative writing M.F.A. program. Prereq: CRWR 340 or equivalent with a grade of mid-B or better. R when topic changes.

503 Thesis (1–16R)
501 Research: [Topic] (1–16R)

605 Writing and Conference: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R) Selected seminars offered each year. R when topic changes.

608 Special Topics: [Topic] (1–5R) R when topic changes.

609 Terminal Creative Project: [Topic] (1–16R) M.F.A. project. Open only to students admitted to the creative writing M.F.A. program. R when topic changes.

610 Experimental Course: [Topic] (1–5R) R when topic changes.

635 M.F.A. Poetry Workshop (6R) Concentration on student writing in a workshop setting. Open only to students admitted to creative writing M.F.A. program in poetry. R when topic changes.

645 M.F.A. Fiction Workshop (6R) Concentration on student writing in a workshop setting. Open only to students admitted to creative writing M.F.A. program in fiction. R when topic changes.

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**East Asian Languages and Literatures**

**Stephen W. Durrant, Department Head**

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**Faculty**


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**Emeritus**


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

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**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.

**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. Career 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

1. Three years of Chinese language
2. Four courses selected from CHN 150, 151, 152, 305, 306, 307, 308. Two of these must be upper-division
3. Four upper-division courses in Chinese language, culture, literature, history, art, economics, or other approved areas taken from this or other departments. Of these, at least two must be from 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

1. Third-Year Chinese (CHN 301, 302, 303); History of Chinese Literature (CHN 305, 306, 307)
2. Literary Chinese (CHN 436, 437)
3. Three courses chosen from Fourth-Year Chinese (CHN 411, 412, 413), 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 adviser-approved credits of upper-division course work in Japanese literature or culture (which may include a maximum of 4 credits in courses taught outside the Department of East Asian Languages and Literatures).

**Language-Intensive Option.** 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 UO work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be 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 C– or better or P; 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 C– or better or P; 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 study-abroad programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs 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 College of Education.

**Graduate Studies**

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in East Asian languages and literatures. Students may choose to specialize in Chinese or Japanese literary studies.

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 and film programs, which prepare students to work in a variety of professional and academic fields, provide intensive training in linguistic and textual analysis and an extensive exposure to literary theory, film studies, and comparative and cultural studies. The department encourages students to develop their specialization in Asian literatures and films 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 and film. They encourage creative connections and challenges to conventional disciplinary boundaries by exploring the relationships between literature, cinema and such areas as law, history, politics, religion, philosophy, sociology, theater and the performing arts, and women’s and gender studies.

**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.

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, 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 linguistics research 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’s 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. An applicant for admission to the Ph.D. program should have completed a M.A. degree in either Chinese or Japanese language and literature, linguistics, or have equivalent experience.

**Application Procedure**

1. Online application may be made through the department’s website
2. Submit or have sent to the department’s graduate secretary
   a. Official transcripts of college-level work as of the date of application
   b. A 750-word statement of purpose describing the applicant’s academic experience to date, reasons for wanting to do graduate work in the UO Department of East Asian Languages and Literatures, and career goals
   c. Three letters of recommendation from faculty members who can comment personally on the applicant’s language competence and aptitude for graduate study
   d. Graduate Record Examinations (GRE) scores
   e. Test of English as a Foreign Language (TOEFL) scores of at least 600 (paper-based test) or 250 (computer-based test) for international students
   f. Substantial writing sample (e.g., graduate seminar paper, undergraduate research paper on a relevant topic). If the writing sample is not in English, include an abstract in English. Ph.D. candidates should submit a master’s thesis or equivalent
   g. Evidence of proficiency in Chinese or Japanese from nonnative speakers of these languages. Please see department website for specific information

Applications are due by January 15. New students are typically admitted to the program for fall term.

**Graduate Teaching Fellowships**

A number of graduate teaching fellowships (GTFs) are available each year for new graduate students in the department. Students must apply to the department by January 15 for admission and appointment the following fall term. During each term of the appointment, graduate teaching fellows must register for and complete at least 9 credits of course work that can be applied to the degree program.

First-year GTFs must attend an orientation and training workshop, which is held the week before fall term begins.

**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 prepares students for study at the doctoral level. This option 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 advisor-approved graduate courses in literary theory or another literature; Chinese Bibliography (CHN 550); 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 of 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 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 550); 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

The master of arts degree in East Asian languages and literatures with a specialization in Japanese literature and film requires successful completion of a minimum of twelve graduate-level courses. These courses must be chosen in consultation with the student’s adviser.

1. Six seminars on Japanese literature and film
2. Two graduate courses in literary theory and criticism, preferably in the area of Japanese literature and film
3. Three seminars on Japanese culture
4. The first term of Classical Japanese Literary Language (JPN 537)

Inquire at the department office about required courses taught under generic numbers and titles. Students must pass a comprehensive examination at the end of study.

Terminal M.A. Students

Those students who are not planning to go on to doctoral study must successfully pass a two-part written examination based on a reading list of approximately twenty works in Japanese literature, Japanese film, or both; ten works in general literary theory and criticism, film history and theory, or both; and ten works in a specialized area of the student’s own choosing. The first of these categories should provide comprehensive coverage of major periods, writers, and genres of Japanese literature or film, with the other sections devoted to more specialized works of the student’s choosing in consultation with the committee. The faculty provides a model reading list for the comprehensive part of the exam, although it is expected that students will individualize the list in accordance with their needs. The faculty committee develops questions for the exam. The first part includes questions pertaining to broad issues in the field of Japanese literature and film which should demonstrate the student’s ability to present the essentials of major periods, writers, and genres. The second part of the exam, to be administered a week later, covers more specialized questions deriving from the second and third sections of the student’s reading list. Here the focus is on how well the student formulates the research issues, demonstrates his or her ability to integrate the works in the specialized area, and justifies the relevance of the theoretical works on the list.

For each part of the exam, the coordinator assembles the questions and circulates them among the committee for final approval. The coordinator ensures there is appropriate balance among the questions and no undue overlap. For each of the two parts, the student is given forty-eight hours to produce the final typed, double-spaced, ten- to twelve-page examination. The committee determines whether the candidate has successfully fulfilled the requirements for the M.A. degree, and confers one of the following grades: distinction, clear pass, marginal pass, or failure. If the committee determines that the candidate has not been successful, it may recommend that the student be given one additional opportunity to pass the exam during the next academic term.

M.A. Students Seeking Entry to Ph.D. Program

For those students, in consultation with the departmental committee, who seek admission into the Ph.D. program, the master’s examination includes the following components:

The first part of the exam is the same as for terminal M.A. students, with one difference: one required question tests the student’s ability to formulate a pedagogical approach to a period, genre, or topic appropriate to the student’s career goals.

In place of the second part of the written exam, the M.A. candidate submits one or more seminar papers for review and evaluation by the committee. In addition to the papers, the student submits a one- to two-page justification for the submission choice (and, in the case of two or more papers, a relationship between them or among them). After reviewing the papers, the committee asks the student to complete an assignment involving revision or expansion of his or her written work, designed to demonstrate requisite abilities for carrying dissertation work to successful conclusion.

An oral examination is scheduled no later than the seventh week of the term in which the request for the degree has been made. It consists of a one- to two-hour interview with the student’s committee, and includes an evaluation of the first part of the student’s written examination and the paper option, and a discussion of career options and prospects.

The committee determines whether the candidate has successfully fulfilled the requirements for the M.A. degree, and confers one of the following grades: distinction, clear pass, marginal pass, or failure. This determination is independent of the student’s candidacy to the Ph.D. program (see below). As in the case of terminal M.A. students, if the committee determines that the candidate has been unsuccessful, it may recommend that the student be given one additional opportunity to pass the exam during the next academic term.

A sample bibliography for the comprehensive section of the master’s examination is available on the department’s website.

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. The program has four components: course work, comprehensive examination, prospectus for the dissertation, and the dissertation itself.

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.

Timeline for Completion of the Ph.D. Program

Course work—two years
Comprehensive examination and prospectus approval—one year
Dissertation writing and defense—two years

Additional Course Work

Depending on the student’s background when admitted to the Ph.D. program, additional course work may be required.

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.

1. Complete successfully
   a. Six courses in Chinese literature or film
   b. Three methods courses—Issues in Early Chinese Literature (CHN 523), Issues in Medieval Chinese Literature (CHN 524), Issues in Modern Chinese Literature (CHN 525)

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

Japanese

The Ph.D. with a specialization in Japanese literature and film 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. Appropriate courses in related fields (e.g., Japanese history, religion) may be substituted with the adviser’s approval.

1. Three courses in Japanese literature, Japanese film, or both (with at least one course in each area)
2. One course in an interdisciplinary subfield
3. Two courses in critical theory, film theory, or both, preferably in the area of Japanese literature and film
4. One course in Japanese linguistics or teaching methodology

Comprehensive Examination
Candidates for the Ph.D. must pass a comprehensive examination, which consists of six questions covering the student’s major fields of study. A committee is chosen by the student in consultation with his or her adviser that consists of three faculty members, at least two of whom are members of the department. With input from the student, the committee prepares questions based on an approved bibliography. Each student is given five days in which to write and submit answers to four of the six questions. If the committee finds that the student has not performed adequately on one question, the student may, at the discretion of the committee, be allowed one opportunity to retake the examination in that subfield before the end of the following term. Students who fail more than one question have their status as doctoral students terminated.

Prospectus
Within one month of successfully completing the comprehensive examination the student presents a dissertation proposal with a bibliography for approval by the dissertation committee. After approval of the prospectus, the student advances by the dissertation committee. be allowed one opportunity to retake the examination in that subfield before the end of the following term. Students who fail more than one question have their status as doctoral students terminated.

Dissertation
A dissertation committee is formed at least one month before the prospectus is presented for review and approval. This committee advises the student on writing the dissertation and approves the completed dissertation.

East Asian Languages and Literatures Courses (EALL)

**East Asian Languages and Literature Courses (EALL)**

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–3R)
210 China: A Cultural Odyssey (4) Introduction to the distinctive features of China’s linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.
211 Japan: A Cultural Odyssey (4) Introduction to distinctive features of Japan’s linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–21R)
405 Reading and Conference: [Topic] (1–21R)
406 Field Studies: [Topic] (1–21R)
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–21R)
409 Supervised Tutoring (1–3R)
410 Experimental Course: [Topic] (1–5R)
460/560 Teaching East Asian Languages and Literatures at College Level (2R) Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums. Prereq: non-560: instructor’s consent. R thrice for maximum of 8 credits.
608 Colloquium: [Topic] (1–3R) R 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 conversation. Native speakers of Chinese or students whose competence in the language already exceeds the scope of the material may not enroll in Chinese-language courses.**

101, 102, 103 First-Year Chinese (5,5,5) Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.
150 Introduction to the Chinese Novel (4) Introduction to one long or several short novels. Focuses on plot, character, cultural 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: CHN 103 or equivalent.
301, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: CHN 203 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.
308 Literature of Modern Taiwan (4) Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.
350 Gender and Sexuality in Traditional Chinese Literature (4) Primarily and secondary works about women, sexuality, and changing gender roles in traditional China. Readings in English.
351 Gender and Sexuality in Modern Chinese Literature (4) Primarily and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English. Larson.
380 Self and Society in Traditional Chinese Literature (4) Examines the role of the self in premodern Chinese society through reading some of the most important works in traditional Chinese literature. Taught in Chinese. Prereq: proficiency in modern Chinese as confirmed by instructor.
399 Special Studies: [Topic] (1–5R) Topic varies from term to term. R for maximum of 12 credits.
401 Research: [Topic] (1–21R)
403 Thesis (1–6R) R for maximum of 6 credits.
405 Reading and Conference: [Topic] (1–21R)
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) R for maximum of 18 credits.
410/510 Experimental Course: [Topic] (1–5R)
411/511, 412/512 Fourth-Year Chinese (4,4,4) Study of contemporary Chinese using written and spoken forms. Prereq: CHN 303 or equivalent.
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.
420, 421, 422 Intermediate Language Strategies (4,4,4) Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence. Prereq: third-year Chinese language proficiency.
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.
424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about Chinese poetry and its characteristics.
425/525 Issues in Modern Chinese Literature (4) Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form.
436/536, 437/537 Literary Chinese (4,4) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.
440, 441, 442 Advanced Language Strategies (4,4,4) Focuses on group and individual language study that is typically related to a content course and domain-specific language learning. Sequence. Prereq: fourth-year Chinese language proficiency.
450/550 Chinese Bibliography (2) Reference works in Chinese studies covering Western sinology, major sources in Chinese, and training in research methods. Prereq: CHN 203 or equivalent.
452/552 Chinese Film and Theory (4) Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film area.
Japanese Courses (JPN)

Placement examinations are required for new students who have exposure to Japanese, either through formal course work 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.

106 Field Studies: [Topic] (1–16R) R as student projects warrant.

107 Seminar: [Topic] (1–6R) Studies and projects in Chinese literature, linguistics, or pedagogy. Sources in Chinese, English, or both. R when topic changes.

609 Practicum: [Topic] (1–4R) R for maximum of 18 credits.

Japanese Courses (JPN)

Development of topics. Emphasis on sociolinguistic skills. Prereq: Japanese (4,4,4)

425/525 Modern Japanese Literature: [Topic] (4R) Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include suicide and literature East and West, nations and resistance, atomic bomb literature. R twice when topic changes for maximum of 12 credits.

431/531, 432/532, 433/533 Advanced Spoken Japanese (4,4,4) Practice in speaking and listening at different speech levels on a variety of topics. Prereq: JPN 413/513. For students with advanced proficiency in speaking.


441/541 Structure of the Japanese Language (4,4,4) General characteristics of Japanese grammar. Topics include word order, case marking, typological characteristics, passives, and causatives. Prereq: LING 290 or 421/521. JPN 303 or equivalent.

443/543 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: JPN 303 or equivalent and LING 444/544.

444/544 Teaching Japanese as a Foreign Language II (4) Focus on curriculum development, materials development, evaluation, and class management. Prereq: JPN 443/543.


471/571 The Japanese Cinema (4) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists’ efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

503 Thesis (1–6R)

601 Research: [Topic] (1–10R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

Korean Courses (KRN)

Native speakers of Korean or students whose competence in the language already exceeds the scope of the material may not enroll in Korean-language courses.

101, 102, 103 First-Year Korean (5,5,5) Introduction to basic Korean grammar, syllabary, conversation, and characters. Offered alternate years with KRN 201, 202, 203.


301, 302, 303 Third-Year Korean (5,5,5) Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills. Sequence. Prereq for 301: KRN 203.
Economics

Larry D. Singell Jr., Department Head

(541) 346-4661
435 Prince Lucien Campbell Hall
economics.uoregon.edu

Faculty


Glen R. Waddell, associate professor (applied econometrics, industrial organization, labor economics). B.S., 1985, Tourt; M.S., 1986, Miami; Ph.D., 2000, Purdue. (2001)


Special Staff

Cathleen S. Leuë, associate professor (economics, labor); director, Social Science Instructional Laboratory; director, Social Science Data Services Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. (1987)

Emeriti

Robert Campbell, professor emeritus. B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)


Paul B. Simpson, professor emeritus. B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)


The date in parentheses at the end of each entry is the year of retirement.

Undergraduate Studies

Economics 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 questions such 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 lay a solid 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 freshman students is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) as well as Introduction to Methods of Probability and Statistics (MATH 243). Students considering graduate school are urged to take MATH 251, 252, 253.

Undergraduate Resources. Rooms 405–407 in Prince Lucien Campbell Hall house the economics undergraduate resource center. Close to the department’s main office and to faculty and graduate teaching fellow offices, this area has facilities for study-group meetings, research, and consultation with peer advisers. Its convenient location makes it easy to use between classes or while waiting to see a faculty member. The undergraduate study room and peer-adviseing facility houses information on graduate schools, internships, career opportunities, and graduation requirements. This information is expanded on the peer advisers’ web page; follow the links on the department’s website. The resource room, which contains four computers that are networked to university computing facilities, contains another study area.

Online Courses. Three economics courses are offered online—Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), and International Economic Issues (EC 380). These courses are self-paced; the examinations are administered in the Social Sciences Instructional Laboratory for on-campus students and online for off-campus students. The courses, which must be completed within a standard ten-week term, are open to enrolled and community-education students and to high school students who want accredited university course work. More information is available from the department.

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 graduate admission in law, business, and public policy. Students with superior undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education, economic research organizations in government, and private industry.

Major Requirements

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year

2. Calculus for Business and Social Science I,II (MATH 241, 242) or Calculus II,III (MATH 251, 252, 253). Should be completed by the end of the sophomore year

3. Introduction to Methods of Probability and Statistics (MATH 243) or Econometrics (EC 423) for students who have completed MATH 253. Should be completed by the end of the sophomore year

4. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) or Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 412)
2. Complete a minor or approved equivalent in Administration Economics and Public Policy and Business Economics—Banking

7. Grades of C– or better in courses taken to satisfy major requirements. Exceptions are courses offered P/N only—EC 401, 404, 405, and 408. No more than 8 credits graded P/N may be applied to the economics major

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 Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)
   c. International Economic Issues (EC 380) or International Finance (EC 460) 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 Labor Economics (EC 450)
   b. Urban and Regional Economics (EC 430) or Economy of the Pacific Northwest (EC 432) or Public Economics (EC 440)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)

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 Economy of the Pacific Northwest (EC 432)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)
   d. Labor Market Issues (EC 350) or Labor 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 Economics (EC 440)
   c. Issues in Industrial Organization (EC 360) or Theories of Industrial Organization (EC 460)

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) or Behavioral and Experimental Economics (EC 428)

2. Complete a minor in mathematics

International and Development Economics

1. Complete major requirements including
   a. International Finance (EC 480) and International Trade (EC 481)
   b. Problems and Issues in the Developing Economies (EC 390) or Economic Growth and Development (EC 490) or Issues in Economic Growth and Development (EC 491)
   c. Issues in Industrial Organization (EC 360) or Theories of 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) or Theories of Industrial Organization (EC 460) or Multinational Corporations (EC 484)
   d. International Economic Issues (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 at least a 3.50 grade point average

2. Completion of a research paper, written under the guidance of a faculty member, for 4 credits in Research (EC 401). A copy of the completed paper, approved by the faculty adviser, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate

Minor Requirements

A minor in economics requires 24 credits distributed as follows:

24 credits

Introduction to Economic Analysis: Microeconomics (EC 201) ........................................ 4
Introduction to Economic Analysis: Macroeconomics (EC 202) ........................................ 4
Intermediate Microeconomic Theory (EC 311) .......................................................... 4
Intermediate Macroeconomic Theory (EC 313) ....................................................... 4
Two additional upper-division 4-credit courses in economics .............................................. 8

Two of the four upper-division 4-credit courses must be taken from the UO economics department. All courses applied to the economics minor must be completed with grades of C– or better.

Kindergarten through Secondary Teaching Careers

Students who complete a degree in economics 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.

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; and international, labor, public, environmental, experimental, and health economics. A detailed description of degree requirements may be obtained from the department office.

General information about graduate work at the University of Oregon is available in the Graduate School section of this catalog.

Applicants for admission must submit the following to the department:

1. Scores on the general test of the Graduate Record Examinations (GRE) sent by the testing center
2. Three letters of recommendation
3. Complete transcripts of previous work sent by the issuing institutions

At minimum, applicants should have substantial knowledge of intermediate economic theory equivalent to EC 311, 313 and of mathematics equivalent to Calculus I,II,III (MATH 251, 252, 253). Knowledge equivalent to Several-Variable Calculus I (MATH 281) and Elementary Linear Algebra (MATH 341) and statistics (MATH 243 or 425) is strongly 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 or TOEFL Internet-Based Test) or the International English Language Testing System examination. Applicants to the Ph.D. program whose native language is not English must also submit a
Courses taken to satisfy master’s degree requirements must be completed with at 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.

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 609, economics courses must be taken for letter grades.

1. The program includes three terms each of microeconomic theory, macroeconomic theory, and econometrics. Students who complete these nine courses with a GPA of 2.90 or higher will be invited to take the qualifying examination in microeconomic and macroeconomic theory when it is offered in early summer. Records of students whose GPA is lower than 2.90 are examined to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be asked to retake it early the following September.

2. Students who pass the qualifying examination but have a GPA less than 3.00 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade of less than B and pass it with a grade of B or better.

3. Students must file an approved program of study by December 15 following the qualifying examination.

4. Two-term EC 607 sequences in two fields of economics must be completed with a 3.00 GPA or better. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty with specialties in that field.

5. Five elective EC 607 courses in economics must be taken outside the two fields and completed with a 3.00 GPA or better.

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 advancement.

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

Time Limits. The seven-year time limit for completion of Ph.D. degree requirements begins with the first term of admission—either conditional or unconditional—as a doctoral student at the university. The required year of residency on the Eugene campus, passing of comprehensive examinations for advancement to candidacy, and completion of the doctoral dissertation must all be accomplished within this seven-year limit.

Courses other than those described above and courses taken elsewhere may not be substituted without 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. Leué, 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 Electronic Data Dissemination Program. The laboratory stores data from the panel study of income dynamics, international financial statistics, World Development Indicators, Global Insight, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

Laboratory services include using the Internet to locate data, ordering data, subsidising data purchases, creating subsets of those data, and offering users advice on data structures. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory
Cathleen S. Leué, Director
(541) 346-2547
442 and 445 McKenzie Hall
The Social Science Instructional Laboratory is an advanced microcomputer laboratory that facilitates teaching with technology. Staff members assist social science instructors with educational technology applications, computer classroom laboratories, web publishing, and multimedia courseware design. Staff members teach students computer applications, offer consulting services, provide students with access to real-world data, and provide research assistance to social science instructors.
graduate students. Any UO student may use the laboratory when it is not in use by a class. The Social Science Instructional Laboratory consists of a twenty-three-station laboratory, a thirty-three-station laboratory, and an eight-station advanced graphics lab. All three have state-of-the-art computers with fast processors, ample RAM and storage, and high-end video in a Windows-networked environment. The two larger laboratories are equipped with an instructor station, teaching software, a wheelchair-accessible station, a scanner, and a computer projector system. Printing capabilities include a laser printer, a color laser printer, and a large-format plotter. The laboratories have a large selection of statistical software and software for geographic information systems, web editing, graphics, 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.

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

**201 Introduction to Economic Analysis: Microeconomics** (4) Examines how consumers, firms, and governments make decisions when facing scarce resources and how those decisions affect market outcomes, such as prices and output. MATH 111 recommended.

**202 Introduction to Economic Analysis: Macroeconomics** (4) Examines the aggregate activity of a market economy, the problems that arise, such as inflation and unemployment, and how the government can use macroeconomic policy to address these problems. EC 201 strongly recommended.

**233 Microeconomic Principles and Environmental Issues** (4) Principles of microeconomics, framed in the context of environmental policy-making. Emphasis on differences between private and social costs and benefits. MATH 111 recommended. Students cannot receive credit for both EC 201 and EC 233.

**311 Intermediate Microeconomic Theory** (4) Consumer and firm behavior, market structures. General equilibrium theory, welfare economics, collective decision making, economic policy. Prereq: EC 201, MATH 111. Students cannot receive credit for more than one of EC 311, FIN 311, and FIN 311H.

**313 Intermediate Macroeconomic Theory** (4) Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies. Prereq: EC 202; EC 311 strongly recommended.

**327 Introduction to Game Theory** (4) Introductory course in game theory. Develops game-theoretic methods of rational decision making and equilibriums, using many in-class active games. Prereq: EC 101 or 201.

**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.

**331 Resource and Environmental Economic Issues** (4) Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies. Prereq: EC 201.


**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.

**360 Issues in Industrial Organization** (4) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies, and the impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201.


**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.

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

**401 Research: [Topic]** (1–21R)

**404 Internship: [Topic]** (1–4R) for 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)


**413/513 Advanced Macroeconomic Theory** (4) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511.

**418, 419 Economic Analysis of Community Issues** (2.4) Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies. Prereq: EC 411, 420.

**420/520, 421/521 Introduction to Econometrics** (4.4) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Includes two-hour laboratory section in Social Science Instructional Laboratory. Prereq: MATH 242, 243 or equivalent.

**423/523, 424/524, 425/525 Econometrics** (4,4,4) Introductory topics in probability theory and statistical inference; regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation; development of simultaneous equation estimating procedures. Prereq: MATH 253 and elementary statistics. Linear algebra strongly recommended.

**427/527 Games and Decisions** (4) Game-theoretic methods of decision-making. Topics may include extensive-form games, noncredible threats, subgame perfect equilibrium, strategic-form games, undominated strategies, Nash equilibrium, coalitional 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, bargaining, behavioral finance, hyperbolic discounting, and decision-making under uncertainty. Prereq: EC 311.

**430/530 Urban and Regional Economics** (4) Location theory; urbanization and metropolitan growth; regional analysis; intrarural rent, location and land use, size distribution of urban areas; labor economics, political economy, and urban problems. Prereq: EC 311.

**432/532 Economics 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, environmental, and planning. Prereq: EC 311.


**443/543 Health Economics** (4) Includes moral hazard and adverse selection; incentives faced by health-care providers through reimbursement, managed care, and malpractice; rationale for government intervention in the health-care sector. Prereq: EC 311.


**451/551 Issues in Labor Economics** (4) Topics may include the determination of wages, employment, and unemployment; globalization and immigration; income inequality; internal labor markets; the role of unions; human capital, education, and schools. Prereq: EC 311.

**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.

**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.
470/570 Monetary Policy (4) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 313.

471/571 Monetary Theory (4) Money creation, deficit finance, and taxation in monetary economies. Topics may include the government budget constraint, causes and consequences of inflation, Richardian equivalence, and seigniorage. Prereq: EC 311, 313.


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

484/584 Multinational Corporations (4) Economists’ 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.


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.

493/593 The Evolution of Economic Ideas (4) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 311, 313.

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) Regularly offered topics are economicsometrics; game theory; growth and development; industrial organization; micro- and macroeconomic theory; and environmental, experimental, health, international, labor, and public economics.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–21R) Graduate teaching fellows may earn 3 credits a term; available to other graduate students with department head’s consent.

English

Henry B. Wonham, Department Head

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

Faculty


Sharon R. Sherman, professor (film, folklore, popular culture), Ph.B., 1965, Wayne State; M.A., 1971, Cali-

University of Oregon. (2006)


John C. Witte, senior instructor (creative writing); director, Northwest Review. B.A., 1971, Colby; M.F.A., 1977, Oregon. (1979)


Emeriti
Roland Bartel, professor emeritus. B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)
Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating
David A. Frank, honors college

Undergraduate Studies
With nearly fifty full-time faculty members, the Department of English offers students a broad foundation in traditional British, American, and Anglophone literary studies, as well as intensive course work in interdisciplinary studies, emerging media, and current critical methodologies. 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 adviser. The major requirements for the degree of bachelor of arts (B.A.) in the Department of English are listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better. Majors must complete the university foreign-language requirement for the B.A. degree. At least 28 of the required 36 upper-division credits must be taken at the University of Oregon.

Lower-Division Courses 21 credits
Introduction to the English Major (ENG 220, 221, 222) .................................12
One Shakespeare course (ENG 207 or 208) .............................................minimum of 3
Two lower-division elective courses (excluding ENG 103, 104, 105, 106 and courses with the WR subject code) ..................................................minimum of 6

Upper-Division Courses 36 credits
One English literature course, pre-1500 or 1000 or 1500 to 1789 ........................................minimum of 3
Two literature courses, 1789 to the present ........................................minimum of 6
Two literature courses, one literary theory or criticism course (not limited to ENG 300) ........minimum of 3
One folklore, ethnic literature, or women's literature course, an additional 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 are updated each year. Both documents are available in the English department 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 8 credits may be taken in lower-division courses, and 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.

Minor in Writing, Public Speaking, and Critical Reasoning
The minor in writing, public speaking, and critical reasoning prepares undergraduates for active and effective participation in the complex, diverse, and ever-changing communicative situations they will face after graduation. The minor requires 24 credits of approved course work, as follows:

- Two courses (8 credits) in writing selected from WR 123, 320, 321, 423; ENG 404, 413
- Two courses (8 credits) in rhetoric (at least one of which must be ENG 200 or 330) and selected from ENG 200, 330, 491, 492, 493
- Two courses (8 credits) in reasoning selected from PHIL 103, 325; ENG 335
- A capstone course, ENG 494, may be taken to satisfy one of the writing, rhetoric, or reasoning course requirements

Certificate in Film Studies
The certificate in film studies 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 (ENG 265, 266)

Group 2: Aesthetics, Theory, and Methods of Film Studies. At least one course from English, music, journalism and communication, or other schools or departments on media production and
industries, film history, music, genres, 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, journalism and communication, or other departments and schools on national cinemas—China, France, Germany, Russia or other nations—and other topics emphasizing the social 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 theater arts, or another film course.

As many as four credits in independent study can be applied to any one of the group requirements except Group 1.

Kindergarten through Secondary Teaching Careers
Students who complete a degree in English 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 from the department’s education advisers, Suzanne Clark and Elizabeth Wheeler; see also the College of Education section of this catalog.

Graduate Studies
The Department of English offers graduate study in English and American literature, film studies, folklore, critical theory, rhetoric and composition, cultural studies. It offers the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in English. Detailed descriptions of these programs and instructions about how to apply to the English graduate program are available on the department’s website.

Master of Arts Degree
The Department of English offers an M.A. for students who want to study beyond the B.A. but who do not plan to complete a Ph.D. Students whose goal is a doctorate 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 3.50 or, if the student has 12 or more credits of graduate work in English, a graduate GPA of 3.50 or better

2. A minimum score of 550 on the verbal section of the general test of the Graduate Record Examinations (GRE) or 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test

3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test

Admission Procedures
1. Obtain a Graduate Admission Application online; links are on the department’s website under Graduate Studies. For those with limited online access, telephone the Graduate School, (541) 346-5129

2. 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

3. 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 or cultural studies

The application deadline for 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 adviser. The M.A. thesis is a substantial scholarly essay. A minimum cumulative GPA of 3.50 in all graduate course work at the UO is required for completion of the M.A. degree. At least nine courses must be taken in residence at the University of Oregon.

Emphasis in Film Studies
The emphasis in film studies is a way to focus course work for the M.A. in English. The emphasis is oriented toward students who want a career in the media or who plan advanced graduate work in film studies. Candidates work closely with a faculty adviser whose specialty is film studies. The adviser 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
- 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.
See the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the Graduate School section of this catalog.

Doctor of Philosophy Degree
Students who want to pursue a Ph.D. at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an M.A. prior to being admitted may receive the M.A. at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university M.A. requirements listed in the Graduate School section of this catalog).

The number of places in the Ph.D. program is limited, and admission is competitive.

Admission Requirements
1. A bachelor of arts (B.A.) or a master of arts (M.A.) in English or a related field, with at least a 3.50 graduate grade point average (GPA)

2. A combined Graduate Record Examinations (GRE) score of 1250 on the verbal section of the general test and the literature in English test

3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based version

Admission procedures are the same as for M.A. degrees. The application deadline 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 9 graduate credits of formal course work per term for the Ph.D. year of residency; graduate teaching fellows must also enroll for a minimum of 9 graduate credits each term they hold a GTF appointment.

Degree Requirements
Second Language
The graduate language requirement for the doctoral degree is reading competence in two languages or high proficiency in one. Reading competence may be demonstrated in each of two foreign languages as specified under the language requirement for the M.A. degree. High proficiency may be demonstrated by a grade of A– or better in an approved 400-, 500-, or 600-level literature course, with readings in the target language; scoring at the 75th percentile or better on the 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-1500
- Renaissance
- 1660–1800
• 19th century
• Literary theory

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

Structured Emphasis. Students may also define their individual plan of study according to one of seven structured emphasis options: ethnic literary studies, film studies, folklore, literature and the environment, medieval studies, poetry and poetics, or rhetoric and composition. Each emphasis has a focused 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 UO is the minimum requirement for satisfactory progress toward 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 retake it once, the following spring term.

Students who pass the qualifying examination complete their remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed twelve graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of 3.30 or better may apply for the M.A. degree with a specialty in English or American literature.

Students whose work at this stage does not demonstrate sufficient potential for successful completion of the Ph.D. may not continue in the graduate program in English. If they have satisfactorily completed twelve graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of at least 3.50, they may apply for the M.A. degree.

Ph.D. Oral Examination

After students in the Ph.D. program have completed their course work, they must take a two-and-a-half-hour oral examination. Typically taken fall term following completion of all course work and the language requirement, the Ph.D. oral examination provides 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 discussion of a relatively broad field of study that provides a context for the topic or problem examined in part 2
2. 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.

The topic and areas covered by the oral exam are defined, in the form of a project description and reading list, by the student in consultation with an adviser or advisers and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one-to-two-hour written examination on part 2. The Ph.D. oral examination may be retaken only once.

Ph.D. Dissertation

After completing all other degree requirements, the candidate should consult with a faculty adviser willing to work in the area of the student’s interest and submit a dissertation prospectus for approval by the student’s dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

Expository Writing

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. Students must fulfill the university writing requirement of two composition courses or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents. Students should complete the writing requirement—with course work, by examination, or by waiver examination—early in their studies.

Exemptions. A score of 710 and better on the College Board (CB) New SAT of the writing section places students in their first writing course on the basis of a waiver. A score of 650 on the SAT I-Verbal examination taken before recentering (April 1995) also waives WR 121. A student with a CB score of 5 on the Advanced Placement (AP) English Language and Composition examination, or a 4 or 5 on the AP English Language and Composition examination, receives credit for both WR 121 and 122. A student with a score of 4 on the AP English Literature and Composition examination, or a 3 on the AP English Language and Composition examination, receives credit for WR 121 only. For students who take the American College Test (ACT), a score of 32 waives WR 121. No credit is given for this waiver.

Waiver Examinations. Waiver examinations for WR 121 and 122 are offered during the first week of classes, fall through spring terms, at the UO Testing Office, 238 University Health and Counseling Center Building; call (541) 346-2320. Call or visit the Testing Office to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term.

The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an “exemption by exam” notation for either WR 121 or 122 placed on their degree audit. Waiver exams are not returned to students, nor are they used as a teaching device. Additional help and special tutoring are 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 their SAT or ACT verbal scores. Depending on entrance exam scores, advanced placement exams, or college transfer courses, students may be required to satisfy additional prerequisites for placement in WR 121. These may include AEIS 110, 111, 112 (taught in the Department of Linguistics).

Nonnative Speakers. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates.

Transfer Students. Transfer students in doubt about the equivalency of courses taken elsewhere should bring 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 class schedule.

104, 105 Introduction to Literature (4.4.4)

Works representing the principal literary genres.


110 Introduction to Film and Media (4)Basic critical approaches to film and media studies. Analysis and interpretation of film and media. Aronson, Karlyn, Ovalle.

199 Special Studies: [Topic] (1–5R)

200 Public Speaking as a Liberal Art (4)Study and practice of public speaking as grounded in the five rhetorical canons of invention, arrangement, style, delivery, and memory. Prereq: WR 122 or equivalent.

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. Freinkel, Rowe, Saunders.

210, 211 Survey of English Literature (4.4)The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought. 210: to 1789. 211: 1789 to the present. Dugaw, Earl, Pepnis.

215, 216 Survey of American Literature (4.4)American literature from its beginnings to the
present. 215: to 1850. 216: 1850 to the present.
Gage, Li, Rossi, Sayre, Wonham, Wood.
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
precent. Freinkel, Laskaya, Quiñley.
230 Introduction to Environmental Literature
(4) Introduction to writing in the major literary
generes of poetry, nonfiction, and fiction that
examines the human place in the natural world.
Sayre, Rossi, Westling.
245 Ethnic American Literature: [Topic] (4R)
Introduction to American ethnic literature from
the 1800s to the present, including selections from
African, Native, Chicano, and Asian American
texts. R once when topic changes for a maximum
of 8 credits. Ford, Gopal, Huhndorf, Li, Sayre,
Tolentino, Vázquez.
246 Global Literature in English: [Topic] (4R)
World Anglophone literature presented as literary
responses to colonial history, displacement, and
exile in order to understand English as a global
language of literary expression. R once when
topic changes for a maximum of 8 credits. Gopal,
Li.
250 Introduction to Folklore (4) The process
genes of traditional (i.e., folk) patterning:
the gestures among these forms of expression
and other arts, especially English and American
literature. Gilman, Wojcik.
255 Folklore and U.S. Popular Culture (4)
Explores the relationship between folklore and
popular culture, with special emphasis on the
analysis of legends, myths, icons, stereotypes,
heroes, celebrities, rituals, and celebrations.
Wojcik.
260 Media Aesthetics (4) Conventions of visual
representation in still photography, motion
pictures, and video. Aronson, Karlyn, Ovalle.
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.
Aronson, Karlyn.
Sophomore standing 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, deconstruction-
ist, Freudian, Marxist, semiotic) and their
applications. Clark, Crosswhite, Laskaya, Pyle.
313 Teen and Children’s Literature (4) Books for
young readers, their social implications and
historical context, from the 19th century to the
present. Coreq: ENG 404 Community Literacy.
Wheeler.
315 Women Writers’ Cultures: [Topic] (4R)
Women’s writing in a particular cultural matrix
(race, ethnicity, class, sexual orientation, region,
religion) examined in the context of feminist
literary theories. R thrice for a maximum of
16 credits. Clark, Doug, Gopal, Laskaya, Wood.
316 Women Writers’ Forms: [Topic] (4R)
Women’s writing in a particular genre or form
(prose, fiction, drama, poetry, autobiography, folk-
song) examined in the context of current feminist
literary theories. R thrice for a maximum of
16 credits. Doug, Ford, Gopal, Wood.
321, 322, 323 English Novel (4,4,4) 321: rise of the
novel from Defoe to Austen. 322: Scott to Hardy.
323: Conrad to the present. Bohls, Neel, Quigley,
Shapple.
325 Literature of the Northwest (4) Survey of
significant Pacific Northwest literature as set
against the principles of literary regionalism.
Clark.
326 Western American Literature (4) Major
literary works of the American West from frontier
times to the present. Huhndorf, Lima, Pyle.
330 Oral Controversy and Advocacy (4) In-depth
study of the habits of research, reasoning, select-
ion, and presentation necessary for ethical and
effective oral advocacy on contested topics. Not
open to freshmen. Prereq: WR 122 or equivalent.
335 Inventing Arguments (4) Analysis and use of
patterns of reasoning derived from the disciplines
of rhetoric, informal logic, cognitive science, and
the theory of argumentation. Prereq: WR 122 or
equivalent. Gage.
340 Jewish Writers (4) Forms and varieties of
fiction, poetry, and drama by Jewish writers from
the 19th century to the present. Stein.
352 Shakespeare on Page and Stage (4)
Intermediate-level study of Shakespeare’s plays
and poems. Supplements traditional lectures and
texts with acting workshops, film, live theater
viewings, and student performances. Freinkel.
360 African American Writers (4) Examines the
origins and development of African American
writing in relevant cultural, social, and historical
361 Native American Writers (4) Examines the
origins and development of Native American
writing in relevant cultural, social, and historical
contexts, Huhndorf, Sayre.
362 Asian American Writers (4) Examines the
origins and development of Asian American
writing in relevant cultural, social and historical
363 Chicano and Latino Writers (4) Examines the
origins and development of Chicano and Latino
writing in relevant cultural, social, and historical
contexts. Vázquez.
364 Comparative Ethnic American Literatures
(4) Comparative examination of major issues in
African, Asian, Chicano, and Native American
writing in relevant contexts. Huhndorf, Sayre,
Tolentino.
370 Film, Media, and History (4) Study of selected
developments in critical thinking after the New
Criticism. Crosswhite, Pyle, Schankman.
371/571 Renaissance Thought (4) Studies in the
theory and practice of literary criticism
from Plato and Aristotle through the New Critics.
Clark, Crosswhite, Pyle, Schankman.
380 Film, Media, and Culture (4) Writing of
literary works of the American West from frontier
times to 1850. Clark.
381/581 Romance Literature (4) Editions include Irish
civic, Welsh romance, Norse
mythology, and Icelandic saga. Earl.
382/582 The Age of Beowulf (4) A reading of Anglo-
Saxon literature and culture as the intersection of
Germanic, Celtic, and Christian traditions. Read-
ings include Irish epic, Welsh romance, Norse
mythology, and Icelandic saga. Earl.
383/583 Medieval Romance (4) Study of selected
romances in the context of European intellectual
and social history. May include elementary
linguistic introduction to Middle English.
Laskaya.
384/584 Chaucer (4) Close textual study of selected
Canterbury Tales in Middle English; instruction
in the grammar and pronunciation of Chaucer’s
language. Bayless, Earl, Ginsberg, Laskaya.
402/502 Old English I (4) Introduction to the Old
409/509, 430/530 Old English II,III: [Topic] (4,4)
409/529: study of Old English prose or poetry in
the original language. 430/530: study of Beowulf
or works by other major Old English authors in
the original language. Pre- or coreq for 429: ENG
428/528. Pre- or coreq for 430: ENG 429/529. R
twice when topic changes. Bayless, Earl.
431/531 Renaissance Thought (4) Major Conti-
nental and British theorists in aesthetics, meta-
physics, theology, and statecraft such as Petrarch,
Pico della Mirandola, Machiavelli, Castiglione,
Boccaccio, Erasmus, Montaigne, More, and
Francis Bacon. Freinkel, Rowe.
432/532 16th-Century Poetry and Prose (4) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney and Shakespeare. Freinkel, Rowe.

344/554 Spenser (4) Examines the works of Edmund Spenser. Rowe.

336/536 Advanced Shakespeare (4) Detailed study of selected plays, poetry, or both. Freinkel, Rowe, Saunders.

437/537 Medieval and Tudor Drama (4) Development of English drama from its medieval origins to the death of Christopher Marlowe. Rowe.


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. R when topic changes. Neel, Pyle, Rossi, Shapple, Stein, Wood.


457/557 Victorian Literature and Culture: [Topic] (4R) Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfiction prose; study of examples of the visual arts and popular culture. R when topic changes for maximum of 8 credits. Stein.


466/566 Colonial and Postcolonial Literature: [Topic] (4R) Focused study of authors, genres, and literary movements related to literature written in English about and in former colonies of American or European nations. R twice when topic changes for a maximum of 12 credits. Gopal.


468/568 Ethnic Literature: [Topic] (4R) Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, or Chicano American. R twice when topic changes for a maximum of 12 credits. Ford, Huhndorf, Li, Sayre, Tolentino, Vázquez.


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, Wickers.

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.

481/581 Theories of the Moving Image: [Topic] (4R) Film, television, and video theory and criticism from formative film criticism to the present. Aronson, Karlyn, Ovaille.


485/585 Television Studies (4) Study of television's institutional contents and representational practices, including such television genres as serials, news, and reality TV. Offered alternate years. Ovaille.

486/586 New Media and Digital Culture (4) Study of media emerging from computer-based and digital techniques, including digital cinema, cyborgs, interactive games, multiplayer online simulations, and viral videos. Offered alternate years. Aronson.


492/592 History of Rhetoric and Composition (4) History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century. Crosswhite, Gage, Laskaya.


494 Reasoning, Speaking, Writing (4) Application of advanced study in argumentation theory, particularly procedural standards of rationality developed in recent argumentation studies, to selected public policy controversies. Not offered 2008–9.


503 Thesis (1–16R) Instructor's consent is required for 600-level courses.

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–21R)

604 Internship: [Topic] (1–6R) On- or off-campus internship in a variety of writing or literary-related settings.

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

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

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

611 Composition Graduate Teaching Fellow Seminar I (1–3) Issues in pedagogy related to the university's writing requirement. Crosswhite.

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.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent.

614 Introduction to Literary and Cultural Theory (5) Introduces students to a number of the most important and influential developments in 20th-century literary and cultural theory. Graduate seminar.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one to three major theorists or a significant theoretical problem. Clark, Crosswhite, Kintz, Li, Westling.

620 Medieval Literature: [Topic] (5R) Recent offerings include Chaucer's Troilus and Criseyde, Humor and Vulgarity in Medieval Literature. Bayless, Earl, Ginsberg, Laskaya.

630 Renaissance Literature: [Topic] (5R) Recent offerings include Hamlet, Jacobean Potholders, Renaissance Irrationalities. Freinkel, Rowe, Saunders.

645 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or...
Expository Writing Courses (WR)

AEIS 110, 111, 112 Written Discourse I,II,III (4,4,4) See Linguistics

121 College Composition I (4) Written reasoning as discovery and inquiry. Frequent essays explore relationship of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing. Prereq: SAT verbal score below 710 (650 if taken before April 1995), ACT verbal score below 32, or equivalent.

122 College Composition II (4) Written reasoning as a process of argument. Developing and supporting theses in response to complex questions. Attention to critical reading in academic setting. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

123 College Composition III (4) Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

198 Independent Writing Project (1–3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director’s consent.

199 Special Studies: [Topic] (1–5R) Prereq: WR 121 or equivalent, junior standing.

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. Dresman.

320 Scientific and Technical Writing (4) Emphasis on form, function, and style of scientific, professional, and technical writing; weekly writing assignments include proposals, reports, definitions, instructions, summaries. Use of documentation in publication. Prereq: WR 121 and 122 or equivalent, with a C– or better; junior standing.
Environmental Studies

Environmental studies crosses the boundaries of traditional disciplines in the natural 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 interests in environmental studies by researching environmental issues, teaching courses that meet program requirements, or participating in a variety of program activities on a voluntary basis. They are all available to advise students who are interested in environmental studies.

Resources. The program’s resource center has a collection of books related to environmental topics. University of Oregon students and members of the faculty and staff may borrow items for up to two weeks.

Undergraduate Studies

The program offers undergraduate instruction 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.

Both majors provide a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Their goals are to develop awareness of environmental issues and to develop an understanding of (1) the nature and scope of the forces underlying environmental problems, (2) the various approaches used to bring environmental problems to the public’s attention, and (3) the methods and approaches used to solve these problems. Majors gain an appreciation of the interdisciplinary nature of environmental studies, and they master content and skills associated with a number of different disciplines.

Majors and minors have considerable latitude in designing a course of study that combines theory and practice, invites active participation, and fits specific interests, needs, and aptitudes.

The majors, which provide a well-rounded basic education, prepare students for entry-level positions in business, government, nongovernmental organizations, and for a variety of graduate and professional degree programs. Students are encouraged to take advantage of career planning services offered by the Career Center.

The environmental studies major focuses on social sciences, policy studies, and the humanities. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, ecofeminism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

The environmental science major is designed for students who want to focus on scientific careers in conservation biology; climate; pollution prevention and abatement; or ecosystem protection, restoration, and management.

Students should plan their programs early in their undergraduate careers with the aid of an environmental studies academic adviser. Majors are urged to consider completing a second major or a minor in a related field. Tip sheets listing courses that meet environmental studies major and minor requirements are published each term.

Up-to-date information and tip sheets are available in the program office and on the website.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences, and humanities; to build on these foundations in advanced course work in a variety of disciplines; to develop the skills necessary to study human-environment interactions; and to encourage participation in experiential learning activities that help students prepare for active participation in the work force and in local and global communities. Students should have a strong foundation in written and verbal skills and a thorough understanding of environmental policy and social behaviors.

Courses applied to the major, except environmental studies courses numbered 401 through 498, must be taken for letter grades and passed with grades of C or better. As many as four upper-division courses may be used to fulfill requirements of another major. As many as two upper-division courses may be used to fulfill requirements of another minor. At least 24 credits must be taken at the University of Oregon.

Environmental Studies Major

This major requires a minimum of 92 credits including 56 upper-division credits. Upper-division credit may be earned through course work or through a combination of course work and a student-initiated project or honors thesis. Tip sheets containing detailed information about specific courses that meet the major requirements are available on the program website, in the program office, or from an environmental studies adviser.
Area 1: Lower-Division Core Courses (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.

Area 2: Basic Mathematics and Science Requirements (24 credits)
1. A university-level mathematics course numbered 100 or higher; College Algebra (MATH 111) is recommended
2. A course in statistics chosen from the following list: Introduction to Methods of Probability and Statistics (MATH 243), Quantitative Methods in Sociology (SOC 312), Statistical Methods I (MATH 425), or any of the statistics courses listed on the tip sheet
3. One of three approved introductory three-course sequences in a natural science and one additional course from a different sequence or a list of approved science courses

Area 3A: Upper-Division Natural Science Courses (8 credits)
Any two upper-division natural science courses from the tip sheet.

Area 3B: Upper-Division Social Science and Humanities Courses (40 credits)
Four core courses, one from each of four groups—humanities, social science, policy, and design—and six additional courses, three from one of the four groups and three from another. Refer to the tip sheet.

Area 4: Environmental Issues Course (4 credits)
Environmental Issues (ENVS 411), or a substitute from an approved list.

Area 5: Practical Learning Experience (4 credits)
Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, and courses at field stations.

Environmental Science Major
The major requires a minimum of 112 credits including 60 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.
Sample course plans are available on the program’s website. Tip sheets containing detailed information about specific courses that meet the major requirements are available on the program website, in the program office, or from an environmental studies adviser.

Area 1: Lower-Division Core Courses (8 credits)
Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Humanities (ENVS 203).

Area 2: Basic Mathematics and Science Requirements (32–44 credits)
1. Mathematics (8 credits). Calculus for the Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 252)
2. Natural Science (24–36 credits). Natural science courses are divided into two major categories—life sciences and earth and physical science. Students take courses from both categories but choose one as a focal area and complete two three-course introductory sequences in that focal area. An additional five courses are required from the other area, at least two of which must be upper division.

Area 3A: Upper-Division Environmental Science Courses (40–52 credits)
1. Six upper-division natural science courses from an approved list in the student’s chosen focal area (life sciences or earth and physical sciences), plus five courses in the other area, at least two of which must be upper division
2. A course in statistics chosen from the following list: Statistical Methods in Psychology (PSY 302), Advanced Geographic Data Analysis (GEOG 414), Statistical Methods II (MATH 426), or any of the statistics courses listed on the tip sheet
3. A course in analytical approaches chosen from the following: Environmental Data Analysis and Modeling (ENVS 355), Introductory Geographic Information Systems (GEOG 416), Fundamentals of Remote Sensing (GEOG 418), Modeling and Simulation (CIS 445), Computational Science (CIS 455), Advanced Geographic Information Systems (GEOG 472), Quantitative Ecology (BI 473), or another approved course listed on the tip sheet

Area 3B: Upper-Division Social Science and Humanities Courses (12 credits)
Three core courses chosen from among four groups—humanities, social science, policy, and design—listed on the tip sheet, with no more than one course per group.

Area 4: Environmental Issues Course (4 credits)
Environmental Issues (ENVS 411), or a substitute from an approved list.

Area 5: Practical Learning Experience (4 credits)
Choose from one of several approved practical learning experience options. These include internships, participation in the Environmental Leadership Program, research experiences with UO faculty members, and courses at field stations.

Options for Majors
Environmental Leadership Program
Through the Environmental Leadership Program, environmental studies majors team up with local businesses, nonprofit organizations, and government agencies to work on environmental projects. Students learn professional research, writing, and presentation skills as they develop a network of professional relationships in the region. Participants make a one- or two-term commitment, for which they earn 4–8 upper-division credits. These credits may be used to satisfy upper-division requirements for the environmental studies and environmental science majors.
Environmental leadership students are eligible to be Americorps volunteers. For their participation, students are awarded $1,000 scholarships.

Student-Initiated Project
Students submit a formal proposal for their project that must discuss the focus of the project and the desired distribution of credits. Admission is based on the quality of the proposal—general focus, integration of activities, detailed planning—and an evaluation of the student’s academic record.
A minimum of 12 credits are required. Credits are earned in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406), 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 their adviser no later than the first term of their senior year.
Honors students who do not complete a student-initiated project must earn 6 credits of Research (ENVS 401, Thesis (403), or both 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 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 their 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.

Advanced 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 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 undergraduate adviser; see also the College of Education section in this catalog.

Graduate Studies
The Environmental Studies Program offers graduate study leading to the degrees of 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 course plan based on individual goals and backgrounds.

Some financial support for graduate students in the Environmental Studies Program is available through graduate teaching fellowships. Support generally consists of a stipend, health insurance, and a tuition waiver.

Application instructions and materials are available on the program’s website.

Application deadline. Applicants for admission to the master’s program must submit all necessary materials by January 15. New students are accepted for fall term only.

Master’s Degree
Students admitted to the two-year master’s degree program must complete at least 57 credits distributed as follows:

Environmental Studies Graduate Core Sequence (9 credits). First year.

Capstone Course (4 credits). Second year.

Concentration Area Course Work (24 credits).
Graduate-level courses related to environmental studies in each of two 12-credit concentration areas.

Electives (8 credits)

Thesis or Terminal Project (12 credits). Public defense or presentation required.

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 post–master’s degree study.

Admissions Procedure
Admission to the Ph.D. program must be granted by both the Environmental Studies Program and by the focal department—another University of Oregon academic unit, chosen by the applicant, that offers a Ph.D. degree. Applications are reviewed independently by the admissions committee in the Environmental Studies Program and in the focal department. Both committees must approve the application before the applicant can be accepted into the program.

Requirements
Ph.D. students must satisfy breadth and concentration requirements established by the Environmental Studies Program and the focal department. Working with an advisory committee, the student customizes a plan of action for completion of the degree. There are four categories of requirements:

1. Focal Department Course Work. Completion of graduate course work as established by the focal department, which includes basic graduate-level proficiency in research methods appropriate to the designated focal discipline.

2. Environmental Studies Course Work
   a. Completion of 16 credits in each of two areas of concentration outside the focal department.
   b. First-year students participate in a yearlong sequence of courses required of all incoming environmental studies graduate students: a 4-credit course fall term, a 1-credit seminar winter term, and a 4-credit course spring term.

3. Assessments of Competence. Completion of two assessments of competence: focal department and interdisciplinary. The term “assessment of competence” is used in lieu of “comprehensive examination” in recognition of the different ways in which departments engage in such assessments.

4. Doctoral Dissertation
   a. Completion of 18 credits of Dissertation (ENVS 603), as required by the Graduate School.
   b. Completion and defense of a written dissertation and approval of the dissertation by a committee chosen in accordance with Graduate School regulations. The committee must have at least five members. Both the chair and two additional members must be from the focal department. At least three members of the committee must be participants in the Environmental Studies Program.

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; from the International Studies Program; from the School of Law; and others. Consult the individual department listings in this catalog for course descriptions.

Environmental Studies Courses (ENVS)
196 Field Studies: [Topic] (1–5R) 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 the analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery. Bridgham.
203 Introduction to Environmental Studies: Humanities (4) Contributions of the humanities and arts to an understanding of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse. Toadvine.
345 Environmental Ethics (4) Key concepts and contemporary positions surveyed; includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory. Toadvine.
350 Ecological Footprint of Energy Generation (4) Detailed study of the ecological consequences of all forms of energy generation including fossil fuels and alternative energy sources. Botham.
355 Environmental Data Analysis and Modeling (4) Statistical methods of data modeling and analysis with specific application to environmental data sets. Prereq: MATH 252 or equivalent.
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.
420/520 Perspectives in Nature and Society (4) Comparative exploration of social science approaches to environmental issues. Focus on interactions of social institutions, culture, politics, and economy with the physical landscape. Prereq: ENVS 201. Walker.
425/525 Environmental Education Theory and Practice (4) Learning theories, environmental literacy, and the planning, implementation, and evaluation of environmental education programs. Development of teaching materials in collabora-
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. A secondary goal of the program is to encourage student awareness of the discursive and culture-based dimensions and applications of other major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and international studies—to name only a few—find 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 a 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 advisor and obtain consent of the major advisor before registering for a class to count toward the major. Students should consult the Ethnic Studies Program coordinator about appropriate course substitutions. Majors must earn a grade of C- or better in all courses counted toward the major.

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College of Arts and Sciences

Ethnic Studies
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Eugene OR 97403-5268
www.uoregon.edu/~ethnic

Faculty
Lynn H. Fujivara, assistant professor (women of color; labor, family, citizenship, and welfare; third-world feminist theory). See Women’s and Gender Studies.


Shari M. Huyndorf, associate professor (Native American literature, ethnic studies, cultural studies). See English.


Ernesto J. Martinez, assistant professor (comparative ethnic literature, U.S. Latino literature, literary theory). See Women’s and Gender Studies.


Peggy Pascoe, Carrie C. Beekman Professor of Northwest and Pacific History; associate professor (American West, women’s history). See History.


Jiannbin Lee Shiao, associate professor (race and ethnicity, research design, education). See Sociology.

Lynn Stephen, professor (ethnicity and political economies, gender, U.S. Latinos and Latin America). See Anthropology.

David J. Vázquez, assistant professor (Latino literature, 20th-century literature, ethnic studies). See English.

The date in parentheses at the end of each entry is with instructor’s consent. Prereq: ENVS 345 or PHIL 340.

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) 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)
607 Seminar: [Topic] (1–5R)
608 Workshop: [Topic] (1–16R)
609 Terminal Project (1–16R)
610 Experimental Course: [Topic] (1–5R) A recent topic is Interdisciplinary Capstone.
631 Environmental Studies Theory and Practice (4) Introduction to various disciplinary perspectives that contribute to environmental studies, including their research methods, vocabularies, and core concepts. Prereq: admission to graduate program for environmental studies.
632 Environmental Studies Research Methodology (2) Identifying a clear and concise research problem, developing methodology to address that problem, and the process of developing a thorough knowledge of relevant literature. Prereq: admission to graduate program for environmental studies.
633 Environmental Studies Thesis Development (3) Interdisciplinary readings in environmental studies focused on topics chosen by each student in consultation with instructor; preparation for presentations at the Joint Campus Conference. Prereq: admission to graduate program for environmental studies.

Environmental Aesthetics (4) Explores aesthetic experience of nature through philosophical perspective; emphasizes nature and art; beauty and the sublime; embodiment, culture, and science; and ethics, conservation, and preservation. Prereq: ENVS 345 or PHIL 340.


Environmental Policy and Planning (4) Examines the social, political, and economic framework in which environmental policies are made. Prereq: ENVS 201, 202.

Environmental Pollution (4) Focuses on the causes and consequences of air, soil, and water pollution. Prereq: ENVS 201, 202.

Foundations of Environmental Studies (4) Explores the philosophical, social, cultural, economic, and scientific foundations that contribute to environmental studies, and introduces students to related cross-disciplinary perspectives. Prereq: ENVS 201.

History of Environmental Thought (4) Focuses on the historical development and the evolution of environmental thought. Prereq: ENVS 201.

Introduction to Environmental Chemistry (4) Examines the chemistry of environmental systems, including water, air, and soil. Prereq: ENVS 201.

Introduction to Environmental Science (4) Explores the interdisciplinary nature of environmental and ecological science. Prereq: ENVS 201.

Introduction to Environmental Studies (4) Introduces students to the principles of environmental science and environmental studies. Prereq: ENVS 201.

Introduction to Environmental Studies for Freshmen (1) If offered, see the Course Schedule for a listing of the topics for the term.

Introduction to Environmental Studies for Sophomores (1) If offered, see the Course Schedule for a listing of the topics for the term.

Introduction to Environmental Studies for Juniors (1) If offered, see the Course Schedule for a listing of the topics for the term.

Introduction to Environmental Studies for Seniors (1) If offered, see the Course Schedule for a listing of the topics for the term.
adviser. The major requires a minimum of 56 credits distributed as follows:

**Lower Division** 20 credits
Introduction to Ethnic Studies (ES 101, 102)...... 8
Two courses with the ES subject code, one of which must be chosen from ES 250, 252, 254, or 256......................................................... 8
One additional approved course offered in other departments......................................................... 4

**Upper Division** 36 credits
Theories of Race and Ethnicity (ES 498)........... 4
Ethnic Studies Proseminar (ES 499)............... 4
Four courses with the ES subject code ........................ 16
Three approved courses offered in other departments......................................................... 12

Majors must complete required courses with letter grades of mid-C or better. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon. Courses required for the major must be taken for letter grades and passed with grades of mid-C or better. A student must maintain a grade point average of 2.00 or better in courses applied to the major; a maximum of two of those courses may be used to satisfy major or minor requirements for other programs. Students majoring in ethnic studies may apply credits in Research (ES 401) and Reading and Conference (ES 405) toward their degree only if completed with letter grades of mid-C or better. Credits in Practicum (ES 409) may be applied toward the major on a graded or pass/no pass basis. Specific details and course approvals must be obtained from the Ethnic Studies Program.

**Minor Requirements**
The interdisciplinary minor in ethnic studies requires a minimum of 28 credits distributed as follows:

**Lower Division** 12 credits
Introduction to Ethnic Studies (ES 101, 102)..... 8
One 200-level course with ES subject code ...... 4

**Upper Division** 16 credits
Four approved courses, at least two of which must have ES subject code ................................. 16

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 taken for letter grades and passed with grades of mid-C or better. Courses applied to the minor may not be used to satisfy major or minor requirements for other programs. Students minoring in ethnic studies may apply credits in Research (ES 401) and Reading and Conference (ES 405) only if completed with letter grades of mid-C or better. Credits in Practicum (ES 409) may be applied toward the minor on a graded or pass/no pass basis. Specific details and course approvals must be obtained from the Ethnic Studies Program.

**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. Although ES 102 has no prerequisite, ES 101 is strongly recommended.

196 Field Studies: [Topic] (1–2R) Prereq: approval of program administrators.
198 Colloquium: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
250 Introduction to African American Studies (4)
Focuses on historical, cultural, and social issues in Africa and surveys scholarship in African American studies.
252 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, cultural, and social issues in Native America and surveys scholarship in Native American studies.
330 Women of Color: Issues and Concerns (4)
399 Special Studies: [Topic] (1–5R) Prereq: ES 101 or 102 recommended.
401 Research: [Topic] (1–21R) Prereq: majors or minors only.
405 Reading and Conference: [Topic] (1–21R) Prereq: majors or minors only.
409 Practicum: [Topic] (1–21R) Prereq: majors or minors only.
456/556 History of Native American Education (4) Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Prereq: ES 101 or 102. Klopotek. Offered alternate years.
499 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: approval of program administrators; majors or minors only.
499 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; approval of program administrators; majors only.

**Approved Courses in Other Departments**

Anthropology. Native North Americans (ANTH 320), The Americas: Indigenous Perspectives (ANTH 325), Immigration and Farmworkers (ANTH 329), Scientific Racism: An Anthropological History (ANTH 368), Experimental Course: Hawaii as America (ANTH 410/510), Politics, Ethnicity, Nationalism (ANTH 411/511)

English. Ethnic American Literature: [Topic] (ENG 245), African American Writers (ENG 360), Native American Writers (ENG 361), Asian American Writers (ENG 392), Chicano and Latino Writers (ENG 363), Comparative Ethnic American Literatures (ENG 364), Ethnic Literature: [Topic] (ENG 468/568), Race and Representation in Film (ENG 488/588)

History. African American History (HIST 230, 251), Black Radicalism in the United States (HIST 356), Race and Ethnicity in the American West (HIST 449/549), American Indian History: [Topic] (HIST 469/569), Latin America’s Indian Peoples (HIST 482/582)


Music. Music of the Americas (MUS 359)

Philosophy. Philosophy and Cultural Diversity (PHIL 216), Philosophy and Race (PHIL 432)

Political Science. Racial Politics in the United States (PS 448/548, 449/549)

Psychology. Culture and Mental Health (PSY 366)

Sociology. Social Inequality (SOC 207), American Society (SOC 301), America’s Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Course: Asian American Experience (SOC 410/510), Sociology of Race Relations (SOC 445/545)

Spanish. Hispanic Literature in the United States (SPAN 320)

Theater Arts. Multicultural Theater: [Topic] (TA 472/572)

Women’s and Gender Studies. Feminist Perspectives: Identity, Race, Culture (WGS 321), Women, Work, and Class (WGS 341)
European Studies

Craig Parsons, Program Director
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5206 University of Oregon
Eugene OR 97403-5206
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European Studies Committee
Patricia M. Dewey, arts and administration
Evelyn Gould, Romance languages
Gina Herrmann, Romance languages
Deborah Hurt, art history
Alexander Mathías, German and Scandinavian
Anne Dhu McLucas, music
Alexander B. Murphy, geography
Craig Parsons, political science
Jennifer Presto, comparative literature
Ellen Rees, German and Scandinavian
Daniel Rosenberg, honors college
Andrew Schulz, art history
George J. Sheridan Jr., history
Michael Stern, German and Scandinavian
Marc Vanscheeuwijck, music

About the Program

European studies offers an interdisciplinary certificate for undergraduates in any major or professional school discipline. The program is designed for students who seek to enhance work in the major with a broad and comparative knowledge of Europe. The program certifies a student’s special expertise in the subject, as having acquired a knowledge of Europe beyond that of a single discipline or that concentrated on one country or part of Europe.

The program combines a small number of required core courses that address cross-national topics over a broad sweep of time. Elective courses, chosen by the student with the advice of a member of the European studies committee, ensure some diversity beyond the field of the student’s major.

Certificate Requirements

The College of Arts and Sciences administers an undergraduate certificate program in European studies, overseen by the program committee.

To earn a certificate, a student must complete a total of 36 credits, 24 of which must be at the upper-division level, as well as a paper or project on a European topic as described below.

The courses that satisfy the certificate are distributed as follows: two core courses, four elective courses, and two to three years of a European foreign language. 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 certificate should, as early as possible, consult the program director, who will assign the student an adviser. Developing the plan for elective courses with the adviser’s help ensures that the courses selected satisfy the certificate requirements.

No later than two terms before graduation, the student must notify the adviser of intent to graduate for verification of European studies course work and transcript evaluation. The student must also indicate the European studies certificate on the application for graduation. 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); The Idea of Europe (HIST 420) or equivalent

Four of the 8 core credits must be at the upper-division level.

Electives (16 credits)

Four 4-credit courses, at least two of which are at the 300 or 400 level. Two must be humanities courses; two must be social science courses. Courses preapproved for each group are listed on the program website. Substitutions may be made only with the approval of the student’s adviser.

No more than two of the six courses taken to satisfy core and elective course requirements may be taken in the student’s major. With the adviser’s approval, exceptions can be made for double majors and for certain interdisciplinary majors, especially international studies and humanities.

Foreign Language

For bachelor of arts degree candidates, one European second language taken through the third-year college level. For other bachelor’s degree candidates, one European second language taken through the second-year college level.

Students pursuing a certificate in European studies with an emphasis on German language and culture are encouraged to consider combining it with a major in German with a German studies focus, or a German studies minor.

Significant Paper or Project

A research paper on a topic appropriate to the student’s interests is the final requirement. For students majoring in disciplines such as music, theater, or the fine arts, a project that draws on these crafts may be substituted for the research paper. The paper or project requirement may be satisfied by any work done in the student’s major, such as a seminar paper, as long as the content of the paper or project is focused primarily on Europe. The requirement may also be satisfied by a paper done for any of the courses listed below. Students who want to satisfy the requirement in this way must notify the instructor of their intention at the outset of the term so that the instructor can evaluate the paper with this intent in mind. The requirement may also be satisfied by a research paper done under the supervision of a professor in any field for 3 graded credits, such as a paper for Thesis (403). The instructor’s agreement to supervise must be obtained in advance, and the 403 subject code may be either in that instructor’s department or EURO 403.

European Studies Courses (EURO)

399 Special Studies: [Topic] (1–5R)
403 Thesis (1–9R)
405 Reading and Conference: [Topic] (1–6R)
407 Seminar: [Topic] (1–6R)
410 Experimental Course: [Topic] (1–6R)
415/515 European Union History (4) History, institutions, and policy landmarks of European integration since the end of World War II. Introduction to documents and research on history of European communities.
Folklore

Daniel N. Wojcik, Program Director
(541) 346-3911
118 Prince Lucien Campbell Hall
uoregon.edu/~flr

Faculty

Doug Blandy, professor (art and community service, art and special populations). See Arts and Administration.

Dianne M. Dugan, professor (British folklore, ballads and folk song, 18th-century literature). See English.

Lisa M. Gilman, assistant professor (folklore, performance studies, gender). See English.

Philip W. Scher, associate professor (Caribbean, politics of culture, transnationalism). See Anthropology.

Sharon R. Sherman, professor (film studies, folklore, popular culture). See English.


Daniel N. Wojcik, associate professor (subculture studies, alternative religions, popular culture). See English.

Participating Faculty

Ina Asim, history

Martha J. Bayless, English

Cari R. Bybee, journalism and communication

Edwin L. Coleman II, English

Matthew Dennis, history

John Fenn, music

James D. Fox, library

Alisa D. Freedman, East Asian languages and literatures

Marion Sherman Goldman, sociology

Lori Hager, arts and administration

Kingston Heath, historic preservation

Kenneth L. Helphand, landscape architecture

Shari M. Huhndorf, English

Lamia Karim, anthropology

Kathleen Rowe Karlyn, English

Brian Klopotek, anthropology

Mark Levy, music

Kenneth B. Liberman, sociology

Michael Majdic, media services

Gabriela Martinez, journalism and communication

Anne Dhu McLucas, music

Debra L. Merskin, journalism and communication

Julianne H. Newton, journalism and communication

Jeffrey Ostler, history

Dorothee Ostmeier, German and Scandinavian

Priscilla P. Ovalle, English

Elizabeth M. Peterson, library

Donald L. Peting, architecture

Ellen Rees, German and Scandinavian

Leland M. Roth, art history

Janice W. Rutherford, arts and administration

Gordon M. Sayre, English

Analisa Taylor, Romance languages

Kartz Ucci, art

Elizabeth A. Wheeler, English

Stephanie Wood, Center for the Study of Women in Society

Stephen R. Wooten, international studies

About the Program

The interdisciplinary Folklore Program offers perspectives on ethnic, regional, occupational, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program study the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms as mythology, legend, folktale, art, music, dance, foodways, ritual, and ceremony. Theoretical analyses, research methods, and fieldwork techniques are integral parts of the curriculum.

Graduate courses cover an extensive range of interdisciplinary topics: cultural heritage, ethnicity, subcultures, popular culture, performance, gender, film, religion, arts administration, and issues of diversity and globalization. Folklore graduates work in various public and private agencies as educators, archivists, editors, artists and humanities consultants, museum curators, and festival planners.

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. 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, student and faculty research projects, and audio-visual materials including more than 7,000 slides. A six-part indexing and cross-referencing system makes the data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

Undergraduate Studies

Students may earn a certificate in folklore while completing major and degree requirements in another department or school. A primary goal of the program is to encourage students to become more aware of the culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related folklore courses can enrich their degree programs.

Certificate in Folklore

Students may satisfy requirements for a folklore certificate by completing, with grades of mid-C or better, the folklore core and electives listed below:

Folklore Core (12 credits)

Introduction to Folklore (ENG 250)..................... 4
Two of the following: World Cultures (ANTH 161), Art and Human Values (AAD 250), Folklore and U.S. Popular Culture (ENG 255), or a course approved by the certificate advisor......... 8
Approved Electives (20 credits)

Upper-division folklore courses (8-credit minimum) and related courses in other disciplines. One course must include fieldwork. Approved courses: Special Studies (FLR 399), Reading and Conference (FLR 405), Field Studies (FLR 406), Seminar (FLR 407), Practicum (FLR 409), Experimental Course (FLR 410), Folklore and Religion (FLR 411), Folklore of Subcultures (FLR 412), Folk Art and Material Culture (FLR 413), Folklore and Mythology of the British Isles (FLR 483), American Folklore (ENG 484), Film and Folklore (FLR 485)

Students may substitute courses from other departments to fulfill this requirement with the approval of their certificate adviser. Programs from other departments offering folklore-related courses include anthropology, architecture, art history, arts and administration, Asian studies, classics, dance, East Asian languages and literatures, English, ethnic studies, geography, German studies, history, historic preservation, humanities, international studies, journalism and communication, Judaic studies, landscape architecture, linguistics, music, political science, religious studies, Romance languages, Scandinavian studies, sociology, theater arts, and women's and gender studies.

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.

For additional information about the certificate in folklore, telephone (541) 346-1505.

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 often 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.

Admission Requirements

1. An undergraduate GPA of at least 3.30 (B+)
2. A minimum score of 500 on the verbal section of the general test of the Graduate Record Examinations (GRE), and a score of 4 or better on the analytical writing section (GRE-AW)
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 test

Application procedures are listed on the program website.

Folklore Courses (FLR)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

370 Folklore and Sexuality (4) Examines intersections of folklore and sexuality as entry points for discussing social issues of sexual and gender identity, intolerance, and resistance. Prereq: sophomore standing, Gilman.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–6R)

403 Thesis (1–6R)

404 Internship: [Topic] (1–6R)
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 committee. 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, human physiology, 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 advisers 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.

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 II (MATH 251, 252) or Calculus for Biological Sciences 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 270), plus two from Introduction to Monkeys and Apes (ANTH 171), Evolution of Human Sexuality (ANTH 173), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362)
   Biology. Three from General Biology II, III, IV: Cells, Organisms, Populations, Biochemistry and Genetics (BI 211, 212, 213, 214) or Foundations II, III, 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, 226H) with laboratories (CH 237, 238, 239)
   Computer and Information Science. Computer Science II, III, IV (CIS 210, 211, 212)
   Geography. The Natural Environment (GEOG 141), Global Environmental Change (GEOG 143), and one from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)
   Geological Sciences. Earth's Interior Heat and Dynamics (GEOI 201), Earth Surface and Environmental Geology (GEOI 202), Evolution of the Earth (GEOI 203)
   Physics. General Physics (PHYS 201, 201, 203) with laboratories (PHYS 204, 205, 206) or Foundations of Physics I (PHYS 251, 252, 253)
1. Complete a minimum of 32 credits in approved science courses at the 300 level and above. At least 24 of these credits must be taken for letter grades and passed with grades of C– or better.

2. Two areas of emphasis are required. At least 12 upper-division credits must be completed in each of two sciences. Courses applied to the emphasis requirement must be taken for letter grades.

3. Tutorials may not be included. Courses numbered 400–410, 507, 508, or 510 may not be included unless approved in advance by the general science coordinator.

4. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in general science.

5. At least 24 upper-division science credits must be completed at the University of Oregon to meet the general science residency requirement.

Upper-division courses may be selected from the general science web page.

Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of the 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 3.50 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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Faculty


Special Staff

Blake Andrew, cartographic program specialist (geographic information systems, cartography); GIS program specialist, InfoGraphics Lab. B.S., 2000, Oregon. (2007)
Mike Engelman, cartographic program specialist (geographic information systems, transportation, cartography); project coordinator, InfoGraphics Lab. B.S., 1998, Oregon. (1999)
Kathleen Kato, senior research assistant (geographic information systems, planning, cartography); assistant director, InfoGraphics Lab. B.S., 1994, Oregon; M.C.R.P., 2000, Oregon. (2000)

James E. Meacham, senior research associate (geographic information systems, cartographic design and production); administrative and research director, InfoGraphics Laboratory. B.S., 1984, M.A., 1992, Oregon. (1992)
Aletea Steinngiss, research assistant (cartography and graphic design, geographic information systems); designer and developer, InfoGraphics Lab. B.S., 2002, California State, Northridge; M.S., 2006, Oregon. (2006)

Emeriti

Edward T. Price, professor emeritus. B.S., 1937, California Institute of Technology; Ph.D., 1939, California, Berkeley. (1963)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Undergraduate Studies

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Lower-division courses are open to any student at the university. 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 bache- lor 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 five tracks: environmental geography; culture, politics, and place; geographic information science; geographic education; and physical geography.

Although a degree in geography is a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, cartography, or geographic information science.

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 second-year university language course with a grade of C– or better or by examination indicating an equivalent level of proficiency.

Bachelor of Science (B.S.). Geography majors seeking a B.S. degree must complete a math- ematics 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. The optimal courses for the
university’s mathematics requirement depend on one’s track and focus; consult with an adviser. Students considering graduate school should complete both the mathematics and language requirements.

Major Requirements
The geography major requires a minimum of 48 credits in geography courses. At least nine courses (36 credits) must be taken in geography core subjects, and at least three elective courses (12 credits) are required in one of the five 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 (8 credits). The Natural Environment (GEOG 141), Human Geography (GEOG 142).

Regional and Synthesis Geography (4 credits). One course selected from Introduction to Environmental Studies: Social Sciences (ENVS 201), World Regional Geography (GEOG 201), Geography of Europe (GEOG 202), Geography of Russia and Neighbors (GEOG 204), Geography of Pacific Asia (GEOG 205), Geography of Oregon (GEOG 206), Geography of the United States and Canada (GEOG 208), Geography of the Middle East and North Africa (GEOG 209), Geography of Latin America (GEOG 214), Watershed Science and Policy (GEOG 366), Advanced Geography of European-American Regions (GEOG 470), North American Historical Landscapes (GEOG 471), 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 Globalization (GEOG 342); Society, Culture, and Place (GEOG 343); Political Geography (GEOG 441); Urban Geography (GEOG 442); 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); Forests and the Human Experience (GEOG 464); Environment and Development (GEOG 465); North American Historical Landscapes (GEOG 471); and, if taught by Peter Walker: Perspectives in Nature and Society (ENVS 420), Political Ecology (ENVS 450).

Electives (12 credits). Three 400-level courses chosen from one of the following five tracks. Bachelor of arts candidates may choose any track except geographic information science. Bachelor of science candidates may choose environmental geography, physical geography, or geographic information science. It is possible to create an independent track with the approval of a department adviser.


Culture, Politics, and Place—three from GEOG 441, 442, 444, 445, 446, 461, 462, 463, 464, 465, 471.

Geographic Information Science—three from GEOG 411, 414, 415, 416, 418, 472.

Geography Education—three from GEOG 441 (if major declared by fall 2006), 442, 445, 461, 462, 465, 470, 471, 475 or other upper-division courses with approval of the adviser.

Physical Geography—PHYS 101, 102 or PHYS 201, 202; CH 111 or CH 221; and three from GEOG 421, 422, 423, 425, 427, 430, 431, 432.

Seminar (GEOG 407), Experimental Course (GEOG 410), or other upper-division courses with adviser approval may be used to satisfy the elective requirement.

Honors Programs
The Department of Geography offers an honors option for its majors. More information is available in the department office.

The University of Oregon offers a Professional Distinctions Program, enabling students with a 3.00 GPA and at least 60 completed credits to enhance their undergraduate experience with a set of skills and knowledge that complements their majors. Geography majors should consider exploring a distinction (area of interest) in data analysis or geographic information science and technology.

Minor Requirements
To complete the minor in geography, students must take at least six courses (24 credits) in geography, including one regional geography or techniques course, one upper-division physical geography course, and one upper-division human geography course. At least 16 credits must be taken for a letter grade; grades of C– or better or P must be earned in all geography courses applied to the minor.

Double Major
Geography majors may also complete a second major in any field of the student’s choice. Two of the most common are environmental studies or environmental science—an excellent combination with geography because they offer grounding in the physical and human systems within which environmental issues are situated in a larger global context. For details about adding a second major, visit the department’s website.

Internships in Geography
Internships are unpaid off-campus work experiences involving approximately ten hours of work a week. Students receive up to six credits in one term, and internships may be extended to a second term with prior departmental approval. Interns apply geographic concepts in the service of government, private industry, or nongovernmental organizations. Internships are initiated by students or may come at the suggestion of a faculty member or the request of an employer. Past interns have worked in the Eugene Planning and Development Department, the U.S. Department of Agriculture Forest Service, Lane County Soil Conservation District, and many other organizations and agencies.

Kindergarten through Secondary Teaching Careers
Student who complete a degree with a major in geography are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department’s education adviser, Susan Hardwick; see also the College of Education section of this catalog.

Graduate Studies
Graduate work leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees is offered. A special option in the master’s program emphasizing geography and education is available for students with public school teaching licensure.

The department’s graduate programs emphasize human geography, physical geography with an emphasis on environmental change, and Quaternary studies. 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 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.

Applicants must submit scores from the Graduate Record Examinations general test. 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 575 (paper-based), 233 (computer-based), or 88 (Internet-based) is required by the department, and the applicant must have taken the test within five years of the date of application.
Prepare two sets of official transcripts showing all college-level work and degrees earned. Send one set to the geography department and the other set 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 doctoral 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, climatology, and geomorphology. Environmental studies in the department focus on global environmental change, forest issues, river and watershed issues, and policies, 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, doctoral and master’s degree candidates must complete the following courses or their equivalents: Cartographic Methods (GEOG 311) or Introductory Geographic Information Systems (GEOG 516); Advanced Geographic Data Analysis (GEOG 514); two upper-division courses in physical geography from different subfields; and two upper-division courses in human geography from different subfields.

Practicum (GEOG 609), 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 608) 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 503) for 9 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 all levels. 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 interest 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. While 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 Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

**Ph.D. Requirements**

In addition to completing Graduate School requirements and a master’s degree in geography or equivalent study that includes courses required for a master’s degree in geography at the University of Oregon, the Ph.D. program requires at least two graduate-only 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 the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

**InfoGraphics Lab**

James E. Meacham, Director

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geoservices.uoregon.edu/infographics

The InfoGraphics Lab is a geographic information systems (GIS) research and cartographic production facility located in the Department of Geography. The laboratory works on a variety of supported projects with faculty members, campus offices, and government agencies. Integration of GIS and graphic design tools with cartographic design is its focus. Graduate and undergraduate students may be employed on lab projects.

**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. Gavin, Marcus.

142 **Human Geography**

4. Ways in which various cultures live and use their environments. Discussion of the changing distributions of major cultural elements.

143 **Global Environmental Change**


196 **Field Studies: [Topic]** (1–2R)


412/512 Review of Geospatial Concepts (2) An online, self-guided introduction to the basic concepts behind modern cartography and geographic information systems. 415/515 Qualitative Methods in Geography (4) Examines relationships between culture and environment. Special fee. Prereq: GEOG 141, or 213. Murphy.

461/561 Environmental Alteration (4) The consequences of human activity at different times and places. Special fee. Prereq: GEOG 322 or 422 or 425 or GEOL 334; and MATH 112. McDowell. 463/563 Geography, Law, and the Environment (4) Examines relations between culture and environment in the development of Western civilization. Draws upon contemporary and historical sources, and uses the campus as a laboratory. Special fee. Prereq: junior standing. Murphy. Not offered 2008–9.

Geological Sciences

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Faculty
Mark H. Reed, professor (geochemistry, mineral deposits, aqueous geochemistry). B.S., 1979, M.S., 1984, Ph.D., 1979, California, Berkeley. (1979)

Courtesies

Special Staff
John Donovan, research assistant (electron beam microanalysis). (2001)

Emeriti
Sam Boggs, professor emeritus. B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)
Alexander R. McKinney, professor emeritus. B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)
The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Undergraduate Studies

The undergraduate program in the Department of Geological Sciences is designed to provide an understanding of the materials that make up the earth and the processes that have shaped the earth from deep in its interior to the surface environment. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to understanding earth processes in the historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Geology addresses many natural hazards—earthquakes, flooding, and volcanic eruptions—that affect humans. It also addresses the impact of human activities in degrading the earth’s surface environment, where we pollute rivers and ground water, cause rapid erosion and landslides, or attempt to re-engineer rivers and shorelines.

Preparation. High school students planning to major in geological sciences should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, or earth science).

Students who transfer to the department after two years of college work elsewhere should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Students with a degree in geological sciences are qualified for employment in a broad range of careers: geotechnical and environmental consultants; K-12 school teachers (with an additional teaching certificate); laboratory technicians; professional geologists, geophysicists, or...
Geological Sciences Curriculum

The Department of Geological Sciences offers a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree with a major in geological sciences.

Introductory Sequences. The department offers two introductory sequences. The recommended sequence for majors is Earth’s Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203), The 100-level sequence—Earth’s Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103)—may be substituted if the three courses are passed with grades of mid-B or better.

Grade Options and Standards. 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 Tracks. 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 tracks for a major in geological sciences: geology, geophysics, environmental geoscience, and paleontology.

All of the tracks require a common core of general chemistry, calculus, general geology, and physics, except that paleontology-track students may take two terms of biology in place of two terms of physics.

Every track includes an introductory geology sequence (see Introductory Sequences above). The courses in each track are divided into three categories: core, additional requirements, electives.

Undergraduate Research. As many as 4 credits of research can be counted toward electives in any of the tracks. To receive such credit, students must (1) submit a short letter, written by the faculty adviser and addressed to the head undergraduate adviser in geological sciences, stating the nature of the research and asserting that there is faculty supervision; and (2) submit a final written report to the faculty adviser describing the results of the research. Students may earn credit in this category by registering for any of the following: Research (GEOL 401), Field Studies (GEOL 406), Laboratory Projects (GEOL 408). Students who complete an honors thesis may not apply this option toward elective credits.

Geology Track

Core 55 credits
Earth’s Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203), ......................................................... 12
General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253) ........................................ 12
General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 223H, 226H) .......................... 12
Calculus I,II,III (MATH 251, 252, 253) ............................... 12
Earth Physics (GEOL 315) .................................................. 2
Introduction to Hydrogeology (GEOL 316) .......................... 2
Introduction to Field Methods (GEOL 318) .......................... 3
Additional Requirements 29 credits
Mineralogy (GEOL 331) .................................................. 5
Introduction to Petrology (GEOL 332) ............................... 5
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 353, 414, and higher .......................... 5–20

As many as 15 credits may be selected from the following courses outside of geological sciences:

Biology. Biology courses numbered 306 or higher
Chemistry. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239), Organic Chemistry Laboratory (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Programming and Algorithms (CIS 122), Computer Science I,II,III (CIS 210, 211, 212), Introduction to Algorithms (CIS 315)

Geography. Climatology (GEOG 321), Geomorphology (GEOG 322), 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)

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus (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
Elementary Linear Algebra (MATH 341, 342); Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352); Physical Chemistry (CH 411); Inorganic and Metamorphic Petrology (GEOL 414); Introductory Geographic Information Systems (GEOG 416); Differential Equations and Fourier Analysis II,III (MATH 421, 422); Hillslope Geomorphology (GEOL 441); Field Geology (GEOL 450); Hydrogeology (GEOL 451); Neotectonics and Quaternary Geology (GEOL 452); Tectonics (GEOL 453); Crustal Deformation (GEOL 460); Project in Crustal Deformation (GEOL 461); Environmental Geomechanics (GEOL 462); Computational Earth Science (GEOL 463); Environmental Field Geophysics (GEOL 464); Geodynamics (GEOL 466); Fault Mechanics (GEOL 467); Introduction to Seismology (GEOL 468); Aqueous Geochemistry (GEOL 472); Isotope Geochemistry (GEOL 473); General and Environmental Geochemistry (GEOL 474); Advanced Structural Geology (GEOL 650) ......................................................... 16

Environmental Geoscience Track

Core 60–65 credits
Requirements are the same as for the geology track, except PHYS 201, BI 211, and BI 212 or 213 may be substituted for that track’s physics requirement. GEOL 311 may be substituted for GEOL 331 and 332

Additional Requirements 16 credits
Earth Resources and the Environment (GEOG 310) ......................................................... 4
Sedimentology and Stratigraphy (GEOG 334) .......................... 4
Ecological Footprint of Energy Generation (ENVS 350) .......................... 4
Geologic Hazards (GEOL 353) ......................................................... 4

Electives 28 credits
Geological Sciences. Courses numbered 414 and higher

Biology. Courses numbered 306 and higher
Chemistry. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239), Organic Chemistry (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Introduction to Programming and Algorithms (CIS 122), Computer Science I,II,III (CIS 210, 211, 212), Introduction to Algorithms (CIS 315)

Geography. Climatology (GEOG 321); Geomorphology (GEOG 322); Watershed Science and Policy (GEOG 360); 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); Advanced Geographic Information Systems (GEOG 472)

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable (MATH 341, 342), Functions of a Complex Variable II (MATH 341, 342), Differential Equations I,II,III (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)
and Fourier Analysis I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

**Physics.** Introductory Physics Laboratory (PHYS 204, 205, 206), Foundations of Physics Laboratory (PHYS 207), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

OU engineering courses, by permission of a departmental adviser

**Paleontology Track**

Core 60-65 credits

- 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) ................................. 12
- General Physics (PHYS 201) or General Physics I (PHYS 251) ........................................ 4
- General Biology I: Cells (BI 211) and General Biology II: Organisms (BI 212) or General Biology III: Populations (BI 213) or General Physics (PHYS 202, 203) or Foundations of Physics I (PHYS 252, 253) .......................... 12
- General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H) ... 12
- Calculus I,II,III (MATH 251, 252, 253) .......................... 12
- Earth Materials (GEOL 311) or Mineralogy (GEOL 331) and Introduction to Petrology (GEOL 332) ........................................ 5-10
- Earth Physics (GEOL 315) ........................................ 2
- Introduction to Hydrology (GEOL 316) ........................................ 2
- Introduction to Field Methods (GEOL 318) ............ 3

**Additional Requirements** 27 credits

- 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
- Two from Paleontology I: Paleozoic Marine Fossils (GEOL 431), Paleobotany (GEOL 433), Paleopedology (GEOL 435) ............ 8

**Electives** 16 credits

16 credits from any combination of the geology-track electives.

**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: Thesis (GEOL 401) the term before they intend to graduate, and 3 credits of Thesis (GEOL 403) the term of graduation. These 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 science courses numbered 213 or 300–499. Any such geological science courses listed in the UO Catalog may be used to meet this requirement, except that no more than 8 credits in GEOL 213, 304, 305, 306, 307, or 308 may be applied to the minor. Undergraduate minors must take all required courses for letter grades and complete them with grades of C– or better.

**Group Requirements**

Fourteen 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 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.

**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 geobiology, geochemistry, geodesy, geomechanics, geomorphology, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications of English as a Foreign Language are required and based on academic records, scores on the Graduate Record Examinations, and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of Spoken English (TSE). Applications of English as a Foreign Language must be presented no later than three weeks before the term the student plans to graduate.

Graduate students are advised by 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-geochemistry, structural geology-geophysics, and economic geology (mineral deposits).

**Volcanology-Petrology-Geochemistry**

The department has excellent analytical and other research facilities for studies in these subdisciplines, and the volcanic and metamorphic terrane of the Northwest offers unsurpassed 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 multicomponent equilibria in aqueous systems and volcanic gases; and studies of igneous protogenesis.

**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 geomorphic 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.

**Paleontology-Paleopedology-Geochemistry**

Studies of fossil soils, plants, and vertebrates aim to reconstruct life on land and its role in global change. Global changes of interest include Neogene paleoclimate and paleoenvironment of ape 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 Permian-Triassic boundary, and the effect of Neogene climate on weathering and atmospheric composition during the early Paleozoic.

Geobiology focuses on the interaction of microorganisms with the geologic environment and the ways life forms affect geological processes, such as weathering and mineralization.

**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 structure 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-lithospheric deformation.
Structural geology focuses on applying modern field and analytical techniques to solving problems in Cenozoic tectonics and active faulting. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, 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 coastal deformation, active tectonics of the San Francisco Bay area, 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.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segmentation, transport, and storage of melt; the rifling of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal 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 epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities
The Condon Collection of Fossils, administered by the geological sciences department and overseen by the Museum of Natural and Cultural History, 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, FTIR spectroscopy, stable isotope mass spectroscopy, and a geobiology laboratory.

An experimental petrology laboratory covers a range of crustal temperatures and pressures and includes equipment for manipulating silicate systems to 35 kilobars and 1,500° C may be used to study 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 equivalent. Reed.

110 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 equivalent. Reed.

110 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 equivalent. Reed.

325 Geochemistry (4) Origin and composition of the Earth, surface and interior, heat flow, tectonic processes, geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory. Prereq: GEOL 101 or 201. Retallack.

213 Geology of National Parks (4) Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states. Miller.

304 The Fossil Record (4) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geological sciences majors.

305 Dinosaurs (4) Overview of the past and present biodiversity of vertebrate animals, including ourselves, dinosaurs, and what ruled the ocean when dinosaurs roamed the land.

306 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States. Humphreys.

307 Oceanography (4) Characteristics and physical, chemical, and biological processes of the world’s oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans. Toomey.

308 Geology of Oregon and the Pacific Northwest (4) The region’s geologic and tectonic history and the plate tectonic processes responsible for its evolution. 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 101, 102 or 201, 202; coreq: CH 221 or 224. Blackwell.

315 Earth Physics (2) Physics of basic Earth processes. Application of physics to analysis of convection in Earth, plate tectonics and lithospheric deformation, movement of magma or water through Earth. Prereq: MATH 112, PHYS 201 or equivalent. Hooft Toomey.

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 equivalent. Reed.

318 Introduction to Field Methods (3) Introduc- tion to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203. Dorsey.

325 Geochemistry (4) Origin and composition of the Earth, surface and interior, heat flow, tectonic processes, geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory. Prereq: GEOL 101 or 201. Retallack.

331 Mineralogy (5) Crystal chemistry, systematic study of rock-forming silicate, and selected other minerals, mineral optics, and x-ray diffraction. Lab work with hand samples and petrographic microscopes. Prereq: GEOL 201, 202 or GEOL 101, 102; CH 221 or 224; coreq: CH 222 or 225. Johnson.


334 Sedimentology and Stratigraphy (4) Sedi- mentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy and sequence stratigraphy. Prereq: GEOL 101–103 or 201–203; GEOL 311 or 332. Dorsey.

350 Structural Geology (3) Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and
dynamic analysis of deformation of earth materials. Prereq: GEOL 318; GEOL 311 or 332. Miller.


352 Structural Geology Laboratory and Field (1) Collection and interpretation of field and map data for structural analysis. Includes field trips, map and cross-section generation, and some computer-based exercises. Coreq: GEOL 350. Miller.

353 Geologic Hazards (4) Examines geologic hazards, including both the physical processes that cause them and society's attempt to mitigate them. Prereq: GEOL 201. Cashman.

401 Research: [Topic] (1–21R)

403 Thesis (1–6R) Geological sciences honors students only. R thrice for maximum of 6 credits.

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–5R)

408/508 Laboratory Projects: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R)


414/514 Igneous and Metamorphic Petrology (4) Advanced principles of igneous and metamorphic petrogenesis. Gibbs phase rule, phase diagrams, mineral thermodynamics; magma geochemistry and rheology; metamorphic facies, geothermometry and geobarometry. Prereq: GEOL 332; CH 223 or 226H. Johnston.


418/518 Earth and Environmental Data Analysis (4) Tools-based instruction in data analysis for earth and environmental scientists. Topics include descriptive statistics, visualization, uncertainty analysis, hypothesis testing, regression, time series, and directional data. Prereq: MATH 246 or 251.

420/520 Geocommunication (3) Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.


432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (4) Mesozoic and Cenozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203.

433/533 Paleobotany (4) Evolution and ecology of plants and microbes from the origin of life to global warming. Laboratory exercises and field trip to collect plant fossils. Prereq or coreq: GEOL 103 or 203.

434/534 Vertebrate Paleontology (4) 435/535 Paleopedology (4) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311 or 332. Retallack.

438/538 Geobiology (4) Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles. Jin.


441/541 Hillslope Geomorphology (4) Hillslope processes and landforms; includes hillslope hydrology, overland flow erosion, weathering and soil formation, soil creep, landslides and related hazards, glacial and periglacial processes, effects of land-use practices and fire, and landscape evolution. Roering.

450 Field Geology (10) Geological fieldwork in selected parts of Oregon; emphasizes mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air-photo bases. Prereq: GEOL 318, 334, 335. A course in mineralogy and lithology recommended. Offered summer session only; meets in the field for six weeks immediately after spring term.

451/551 Hydrogeology (4) Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with overall hydrosphere. Prereq: GEOL 101–103; MATH 256; one year each of calculus, chemistry, and physics. Rempel.

452/552 Neotectonics and Quaternary Geology (4R) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 334, 335. Weldon. R once for maximum of 8 credits.


455/555 Mechanical Earth (4) Introduction to continuum mechanics. Includes stress and strain, friction, elasticity, viscous fluids, constitutive laws, equations of motion, and deformation of the earth. Prereq: GEOL 315, PHYS 202, or equivalent; MATH 256. Schmidt.

460/560 Crustal Deformation (3) Deformation of the earth’s lithosphere from seismic, volcanic, and hydrologic processes; geometric and seismic techniques; models of elastic and visco-elastic deformation. Prereq: MATH 253, GEOL 315. Offered alternate years.

461/561 Project in Crustal Deformation (1R) Analysis of geoid and seismic data; modeling of crustal deformation processes; seismotectonics. Prereq or coreq: GEOL 460/560. R thrice for a maximum of 4 credits. Offered alternate years.


464 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 equivalent.

466/566 Geodynamics (4) Introduction to the process of the earth’s physical workings. Includes rheology, bending of lithosphere, viscous flow, and heat transport. Prereq: MATH 256 or equivalent. Humphreys.

467/567 Fault Mechanics (4) The physics of faulting throughout the earthquake cycle. Topics include fault friction, seismic rupture, earthquake triggering, and other fault zone processes. Prereq: GEOL 319, MATH 253. Offered alternate years. Schmidt.

468/568 Introduction to Seismology (4) Introduction to observational, theoretical, and computational seismology. In-depth overview of seismology, earthquake structure, source representation, ray theory, and seismic wave phenomena. Prereq: MATH 256 or equivalent. Toomey.


473/573 Isotope Geochemistry (4) Introduction to nuclear physics and isotope systematics; techniques of isotope analysis: applications of stable and radioactive isotopes in geochronology and as tracers of geological processes. Bindeman.

474/574 General and Environmental Geochemistry (4) Lecture- and project-based introduction to geochemical classification of elements, element cycling, trace element geochemistry, geochemistry of surface environments, basics of radiogenic, and stable isotope geochemistry. Prereq: CHEM 221, 222, 223; GEOL 311 or 332.

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)


607 Seminar: [Topic] (1–5R)

608 Laboratory Projects: [Topic] (1–3R)

609 Practicum: [Topic] (1–3R)

610 Experimental Course: [Topic] (1–3R)

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents.


692 Volcanology (3) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

German and Scandinavian

Jeffrey S. Librett, Department Head

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Faculty


Kenneth S. Calhoon, professor [Enlightenment, Romanticism, literary and film history and theory]. See Comparative Literature.


Emeriti


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

Participating

Marilyn Linton, undergraduate studies

About the Department

The Department of German and Scandinavian administers scholarships for undergraduate and graduate students majoring in German. The Philip and Teresa Hansen Germanic Languages and Literatures Scholarship Fund is awarded annually to two students nominated by members of the faculty. The Beth Maveety Study-Abroad Scholarship is awarded each year to a student for continued study in Germany. Preference is given to students who intend to teach German. The Leona M. Kail Scholarship is awarded every other year to one or two outstanding undergraduate students with financial need. Two department scholarships of $500 each are awarded every other year to outstanding undergraduate students with financial need. The Dr. F. C. G. Schmidt Fellowship is awarded to advanced graduate students nominated by members of the faculty.

For students of Scandinavian, the Friends of Scandinavian Studies Scholarship is awarded yearly to a student or students who display a commitment to the study of Scandinavian language, culture, and society. Financial need is considered.

Please contact departmental advisers for more information.

Undergraduate Studies

The Department of German and Scandinavian 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; Scandinavian; or German studies.

The department does not accept a grade of C– or lower in any course used to fulfill requirements for a major in German.

Preparation. Students with experience in German must take a placement examination during registration week to help with proper placement.

Undergraduate students preparing for graduate work in German are advised to begin study of a third language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history. In addition, students are strongly encouraged to write a thesis or senior paper before applying to graduate schools.

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 focus in German or Scandinavian. Recent graduates of the department have been successful applicants to schools of law and business.

Major Requirements

The following courses cannot be used to satisfy major requirements: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), and in most cases Practicum (GER 409). Courses taken outside the Department of German and Scandinavian may not be used to satisfy major requirements for the German language, literature, and culture focus and the Scandinavian focus.

Majors with a focus in German language, literature, and culture or German studies must...
be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205).

German Language, Literature, and Culture Focus
Courses taken outside the Department of German and Scandinavian may not be used to satisfy requirements for this focus of the major.
1. Five upper-division German-language courses (20 credits)
2. Seven upper-division German literature and culture courses (28 credits)
3. Of the twelve courses from (1) and (2):
   a. Six courses must be taken at the UO
   b. At least four must be 400-level GER-subject code courses, two of which must be taken at the University of Oregon; one of the two must be in literature, culture, or theory
   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. German language retreat workshop (GER 408) is strongly recommended (2 credits)

Students who want to study in Germany should plan their course work carefully in consultation with the undergraduate adviser.

Scandinavian Focus
1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of FINN or DANE or NORW or SWED 203
2. A topical upper-division course from a related field if approved by the adviser (4 credits)
3. Three upper-division courses in one Scandinavian language (12 credits)
4. Eight upper-division Scandinavian literature and culture courses (32 credits). Of the eight,
   a. Two may be culture and civilization courses
   b. Three must be taken at the University of Oregon
   c. One may be taken pass/no pass
5. German advising conference workshop taken pass/no pass (1 credit)

German Studies Focus
The German studies focus combines advanced language training and German literature courses in an interdisciplinary program that includes courses in history, philosophy, political science, art history, music, religious studies, and Judaic studies. The focus is described in the German Studies section of this catalog.

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 departmental undergraduate advisers.

Minor Requirements
The Department of German and Scandinavian offers a minor in German, one in Scandinavian, and one in German 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), Workshop (GER 408), and in most cases Practicum (GER 409).

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate German advisers.

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 DANE or NORW or SWED 203
2. Seven upper-division Scandinavian courses (28 credits) including
   a. Three language courses in one Scandinavian language
   b. Three Scandinavian literature courses
   c. One Scandinavian culture course
   One course may be taken pass/no pass

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

German Studies Minor
The German studies minor is described in the German Studies section of this catalog.

Professional Distinctions Certificate
German or Scandinavian courses may be used to satisfy requirements for a professional distinctions certificate in international communication and culture. The Professional Distinctions program is described in the College of Arts and Sciences section of this catalog.

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. Study for one or two terms is available in Cologne or Vienna through AHA International. Study for one or two months in summer is available in Berlin. Students may also study for one or two terms in Vienna through the Northwest Council on Study Abroad. Another opportunity is to study during the summer at the Deutsche Sommerschule am Pazifik 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 Affairs in the Academic Resources section of this catalog.

For more information, students should consult departmental representatives and the International Affairs office. 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 required as 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 studies are strongly encouraged to spend a year studying in an exchange program at Denmark’s International Study Program in Copenhagen, at Copenhagen Business School, at Aalborg University in Denmark, at the University of Tampere in Finland, at the University of Bergen or the University of Oslo in Norway, or at the University of Uppsala 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 five-year licensure program in middle-secondary teaching, or the five-year licensure program to become an elementary teacher. More information is available from the department’s education advisers, Susan Anderson and Dorothee Ostmeier; 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 teaching. 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 doctor of philosophy (Ph.D.) degrees, concentrates on the analysis of literary and critical discourses, such as romanticism, idealism, historicism, psychoanalysis, expressionism, and criticism of ideology, that helped shape the European intellectual tradition. The graduate curriculum acquaints students with the history of German letters, places this history in the European context, and provides tools for a critical analysis of the discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses: GER 621, 622, 623, 624, 625, 690. Students take one course each term. These courses are grouped according to common themes to give the program a topical and critical coherence. Core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year, core courses address a specific genre (narrative, drama, and lyric). While their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year, core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose (GER 624)
2. Translations-Transformations (GER 625)
3. Various topics in research methods, literary theory, history of German literature, and advanced methodology

Students should consult an appropriate adviser in the German and Scandinavian department for information about the M.A. degree program that emphasizes teaching German. Information and application materials are available on the department website.

**German Courses (GER)**

Every course listed here cannot be offered every year; students should consult the most recent class schedule.

101, 102, 103 First-Year German (5,5,5) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Sequence.

104, 105 Intensive First-Year German (7,8) Covers the same work as GER 101, 102, 103. 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. Prereq: GER 103 or 105 or equivalent.

204, 205 Intensive Second-Year German (6,6)

Covers the same work as GER 201, 202, 203. Prereq: GER 103 or equivalent. Offered only during summer session.

221 Postwar Germany: Nation Divided (4)

Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany. Conducted in English.

222 Voices of Dissent in Germany (4)

Key debates in German culture, including the adequate representation of the Holocaust, literature in society, and the roles of ethnic and gender identities within the nation. Readings and discussion in English.

223 Germany: A Multicultural Society (4)

Examines the multiethnic complexities of German, Austrian, and/or Swiss societies through the writings of African, Turkish, or Jewish Germans. Period of focus varies. Conducted in English.

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. Conducted in English.

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. Option during 313 to take the Zertifikat Deutsch exam.

317 Study in Germany (4) Intensive grammar review in preparation for German exchange programs and upper-division German courses. Introduces contemporary ideas about German culture, history, architecture through journals and magazines. Pre- or coreq: GER 203 or equivalent.

327, 328, 329 German for Reading Knowledge (4,4,4)

Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (4,4) Writings by such figures as Kant, Marx, Freud, and Weber. 340: the emergence of Germany as a cultural and political entity explored through literature, film, and art. 341: the German crisis of modernization. Readings, discussion, and written assignments in German. Prereq: GER 203 or equivalent. GER 340 and 341 offered alternate years.

350 Genres in German Literature (4) Studies on such genres in German literature as Novelle, 20th-century drama, political poetry. Conducted in English.

351 Diversity in Germany (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. Conducted in English.

352 Authors in German Literature (4) Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Drost-Hülshoff, Kafka, Fleissner, Brecht, and Nietzsche. Conducted 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. Conducted in English.

355 German Cinema: History, Theory, Practice (4) In-depth analysis of various facets of German cinema. Topics include film and the Third Reich, cinema and technology, German filmmakers in American exile, German New Wave. Conducted in English.

356 German Fairy Tales (4) The German fairy tale in historical, cross-cultural, and theoretical context, from the Brothers Grimm and romantic tales to adaptations by Tchaikovsky and Sendak. Taught in English.

360, 361, 362 Introduction to German Literature (4,4,4) Introduction to textual analysis—poetry, plays, and prose from 1800 to the present—in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Prereq: GER 203 or equivalent.

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: GER 203 or equivalent.

399 Special Studies: [Topic] (1–5R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on various aspects of German language, literature, or culture and civilization. When topic changes.

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

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

406 Special Problems: [Topic] (1–16R)


408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–5R) Recent topics are Doppelgänger and Nietzsche.

411, 412, 413 Advanced Language Training (4,4,4) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. 411: grammar. 412: writing. 413: speaking. Prereq: GER 311, 312, 313.

425 Play Performance: [Topic] (4R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Prereq: GER 203 or equivalent.

440/540 German Culture and Society: [Topic] (4R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, gender and terrorism, women and German film, peace movements. Prereq: one upper-division GER course in literature or culture. When topic changes.

460/560 German Literature: [Topic] (4R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolff) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: one upper-division GER course in literature or culture. 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] (1–16R)

606 Special Problems: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R) A recent topic is Weimar Modernisms.
608 Colloquium: [Topic] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)
621 Narrative (4R) Analysis and theory of narrative texts. R when topic changes.
622 Drama (4R) Analysis and theory of dramatic texts. R when topic changes.
623 Lyric (4R) Analysis and theory of lyric texts. R when topic changes.
624 Critical and Philosophical Prose (4R) Examines important aspects of German philosophy. R when topic changes.
625 Translations-Transformations (4R) Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film). R when topic changes.
666 Genres of German Literature (4R) Generally focuses on a single genre such as drama, poetry, or prose. Further limited by a time frame or subgenre such as historical drama, ballad, or Novelle. R when topic changes.
690 Literary Studies (4R) Research methods, literary history, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German critics, literature and nonliterary forms. R when topic changes.

Scandinavian Courses (SCAN)

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
251 Text and Interpretation (4) Introduction to textual analysis; explores the relationship between experience, description, and identity through the reading and viewing of Scandinavian literature and film. Students may not receive credit for both SCAN 250 and SCAN 251.
250 Vikings through the Icelandic Sagas (4) Introduction to the social, political, and cultural expressions of Viking society through the Sagas, the unique prose narratives of medieval Iceland Conducted in English.
315 Nordic Cinema (4) Examines cinematic culture in the Nordic countries of Denmark, Finland, Iceland, Norway, and Sweden. Includes works by Ingmar Bergman and the Danish group Dogma 95.
325 Constructions versus Constrictions of Identity (4) Examines the formation of regional, ethnic, gender, and class identity in Scandinavian texts and culture. Topics include immigrant-emigrant experience, lore of the Arctic, Finland-Swedish writing. Conducted in English.
340 Emergence of Nordic Cultures and Society (4) Explores the early history of the Nordic region from pre-Viking days to 1750. Includes Viking history, settlement patterns, material culture, language development, political and belief systems.
341 Revisions of the Scandinavian Dream (4) Examines development of Scandinavian countries from impoverished kingdoms on the European periphery to modern, multicultural welfare societies. Analyzes patterns in the arts, social and political structures, ecological issues. Conducted in English.
350 Periods in Scandinavian Literature (4) Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Conducted in English.
352 Topics in Scandinavian Literature (4) Topics include war and peace, folk literature, film as narrative. Student discussion, oral presentations, and written papers. Conducted in English.
353 Scandinavian Women Writers (4) Examines social issues, especially gender, in literature written by women from Denmark, Finland, Iceland, Norway, and Sweden. Primary emphasis on 19th- and 20th-century texts.
354 Genres in Scandinavian Literature (4) Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Conducted in English.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–21R)
403 Thesis (1–12R)
405 Reading and Conference: [Topic] (1–16R)
407 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–21R)

Danish Courses (DANE)

101, 102, 103 First-Year Danish (4,4,4) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language. Sequence.
199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–16R)
403 Thesis (1–12R)
405 Reading and Conference: [Topic] (1–16R)
409 Practicum: [Topic] (1–16R)

FINNISH COURSES (FINN)

101, 102, 103 First-Year Finnish (4,4,4) Thorough grammatical foundation in idiomatic Finnish with emphasis on reading and speaking the language.
199 Special Studies: [Topic] (1–5R)

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.
199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–16R)
403 Thesis (1–12R)
405 Reading and Conference: [Topic] (1–16R)
409 Practicum: [Topic] (1–16R)

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.
199 Special Studies: [Topic] (1–5R)
301, 302, 303 Third-Year Swedish (4,4,4) Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. Prereq: SWED 203.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–16R)
403 Thesis (1–12R)
405 Reading and Conference: [Topic] (1–16R)
409 Practicum: [Topic] (1–16R)
German Studies

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Participating Faculty
Susan C. Anderson, German and Scandinavian
Judith Baskin, Judaic studies
Kenneth S. Calhoun, comparative literature
James R. Crosswhite, English
Joseph Fracchia, honors college
Julie Hessler, history
Martin Klebes, German and Scandinavian
Lori Krukenberg, music
David M. Luebke, history
John T. Lysaker, philosophy
Alexander Mathäus, German and Scandinavian
John McCole, history
Anne Dhu McLucas, music
Ian F. McNeely, history
Dorothee Ostmeier, German and Scandinavian
Ellen Rees, German and Scandinavian
Sherwin Simmons, art history
Michael Stern, German and Scandinavian
Peter Warnke, philosophy

About the Program
The German Studies Program is supervised by the German Studies Committee, a group of scholars in the humanities, music, and social sciences who share a common interest in German culture, letters, history, and society.

The influence of German culture and letters on modern life is incalculable. In philosophy and religion; in sociology and psychology; in music, law, political science, and history—in every one of these fields and more, German-speaking thinkers have helped define our perception of the world. German studies is an interdisciplinary program that offers undergraduates the opportunity to study these many influences in context with the society and cultures that produced them. It combines advanced language training with an interdisciplinary program of study that integrates courses in history, philosophy, political science, art history, music history, religious studies, and Judaic studies with the language and literature courses offered in the Department of German and Scandinavian. Students who choose the German studies focus for the German major are encouraged to develop their language skills in German with an emphasis on reading and writing and to use these tools in all their course work.

Undergraduate Studies
More information about courses applicable to the German studies focus or the German studies minor is available from the undergraduate adviser for German or the director of the German Studies Committee.

For students interested in combining such a major or minor with a European studies certificate, see the European Studies section of this catalog.

Emeriti
Edwin R. Bingham, professor emeritus. B.A., 1941, M.A. 1942, Occidental, Ph.D., 1951, California, Los Angeles. (1949)

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

Participating
Judith R. Baskin, Judaic studies
Robert Bussel, Labor Education and Research Center
James D. Fox, library
Joseph G. Fracchia, honors college
Dayo Nicole Mitchell, honors college
Marianne S. Nicolas, arts and sciences
Barbara Corrado Poynter, women’s and gender studies
Roxann Prazniak, honors college
Elizabeth Reis, women’s and gender studies
Daniel Rosenberg, honors college
Stephanie Wood, Center for the Study of Women in Society

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 witnesses 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 adviser who reviews departmental requirements and helps the student develop a plan that directs the course of study and ensures timely completion of the requirements. The faculty adviser is available for periodic review of the program and of progress in the major.

A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisers are trained in university and history major requirements, and they 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 better, or 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 410–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. 45 graded credits in history courses, 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 6 graded credits of Reading and Conference (HIST 405) may be used to fulfill major requirements.
2. 8 upper-division credits in history before 1800
3. 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 on 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 407). In exceptional circumstances a term paper written in a colloquium (HIST 408) or in a 400-level lecture course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option enroll in Reading and Conference (HIST 405) for 2 graded credits.

The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student’s lack of planning or preparation. It is permitted only when there are strong pedagogical reasons for pursuing it

5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement.

History Honors Program
The honors program provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis during the senior year. To be eligible for admission to the program, students must have completed at least 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. The grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for a bachelor’s degree with honors in history. Information about procedures for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements
The minor requires 25 credits in history taken for letter grades. Of these credits 21 must be upper division and include one course in history before 1800 in any field. Thirteen of the upper-division credits must be in 400-level courses.

Twenty-one upper-division history credits, including two courses numbered 410–499 and a seminar (HIST 407), must be taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the minor requirement.

Kindergarten through Secondary Teaching Careers
Students completing a degree with a major in history are eligible to apply for the College of Education’s fifth-year licensure program in middle-secondary teaching in social studies. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department’s education adviser, Robert Haskett; see also the College of Education section of this catalog.
Graduate Studies

The department offers graduate instruction leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) specializing in colonial America and the United States, Europe, East and Southeast Asia, Latin America, and Africa.

Admission

Applicants must submit the following items to be considered for admission to the graduate program in history:
1. A completed UO Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal, quantitative, and analytical sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study

The primary fields are ancient history, medieval Europe, Europe 1400–1815, Europe since 1789, Russia, colonial America and the United States, East Asia, Southeast Asia, Latin America, and Africa.

Master of Arts

Applicants are expected to have completed an undergraduate degree in the liberal arts with emphasis on history. The M.A. program is typically completed in two years of full-time study. Students in their first year take Historical Methods and Writings (HIST 612, 613, 614). They must take at least 5 additional seminar credits (HIST 507, 508, 607, or 608). Before receiving the degree, they must demonstrate competence in a second language.

Students must write a master’s thesis or complete two substantial research papers in the primary field and defend the thesis or research papers in an oral examination.

Doctor of Philosophy

Applicants are generally expected to have completed a master’s degree in history or a closely allied field. Applicants with bachelor’s degrees may apply to the doctoral program. Those accepted are required to complete the requirements for the master’s degree and the doctoral degree. 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, demonstrating language competence, and passing the oral comprehensive examination, the doctoral student advances to candidacy. The doctoral candidate must then write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

History Courses (HIST)

101, 102, 103 Western Civilization (4,4,4)

Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. 101: ancient and medieval societie. 102: from the Renaissance to Napoleon. 103: from Napoleon to the present.

104, 105, 106 World History (4,4,4)


190 Foundations of East Asian Civilizations (4)

Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchus. Asim, Goble, Hanes. 191 China, Past and Present (4)


192 Japan, Past and Present (4)


199 Special Studies: [Topic] (1–5R)

Problem-oriented course designed for students interested in history who might or might not become majors.

201, 202, 203 United States (4,4,4)

Creation and development of the United States socially, economically, politically, culturally. 201: Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. 202: Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. 203: imperialism, modernity, the 20s, Depression and New Deal, world wars and cold war, 1960s, and recent developments.

240, 241 War in the Modern World I,II (4,4)


245 Russia, America, and the World (4)

The United States and Russia share historical experiences that extend far beyond diplomacy, trade, and international adversity or alliance. Includes frontier expansion, revolution, industrialization, imperialism, worldview. Kimball.

250, 251 African American History (4,4)


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. Dennis.

301, 302, 303 Modern Europe (4,4,4)

Political, social, cultural, intellectual, and economic trends from the 18th century to the present. 301: 18th century. 302: 19th century. 303: 20th century. Dracoby, McCole.

307 The Study of History (4)

Introduction to historical reasoning and research methods.

308, 309 History of Women in the United States I,II (4,4)

Survey of the diverse experiences of American women from colonial times to the present. 308: 1600 to 1870. 309: 1870 to present.

310 Early Modern Women (4)

The ways in which perceptions about women’s gender roles in society partially reflected and partially contrasted with their actual role. Rowe.

319 Early Middle Ages in Europe (4)

Emergence, from the remains of the late Roman Empire, of a uniquely medieval Christian culture in the Germanic kingdoms of northern Europe between the 4th and 9th centuries. Wolverton.

320 High Middle Ages in Europe (4)

Changes that swept Europe from 1000–1225, including the rise of towns and universities, new spiritual and artistic visions, and varieties of religious and social reform. Wolverton.

321 Late Middle Ages in Europe (4)

A survey of Europe, 1250–1430—the age of Dante and the Black Death—when breakthroughs alternated with disasters in the realms of politics, economics, and religion. Wolverton.

322 The Crusades (4)

Surveys the idea and practice of Christian holy war—not only in Palestine, but within Europe. From the first crusade in 1096 through early 13th century.

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 from the 1800s to the 1960s. Emphasis on the internal dynamics of change as well as the impact of colonialism. Fair.

327 The Age of Discoveries (4)

European exploration and seaborne empires, 1270–1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese empires; Spanish conquest of Mexico. HIST 101, 102 or equivalents recommended.

329 Mediterranean World, Antiquity to 1453 (4)

Late antiquity. Byzantium, rise of Islam, Abbasid caliphate, conquests of Spain and Sicily, religious tolerance, the roles of women, trade, and intellectual exchange.

330 Mediterranean World, 1453–1700 (4)

The rise of the Ottomans, Venetian trade, Jewish diaspora from Spain, the roles of women, piracy, slavery, and the decline of the Mediterranean.

332 British History: [Topic] (4R)

British history from the Celts to the 21st century—economic, political, religious, and social change. R twice when topic changes for a maximum of 12 credits.

McGowen.

345 Early Russia (4) Kievan Rus and Byzantium; Christianization; Mongol dominance; rise of Moscow and two Ivan, one Great, one Terrible; crisis of modernization and subsequent religious dissent.

346 Imperial Russia (4) Siberian and North American expansion; Peter the Great; Catherine the Great; abolition of serfdom; industrialization; Silver Age culture and revolution; World War I and collapse.

347 Soviet Union and Contemporary Russia (4) Examines the rise, development, and collapse of the Soviet Union, the world’s first communist regime. Topics include the Russian Revolution, Stalinism, war, culture, and society. Hessler.


357 The South (4) Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddex.

358 American Jewish History (4) Ways people who identify themselves as Jews have reinvented their identity and created communities in the United States through the 1990s.

359 Religious Life in the United States (4) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the colonial period to the present. Maddex.

361 Early Modern Science (4) Explores the subject, practice, and social place of science in the early modern world.

363 American Business History (4) American businesses from their colonial origins to the present. Interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises. D. Pope.

380, 381, 382 Latin America (4,4,4) Major economic, political, social, and cultural trends and continuities. 380: pre-Columbian and Iberian history, the colonial period up to 1750. 381: transition from late colonial mercantilism to political independence and national definition, 1750–1910. 382: reform and revolution in modern Latin American history, 1910 to the present. Sophomore standing recommended. Aguirre, Haskett.

386 India (4) India under British rule, the rise of nationalist politics, and the subcontinent in the years since independence. McGovern.

387 Early China (4) Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy. Asim.

388 Vietnam and the United States (4) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

396 Samurai in Film (4) Examination of the image of Japan’s warrior class, the most prominent social group in Japan for over seven centuries. Combines films, readings, and lectures.

397 Modern Chinese History (4) Provides an overview of modern China, guiding students through the richness and complexity of modern Chinese history. Conducted in Mandarin Chinese. Prereq: proficiency in Mandarin as determined by instructor. Goodman.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–9R)

403 Thesis (1–9R)

404 Internship: [Topic] (1–3R) R once for a maximum of 6 credits.

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

407/507 Seminar: [Topic] (5R) Recent topics: Stalinism; Oregon, 1900–2000; U.S. Public Health; Aztec History; Late Medieval Holy Women. 408/508 Colloquium: [Topic] (1–6R) Current topics include Southeast Asia Interpretations.

409 Supervised Tutoring (1–2R) R four times for maximum of 8 credits.

410/510 Experimental Course: [Topic] (1–6R)


415/515 Advanced World History: [Topic] (4R) Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters. R when topic changes. McNeeley.


419/519 African Regional Histories: [Topic] (4R) Examines the historiography of specific nations or regions; Swahili coast; Tanzania (formerly Tanganyika); urban South Africa, 1870s to 1970s; West African slavery. R twice for a maximum of 12 credits. Fair.

420/520 The Idea of Europe (4R) The concept and experience of “Europe” explored creatively throughout history from multiple disciplinary perspectives. Sheridan.

421/521 Organization of Knowledge (4R) Production and preservation of knowledge since ancient times, first libraries, monasteries, and universities; science exploration; books and letters; the academic disciplines; the Internet. McNeely.


426/526 Cultural History of the Enlightenment (4) Developments in science, education, economics, sex, government, art, music, communication, and travel in the 18th-century European Age of Reason. McNeely.


434/534 Modern British History: [Topic] (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. R twice when topic changes for maximum of 12 credits. McGovern.

435/535 Revolutionary and Napoleonic Europe (4) The French Revolution; Napoleon; German idealism; British industry; the coalescence of European identity; revolutions in knowledge and education; changing gender roles; imperialism. McNeely.

437/537 Medieval Spain (4) A study of two related aspects of medieval Iberian history: Spain as a frontier society and Spain as a multicultural, multireligious society.

438/538 Golden Age Spain (4) Spanish history during one of the most important eras of its past, when it was a cultural leader in Europe and a major world power.

439/539 Renaissance Europe: [Topic] (4R) Cultural and intellectual history, 1200 to 1600. New religious movements, social and political change in cultural context, theology and philosophy, humanism, the rise of vernacular literatures. R once when topic changes for maximum of 8 credits. Rowe.

440/540 The Book in History: [Topic] (4) The book as cultural artifact, commercial commodity, and primary vehicle for the spread of ideas. I: Authorship and Publishing History. II: Reading

441/541 16th-Century European Reformations (4)
History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. Luebke.

442/542 Early Modern German History: [Topic] (4R)
Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. R twice when topic changes for maximum of 12 credits. Luebke.

443/543 Modern Germany: [Topic] (4R)
Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. R when topic changes. Luebke.

444/544 The Holocaust (4)
Surveys history of Nazi genocide, focusing on terror and complicity in formation of racial policy, and perceptions of Nazi anti-Semitism as the Holocaust was occurring. Luebke.

445/545 Tsarist and Imperial Russia: [Topic] (4R)

446/546 Modern Russia: [Topic] (4R)
Explores topics such as the intellectual and cultural history of Russia from the revolution to recent times. R twice for a maximum of 12 credits.

449/549 Race and Ethnicity in the American West (4)
Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups. Pascoe.

451/551 American Foreign Relations: [Topic] (4R)
Chronological and thematic topics in American foreign relations. R when topic changes. May.

455/555 Colonial American History (4)
Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, landscapes, politics. Dennis.

456/556 Revolutionary America (4)
Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution; institutional, social, and cultural legacy. Dennis.

457/557 19th-Century United States: [Topic] (4R)

460/560 American Intellectual History: [Topic] (4R)

461/561 American Medical History (4)
Explores nine major subjects in the social history of medicine and health in the United States. Offered alternate years.

463/563 American Economic History: [Topic] (4R)

466/566, 467/567 The American West (4,4)
Social, political, and cultural history. 466/566: peoples of the American West and the expansion of the United States in the 19th century. 467/567: 20th-century immigration, urban growth, economic development; social and political institutions; politics of race, ethnicity, and gender in a multicultural region. Ostler, Pascoe.

468/568 The Pacific Northwest (4)
Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Ostler.

469/569 American Indian History: [Topic] (4R)
Variable chronological, thematic, and regional topics, including Indian history to 1860; 1860 to the present; Indians and colonialism; Indians and environments; Indians and gender; regional histories. R twice when topic changes for maximum of 12 credits. Dennis, Ostler.

473/573 American Environmental History: [Topic] (4R)
Topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. I: To 1800. II: 19th Century. III: 20th-Century Environment and Environmentalism. IV: Environment and the West. R thrice when topic changes for maximum of 16 credits. Dennis, Ostler.

476/576 United States in the 20th Century: [Topic] (4R)

480/580 Mexico (4)
Mexican history from pre-Hispanic times to the present. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910. Haskett.

482/582 Latin America’s Indian Peoples (4)
Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Latin America: [Topic] (4R)
Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. R thrice when topic changes for maximum of 16 credits. Aguirre, Haskett.

484/584 Philippines (4)
Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years. May.

487/587 China: [Topic] (4R)
Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. I: Song and Yuan. II: Ming and Qing. III: Late Qing. IV: Republican China. V: China since 1949. R thrice when topic changes for maximum of 16 credits. Asim, Goodman.

490/590 Japan: [Topic] (4R)

491/591 Medicine and Society in Premodern Japan (4)
Japanese medical tradition: folk, Buddhist, Chinese, Dutch. Diseases, treatment and medical services, medical knowledge, acupuncture, sexual hygiene, anatomy, sexually transmitted diseases, reproduction, and family. Goble.

493/593 Japanese History through Film: [Topic] (4R)
Examination of issues of personal identity and choice in selected periods of Japanese history, with emphasis on individual and group responses to transition and social change. R when topic changes. Offered alternate years.

497/597 Culture, Modernity, and Revolution in China: [Topic] (4R)

498/598 Early Japanese Culture and Society: [Topic] (4R)

503 Thesis (1–12R)

601 Research: [Topic] (1–9R)

602 Supervised College Teaching (1–6R)

603 Dissertation (1–12R)

604 Internship: [Topic] (1–3R) R once for maximum of 6 credits.

605 Reading and Conference: [Topic] (1–9R)

607 Seminar: [Topic] (5R)

608 Colloquium: [Topic] (1–6R) Recent offerings include Medieval Europe; Race and Labor in the United States; Race, Gender, and State; Society and Revolution in East Asia.

609 Supervised Tutoring (1–3R)

610 Experimental Course: [Topic] (1–4R)

612, 613, 614 Historical Methods and Writings (5,5,5)
Introduction to the historical profession; includes historical questions, methods, and theories, and historiographic debates.

690 Asian Research Materials (4)
Introduction to basic bibliographical resources—in Western and relevant Asian languages—that are essential for research in Chinese, Japanese, or Southeast Asian history.
Honors College
See Honors at Oregon

Humanities
John Nicols, Program Director
(541) 346-4069
837 Prince Lucien Campbell Hall

Program Committee
Martha J. Bayless, English
Warren Ginsberg, English
Mary K. Jaeger, classics
Lauren J. Kessler, journalism and communication
C. Anne Laskaya, English
James C. Mohr, history
John Nicols, history
Scott L. Pratt, philosophy
George J. Sheridan Jr., history
Michael Stern, German and Scandinavian
John C. Watson, theater arts

General Information
The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. 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 and preparation for a wide range of careers.

Major Requirements
The humanities major is an interdisciplinary bachelor of arts (B.A.) degree program. Proficiency in at least one second language, a requirement for the B.A. degree, is central to the humanities major. Although majors are not required to do more than meet the B.A. requirement, it is strongly recommended that they continue language study in upper-division courses.

The major in humanities requires 48 or 52 credits. Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

Introduction to the Major (4 or 8 credits)
Two courses from Introduction to the Humanities I,II,III (HUM 101, 102, 103) or Themes in the Humanities (HUM 300), which is recommended for students who declare the major in the junior or senior year.

Breadth Requirement (16 credits)
One course taken in each of the four areas listed below. At least two of these must be upper-division courses, and all four courses must be group satisfying.
1. Arts (music history, theater history, art history)
2. Philosophy
3. Classics
4. History

Concentration (28 upper-division credits)
Students must submit a brief essay defending the coherence of the concentration and outlining the seven courses they plan to take. No more than three of the seven courses may be taken in any one department. Students should choose at least one Seminar (407) as part of their concentration.

Honors
Honors in humanities allows a student to focus on an area of concentration in a written thesis. Requirements 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

Courses from Other Departments
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 18th-Century Europe (HIST 426), Intellectual History of Modern Europe (HIST 427), The Book in History (HIST 440)
- Philosophy. 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 programs for a license in middle-secondary teaching or elementary teaching. More information is available in the College of Education section of this catalog. Students who want to teach language arts need more preparation in grammar, literature, and writing. Students who want to teach social studies need more preparation in history, economics, American government, culture, and society.

Independent Study
The Independent Study Program is for students who want extended scholarly studies in an area not represented in established academic departments or schools. This program is open to any UO undergraduate student.

Junior or senior students work for a bachelor of arts (B.A.) with a major in independent study. In addition to Thesis (HUM 403) or Reading and Conference (HUM 405) and one Seminar (407) in an appropriate department, majors must complete the university’s B.A. requirements—group requirements, the multicultural requirement, two years of college-level second-language study, and writing. They must have specific, coherent plans for independent work. A proposal of these plans demonstrating that this program of study is not available through any other department or school must be presented to the director of the Humanities Program and a faculty committee. Applicants also must demonstrate that there are adequate resources at the University of Oregon for their program’s completion. In consultation with the committee, each student sets goals and designs a program of courses and research that culminates in a senior thesis or project. Applicants to the program must have completed at least two-thirds of the university’s group requirements and have at least a 3.50 grade point average in college-level work. Courses applied to the major must be taken for letter grades.

Applications for the Independent Study Program are available in the Humanities Program office.

Humanities Courses (HUM)

Introduction to the Humanities I,II,III (HUM 101, 102, 103) is offered every year; other humanities courses may be offered periodically. Current offerings are listed in the class schedule.

- 101 Introduction to the Humanities I (4) Ideas and modes of vision Western culture has inherited from the classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion.
- 102 Introduction to the Humanities II (4) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science.
- 103 Introduction to the Humanities III (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.
- 199 Special Studies: [Topic] (1–5R)

210 Culture and Society in the Humanities: [Topic] (4R) Content varies from term to term; focus may be on different aspects of a particular culture.

254 The City (4) Examines the urban experience in reference to law, culture, and systems of belief (e.g., classical Athens, Renaissance Florence, 20th-century Berlin, New York).

260 Postwar European Culture (4) Addresses the broad history and culture of 20th-century Europe through humanistic themes and texts that reflect various aspects of that experience.

300 Themes in the Humanities (4) Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

315 Introduction to African Studies (4) Surveys the cultural, social, political, and economic diversity of historical and contemporary Africa. Emphasizes sub-Saharan Africa.

361 Ancient Science and Culture (4) Explores the subject, practice, and social place of science in the ancient world.

399 Special Studies: [Topic] (1–5R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities.

403 Thesis (1–6R)

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

407 Seminar: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–5R)
The department offers a program leading to either a master’s degree or a doctorate in human physiology. Numerous scholarships are available, and students must maintain at least an overall 2.00 grade point average for prerequisites and in courses required for the major. The introductory chemistry sequence should be taken in the first year.

**Prerequisites**

50–53 credits

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

Mind and Brain (PSY 201) .................................. 4

General Biology I, II, III or IV: Cells, Organisms, and Populations or Biochemistry and Genetics (BI 211, 212, and 213 or 214) or Foundations I, II, III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 251, 252, 253)................................. 12–15

General Chemistry (CH 204, 205, 206) or Honors General Chemistry (CH 224H, 225H, 226H).... 12

General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206)................. 6

Calculus for the Biological Sciences I (MATH 246) or Calculus I (MATH 251).................. 4

**Major Requirements**

42–44 credits

Human Anatomy: Musculoskeletal, Internal Organ Systems (ANAT 311, 312) or laboratories (ANAT 314, 315)................................. 10

Human Physiology I (HPHY 313, 314) and laboratories (HPHY 316, 317)................. 10

Motor Control (HPHY 333)................................. 4

Tissue Injury and Repair (HPHY 362)................................. 4

Physiology of Exercise (HPHY 371)................................. 4

Biomechanics (HPHY 381)................................. 4

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........................................ 6–8

**Health Sciences**

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 human physiology. A list of courses meeting this requirement is available in the human physiology office.

Laboratory courses for both chemistry and physics are required for most professional programs in the health sciences. Most premedical and predental programs require organic chemistry, biochemistry, and genetics. Students seeking a career in health sciences should work closely with their faculty members to develop a program of study that meets their career goals.
faculty advisers and plan their programs of study to meet the specific admission requirements of the postgraduate schools in which they are interested.

### Honors
To apply to graduate with departmental honors, a student must have a GPA of 3.50 or better in courses offered by the human physiology department. Candidates complete an honors thesis under the supervision of a committee consisting of two human physiology faculty members. University bachelor's degree requirements are described in the Registration and Academic Policies section of this catalog.

### Minor Requirements
The minor is primarily for students who are majoring in biology, general science, chemistry, or psychology. The minor requires 28 upper-division credits, which must be taken for letter grades; 20 of these credits must be completed at the University of Oregon.

#### Minor Requirements
- 28 credits
- Human Anatomy: Musculoskeletal, Internal Organ Systems (ANAT 311, 312) and laboratories (ANAT 314, 315) ................. 10
- Human Physiology I (HPHY 313, 314) and laboratories (HPHY 316, 317) ......................... 10
- Two courses selected from Motor Control (HPHY 333), Tissue Injury and Repair (HPHY 362), Physiology of Exercise (HPHY 371), Biomechanics (HPHY 381) ............... 8
- Additional human physiology courses may qualify for credits toward the minor. See academic adviser for details.

### Graduate Studies
The Department of Human Physiology 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 interaction with other disciplines throughout the university.

#### Departmental Focus
The central focus of the graduate program is the study of human physiological systems with special attention to the development and adaptations of these systems across the life span and in response to stressors such as exercise, disease, and trauma. The department has a distinguished faculty whose research interests and training lie within biomechanics and bioengineering, neuromuscular physiology, and cardiorespiratory control. They study injury prevention and treatment, the neuromuscular balance of control, sensory-motor integration during dynamic, coordinated human movements, and acute and chronic cardiovascular adaptations to environmental stress and exercise.

For more information, visit the department website.

### Graduate Teaching and Research Fellowships
The Department of Human Physiology offers graduate teaching and research fellowships to qualified students (GTFs), who teach undergraduate laboratories or assist in research projects. Each term, a GTF with an appointment greater than or equal to 0.2 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 office or website. Graduate students can also apply for a limited number of GTF positions in the Department of Physical Education and Recreation. These positions involve administrative duties. Application must be made directly to PARS simultaneously with the graduate application.

#### General Requirements

##### Master’s Degree
The master’s degree program requires a minimum of 45 credits of graduate work, 30 of which must be taken in the Department of Human Physiology. 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 human physiology 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 (HPHY 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 on the department website. To be admitted, students must be accepted into the laboratory group of a faculty member who agrees to serve as the student’s adviser. Course prerequisites to admission include general chemistry, general biology, and two courses of physiology or combined anatomy and physiology, completed with grades of B- or better. Prior to application submission, it is mandatory that students communicate directly with the instructor with whom they wish to study to personally discuss their goals, interests, space availability, and support. Admission into the department’s graduate programs is based on the applicant’s academic record and the following:

1. Minimum Graduate Record Examinations (GRE) scores
   - Master’s degree program: 470 verbal, 500 quantitative or combined GRE verbal, and quantitative scores of 1,000 with neither below 450
   - Doctoral degree program: 520 verbal, 560 quantitative or combined GRE verbal, and quantitative scores of 1,100 with neither below 500
2. A minimum GPA of 3.00
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. If an applicant has a degree from a university whose working language is English, the GRE must be taken and not the TOEFL.
4. Candidate’s statement of 500 words or less that indicates
   a. goals and objectives for pursuing the graduate degree
   b. the applicant’s background and interests as they relate to the department’s central focus and specific faculty interests as they are described in the department’s graduate brochure
5. At least two letters of recommendation from individuals who can attest to the applicant’s potential for master’s or doctoral study.

### Athletic Training Program
The department offers a graduate course of study in human physiology with an emphasis in athletic training. This curriculum is one of fourteen post-certification programs approved by the National Athletic Trainers Association (NATA). 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. The GTF award provides a full tuition waiver and a monthly stipend that varies in amount according to the assignment. Employment settings include intercollegiate athletics, high schools, sports medicine clinics, recreational and intramural sports, and professional athletics. Qualified students can find more information on the department website.

### Human Physiology (HPHY)

#### 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)

#### 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.

#### 104 Understanding Human Disease (4)
Introduces fundamental physiological and anatomical concepts to nonscience majors, to better understand disease and how humans adapt to create solutions to environmental challenges.

#### 199 Special Studies: [Topic] (1–4R)

#### 313 Human Physiology I: Nerve, Muscle, Senses (3)
Systems physiology. Action potentials, muscle contraction, synaptic transmission, sensory
transduction, neural reflexes, central processing of information. Prereq: BI 212.

314 Human Physiology II: Homeostatic Mechanisms (3) Circulatory, respiratory, digestive, endocrine, and reproductive systems. Prereq: HPHY 313.

316 Human Physiology I: Laboratory (2) Laboratory activities related to action potentials, muscle contraction, synaptic transmission, sensory transduction, neural reflexes. Pre- or coreq: HPHY 313 or equivalent.

317 Human Physiology II: Laboratory (2) Laboratory activities related to circulatory and respiratory physiology. Prereq: HPHY 316; coreq: HPHY 314.

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 or equivalent.

362 Tissue Injury and Repair (4) Exploration of the physiology of injury and trauma. Emphasis on inflammation and healing of connective tissue injury as well as therapeutic strategies and rationales. Prereq: ANAT 312 and HPHY 313 or equivalent.

371 Physiology of Exercise (4) Physiology of exercise, physical conditioning, and training: significance of these effects for health and performance. Prereq: HPHY 314, 317.

381 Biomechanics (4) Fundamental principles of physics applied to the analysis of human movement. Emphasis on developing abilities to analyze human movement quantitatively. Prereq: PHYS 201; pre- or coreq: HPHY 314, 317.

399 Special Studies: [Topic] (1–4R)

401 Research: [Topic] (1–15R)

403 Thesis: [Topic] (1–4) For honors students during the terms in which they conduct research or write a thesis.

404 Internship: [Topic] (5–16R) Field experience in an agency, institution, or business. Practice knowledge from courses: planning, organizing, directing, evaluating, and developing professional competence.

405 Reading and Conference: [Topic] (1–15R)

406 Special Problems: [Topic] (1–15R) Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

408/508 Workshop: [Topic] (1–15R)


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

418 Integrative Endocrinology (3) Study of the endocrine system and how it regulates and controls various physiological systems from genetic, molecular, cellular, organ, and whole-organism perspectives. Prereq: HPHY 313, 314.

470/570 Environmental Physiology (4) Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude. Prereq: HPHY 314.


485/585 Gait Analysis (4) Study of walking including the impairments and functional limitations contributing to disabilities. Provides fundamental terminology, techniques, and data interpretation used in gait analysis. Prereq: HPHY 381 or equivalent; courses in fundamental physics, linear algebra. Offered alternate years.

486/586 Orthopedic Biomechanics (4) Principles of musculoskeletal biomechanics relating to concepts in surgical and nonsurgical orthopedics. Course is beneficial to those pursuing careers in medicine and health sciences. Prereq: HPHY 381 or equivalent; courses in fundamental physics, linear algebra. Offered alternate years.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–15R)

606 Special Problems: [Topic] (1–16R) Selected problems in the field of human physiology.


608 Workshop: [Topic] (1–15R)

609 Practicum: [Topic] (1–15R)

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

633 Systems Neuroscience (4) Provides students with in-depth knowledge of the sensory, motor, and limbic structures and functions of the nervous system.


668 Physiology of Injury (4) Physiological regulatory mechanisms controlling injury, inflammation, and pain. Therapeutic modalities used to mitigate the consequences of these responses that accompany physical activity. Prereq: ANAT 312.

669 The Female Athlete (3) Literature-based investigation into the unique negative and positive adaptations observed in women during acute and chronic exercises. Prereq: ANAT 312.

670 Advanced Respiratory Physiology (4) Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Prereq: HPHY 470/570 or equivalent.

684 Kinematics of Human Movement (4) Theory and application of kinematic analysis of human motion. Emphasis on two- and three-dimensional kinematics, including data collection, analysis, and modeling. Prereq: HPHY 381 or equivalent.

685 Kinetics of Human Movement (4) Experimental methods and mechanical theories associated with the analysis of joint forces and movements during human motion. Prereq: HPHY 381 or equivalent.

International Studies
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Faculty
Ina Asim, associate professor (premodern China). See History.
Shaul E. Cohen, geography (social and cultural geography, economic geography, international trade). See Economics.
Christopher J. Ellis, economics (development, global economic restructuring).
Jeffrey Magoto, Yamada Language Center (Japanese and Japanese literature). See Language.
Lamia Karim, anthropology (prospects of international relations). See Anthropology.
Lars Skalnes, political science (international relations, international trade). See Business.

About the Program
The International Studies Program offers interdisciplinary bachelor of arts (B.A.), bachelor of science (B.S.), and master of arts (M.A.) degrees. The program is tailored to give students the theoretical tools to make sense of the fast-changing global arena; ensure the practical application of their research; immerse them in the language, history, and culture of a major world region; ensure they live, study, conduct research, or hold an internship in their region of interest; and help them develop a professional concentration area suitable for their career goals. Professional concentration options are listed below.

The International Studies Program is a member of the Association of Professional Schools of International Affairs and the International Studies Association. These links provide more opportunities in research, internships, funding, and employment for international studies students.

Undergraduate Studies
The interdisciplinary bachelor's degrees offer students a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the interdependent modern world.

Advising. The role of the faculty adviser as mentor 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 adviser and mentor, typically one of the core or participating faculty members named above or a faculty member from the student's concentration areas. Advising about specific major requirements is available from the program's undergraduate advisers.

Admission. Students who want to major in international studies must have completed at least two terms at the University of Oregon and should have attained at least a 3.00 grade point average (GPA). Students are strongly encouraged not to wait until their junior or senior year to apply. 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. In exceptional cases, students entering the university may apply to become an international studies undergraduate adviser.

Major Requirements
For the most current information about courses and requirements, visit the program website listed above.
must be selected and a proposal approved by the program faculty two terms before graduation. Students may apply as many as 4 credits in Thesis (403) to the appropriate block of the 48 credits required for the international studies major.

The completed thesis must be awarded a grade of mid-B or better by the adviser (P, or pass, for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the director of the program. This includes addressing an international or cross-cultural topic and using second-language sources for all projects, including the honors college thesis.

Language Requirement. To satisfy this requirement, students must achieve proficiency in a second language at a level associated with three years of study. Proficiency in the language may be demonstrated by passing three terms of a 300-level language sequence with grades of mid-C or better, or by an examination.

A student may also fulfill the language requirement with two years’ proficiency in two different languages (exclusive of the student’s native tongue) if at least one of the two is a less commonly taught language, not ordinarily offered as a regular course at the University of Oregon. Students wishing to pursue this option must get approval from the undergraduate coordinator.

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 that coincides with their geographical focus area. For information about study abroad, see International Affairs in the Academic Calendar section of this catalog and index entries under “Overseas study opportunities.” Advice is available from International Affairs, 330 Oregon Hall.

Internship Option. Students may earn pass/no pass (P/N) credit for work done as interns. Interested students should consult with international studies advisers.

Block B: Professional Concentration Areas

Comparative International Development

Required Courses (8 credits)

International Community Development (INTL 420), Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Anthropology, Economy and Culture (ANTH 412)

Economics. Economic Growth and Development (EC 490), Issues in Economic Growth and Development (EC 491)

International Studies. Africa Today: Issues and Concerns (INTL 345), Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Comparative Tribalisms (INTL 447)

Journalism and Communication. Third World Development Communication (J 453)

Planning, Public Policy and Management. Nonprofit Management I (PPPM 480)

Sociology. World Population and Social Structure (SOC 303), Political Economy (SOC 420), Sociology of Developing Areas (SOC 450)

Cross-Cultural Communication, Indigenous Cultural Studies, and Ethnic Identity

Required Courses (two of the following) (8 credits)

World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431), Indigenous Cultural Survival (INTL 432), Comparative Tribalisms (INTL 447)

Elective Courses (minimum of 6 credits)

Ethnic Studies. Adviser-approved courses

Geography. Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446)

International Studies. Gender and International Development (INTL 421), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431), Indigenous Cultural Survival (INTL 432), Comparative Tribalisms (INTL 447)

Linguistics. Special Studies: Language Issues in International Studies (LING 399)

Sociology. Systems of War and Peace (SOC 464)

Culture and Art

Required Course (6 credits)

World Value Systems (INTL 430) and one of the following: Art and Human Values (AAD 250), Music in World Cultures (MUS 338)

Elective Courses (minimum of 6 credits)

Anthropology. Performance, Politics, and Folklore (ANTH 419), The Anthropology Museum (ANTH 450)

Art History. Critical Approaches to Art-Historical Study (ARH 300), Musesology (ART 411)

Arts and Administration. Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), Arts Administration (AAD 460)

Dance. Dance and Folk Culture (DAN 301)

Folklore. Folk Art and Material Culture (FLR 413), Film and Folklore (FLR 485)

Historic Preservation. Introduction to Historic Preservation (AAPA 411)

International Studies. World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431)

Music. Music in World Cultures (MUS 358), Introduction to EthnomusicoLOGY (MUS 451), Musical Instruments of the World (MUS 452)

Planning. Public Policy and Management. Nonprofit Management I (PPPM 480)

Theater Arts. Multicultural Theater (TA 472)

Diplomacy: Law and International Relations

Required Courses (8 credits)

Aid to Developing Countries (INTL 422) and one of the following: Introduction to International Relations (PS 205), International Political Economy (PS 340), International Community Development (INTL 420)

Elective Courses (minimum of 6 credits)

Geography. Political Geography (GEOG 441)

History. American Foreign Relations (HIST 451)

International Studies. Africa Today: Issues and Concerns (INTL 345), International Community Development (INTL 420), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Development and Social Change in Sub-Saharan Africa (INTL 445), Comparative Tribalisms (INTL 447)

Political Science. Introduction to International Relations (PS 205), United States Foreign Policy I (PS 326), International Political Economy (PS 340), International Organization (PS 420), United States Foreign Policy II (PS 426), Theories of International Politics (PS 455), United States–China Relations (PS 459), International Environmental Politics (PS 477)

Sociology. Political Economy (SOC 420), Systems of War and Peace (SOC 464)

International Business

Required Courses (12 credits)

Managing in a Global Economy (MGMT 420), International Marketing (MKTG 470), and one of the following: Managing Organizations (MGMT 321), Management: Creating Value through People (BA 316)

Elective Courses (minimum of 8 credits)

Anthropology. Economy and Culture (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), Development and Social Change in Southeast Asia (INTL 444), Comparative Tribalisms (INTL 447)

International Economics

Required courses (8 credits)

International Finance (EC 480) and International Trade (EC 481)

Elective Courses (minimum of 8 credits)

Anthropology. Economy and Culture (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 Globalization (GEOG 342)

International Studies. Aid to Developing Countries (INTL 422)

International Education

Required Courses (8 credits)

Cross-Cultural Communication (INTL 431), Childhood in Cross-Cultural Perspective (INTL 433)

Elective Courses (minimum of 8 credits)


Journalism and Communication. International Communication (J 396), Third World Development Communication (J 455)

Planning. Public Policy and Management. Nonprofit Management I (PPPM 480)

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 463), Environment and Development (GEOG 465)
International Studies. Aid to Developing Countries (INTL 422), World Value Systems (INTL 430), Indigenous Cultural Survival (INTL 432)
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 (8 credits)
Gender and International Development (INTL 421) and Childhood in Cross-Cultural Perspective (INTL 433)
Elective Courses (minimum of 8 credits)
Anthropology. Gender, Folklore, Inequality (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 453)
Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456)
Women’s and Gender Studies. History and Development of Feminist Theory (WGS 315), Global Feminisms (WGS 431)
International Nonprofit Management
Required Courses (8 credits)
Nonprofit Management I (PPPM 480) and one of the following: International Community Development (INTL 420), Aid to Developing Countries (INTL 422)
Elective Courses (minimum of 8 credits)
Arts and Administration. Event Management (AAD 420), Arts Administration (AAD 460), Information Design and Presentation (AAD 483)
Business Administration. Management: Creating Value through People (BA 316), Marketing: Creating Value for Customers (BA 317), Finance: Creating Value through Capital (BA 318)
International Studies. Cross-Cultural Communication (INTL 431)
Planning, Public Policy and Management. Introduction to the Nonprofit Sector (PPPM 320), Community Leadership and Change (PPPM 422), Social Planning and Policy (PPPM 455), Resource Development for Nonprofit Organizations (PPPM 481), Practice of Leadership and Change (PPPM 494)
Journalism and Communication. Principles of Advertising (J 340), Principles of Public Relations (J 350)
International Tourism
Required Courses (8 credits)
Political Geography (GEOG 441) and one of the following: World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431)
Elective Courses (minimum of 12 credits)
Geography. Geography of Globalization (GEOG 342)
International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), World Value Systems (INTL 430), 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 480)
Political Science. Introduction to Environmental Politics (PS 297)
Sociology. Political Economy (SOC 420)
Tourism. Inquire at the program office about approved courses
Media: Journalism and Communication
Required Courses (8 credits)
International Communication (J 396) and one of the following: Special Studies: Language Issues in International Studies (LING 399), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431)
Elective Courses (minimum of 8 credits)
International Studies. World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Comparative Tribalism (INTL 447)
Journalism and Communication. The Mass Media and Society (J 201), Special Studies: Language Issues in International Studies (LING 399), Public Relations Writing (J 440), Third World Development Communication (J 455), International Journalism (J 492)
Linguistics. Special Studies: Language Issues in International Studies (LING 399)
Marketing. Marketing Communications (MKTG 420), International Marketing (MKTG 470)
Sociology. Sociology of the Mass Media (SOC 317)
Peace Studies, Human Rights, and Conflict Resolution
Required Courses (two of the following) (8 credits)
International Organization (PS 420), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431), Comparative Tribalism (INTL 447)
Elective Courses (minimum of 6 credits)
Geography. Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445)
History. War in the Modern World I, II (HIST 240, 241), The Study of History (HIST 307)
International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431), Comparative Tribalism (INTL 447)
Linguistics. Special Studies: Language Issues in International Studies (LING 399)
Political Science. Introduction to Environmental Politics (PS 297), International Organization (PS 420)
Sociology. Systems of War and Peace (SOC 464)
Second-Language Acquisition and Teaching
Required Courses (12 credits)
Second-Language Teaching (LT 445), Second-Language Teaching Practice (LT 446), and one of the following: Linguistic Principles and Second-Language Learning (LING 440), Second-Language Acquisition (LING 444); a practicum, internship, or supervised tutoring is also required
Elective Courses (8–16 credits)
Courses on the structure and culture of the language of specialization. See program adviser for recommended courses
Before selecting this concentration, students must gain the approval of the linguistics department.
Urbanization: Migration and Refugees
Required Courses (8 credits)
International Community Development (INTL 420) 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. Cross-Cultural Communication (INTL 431), Childhood in Cross-Cultural Perspective (INTL 433), South Asia: Development and Social Change (INTL 442), Development and Social Change in Southeast Asia (INTL 444), Comparative Tribalism (INTL 447)
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 adviser, 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 advisers, career diplomats, community development professionals, international business and trade experts, analysts in developing countries, international
educators, administrators of international programs, and cross-cultural communication consultants.

**Admission.** The applicant must be a graduate of an accredited four-year college or university with a grade point average (GPA) of 3.30 or better in all academic work. The application deadline is January 15 for the following fall term. A Graduate Record Examinations (GRE) score is required. Students whose native language is not English must verify a score of 575 (paper-based test), 233 (computer-based test), or 90 (Internet-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 website.

**International Students.** International students are encouraged to apply. Study programs are designed to meet students’ professional needs and those of their home countries. As many as 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 28 graded credits: 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any one department in order to allow an appropriate degree of specialization.

**Proseminar Series.** The International Studies Program conducts two required proseminars in which students and faculty members explore the study of international relations and cross-cultural communication and understanding, and international relations, development theories, and approaches. 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 Policies section of this catalog.)

**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 home 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. The University of Oregon offers formal courses in a number of European and non-European languages. Students also may study languages through self-instruction at the Yamada Language Center. 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 internships 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 or Field Research.** Twelve credits of internship or field research is required. The program assists students in locating internships or research opportunities and securing funding. The internship or research experience should be related to the student’s career plans to enhance future job opportunities. International students may do their internship or research in the United States. Students must pay all or most of the costs. Many graduate students in the program have competed successfully for funding to support internship and research experiences.

The international studies faculty expects students to gain the following from the internship or research experience: (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 or research takes place, and (3) knowledge and experience useful to the career goals of the intern.

**Master of Arts Project.** Each student must prepare an M.A. project, usually in the form of a thesis, a policy paper, or an article that has been accepted for publication in an approved refereed journal. Other types of projects may be approved on a case-by-case basis by the student’s master’s adviser. Nine credits are awarded for a thesis and 6 credits for a policy paper or a published article.

**Concurrent J.D./M.A. Degree.** A four-year program for students interested in international human rights, this program provides background in legal theory and instruments sensitive to social, cultural, economic, and political realities against which international human-rights law is implemented. Future lawyers concerned with asylum, immigration, or public-interest law benefit from the study of international relations and cross-cultural communication.

**International Studies Courses (INTL)**

196 Field Studies: [Topic] (1–2R)
198 Colloquium: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
240 Perspectives on International Development
   (4) Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development. Galvan.
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. Carpenter.
260 Culture, Capitalism, and Globalization
   (4) Cultural and historical perspectives on the development of capitalism as a way of life and its relationship to contemporary global issues and imbalances.
345 Africa Today: Issues and Concerns
   (4) Introduces students to current challenges facing African peoples today. Extends survey of Africa courses, and prepares students for more advanced study regarding the African continent.
399 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–12R)
403 Thesis (1–12R)
405 Reading and Conference: [Topic] (1–12R)
406 Field Studies: [Topic] (1–12R)
407/507 Seminar: [Topic] (1–5R) Special topics in international studies.
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.
410/510 Experimental Course: [Topic] (1–5R) Recent topics include Africa: Development and Social Change. R when topic changes.
420/520 International Community Development
   (4) Introduction to communitarian theory and grassroots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion. Galvan.
421/521 Gender and International Development
   (4) Analysis of the changing roles, opportunities, and expectations of third-world women as their societies undergo social upheavals associated with the problematic effects of development. Weiss.
422/522 Aid to Developing Countries
   (4) Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues. Weiss.
423/523 Development and the Muslim World
   (4) Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss.
431/531 Cross-Cultural Communication
   (4) Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Prereq: INTL 250.
432/532 Indigenous Cultural Survival
   (4) Explores case studies of local indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process.
433/533 Childhood in Cross-Cultural Perspective
   (4) Explores the experience of childhood around the world and examines how this experience is shaped by beliefs about who and what children...
are and by local conditions and contingencies. Carpenter.

442/542 South Asia: Development and Social Change (4) Introduction to the vast social changes and development issues confronting the South Asian subcontinent. Weiss.

444/544 Development and Social Change in Southeast Asia (4) Introduction to the region and to the complex social issues facing the peoples of Southeast Asia. Carpenter.

445/545 Development and Social Change in Sub-Saharan Africa (4) Introduces theoretical and practical aspects of development and social change in sub-Saharan Africa, with focus on key issues in African development during the post-colonial era.

447/547 Comparative Tribalisms (4) Situates contemporary polemics in Africa and the U.S. regarding ethnic, racial, and religious violence, culture wars, and nationalism in a comparative analytic framework. Galvan.

503 Thesis (1–12R) Prereq: exit project committee’s consent.

601 Research: [Topic] (1–12R)

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–12R)

606 Field Studies: [Topic] (1–12R) Prereq: exit project committee’s consent.

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–12R)

609 Practicum: [Topic] (1–12R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

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

640 Gender Analysis in Development Planning (4) Explores specific ways in which gender analysis is considered in development planning. Focuses on economic empowerment, political participation, and shaping international agendas. Prereq: INTL 421/521. Weiss.

656 Research and Writing in International Studies (1) Focuses on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.

Arabic Courses (ARB)

101, 102, 103 First-Year Arabic (5,5,5) Introduction to Arabic with emphasis on speaking, reading, writing, and comprehension. Sequence. Prereq for 201: ARB 103 or equivalent.

201, 202, 203 Second-Year Arabic (5,5,5) Development of Arabic speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence. Prereq for 201: ARB 103 or equivalent.

Judaic Studies

Judith R. Baskin, Program Director

(541) 346-5288
837 Prince Lucien Campbell Hall
5273 University of Oregon
Eugene OR 97403-5273
uoregon.edu/~jdst

Faculty


Deborah A. Green, Greenberg Assistant Professor of Hebrew Language and Literature. B.A., 1984, Brandeis; M.A., 1997, Ph.D., 2003, Chicago. (2003) 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

Matthew Dennis, history

Daniel K. Falk, religious studies

David A. Frank, honors college

Evelyn Gould, Romance languages

Deborah A. Green, Judaic studies

David M. Luebke, history

Jeffrey S. Librett, German and Scandinavian

Richard L. Stein, English

David Wacks, Romance languages

Participating

Monique Balbuena, honors college

Diane B. Baxter, anthropology

Shaull E. Cohen, geography

Mary-Lyon Dolezal, art history

Lisa Freinkel, English

Marion Sherman Goldman, sociology

Kenneth I. Helphand, landscape architecture

Mark Levy, music

Jack P. Maddox, history

Geraldine Moreno Black, anthropology

Judith Raiskin, women’s and gender studies

Elizabeth Reis, women’s and gender studies

Cheyney C. Ryan, philosophy

Steven Shankman, English

Carol T. Silverman, anthropology

William Toll, history

Naomi Zack, philosophy

About the Program

The interdisciplinary Harold Schnitzer Family Program in Judaic Studies provides a comprehensive undergraduate curriculum in the history, religion, 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. 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 JDST subject codes and related courses taught in the disciplines of participating faculty members—anthropology, art history, English, geography, German and Scandinavian, history, landscape architecture, music, philosophy, political science, religious studies, Romance languages, sociology, and women’s and gender studies.

The focus on central issues in the humanities and the history of Western culture provides a liberal-arts background suitable to careers in a range of professional fields and prepares students for graduate work in Judaic studies or related fields.

Requirements. The major requires 68 credits.

The 28 lower-division credits must include the three core courses that cover the development of Judaism and Jewish culture in a chronological sequence (REL 211, JDST 212 and 213). Majors must also take Introduction to the Bible I (REL 222). Majors satisfy the university’s foreign language requirement for the bachelor of arts with six terms of biblical Hebrew language and literature (HBRW 111–113, and three from among HBRW 311, 312, 313, and 399).

Upper-division requirements total 40 credits and include seven courses, one of which must concentrate on the American Jewish experience. The remaining courses must focus on significant issues in Judaic studies from the perspective of the instructor’s academic discipline. Recently offered courses include Women in Judaism (REL 318), Jewish Writers (ENG 340), Israelis and Palestinians (JDST 340), American Jewish History (HIST 358), Jewish Folklore and Ethnology (ANTH 429), and Dead Sea Scrolls (REL 412). Other approved courses include The Bible and Literature (ENG 421), Geography of Religion (GEOG 446), Sociology of Religion (SOC 461), Philosophy of Religion (PHIL 320), Religious Life in the United States (HIST 350), Themes in German Literature (GER 368), and Europe in the 20th Century (HIST 428). A list of approved courses is available from the program director preceding each term; it also appears in the online class schedule and the program website.

Major Requirements

The major requires a minimum of 68 credits, including six terms of biblical Hebrew language and literature. As many as 4 credits in either Internship (JDST 404) or Practicum (JDST 409 or HBRW 409) may be used to satisfy major requirements.

Lower-Division Requirements 28 credits

Biblical Hebrew (HBRW 111, 112, 113) ……….. 12

Early Judaism (REL 211) ……………………………….. 4

Medieval and Early Modern Judaism (JDST 212) ………. 4

The Jewish Encounter with Modernity (JDST 213) ………. 4

Introduction to the Bible I (REL 222) ……………. 4

Upper-Division Requirements 40 credits

Three biblical or postbiblical Hebrew literature courses ………… 12

One course in the American Jewish experience …………….. 4

Six approved elective courses …………….. 24

Honors in Judaic Studies

A degree with honors in Judaic studies requires:

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 two weeks before the end of the term.

Minor in Judaic Studies

The minor requires 28 credits, including 16 upper-division credits. As many as 4 credits in Internship (JDST 404) or Practicum (JDST 409 or HBRW 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.

Lower-Division Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>199</td>
<td>Special Studies: [Topic]</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>311</td>
<td>Biblical Narrative (4R)</td>
<td>Readings in extended narrative prose passages from the Hebrew Bible; emphasis on reading, translation, vocabulary formation, and Hebrew syntax. Taught in Hebrew. Prereq: HBRW 113 or equivalent.</td>
</tr>
<tr>
<td>312</td>
<td>Biblical Poetry (4)</td>
<td>Readings in poetic passages from the Hebrew Bible; focus on reading, translation, vocabulary formation, Hebrew syntax, and biblical poetics. Taught in Hebrew. Prereq: HBRW 113 or equivalent.</td>
</tr>
<tr>
<td>313</td>
<td>Post-Biblical Literature (4)</td>
<td>Readings in postbiblical Hebrew texts of various genres from late antiquity and the Middle Ages, including legal writings, narratives, and poetry. Taught in Hebrew. Prereq: HBRW 113 or equivalent.</td>
</tr>
<tr>
<td>401</td>
<td>Research: [Topic]</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>402</td>
<td>Supervised College Teaching (1–12R)</td>
<td></td>
</tr>
<tr>
<td>403</td>
<td>Thesis</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>404</td>
<td>Internship: [Topic]</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>405</td>
<td>Reading and Conference: [Topic]</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>406</td>
<td>Special Problems: [Topic]</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>407</td>
<td>Seminar: [Topic]</td>
<td>(1–16R)</td>
</tr>
<tr>
<td>408</td>
<td>Colloquium: [Topic]</td>
<td>(1–16R)</td>
</tr>
<tr>
<td>409</td>
<td>Practicum: [Topic]</td>
<td>(1–12R)</td>
</tr>
<tr>
<td>410</td>
<td>Experimental Course: [Topic]</td>
<td>(1–16R)</td>
</tr>
<tr>
<td>412</td>
<td>Hebrew Courses (HBRW)</td>
<td></td>
</tr>
</tbody>
</table>

The diameter of the orange circle is approximately 10 cm.
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

Students must satisfactorily complete, with grades of C– or better or P, two years of college-level Spanish- or Portuguese-language courses.

Language credits may be earned at the University of Oregon through an approved overseas program or transferred from another accredited college or university. As an alternative, 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.

Credits

In addition to the language requirement, students must satisfactorily complete, with grades of C– or better or P, 28 credits of course work 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 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 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 of regularly offered courses.

Sampling of 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 380, 381, 382), Latin America’s Indian Peoples (HIST 482), Latin America (HIST 483)

Political Science. Mexican Politics (PS 253), Government and Politics of Latin America I (PS 463)

Spanish. Survey of Spanish American Literature (SPAN 318, 319), Hispanic Literature in the United States (SPAN 328), 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 allow 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.

Linguistics Faculty


Emeriti


Participating

Gregory D. Anderson, linguistics
Dare A. Baldwin, psychology
Marjorie S. Barker, linguistics
Robert L. Davis, Romance languages
Sarah A. Douglas, computer and information science
Carl Falsgraf, Center for Applied Second-Language Studies
Noriko Fujii, East Asian languages and literatures
Mark Johnson, philosophy
Sarah Klinghammer, linguistics
Jeffrey Magoto, Yamada Language Center
Helen Neville, linguistics
Thomas E. Payne, linguistics
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 worldview, it is a part of anthropology. As an instrument for social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

CAREERS. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, law, linguistics, literature and languages, philosophy, psychology, or sociology. It offers a strong entry into the applied fields listed above.

Advising. Undergraduate majors should 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: 32 credits

Introduction to Linguistic Analysis (LING 290) .................................................. 4
Morphology and Syntax (LING 435) .................................................. 4
Phonetics (LING 411) .................................................. 4
Introduction to Phonology (LING 450) .................................................. 4
Functional Syntax I (LING 451) .................................................. 4
Functional Syntax II (LING 452) .................................................. 4
Historical and Comparative Linguistics (LING 460) or equivalent .................................................. 4
Sociolinguistics (LING 490) .................................................. 4

3. At least 12 additional credits selected from linguistics courses (excluding 100-level courses and LING 440) or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Seminar (LING 497) or a comparable course approved by a departmental adviser

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 undergraduate linguistics 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 term paper. The thesis adviser determines whether the thesis is acceptable and may require the student to register for as many as 6 credits in Thesis (LING 403), taken pass/no pass. Upon fulfilling these requirements, the candidate is approved to receive a B.A. degree with honors in linguistics.

Minor in Linguistics

The minor grounds the student in the basics of linguistic analysis and offers the opportunity to pursue areas of special interest. The minor requires at least 28 credits in linguistics course work. Under special circumstances substitutions to courses listed below are possible. Students need permission from an undergraduate adviser to pursue an alternative program of study.

Minor Requirements 28 credits

Introduction to Linguistic Analysis (LING 290) .................................................. 4
Morphology and Syntax (LING 435) .................................................. 4
Two courses chosen from Languages of the World (LING 211), Language, Culture, and Society (LING 295), Language and Cognition (LING 396) or other elective courses as approved by an adviser .................................................. 8
Phonetics (LING 411) .................................................. 4
Introduction to Phonology (LING 450) .................................................. 4
Functional Syntax I (LING 451) .................................................. 4

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that provides knowledge 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 adviser, including 12 approved credits in second-language acquisition theory and language-teaching methodology; 8 to 15 approved credits in linguistic description of a target language; 2 to 4 credits in practicum, internship, or supervised tutoring; and college-level second-language study (two years of a second language if the certificate target language is English; three years if the target language is French, German, Japanese, Russian, or Spanish).

Second-Language Teaching

Second-Language Acquisition (LING 444/544) and Second-Language Teaching (LT 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 targeted 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, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Master of Arts
Prerequisites. Students may be required to pass with grades of B– or better certain prerequisite courses, typically an introductory course in linguistics.

Degree Requirements
The master’s degree requirements include 27–28 credits in core courses. No course with a grade lower than B– may be used to satisfy degree requirements.

Core Courses 27–28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Phonology (LING 550)</td>
<td>4</td>
</tr>
<tr>
<td>Functional Syntax II (LING 551, 552)</td>
<td>8</td>
</tr>
<tr>
<td>One approved Seminar (LING 507 or 607)</td>
<td>3–4</td>
</tr>
<tr>
<td>Linguistic Theory: Phonology (LING 614)</td>
<td>4</td>
</tr>
<tr>
<td>Linguistic Theory: Syntax (LING 615)</td>
<td>4</td>
</tr>
<tr>
<td>Linguistic Theory: Semantics (LING 616)</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives. An additional 20 credits in graduate-level courses chosen from linguistics or other relevant, related disciplines are required for the M.A. Students should 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.

Specialization in Language Teaching
The specialization in language teaching requires a course background in basic linguistics and courses specifically designed for second-language teaching preparation.

Prerequisites. Students should have a B.S. or B.A. degree in linguistics or a related field.

Degree Requirements. This specialization requires 53 credits of course work and 7 credits for the final project. Only graded courses may be used to satisfy degree requirements. Exceptions must be approved by the department. No course with a grade lower than B– may be used to satisfy degree requirements.

Required Courses credits

| Seminar: ESL Practices in the United States (EDST 507) | 4 |
| Linguistic Principles and Second Language Acquisition (LING 540) | 4 |
| Teaching English Pronunciation (LT 541) | 4 |
| Second-Language Teaching (LT 543) | 4 |
| Second-Language Teaching Practice (LT 546) | 4 |
| Curriculum and Materials Development (LT 548) | 4 |
| Testing and Assessment (LT 549) | 4 |
| English Grammar (LING 594) | 4 |
| Workshop: Computer-Assisted Language Learning (LT 608) | 4 |
| Terminal Project (LT 611) | 8 |
| Comparative Education (EDLD 630) or an alternate | 4 |
| approved course in a related area | 3–4 |
| Program Evaluation for Educational Managers I (EDLD 681) | 4 |
| other approved course | 4 |

Electives. Students working toward an M.A. degree must take an additional 5 credits of elective course work. Students who have already taken any of the required courses or their equivalents should replace them with elective course work in consultation with their adviser.

Terminal Project. Students working toward an M.A. degree with the language teaching specialization must complete a terminal project over two consecutive terms. The project topic must be approved by the faculty adviser, and be presented in an LT 611 class session during the final term.

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—anthropological linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, and sociolinguistics.

Admission Requirements. 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 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.

Doctoral Adviser. The department head appoints a doctoral adviser for each student upon admission to the Ph.D. program.

Prequalifying Research Requirement. The student produces a piece of original research, developed under the guidance of two faculty members and presented in a public document. There are several ways to achieve this:

- The student presents the project as a formal M.A. thesis and earns an M.A.
- The student submits part of the research for a technical report series
- The student submits part of the research to a conference, and it is published as part of the conference proceedings
- The student makes another proposal that is approved by the student’s faculty committee

The prequalifying research requirement must be completed by the end of the second year of study.

Doctoral Examination and Advancement to Candidacy. The examination is designed to prove the student’s competence as a professional linguist, and consists of two original publishable papers of substantial length and quality in different subfields of linguistics.

An unmodified M.A. thesis or prequalifying research project cannot serve as one of the qualifying papers. A separate committee of three faculty members will be appointed by the department head to referee each paper, with the student’s adviser to sit on both committees. Upon documented completion of both papers and all required course work, the student is advanced to candidacy.

Doctoral Dissertation. A doctoral committee must include at least three linguistics faculty members and one outside member, and must be either chaired or cochaired by the student’s doctoral adviser in linguistics. A dissertation prospectus must be submitted to and approved by the doctoral committee before the writing of the dissertation commences. The Ph.D. will be granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation.

Required Courses. Students must complete at least 32 graduate credits at the University of Oregon after commencing the Ph.D. program. The course work must be approved by the doctoral adviser. Even those students who have already earned an M.A. degree are typically expected to complete all of the M.A. degree requirements at Oregon as part of the normal progress toward the Ph.D. Courses taken to fulfill M.A. degree requirements while a doctoral student cannot count toward the minimum credit requirements of the Ph.D. program. At least 16 of the required credits must be in linguistics. The remainder may be in related fields. Students must complete one of two specialization areas: (1) field or descriptive linguistics or (2) cognitive or psycholinguistics.

Descriptive Linguistics Specialization. Students must demonstrate proficiency equivalent to two years of college study in two second languages, either by examination or through course work. At least one language must provide access to scholarly materials relevant to the student’s field of study. The other language may be a contact language for fieldwork. Students must complete
the field methods sequence (LING 617, 618, 619) and at least two seminars in core linguistics, e.g., syntax, semantics, pragmatics, or phonology.

Psycholinguistics Specialization. Students must demonstrate proficiency equivalent to two years of college study in one second language, either by examination or through course work. This language must provide access to scholarly materials relevant to the student’s field of study. Students must complete Empirical Methods in Linguistics (LING 621) and four graduate-level psycholinguistics courses approved by their doctoral adviser. In addition, students must take a graduate-level course in statistics. Depending on their specialization, some students may be required to take additional courses in statistics.

Cognitive and Decision Sciences

Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see the Research Institutes and Centers section of this catalog.

Neuroscience

See the Neuroscience section of this catalog for information about the study of neuroscience.

American English Institute

The American English Institute offers several 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, the online Distance Education 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 and II, 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 the institute, in one regular university course. Trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

Academic English for International Students.

This program is offered to matriculated students who have scored between 500 and 575 on TOEFL (between 173 and 233 on the computer-based TOEFL, between 61 and 88 on the Internet-based 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. These courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the institute office and International Affairs.

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 institute office, International Affairs, and the Graduate School.

Distance Education. The institute offers several online distance education courses and video conferencing workshops in language-teaching training. Specialized distance courses can also be designed upon request.

Short-Term Programs. 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 adviser, 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. Students are advised to study English for a minimum of six months prior to admission.

To apply, submit the following materials:

1. An American English Institute application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor’s) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $65

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 institute’s admissions coordinator.

Linguistics Courses (LING)

101 Introduction to Language (4) Nontechnical introduction to language. Issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.

150 Structure of English Words (4) Word structure and derivation in English Greek and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

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. Vakarellis.

162 Nature versus Nurture in Language (4) Compares biological (nature) and social (nurture) factors in explaining how language structure develops and is used by the individual and by language communities. Redford.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

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. DeLancy.

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.

295 Language, Culture, and Society (4) Ways in which language reflects culture and in turn determines cultural worldview, interaction between language and social structure, social relations and interpersonal communication.

315 Language and Categorization (4) Introduces various theories of linguistic meaning and categorization, then applies them to categorization of sounds, parts of speech, semantic networks, perspective, metaphor, and linguistic relativity. Prereq: sophomore standing or higher.

331 African Languages: Identity, Ethnicity, History (4) Introduction to the role of languages in understanding African identities, cultures, and migrations. Major language families, linguistic diversity, multilingualism, and historical change in African languages. Prereq: WR 121 passed with a grade of C– or better; minimum scores on SAT (at least 710) or ACT (at least 32). Payne.

396 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization, linguistic units and speech behavior; language use and memory. Pederson.

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)

407/507 Seminar: [Topic] (1–5R)

Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

411/511 Phonetics (4) The articulatory and acoustic basis for understanding the production and perception of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290 passed with a grade of C– or better. Guion, Redford.

415/515 Semantics (4) Survey of the fundamentals of semantic theory from traditional formal logic to modern cognitive approaches. Additional coverage of fundamental notions in pragmatics. Prereq: LING 290 passed with a grade of C– or better. DeLancy, Pederson.

423/523 Fieldwork Methods and Ethics (4) Qualitative methodology in cross-cultural fieldwork
from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field rela-
tions, leaving the field. Gildea, Payne, Pederson.

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 CDS 210 passed with a grade of C– or better. Vakareliyska.


440/540 Linguistic Principles and Second-Language Learning (4) Introduction to how languages are learned; underlying human-language principles. Special attention to learning issues that classroom teachers need to address. Students cannot receive credit for both LING 440/540 and 444/544. Gildea, Guion, Tomlin.

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/540 and 444/544. Prereq: LING 290 passed with a grade of C– or better. Guion, Tomlin.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, phonological processes operating at the segmental and suprasegmental levels. Prereq: LING 411 passed with a grade of C– or better. Gildea, Redford.

451/551 Functional Syntax I (4) Syntax within grammar: its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 435 passed with a grade of C– or better. DeLancey, Gildea, Payne, Vakareliyska.

452/552 Functional Syntax 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 451 passed with a grade of C– or better. DeLancey, Gildea, Payne, Vakareliyska.

460/560 Historical and Comparative Linguistics (4) Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages. Prereq: LING 450, 451 passed with a grade of C– or better. DeLancey, Guion.

490/590 Sociolinguistics (4) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prereq: LING 290 passed with a grade of C– or better. Redford.

494/594 English Grammar (4) Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

495/595 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 passed with a grade of C– or better. Vakareliyska.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)


608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (3) Prereq: LT 445/545 or equivalent. R twice for a maximum of 9 credits.

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. DeLancey, Gildea, Payne.


617, 618, 619 Field Methods I, II, III (5.5.5) Supervised linguistics fieldwork with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Prereq: LING 450/550, 452/552. DeLancey, Gildea, Payne, Pederson.


622 Discourse Analysis (4) Language beyond the sentence level; elicitation and analysis of oral and written texts; quantitative text analysis. Information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing. Prereq: LING 452/552. Payne.


660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, 460/560 or equivalent. DeLancey, Gildea.

Academic English for International Students Courses (AEIS)

Prereq for AEIS 103, 105, 107, 110: TOEFL score of 500–574, English-proficiency examination administered by UO Testing Office.

103 Comprehending Oral Academic Discourse (4) Explores elements of aural comprehension, focusing on classroom-based academic discourse; listening strategies based on oral linguistic cues, identification of topics, use of schemata, discourse genre.

105 Producing Oral Academic Discourse (4) Covers conventions of oral academic discourse including negotiating meaning, information gathering, reporting, small-group interaction.

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.

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.

111 Written Discourse II (4) Intermediate writing for nonnative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Prereq: AEIS 110 or English-proficiency examination administered by UO Testing Office.


Language Teaching Courses (LT)

199 Special Studies: [Topic] (1–5R) Various self-study languages offered through the Yamada Language Center. R when topic changes.

399 Special Studies: [Topic] (1–5R)

405 Reading and Conference: [Topic] (1–12R) R four times for a maximum of 16 credits.


409 Supervised Tutoring (1–4R) R twice for a maximum of 8 credits.

410/510 Experimental Course: [Topic] (1–8R) R twice for a maximum of 8 credits.


441/541 Teaching English Pronunciation (4) Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

445/545 Second-Language Teaching (4) Approaches and methods of teaching second languages. Theoretical principles of language teaching; pedagogical principles for second-language skills in speaking, listening, reading,
Mathematics

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Faculty


Yuan Xu, professor (numerical analysis). B.S., 1982, Northwestern (China); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1988, Temple. (1992)


Emeriti


Fred C. Andrews, professor emeritus. B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)

Bruce A. Barnes, professor emeritus. B.A., 1960, Dartmouth; Ph.D., 1964, Cornell. (1966)


Robert S. Freeman, associate professor emeritus. B.A.E., 1947, New York University; Ph.D., 1958, California, Berkeley. (1967)


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 246, 247; MATH 251, 252, 253; MATH 261, 262, 263. The 100-level courses present important mathematical ideas in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses
Beginning and transfer students must take a placement examination before enrolling in their 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 C– or better or P. 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 later receive credit for College Algebra (MATH 111). 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 II (MATH 246, 247) covers the same material as Calculus 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 246, 247, 253). 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 II, III (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, majors 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.

Students who are considering graduate school in mathematics should take at least one or two of the pure math sequences, MATH 413–415, 444–446, or 431–433. The choice merits discussion with an adviser.

Major Requirements
The department offers undergraduate preparation for positions in government, business, and industry and for graduate work in mathematics and statistics. Each student’s major program is individually constructed in consultation with an adviser.

Upper-division courses used to satisfy major requirements must be taken for letter grades, and only one D grade (D+ or D or D–) may be counted toward the upper-division requirement. At least 12 credits in upper-division mathematics courses must be taken in residence at the university.

Statistical Methods I, II (MATH 425, 426) cannot be used to satisfy requirements for a mathematics major.

For students who have completed MATH 261–263 with a grade of mid-C or better, the department will waive the requirement for MATH 315.

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 256), Several-Variable Calculus II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from Elementary Numerical Analysis II (MATH 351, 352), Functions of a Complex Variable I (MATH 411, 412), Differential Equations and Fourier Analysis (MATH 420, 421, 422), Networks and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Methods of Statistics I, II (MATH 461, 462), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463)

Option Two: Pure Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from Fundamentals of Abstract Algebra I, II, III (MATH 391, 392, 393), Geometries from an Advanced Viewpoint I, II (MATH 394, 395), Intro-
duction 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 346), Elementary Linear Algebra (MATH 341), Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometries from an Advanced Viewpoint I,II (MATH 394, 395), Introduction to Mathematical Methods of Statistics I (MATH 461), and Introduction to Programming and Algorithms (CIS 122) or another programming course approved by an adviser.

Option Four: Design-Your-Own. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses chosen in consultation with an adviser from the lists of courses for the applied or pure mathematics options above.

It is important to get approval in advance; the four 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 physics students interested in the modern theory of elementary particles should construct an individualized program that includes abstract algebra and group theory. Another example: economics majors typically take statistics and other courses in the applied option. But students who plan to do graduate study in economics should consider the analysis sequence (MATH 413, 414, 415) and construct an individualized program that contains it.

Mathematics and Computer Science
The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the Mathematics and Computer Science section of this catalog.

Recommended Mathematics Courses 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 (MATH 351, 352); Introduction to Mathematical Methods of Statistics I (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) or Mathematical Statistics I,II,III (MATH 464, 465, 466). Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

Biological Sciences. Introduction to Mathematical Methods of Statistics I (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 Mathematical Methods of Statistics I,II (MATH 461, 462); Networks and Combinatorics (MATH 436)


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 431, 432; 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.

Preparation for Kindergarten through Secondary School Teaching Careers
The College of Education offers a five-year program for middle-secondary licensure in mathematics and for elementary teaching. More information is available from the department’s education adviser, Shlomo Libeskind; see also 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 pre-Ph.D. program. In addition, they must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master’s degree subcommittee of the graduate affairs committee.

Master’s Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics. Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 564, 565, 566.

Students should also have taken a three-semester upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

College of Arts and Sciences
150
Doctor of Philosophy

The Ph.D. is a degree of distinction not to be conferred in routine fashion after completion of a specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar (MATH 607). Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. Based on this consultation, conditional admission to the master’s degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master’s degree.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor’s degree program described above. Other students are placed in the master’s degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. 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 three courses at a level commensurate with study toward a Ph.D., and satisfactory performance in seminars or other courses taken as a part of the pre-Ph.D. or Ph.D. program. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall-term qualifying examination may retake the examination at the beginning of winter term.

A student in the Ph.D. program is advanced to candidacy after passing a language examination and the comprehensive examination. To complete the requirements for the Ph.D., candidates must submit a dissertation, have it read and approved by a dissertation committee, and defend it orally in a formal public meeting.

Language Requirement. The department expects Ph.D. candidates to be able to read mathematical material in a second language selected from French, German, and Russian. Other languages are acceptable in certain fields. Language requirements may be fulfilled by (1) passing a departmentally administered examination, (2) satisfactorily completing a second-year college-level language course, or (3) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This 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 examination 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.

105, 106, 107 University Mathematics I,II,III (4,4,4) 105: topics include logic, sets and counting, probability, and statistics. Instructors may include historical context of selected topics and applications to finance and biology. Students cannot receive credit for MATH 105 if they’ve already completed MATH 243 with a C– or better.

106: topics include mathematics of finance, applied geometry, exponential growth and decay, and a non-technical introduction to the concepts of calculus.

107: topics chosen from modular arithmetic and coding, tilings and symmetry, voting methods, apportionment, fair division, and a nontechnical introduction to the concepts of calculus.

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.

112 College Algebra (4) Exponential, logarithmic, and trigonometric functions; mathematical induction. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score.

199 Special Studies: [Topic] (1–5R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (3,3,3) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–6. Prereq: MATH 111 or satisfactory placement test score. Prereq for 212: grade of C– or better in MATH 211. Prereq for 213: grade of C– or better in MATH 212.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4) 231: sets, mathematical logic, induction, sequences, and functions. 232: relations, theory of graphs and trees with applications, permutations and combinations. 233: discrete probability, Boolean algebra, elementary theory of groups and rings, applications. Prereq: MATH 112 or satisfactory placement test score.

241, 242 Calculus for Business and Social Science I,II (4,4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. 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.

243 Introduction to Methods of Probability and Statistics (4) Discrete and continuous probability, data description and analysis, sampling distributions, emphasis on confidence intervals and hypothesis testing. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. MATH 111 is recommended. 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. 246: differential calculus and applications. 247: 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 with 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. 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.

256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253.

261, 262, 263 Honors Calculus I,II,III (4,4,4) Covers both applications of calculus and its theoretical background. 261: axiomatic treatment of the real numbers, limits, and the least upper bound property. 262: differential and integral calculus. 263: sequences and series, Taylor’s theorem. Prereq for 261: instructor’s consent. 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.

281, 282 Several-Variable Calculus I,II (4,4) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green’s and Stokes’ theorems. Linear algebra introduced as needed. Prereq: MATH 253.

307 Introduction to Proof (4) Proof is how mathematics establishes truth and communicates ideas. Introduces students to proof in the context of interesting mathematical problems. Prereq: MATH 247 or 252 or 262.

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. Prereq: MATH 252. MATH 253 is recommended.

346 Number Theory (4) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 251.

351, 352 Elementary Numerical Analysis I,II (4,4) Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Prereq: MATH 253. CIS 210 recommended.


394 Geometries from an Advanced Viewpoint I (4) Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. Prereq: one year of high school geometry, one year of calculus. For prospective secondary and middle school teachers.

395 Geometries from an Advanced Viewpoint II (4) Analysis of problems in Euclidean geometry using coordinates, vectors, and the synthetic approach. Transformations in the plane and space and their groups. Introduction to non-Euclidean geometries. Prereq: grade of C- or better in MATH 394. For prospective secondary teachers.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–4R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)


413/513, 414/514, 415/515 Introduction to Analysis I,II,III (4,4,4) Differentiation and integration on the real line and in n-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MATH 282, 341. 315.


425/525, 426/526 Statistical Methods I,II (4,4) Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Prereq: MATH 111 or satisfactory placement test score. Only nonmajors may receive upper-division or graduate credit. Students cannot receive credit for both MATH 243 and 425.

431/531, 432/532 Introduction to Topology (4,4) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: MATH 315.


456/566 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras. Prereq: MATH 231 or 346.

457/557 Discrete Dynamical Systems (4) Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method, bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology. Prereq: MATH 236.

461/561, 462/562 Introduction to Mathematical Methods of Statistics I,II (4,4) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Prereq: MATH 252.


503 Thesis (1–12R)

601 Research: [Topic] (1–9R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R) Topics includeΡεductionary geometry, Ring Theory, Teaching Mathematics.

616, 617, 618 Real Analysis (4–5,4–5) Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.


634, 635, 636 Algebraic Topology (4–5,4–5) Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

637, 638, 639 Differential Geometry (4–5,4–5) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Offered 2008–9 and alternate years.


681, 682, 683 Advanced Algebra: [Topic] (4–5,4–5) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.


690, 691, 692 Advanced Geometry and Topology: [Topic] (4–5,4–5) Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.
Mathematics and Computer Science

Hal Sadofsky and Christopher B. Wilson, 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 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 overspecialization in either subject. The program is designed to develop team players for information-based occupations. Its graduates have the tools to analyze complex problems and compute the answers to them. Consistent with its emphasis on teamwork and communication, the program requires college-level exposure to an additional scientific field and an upper-division writing course.

Students with strong mathematics backgrounds in high school are frequently advised to major in computer science at the university, often without a clear idea of what the field of study is actually like. The joint major 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 and, at least through the junior year, without jeopardizing degree completion in four years.

Careers

Graduates with this major can enter industrial positions that require computer science skills and mathematical problem-solving ability. They are particularly well suited for positions in the high-performance computing industry, developing the software tools for large-scale scientific computation. The combination of mathematics and computer science forms an excellent professional background for secondary-school mathematics teachers, and the major program also provides a solid foundation for actuarial, financial, and related professions. Graduates are also prepared to enter advanced programs of study in either mathematics or computer science, or in applied areas such as biological computational science.

Preparation

A high school student planning to major in mathematics and computer science should pursue a strong academic program with four years of mathematics. 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 to transfer students and to students who change from other major programs. Students who want to pursue the material in greater depth need to consider prerequisite paths carefully.

Students attending community college in Oregon are encouraged to obtain the Associate of Arts Oregon Transfer degree before entering the University of Oregon. While earning this degree, community college transfer students should take as much discrete mathematics, calculus, and computer science as possible, and also try to complete the science requirement for the major. The associate degree does not automatically satisfy the science requirement for this major.

Faculties and Facilities

The facilities and faculties 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 online.

Major Requirements

Computer Science I,II,III (CIS 210, 211, 212), Elements of Discrete Mathematics I,II (MATH 231, 232) and Calculus I,II,III (MATH 251, 252, 253). Students must earn a 2.60 GPA or better in these courses with no grade below a C– to continue. The remaining requirements fall into four categories: mathematics, computer and information science, writing, and science, with 24 credits taken in mathematics, 28 credits in computer and information science, and 16 credits in the other departments.

Mathematics

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 461, 462)
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

Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Principles of Programming Languages (CIS 425)
Choose one from Software Methodology I (CIS 422), Introduction to Computer Graphics (CIS 441), and Modeling and Simulation (CIS 445)
Two other 4-credit upper-division CIS courses. CIS 399 and CIS 410 courses used as electives must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments. At least one course must be numbered 410 or above.

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, mathematics and computer science 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, and students are encouraged to complete the accompanying laboratory courses:

1. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)
2. General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
3. General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 credits must be from the experimental and physiological fields (PSY 430–460)

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. Since both mathematics and computer science are sequential subjects, prerequisite planning should be discussed with the student’s advisers.

Programming Experience. Students who take CIS 210, 211, 212 are expected to have programming experience, which may have been acquired in a high school course, through employment, or in a course such as CIS 122. Students who are unsure about their level of preparation should meet with a CIS adviser.

Sequence of Courses. Elements of Discrete Mathematics I,II (MATH 231, 232) and Computer Science I,II,III (CIS 210–212) go well together, as do calculus and physics. Students with advanced placement credit in calculus and programming experience may want to take MATH 231, 232, and CIS 210–212 in the freshman year. Students with little or no programming experience should plan to take Introduction to Programming and Algorithms (CIS 122), Calculus I,II,III (MATH 251, 252, 253), and the major science requirement in the freshman year. In the sophomore year, students should take whichever of calculus or computer science was not taken freshman year, and continue into the 300 level of the branch that was taken.

Major Progress Review and Major in Good Standing

Each major must meet with a CIS adviser to file a Major Progress Review form after completing
12 credits of the upper-division core—MATH 315, 341, 342; CIS 313, 314, 315, 425, and one among 422, 441, or 445—including at least one course from each department. Mathematics and computer science 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 mathematics credits and 12 of the upper-division computer and information science credits applied to the degree must be taken in residence at the university. A student who receives two grades below C– in the upper-division core is removed from the major.

Honors Program
Both of the cooperating departments offer departmental honors programs to their undergraduate majors. After obtaining advance approval from both of their advisers, students in the joint degree program are eligible to attain honors in mathematics and computer science by meeting the honors requirements of either department, including writing a thesis.

Preparation for Kindergarten through Secondary School

Teaching Careers
The College of Education offers a fifth-year program for middle-secondary licensure in mathematics and for elementary teaching. More information is available from the mathematics department’s education adviser, Shlomo Libeskind; see also the College of Education section of this catalog.

Minor
Minors are offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

Medieval Studies

Martha J. Bayless, Program Director
(541) 346-3930
837 Prince Lucien Campbell Hall
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 Participating Faculty
Barbara K. Altman, Romance languages
Judith R. Baskin, Judaic studies
Martha J. Bayless, English
Louise M. Bishop, honors college
Cynthia J. Bogel, art history
James L. Boren, English
Mary-Lyon Dolezal, art history
James W. Earl, English
Warren Ginsberg, English
Andrew E. Goble, history
Lori Kruckenberg, music
Charles H. Lachman, art history
C. Anne Laskaya, English
Eric Mentzel, music
F. Regina Paaki, Romance languages
Erin Kathleen Rowe, history
Stephen J. Shoemaker, religious studies
Richard A. Sundt, art history
Cynthia M. Vakarelyiska, linguistics
David Wacks, Romance languages
Lisa Wolverton, history

About the Discipline
Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. 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 worldview in Europe and beyond, and the origins of the modern world.

Major Requirements
Medieval studies majors must complete twelve medieval courses in at least three departments with a grade of mid-C or better. At least 24 credits must be in upper-division work. Two years of Latin are recommended for those who want to do graduate work in medieval studies.

Minor Requirements
Students who want 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, 405, 407, 408, or 410 may be substituted for suggested courses. At least five of the courses must be taken at the University of Oregon. More information is available from the medieval studies office or from the Medieval Studies Program director.

Art History. History of Western Art II (ARH 205), Cultures of the Medieval West (ARH 331), 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), Gothic Architecture I,II (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 I,II,III (ENG 428, 429, 430); Medieval and Tudor Drama (ENG 437)

History. Early Modern Women (HIST 310), Early Middle Ages in Europe (HIST 319), High Middle Ages in Europe (HIST 320), Late Middle Ages in Europe (HIST 321), The Age of Discoveries (HIST 327), Mediterranean World, Antiquity to 1453 (HIST 329)

Humanities. Introduction to Humanities II (HUM 102), Culture and Society in the Humanities: Magic and the Medieval Worldview (HUM 210)

Judaic Studies. Medieval and Early Modern Judaism (JDSJ 212)

Music. Survey of Music History (MUS 267)

Philosophy. History of Philosophy: Ancient and Medieval (PHIL 310)

Physical Education. Italian Long Sword I (PEMA 214)

Religious Studies. Introduction to Islam (REL 233), History of Christianity (REL 321, 322), History of Eastern Christianity (REL 324), Medieval Islamic and Jewish Philosophy (REL 436), Medieval Japanese Buddhism (REL 444)

Romance Languages. Survey of Peninsular Spanish Literature (SPAN 316), French Survey: Medieval and Renaissance (FR 317), Italian Survey: Medieval and Renaissance (ITAL 317), Medieval Italian Culture (ITAL 441), Medieval and Renaissance Literature (ITAL 444)

Scandinavian. Emergence of Nordic Cultures and Society (SCAN 340)

Medieval Studies Courses (MDVL)
199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
403/503 Thesis (1–8R)
405 Reading and Conference: [Topic] (1–4R)
406 Field Studies: [Topic] (1–4R)
408/508 Workshop: [Topic] (1–4R)
410/510 Experimental Course: [Topic] (1–5R)
Neuroscience
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Institute of Neuroscience
1254 University of Oregon
Eugene OR 97403-1254
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Participating Faculty
Edward Awh, psychology
Paul Dassonville, psychology
Chris Q. Doe, biology
Judith S. Eisen, biology
Clifford Kentros, psychology
Charles B. Kimmel, biology
Shawn R. Lockery, biology
Richard Marrocco, psychology
Helen Neville, psychology
Peter M. O’Day, biology
John H. Postlethwait, biology
William Roberts, biology
Terry Takahashi, biology
Nathan J. Tublitz, biology
Paul van Donkelaar, human physiology
Philip E. Washbourne, biology
Janis C. Weeks, biology
Michael Wehr, psychology
Monte Westerfield, biology
Marjorie Woollacott, human physiology

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. Participating faculty members are drawn from the Departments of Biology, Human Physiology, and Psychology.

Curriculum
First-year graduate students take one of two core sequences: 1) cellular, systems, and cognitive neuroscience or 2) developmental, molecular, and genetic neuroscience. The core sequences are taught cooperatively by the faculty. Most students also take elective courses 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 the faculty and students abreast of current developments in the broad field of neuroscience.

Research. Students are encouraged to participate in laboratory research from the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study
Students 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 committee. Answers to specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained from the institute website. See also Research Institutes and Centers in the Graduate Studies section of this catalog.

Neuroscience Courses
Biology. Neurobiology (BI 360), Developmental Genetics (BI 428/528), Systems Neuroscience (BI 461/561), Developmental Neurobiology (BI 466/566), Hormones and the Nervous System (BI 467/567), Experimental Course: Advanced Cellular Neuroscience (BI 610)
Chemistry. Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry Laboratory (CH 467/567), Advanced Biochemistry (CH 662, 663), Physical Biochemistry (CH 664)
Computer and Information Science. Introduction to Artificial Intelligence (CIS 471/571)
Human Physiology. Motor Control (HPHY 333), Motor Development (HPHY 335), Experimental Course: Advanced Systems Neuroscience (HPHY 610)
Psychology. Biopsychology (PSY 304), Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550), Experimental Course: Advanced Cognitive Neuroscience (PSY 610)
Pacific Island Studies

William S. Ayres, Program Director
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uoregon.edu/~caps/pacific

Program Committee
William S. Ayres, anthropology
Aletta Biersack, anthropology
Shirley Ann Coale, Western Regional Resource Center
Richard G. Hildreth, law
Stephen M. Johnson, Labor Education and Research Center
Kathy Poole, International Affairs
Judith Raiskin, women’s and gender studies
Greg Ringer, planning, public policy and management
Richard A. Sundt, 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 long-standing educational and scholarly interest in the Pacific islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instructional, research, and exchange programs at the university that are related to the Pacific islands. The program emphasizes interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific.

Courses
Anthropology. Pacific Island Societies (ANTH 234), New Guinea (ANTH 328), Pacific Islands Archaeology (ANTH 343), Old World Prehistory: Southeast Asia (ANTH 440/540)

Art History. Art of the Pacific Islands I,II (ARH 391, 392)

Geological Sciences. Oceanography (GEOL 307)

Sociology. Sociology of Developing Areas (SOC 450)

Approved Seminars (407/507) and Experimental Courses (410/510) are other possibilities in these and other departments.

Peace Studies
Shaul E. Cohen, David A. Frank, and Cheyney C. Ryan, Committee Co-chairs
(541) 346-4198
308 Chapman Hall

Steering Committee
Shaul E. Cohen, geography
David A. Frank, honors college
Gregory McLauchlan, sociology
Cheyney C. Ryan, philosophy

About the Program
The Peace Studies Program offers systematic study 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 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 430)
Social and Political Philosophy (PHIL 307)
Systems of War and Peace (SOC 464)

Group I: Conditions that Give Rise to Violence
Choose two courses for a total of 8 credits:
History. War in the Modern World I,II (HIST 240, 241)
Psychology. Social Psychology (PSY 456)
Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445), Systems of War and Peace (SOC 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)

study modules for Pohnpeian and Kosraen. Tutoring in Samoan and other island languages is possible.

Courses
Anthropology. Pacific Island Societies (ANTH 234), New Guinea (ANTH 328), Pacific Islands Archaeology (ANTH 343), Old World Prehistory: Southeast Asia (ANTH 440/540)

Art History. Art of the Pacific Islands I,II (ARH 391, 392)

Geological Sciences. Oceanography (GEOL 307)

Sociology. Sociology of Developing Areas (SOC 450)

Approved Seminars (407/507) and Experimental Courses (410/510) are other possibilities in these and other departments.
Philosophy

John T. Lysaker, Department Head

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philosophy.uoregon.edu

Faculty


Emeriti

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

Undergraduate Studies

Philosophy asks fundamental questions about 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 listed 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 C– or better or P (pass), including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 52 credits must include History of Philosophy, Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312); one term of logic (PHIL 325 or equivalent); and 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 453, or 463).

Honors in Philosophy

Any philosophy major may graduate with honors after fulfilling the requirements described below.

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 C– or better or P (pass), 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 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

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 (SOC 450)

Group III: Strategies for Achieving Peace

Choose one or two courses for a total of 4 to 8 credits:

Anthropology. Gender in Cross-Cultural Perspective (ANTH 314)

History. American Radicalism (HIST 350, 351)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)

Planning, Public Policy and Management. Socio-economic Development Planning (PPPM 446)

Political Science. International Organization (PS 420)

Sociology. Social Issues and Movements (SOC 313)

Internships are offered through some of the departments listed above.

Students may take a maximum of 9 credits of courses in any one department. With adviser’s consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group-satisfying course for the minor.

More information is available from a cochair.


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

a specific area at the advanced level. In addition to the major periods in the history of philosophy, concentrations are supported in American philosophy, Continental philosophy, social and political philosophy, feminist philosophy, ethics, philosophy of language, philosophy of race, environmental philosophy, aesthetics, and philosophical psychology. Each student designs a program in consultation with the graduate adviser. Two or more years are typically required to complete the master’s degree and four or more years for the doctorate. A complete and detailed list of the university and department requirements for graduate degrees is available online through the department website.

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. There are two paths to earning a master’s degree. The first path requires at least 45 credits of graduate course work—9 of which may be taken in Thesis (PHIL 503)—satisfaction of the second-language requirement, and the writing of a master’s thesis under the direction of a thesis adviser. The second path requires at least 48 credits of graduate course work, satisfaction of the second-language requirement, and the completion of the distribution requirements. 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 as many as two distribution requirements.

Doctor of Philosophy
The Ph.D. requires a minimum of 81 credits of graduate-level course work, of which 18 must be in Dissertation (PHIL 603). Students must demonstrate proficiency in a second language, complete three course-distribution requirements, and pass two comprehensive examinations—one in history and one in the student’s area of specialization. The distribution requirements may be satisfied by receiving a mid-B or better in (1) three courses in each of three subdisciplinary fields; (2) one course from each of four historical periods; and (3) two courses from each of the four traditions that ground the diverse philosophical perspectives of the department. Each course taken may be used to satisfy as many as two distribution requirements. The comprehensive examinations are passed by completing two substantial research papers under the supervision of faculty members. 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 helps the department’s admissions committee decide whether this is an appropriate philosophy department for the applicant’s goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (GRE). International students must provide proof of competence in English. A score of at least 600 on the Test of English as a Foreign Language (TOEFL) or at least 61 on the Internet-based TOEFL is required of international students unless the native language is English.

In addition to general university regulations governing graduate admission (see the Graduate School section of this catalog), the Department of Philosophy requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant’s academic background. The application process is exclusively online; a link to the application guidelines is posted on the department website. Applicants who are unable to make the application fee payment online with Visa, Discover, or MasterCard may now pay online with a check. This application 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 application, along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the department by the faculty members recommending the applicant. Graduate teaching fellowships are the only form of financial aid available in the philosophy department; the application deadline is January 15 for the following academic year. An application form is provided upon request.

Philosophy Courses (PHIL)

101 Philosophical Problems (4) Introduction to philosophy based on classical and modern texts from Plato through the 20th century. Sample topics include free will, the mind-body problem, the existence of an external world.

102 Ethics (4) Philosophical study of morality (e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong).

103 Critical Reasoning (4) Introduction to thinking and reasoning critically. How to recognize, analyze, and construct arguments.

110 Human Nature (4) Consideration of various physiological, cultural, psychological, and personal forces that characterize human beings, taking into account issues of class, gender, race, and sexual orientation.

120 Ethics of Enterprise and Exchange (4) Moral examination of business by considering the nature of enterprise and exchange. Topics include corporate and consumer responsibility, meaningful work, and leadership.

170 Love and Sex (4) Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation.

199 Special Studies: [Topic] (1–5R)

211 Existentialism (4) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

213 Asian Philosophy (4) Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian philosophical traditions.

216 Philosophy and Cultural Diversity (4) Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

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.

315 Introduction to Feminist Philosophy (4) Introduces basic questions of philosophy through topics central to feminism.

320 Philosophy of Religion (4) Philosophical investigation of the nature of “religion” (e.g., the nature of the sacred, spirituality, and transcendence). Prereq: one philosophy course.

322 Philosophy of the Arts (4) Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts. Prereq: one philosophy course.

323 Moral Theory (4) Study of the most important traditional ethical theories; modern philosophical
analysis of moral terms and statements. Prereq: one philosophy course.

325 Logic, Inquiry, and Argumentation (4)
Explores the means and ends of argumentation and inquiry by considering deductive reason, argumentation and emotion, and ethical and social dilemmas in inquiry.

332 Philosophy of Film (4)
Explores questions about the aesthetic dimensions of film, its relation to the other arts, and the treatment of philosophical questions in films.

339 Introduction to Philosophy of Science (4)
Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society. Prereq: one philosophy course.

340 Environmental Philosophy (4)
Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

344 Introduction to Philosophy of Law (4)
Introduces central problems in the law; examines the nature of legal reasoning.

350 Metaphysics (4)
Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course.

399 Special Studies: [Topic] (1–5R)
Prereq: one philosophy course.

401 Research: [Topic] (1–21R)
Prereq: major standing.

403 Thesis (1–12R)
Prereq: junior standing.

405 Reading and Conference: [Topic] (1–21R)
Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence. Prereq: one 300-level PHIL course.

410/510 Experimental Course: [Topic] (1–5R)
Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence. Prereq: one 300-level PHIL course.

415 Continental Philosophy: [Topic] (4R)
Survey of significant areas in the Continental tradition (e.g., phenomenology, critical social theory, deconstruction, feminism, and hermeneutics). Prereq: major standing. R when topic changes.

420 American Philosophy: [Topic] (4R)
Survey of significant areas in the American tradition (e.g., 19th- and 20th-century thought, African and Native American thought, feminism, recent pragmatism, the self, and pluralism). Prereq: junior standing. R when topic changes.

421/521 Ancient Philosophers: [Topic] (4R)
Concentrates on the work of a single philosopher, typically Plato or Aristotle. Prereq: PHIL 421.

425 Philosophy of Language (4)
Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: junior standing.

430 Chinese Philosophy: [Topic] (4R)
Survey of significant traditions, thinkers, or topics in Chinese philosophy. Prereq: PHIL 213 or REL 302. R when topic changes. Offered alternate years.

433/533 17th- and 18th-Century Philosophers: [Topic] (4R)
Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq: PHIL 310, 311. R when philosopher changes.

440 Environmental Philosophy: [Topic] (4R)
Pursues advanced questions in environmental philosophy concentrating on a particular tradition or problem area. Prereq: PHIL 340. R once for a maximum of 8 credits.

441 Philosophy of the Arts: [Topic] (4)
Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature. Prereq: junior standing.

443 Feminist Philosophy: [Topic] (4R)
Examines contemporary feminist contributions to philosophy. Prereq: one 300-level PHIL course. R once with instructor’s consent for maximum of 8 credits.

452 Philosophy and Race (4)
Surveys the philosophical contribution to studies of race including intellectual history, philosophy of science, racism and its remedies, media studies, and cultural criticism. Prereq: one philosophy course at the 300 level.

453/553 19th-Century Philosophers: [Topic] (4R)
Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq: PHIL 312. R when philosopher changes.

463/563 20th-Century Philosophers: [Topic] (4R)
Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, C. I. Lewis, or Foucault). Prereq: junior standing. R when philosopher changes.

503 Thesis (1–16R)
Prereq: major standing.

505 Research: [Topic] (1–16R)
Prereq: major standing.

507 Seminar: [Topic] (1–5R)
Recent topics include Emerson, Philosophy of Race, Schelling. R when topic changes.

510 Experimental Course: [Topic] (1–5R)
Recent topics include Emerson, Philosophy of Race, Schelling. R when topic changes.

514 Issues in Ethics (4)
Examination of ethical theory. Prereq: major standing.

515 Continental Philosophy: [Topic] (4R)
Explores philosophical problems and traditions in contemporary European philosophy. Prereq: major standing. R when topic changes.

520 American Philosophy: [Topic] (4R)
Treats issues in classical and contemporary American philosophy. Prereq: major standing. R when topic changes.

525 Philosophy of Language (4)
Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: major standing.

530 Chinese Philosophy: [Topic] (4R)
Pursues advanced questions in Chinese philosophy by concentrating on a particular tradition, thinker, or topic. R when topic changes. Offered alternate years.

541 Social and Political Philosophy: [Topic] (4R)
Examination of classical and current problems in social and political philosophy including the nature of justice, legitimacy of the state, conditions of war and peace. Prereq: major standing.

543 Feminist Philosophy: [Topic] (4R)
Examines contemporary feminist philosophy. Prereq: major standing. R when topic changes.

544 Feminist Ethics (4)
Treats feminist ethical theory. Prereq: major standing.

545 Environmental Philosophy: [Topic] (4R)
Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area. Prereq: major standing. R when topic changes.

546 Philosophy of the Arts: [Topic] (4R)
Concerns the meaning and value of art and aesthetic experience. R when topic changes.

547 Philosophy and Race: Contemporary Issues (4)
Examination of contemporary discussions regarding race including biology and race, race in medicine, reparations, perspectives on race in Continental and American philosophy.
Physics

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Faculty


David R. Sokoloff, professor (physics education). B.A., 1966, City University of New York; Queens; Ph.D., 1972, Massachusetts Institute of Technology. (1978)


Special Staff


Emeriti


Michael G. Raymer, Philip H. Knight Professor of Liberal Arts and Sciences (quantum optics and optical physics). B.A., 1974, California, Santa Cruz; Ph.D., 1979, Colorado. (1988)


The sequential nature of physics courses makes it 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 Honors General Chemistry (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 II (MATH 281, 282)
- Foundations of Physics II (PHYS 351, 352, 353)
- Intermediate Physics Laboratory (PHYS 390)

Applied Physics Emphasis
Complete the following upper-division courses:
- Introduction to Quantum Mechanics (PHYS 354)
- Mechanics, Electricity, and Magnetism (PHYS 412, 413)
- Design of Experiments (PHYS 481)

Applied Core.
- Classical Optics (PHYS 424) and Modern Optics (PHYS 425) or Analog Electronics (PHYS 431) and Digital Electronics (PHYS 432)

Physics Emphasis
Complete the following upper-division courses:
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)
- Note that PHYS 411 and 412 are sometimes offered out of sequence
- Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417)

Upper-Division Laboratory. Any combination of Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), or Advanced Physics Laboratory (PHYS 490) topic modules to total 6 credits. Different topic modules of PHYS 490 (e.g., optics, instrumentation, fundamental) may be taken. Each laboratory core course is worth 2 credits in satisfying the 6-credit requirement.

Physics Electives—e.g., Electromagnetism (PHYS 422)
Undergraduate research is strongly encouraged. Contact the advising coordinator for more information.

Required courses must be taken for letter grades, and a grade point average of 2.00 (mid-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 prepared 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 35 credits
  - General Chemistry (CH 221, 222) ....................... 8
  - Foundations of Physics I (PHYS 251, 252, 253) .... 12
  - Foundations of Physics Laboratory (PHYS 290), three terms ........................................... 3
  - Calculus I,II,III (MATH 251, 252, 253) .......... 12
- Sophomore Year 28 credits
  - Introduction to Differential Equations (MATH 256) .......................................................... 4
  - Several-Variable Calculus II (MATH 281, 282) ................................................................. 8
  - Foundations of Physics II (PHYS 351, 352, 353) ................................................................. 12
  - Intermediate Physics Laboratory (PHYS 390) .... 4

Applied Physics Emphasis
- Junior Year 24 credits
  - Introduction to Quantum Mechanics (PHYS 354) .............................................................. 4
  - Mechanics, Electricity, and Magnetism (PHYS 412, 413) ............................................... 4
  - Electromagnetism (PHYS 422) ........................................................................ 4
  - Analog Electronics and Digital Electronics (PHYS 431, 432) ........................................ 8
- Senior Year 20 credits
  - Classical Optics and Modern Optics (PHYS 424, 425) ...................................................... 8
  - Modern Optics Laboratory (PHYS 426) ............................................................................. 4
  - Design of Experiments (PHYS 481) .................................................................................... 4
  - Advanced Physics Laboratory: Instrumentation (PHYS 490) ............................................ 4

Physics Emphasis
- Junior Year 24–28 credits
  - Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) .......................................... 12
  - Electromagnetism (PHYS 422) ......................................................................................... 4
  - Upper-division laboratory (e.g. PHYS 426, 431, 432, 490) ............................................ 4–8
  - Mathematics or physics electives or both .......... 4
- Senior Year 28–32 credits
  - Quantum Physics (PHYS 414, 415) ............................................................................... 8
  - Topics in Quantum Physics (PHYS 417) ........................................................ ................. 4
  - Upper-division laboratory (e.g. PHYS 426, 431, 432, 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 on their area of emphasis:

Applied Physics Emphasis
- Junior Year 32 credits
  - Introduction to Differential Equations (MATH 256) .......................................................... 4
  - Several-Variable Calculus II (MATH 281, 282) ................................................................. 8
  - Foundations of Physics II (PHYS 351, 352, 353) ................................................................. 12
  - Introduction to Quantum Mechanics (PHYS 354) .......................................................... 4
  - Intermediate Physics Laboratory (PHYS 390) .... 4
- Senior Year 28–32 credits
  - Mechanics, Electricity, and Magnetism (PHYS 412, 413) ............................................... 8
  - Electromagnetism (PHYS 422) ......................................................................................... 4
  - Classical Optics (PHYS 424) and Modern Optics (PHYS 425) .................................... 8
  - Upper-division laboratory (e.g., PHYS 431, 432, 490) ................................................... 4–8
  - Design of Experiments (PHYS 481) .................................................................................... 4

Physics Emphasis
- Junior Year 28 credits
  - Introduction to Differential Equations (MATH 256) .......................................................... 4
  - Several-Variable Calculus II (MATH 281, 282) ................................................................. 8
  - Foundations of Physics II (PHYS 351, 352, 353) ................................................................. 12
  - Intermediate Physics Laboratory (PHYS 390) .... 4
- Senior Year 40–44 credits
  - Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) ........................................... 12
  - Quantum Physics (PHYS 414, 415) ............................................................................... 8
  - Topics in Quantum Physics (PHYS 417) ........................................................ .................... 4
  - Electromagnetism (PHYS 422) ......................................................................................... 4
  - Upper-division laboratory (e.g., PHYS 424, 425, 426, 431, 432, 490) ................................. 4–8
  - Mathematics or physics electives or both ....... 8

Honors
To be recommended by the faculty for graduation with honors in physics, a student must complete at least 46 credits in upper-division physics courses, of which at least 40 credits must be taken for letter grades, and earn at least a 3.50 grade point average in these courses. As an alternative, undergraduate research leading to the defense of a thesis accompanied by at least a 3.30 grade point average can lead to recommendation for graduation with honors. Contact the director of undergraduate studies for more information.

Minor Requirements
Students seeking a minor in physics must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). Four credits in Intermediate Physics Laboratory (PHYS 390) or a 4-credit 400-level physics course completes the upper-division requirements. Course work must be completed with grades of C– or better or P. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.
Prospective minors must take Foundations of Physics I (PHYS 251, 252, 253). General Physics (PHYS 201, 202, 203) may be substituted with the physics undergraduate adviser’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 Oregon 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. For more information, see Materials Science Institute in the [Research Institutes and Centers](#) section of this catalog.

**Preparation for Kindergarten through Secondary School Teaching Careers**

The College of Education offers a five-year program for middle-secondary teaching license in physics and integrated sciences and a program for elementary teaching. More information is available from the department’s education adviser, Dean Livelybrooks; see also the [College of Education](#) section of this catalog.

**Graduate Studies**

The Department of Physics offers graduate programs leading to the master of science degree in applied physics or to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in physics with a variety of opportunities for research. Current research areas include astronomy and astrophysics, biophysics, condensed matter physics, elementary particle physics, and optical physics.

The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlap between chemistry and physics.

The Center for High Energy Physics conducts research in particle physics, much of it in laboratories outside Oregon.

The Materials Science Institute and the Oregon Center for Optics provide facilities, support, and research guides 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 molecular biology 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). Information about the department and the Graduate Admission Application are available through the department’s website.

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 sixteen hours of work a week and provide a stipend and tuition waiver. New students are typically eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

To ensure equal consideration for fall term admission, the deadline for applications for financial aid is January 15. Late applications for admission may be considered until July 15.

**Degree Requirements**

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the [Graduate School](#) section of this catalog for general university admission and degree requirements. Departmental requirements, 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 serve 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. Further information is available on the department website.

**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 be selected from an approved departmental list. This list includes Classical Optics, Modern Optics, and Modern Optics Laboratory (PHYS 524, 525, 526); Digital Electronics (PHYS 532); Physics of Instrumentation (PHYS 533); Design of Experiments (PHYS 581); Advanced Physics Laboratory (PHYS 590)

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 adviser.

**Master of Science or Arts in Physics**

The department offers a master of science or master of arts degree in physics. Typically this degree is based on course work and the master’s final examination. Detailed requirements can be found in the [Graduate Student Handbook](#) on the department’s website.

Candidates must pass a master’s examination or submit a written thesis or take a program of specialized courses. A single exam covering the four core subject areas—mechanics; electricity,
magnetism, and optics; modern physics and quantum mechanics; and thermal and statistical physics—is used for both the master's and doctoral qualifying examinations. For the master's exam, a separate total score is obtained by removing, in each core area, the student's problem with the lowest score. Material covered by the combined exam is primarily at the level of advanced undergraduate physics, but as much as one-third of the exam tests core graduate-level material. The examination is given each fall and spring, and master's 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 503) or 3 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 is typically completed in four terms, unless sufficient transfer credits are available, in which case it can be obtained in three.

**Doctor of Philosophy**

The doctor of philosophy degree (Ph.D.) in physics is based primarily on demonstrated knowledge of physics and doctoral dissertation research. Ph.D. students must achieve qualifying scores on the master's and doctoral combined examination discussed above, and are required to pass the qualifying exam before the beginning of their third year of study. Students also must take and pass the core graduate sequences—Theoretical Mechanics (PHYS 611, 612), Statistical Physics (PHYS 613, 614), Electromagnetic Theory (PHYS 621, 622, 623), and Quantum Mechanics (PHYS 631, 632, 633)—as well as six “breadth” courses beyond the core. These breadth courses can be chosen from several areas of physics and allied areas such as mathematics, chemistry, and biology. At least two of the courses must be in a sequence.

Next, students must locate an adviser and an advisory committee, who then administer a comprehensive oral examination testing whether the student is ready to undertake dissertation research. The heart of the Ph.D. requirements is then research leading to a doctoral dissertation.

Detailed information is available in the *Graduate Student Handbook* on the department's website.

**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)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)


204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Pre-or co-req: PHYS 201, 202, 203.

251, 252, 253 Foundations of Physics I (4,4,4) Sequence. 251: kinematics including relativistic treatments; force; energy; momentum. 252: relativistic energy and momentum; collisions; photoelectric effect; Compton scattering; rotational motion; Bohr atom. 253: electricity and magnetism. Coreq: MATH 251, 252, 253 or equivalent.

290 Foundations of Physics Laboratory (1R) Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Coreq: PHYS 251, 252, 253. R twice for maximum of 3 credits.

301 Physicists’ View of Nature (4) Illustrates physics concepts through the work of prominent physicists. The classical view—mechanics, electrical science, thermal physics. Pre- or coreq: junior standing.


354 Introduction to Quantum Mechanics (4) Introductory treatment of quantum mechanics with an applied focus. Topics include square well potential, Bragg reflection, and de Broglie waves. Preor: PHYS 352.

355 Introduction to Optics (4) Topics include geometric optics, imaging with lenses, refraction, interference, and wave superposition. Preor: PHYS 351.

361 Modern Science and Culture (4) Examination of 19th century and early 20th century science in a cultural context.


399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–3R)

410/510 Experimental Course: [Topic] (1–4R)

411, 412, 413 Mechanics, Electricity, and Magnetism (4,4,4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Preor: MATH 262. Only nonmajors may earn graduate credit.

414, 415/515 Quantum Physics (4,4) Planck’s and de Broglie’s postulates, the uncertainty principle, Bohr’s model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Pre-or coreq: PHYS 411, 412/512, 413/513. Only nonmajors may earn graduate credit.

417/517 Topics in Quantum Physics (4) Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Preor: PHYS 415/515. Only nonmajors may earn graduate credit.

422 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell’s equations, wave equation, plane waves, guided waves, antennas, and other related phenomena. Preor: PHYS 413/513.


425/525 Modern Optics (4) Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing. Preor: PHYS 424/524 or equivalent.

426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Preor: PHYS 425/525.

431 Analog Electronics (4) Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and block box models. Integrated circuit operational amplifiers. Preor: PHYS 203 or equivalent; knowledge of complex numbers; MATH 256.

432 Digital Electronics (4) Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing. Preor: PHYS 203 or equivalent; MATH 253.

481/581 Design of Experiments (4) Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

490 Advanced Physics Laboratory (1–16R) Project modules demonstrate phenomena, instrumentation, and experimental technique.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

604 Internship: [Topic] (1–16R) Coreq: good standing in applied physics master's degree program.

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

606 Field Studies: [Topic] (1–16R)


608 Workshop: [Topic] (1–16R)
609 Supervised Tutoring (1–3R)
610 Experimental Course: [Topic] (1–4R)
611, 612 Theoretical Mechanics (4,4) Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies.
613, 614 Statistical Physics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.
618 Advanced Analog Electronics (4) Topics include linear circuits, diodes, field effect transistors, signal processing.
619 Advanced Digital Electronics (4) Topics include sequential logic, amplifier noise, data conversions, computer interfacing.
621, 622, 623 Electromagnetic Theory (4,4,4) Microscopic form of Maxwell’s equations, derivation and solution of the wave equation. Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation by given sources, coupled motion of sources and fields, the electromagnetic field in dense media.
634 Advanced Quantum Mechanics (4) Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization. Fock space.
661, 662, 663 Elementary Particle Phenomenology (4,4,4) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Prereq: PHYS 633.
665, 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. Prereq: PHYS 634.
671, 672 Solid State Physics (4,4) Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prereq: PHYS 633.
674, 675 Theory of Condensed Matter (4,4) Advanced topics include quantum and statistical description of many-particle systems, electronic structure, elementary excitations in solids and fluids, critical phenomena, statics and dynamics of soft condensed matter. Topics and emphasis vary.

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.
123 Galaxies and the Expanding Universe (4) Galaxies and the universe.
321 Topics in Astrophysics (4) Problem solving of the orbits, kinematics, and dynamics of astronomical systems, structure and evolution of stars and galaxies. Pre- or coreq: MATH 251, 252; PHYS 251, 252 or equivalents; instructor’s consent for nonscience majors.

Political Science
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Faculty


Daniel Tichenor, associate professor (immigration politics and policy, interest groups and social
as well as in law, journalism, and the teaching of social studies; (3) prepare students for graduate work leading to professional careers in political science.

Curriculum

Courses at the 100 and 200 levels are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, certain 300- and 400-level courses may have prerequisites. Students should have at least 8 credits in political science before taking 400-level courses.

Major Requirements

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 grades of C– or better. Thesis (PS 403) and Honors Thesis Prospectus (PS 411), 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), Work- shop (PS 408), and Honors Thesis Prospectus (PS 411) may be applied to the 48-credit requirement. These courses do not fulfill a subfield requirement

4. No more than 10 credits of Field Studies (PS 406) may be applied toward the 48 credits. This work must be done under the direction of a faculty member who, prior to registration, must approve and set up academic criteria to evaluate the work. The student must be registered at the university to earn credit. Credits earned in Practicum (PS 409) may not be applied to the major

5. Work completed in Special Studies (PS 199 or 399), Seminars (PS 407), or Experimental Courses (PS 410) may be included in the 48-credit requirement and counted toward a 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. 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 class schedule.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 20 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science. Transfer students must meet the subfield distribution requirement.

Second Bachelor’s Degree or Second Major. Students who want to earn a second bachelor’s degree or a second or double major in political science must complete 48 credits in political science, as outlined under Major Requirements.

Honors in Political Science

To graduate with honors in political science, a student must (1) have an overall grade point average for UO and transfer credits of at least 3.50 through the winter term prior to graduation. (2) take Honors Thesis Prospectus (PS 411) during fall term of the academic year in which the thesis is completed, and (3) register for 4 credits in Thesis (PS 403). 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 website.

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. As many as 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 for one of its five-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.

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 international political economy, laboratory study of rational choice, North-North and North-South issues in economic and political development, political change in East Asia, political parties, race and gender politics, 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 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

About the Department

The Department of Political Science offers courses on a variety of topics, including U.S. politics, international relations, comparative politics, political theory, and methods of social science research.

Careers. Political science majors follow different paths after earning their undergraduate degrees. Many apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor’s degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; self-employment; and teaching. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely than majors without such experience to obtain governmental employment after graduation.

Undergraduate Studies

The Department of Political Science offers a program leading to a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. This program is designed to (1) provide a systematic understanding of the political process; (2) provide a basic background for students preparing for careers in local, state, and national government
3. Official scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1100 are required. International students from non-English-speaking countries must also attain a score of at least 233 on the computer-based Test of English as a Foreign Language (TOEFL) or 575 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 fall-term admission and graduate teaching fellowship applications is February 15.

Master’s Degree Program

The master’s degree program prepares students for 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 55 credits of graduate course work
2. Completion of required courses as specified by the department
3. Demonstrated competence in social science methodology
4. Completion of a master’s degree thesis

See the Graduate School section of this catalog for the distinction between M.S. and M.A. degree requirements.

Doctoral Program

This program is designed to allow the well-prepared student to complete course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations during their third year. Following preparation of a dissertation. Requirements for the Ph.D. in political science include the following:

1. Completion of 100 credits (18 credits are for dissertation) beyond the bachelor’s degree.
   PS 601, 602, 605, 606, 608, 609, and 610 may be taken pass/no pass. All other course work must be taken for letter grades.
2. Completion of State of the Discipline (PS 620), to be taken the first time it is offered.
3. Completion of three seminars, selected from PS 621–627, 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 comprises 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 18 credits in Dissertation (PS 603), to be taken while completing the Ph.D. dissertation.

A complete description of graduate requirements, including an explanation of themes and field requirements, is available on the department website.

Political Science Courses (PS)

Every course listed here cannot be offered every year. Students should consult the most recent class schedule 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.

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.

204 Introduction to Comparative Politics (4) Major concepts and approaches in the study of comparative government and politics. Parsons.

205 Introduction to International Relations (4) Introduction to theoretical and methodological tools for the analysis of world politics. Kramer, Mitchell, Skalnes.

208 Introduction to the Tradition of Political Theory (4) Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories. Baumgold, Feldman.

225 Political Ideologies (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism. Feldman.

3. 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.

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.

297 Introduction to Environmental Politics (4) United States environmental policy and alternative environmental political futures.

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.


311 Introduction to Political Economy (4) Systematic comparison of markets and political processes and their outcomes. Southwell.

324 European Politics (4) Overview of the formation and current dynamics of national politics in Western Europe. Parsons.

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.

337 The Politics of Development (4) Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt, and the environment. Includes such institutions as the International Monetary Fund, World Bank, and World Trade Organization.

340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. EC 201, 202 recommended. Skalnes.


346 Terrorism and Weapons Proliferation (4) Examines causes and control of terrorism, especially preventing terrorist use of weapons of mass destruction; theories and policies of nonproliferation and arms control. Cramer.

347 Political Power, Influence, and Control (4) Survey of the use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Baumgold.

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. 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.

352 Political Parties and Interest Groups (4) Overview of current developments in political parties and interest groups in the United States. 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.

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.

386 United States Social Movements and Political Change (4) Causes and consequences of American social movements. Considers theoretical perspectives. Topics may include agrarian populism, labor movement, civil rights movement, the women’s movement, and identity politics. Berk.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–15R)
variable techniques, recursive systems, and cross-

Survey of multivariate model building for

446/546 Methods for Politics and Policy Analysis

science. Methods include descriptive statistics,

applied statistical data analysis in political

I (4)

Introduction to quantitative analysis,

445/545 Methods for Politics and Policy Analysis

Cramer.

Surveys theories of causes of war; focuses on

440/540 Causes and Prevention of War (4)


the nature of radical theory, the role of the state,

Development of

(4)

Greek, Roman, and medieval political thought

covering Socrates, Plato, Aristotle, Cicero, Augustus,


431/531 Political Theory: Ancient and Medieval

(4) Greek, Roman, and medieval political thought

covering Socrates, Plato, Aristotle, Cicero, Augustine,


430/530 Political Theory: Ancient and Medieval

(4) Greek, Roman, and medieval political thought

covering Socrates, Plato, Aristotle, Cicero, Augustine,


433/533 Marxism and Radical Thought (4)

Surveys utopian socialist thought, anarchism,

Marxism, and Leninism. Central themes include

the nature of radical theory, the role of the state,


440/540 Causes and Prevention of War (4)

Surveys theories of causes of war; focuses on

major theories of prevention; case studies from

World War I, World War II, and other wars.

Cramer.

445/545 Methods for Politics and Policy Analysis

I (4) Introduction to quantitative analysis,

concepts and methods of empirical research,

applied statistical data analysis in political

science. Methods include descriptive statistics,

bivariate correlation, and regression techniques.

Myagkov, Southwell.

446/546 Methods for Politics and Policy Analysis

II (4) Survey of multivariate model building for

political analysis. Multiple regression, discrete-

variable techniques, recursive systems, and cross-

level analysis. Application of these techniques to

concrete political problems. Prereq: PS 445/545.

Baker, Myagkov, Southwell.

446/546, 449/549 Racial Politics in the United

States II (4, 4) Considers how race has interacted

with political development in the U.S. 448:

colonial period through the New Deal. 449: New

Deal to the present.

450/550 Ethics, Technology, and Gender (4)

Ethical, political, and legal questions raised by

technological innovation as it affects gender rela-
tions and ecological health. Particular attention

paid to reproductive and biomedical technologies.

454/554 Japanese Politics (4) Analyzes issues

surrounding Japanese democracy and political

economy with reference to Japan’s modern

history, political institutions, public policy, and

foreign relations. Suttmeier.

455/555 Theories of International Politics (4)

Competing theories of international relations and

strategies for testing the theories. Skalines.

459/559 United States-China Relations (4) Examines

the sources and consequences of China’s

foreign policies since 1949.

460/560 Government and Politics of Latin

America (4) Historical impact of international

economic integration on democracy, equity, and

sustainability; Cuban revolution; national security

states; new social movements; case studies: Chile,

Brazil, Mexico.

467/567 The United States Presidency (4) An

ambivalent view of the presidency as the key

institution in the United States political system:

source of great good but also of great harm.

468/568 Congress (4) Study of Congress as an

institution: congressional elections, the

committee system, and the internal distribution

of influence; relations with the President and the

Supreme Court.

470/570 Constitutional Law (4) Surveys how the

U.S. Constitution works as a structure for govern-

ment. Addresses how the federal courts interact

within the U.S. system of government. Prereq:

PS 275.

477/577 International Environmental Politics (4)

How nations solve international environmental

problems. Explores major problems, processes,

and current debates. Evaluates existing treaties

through case studies. Prereq: ENVS 201 or PS 205.

Mitchell.

478/579 U.S. Interventions in Developing Nations

(4) Examines theories of intervention; security,

economic imperialism, humanitarian interven-
tion, spreading democracy, domestic politics;

over thirty-seven U.S. interventions since 1898

are surveyed. Cramer.

480 Introduction to Rational Choice (4) Introdu-
ces the paradigm of rational choice and game

theory that is of special significance to politics.

Myagkov.

484/584 United States Supreme Court (4) The

Supreme Court as a political body: the judicial

role in the context of the economic, political,

social, and psychological factors that influence

the court’s decisions.

485/585 Civil Rights and Civil Liberties (4)

Overview of the role of rights in the United States

legal system. Particular emphasis on the role of

freedom and equality in a federal system. Prereq:

PS 275 or 470/570.

491/591 Politics of Everyday Life (4) Examines

how we try to influence each other’s behaviors in

the course of everyday life. Readings from several

disciplines. Myagkov.

495/595 United States Political Economy (4)

Examines United States political-economic

institutions from a comparative and historical

perspective. Topics include rise and fall of mass

production, labor and the law, and regional
development.

497/597 Environmental Politics (4) Global

corporate-led international economic integration’s

impact on world environment and equity (e.g.,

the United States and poor countries, U.S.–Mexico

agricultural integration; transnational citizens’

organizing for alternatives).

503 Thesis (1–16R)

501 Research: [Topic] (1–16R)

502 Supervised College Teaching (1–5R)

503 Dissertation (1–16R)

505 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] (1–4R)

601 Experimental Course: [Topic] (1–4R)

602 State of the Discipline (3) Introduction to
trends in the political science profession and to

the faculty at the University of Oregon.

621 United States Politics (5) Survey of major

works in the field of classical and contemporary political

theory.

622 Political Theory (5) Survey of major works in

the field of comparative politics.

624 International Relations (5) Survey of major

works in the field of international relations.

625 Public Policy (5) Survey of major works in

the field of public policy.

627 Formal Theory and Methodology (5) Reviews

basic formal theory as developed in political

science since 1957.
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 mission of the Department of Psychology undergraduate program is to educate students about the major research findings and theories in the field of psychology, and to train them to use an empirical approach to understanding human behavior. Specifically, the program endeavors to provide students with:

• Broad exposure to the basic concepts and ethical issues of psychology
• Education in the scientific method, including applied research opportunities
• Strong critical-thinking and written-communication skills, including the ability to evaluate and convey the evidence for claims regarding human behavior
• Experience through internship and practicum opportunities at partnering community organizations (ranging from domestic violence hotlines to the district attorney’s office)

All students participate in and collaborate on research as part of the academic course sequence. Students are encouraged to gain additional research experience through research assistant positions in faculty labs and the undergraduate honors thesis program. The psychology major affords students great flexibility in selecting upper-division courses to fit individual goals and interests. Classroom and internship opportunities are enriched by numerous faculty research programs that range in levels of analysis and intellectual focus. An undergraduate degree in psychology provides the background for a broad range of careers, including social services, education, law, or graduate programs in psychology.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available on the American Psychological Association website.

Review of Courses
Among lower-division courses, Mind and Brain (PSY 101), Honors Mind and Brain (PSY 201H), and Biopsychology (PSY 304) offer instruction in cognitive and biological psychology. Mind and Society (PSY 202), Honors Mind and Society (PSY 202H), Thinking (PSY 330), Culture and Mental Health (PSY 366), and Psychology of Gender (PSY 380) introduce psychology as a social science.

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 depart-
ment’s head adviser to determine equivalency of completed introductory work.

Upper-division courses fall into three categories:
1. Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) are designed to teach research skills and methodologies
2. Other 300-level courses are of broad interest to many different majors throughout the university as well as to psychology majors.
3. Area courses, numbered 410 to 480, designed for psychology majors, are open to other students who fulfill the prerequisites.

Group Requirements. For psychology courses approved to fulfill social science or science group requirements, see the current course list on the registrar’s website, registrar.uoregon.edu/common/group_courses.php.

Major Requirements

Required courses for the major must total a minimum of 44 credits in psychology—at least 36 upper division and at least 16 taken at the University of Oregon. A maximum of 4 credits in any Practicum (PSY 409) may be applied to the 36 upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty adviser. Required courses must be taken for letter grades and passed with a C– or better. Elective psychology courses may be taken pass/no pass. Students must take 12 elective credits, 8 of which must be actual content courses.

Prerequisites for upper-division psychology courses are as follows: 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) or equivalent or Introduction to Methods of Probability and Statistics (MATH 243); Mind and Brain (PSY 201) or Honors Mind and Brain (PSY 201H); Mind and Society (PSY 202) or Honors Mind and Society (PSY 202H); College Composition I and II or III (WR 121 and 122 or 123)

Set II. Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303)

Upper-division credits are distributed as follows:
1. At least 8 credits selected from HPHY 333, LING 396, PSY 410 (Evolutionary Psychology), 430, 433, 435, 436, 438, 440, 445, 449, 450, 475, 476
2. At least 8 credits selected from PSY 420, 456–459, 468–473, 478, 480

In addition, majors must complete 12 credits of college-level biology, chemistry, or physics. These courses need not be a sequence, but must have the same subject code. A combination of CH 111, BI 211, and BI 212 or 213 satisfies this requirement.

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.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall Term 16 credits
Arts and letters elective .................................. 4
College Composition I (WR 121) ...................... 4
Mathematics ..................................................... 4
Science elective .............................................. 4

Winter Term 20 credits
Arts and letters elective .................................. 4
College Composition II or III (WR 122 or 123) .... 4
Mathematics ..................................................... 4
Science elective .............................................. 4
Social science elective ..................................... 4

Spring Term 20 credits
Arts and letters elective .................................. 4
One course selected from Mind and Brain (PSY 201), Honors Mind and Brain (PSY 201H), Mind and Society (PSY 202), or Honors Mind and Society (PSY 202H) .... 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.

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.

During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. Psychology students are invited to use the facilities (a small library, journals, and graduate school brochures) and to talk informally with a friendly peer adviser.

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 to take courses in related fields such as anthropology, biology, computer science, chemistry, linguistics, mathematics, philosophy, physics, and sociology. Strong preparation in quantitative methods is advisable. Reading knowledge of at least one second language appropriate to psychology also 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 a grade of C– or better. Special Studies (PSY 199) does not count toward the minor.

The psychology option requires 28 credits in psychology; the cognitive science option requires 36 credits in psychology, to be distributed as follows:

Psychology Option 28 credits
Mind and Brain (PSY 201) or Honors Mind and Brain (PSY 201H); Mind and Society (PSY 202) or Honors Mind and Society (PSY 202H) .... 8
Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303) .... 8
Three courses selected from HPHY 333 or 335; PSY 410 (Evolutionary Psychology), 420, 430, 433, 435, 436, 438; PSY 440 or LING 396; PSY 445, 449, 450, 456–459, 468–473, 476, 478, 480 .............................................. 12

All 28 credits must be taken for letter grades and passed with a C– or better. At least 16 credits must be upper division.

Cognitive Science Option 36 credits
Mind and Brain (PSY 201) or Honors Mind and Brain (PSY 201H); Mind and Society (PSY 202) or Honors Mind and Society (PSY 202H) .... 8
Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303) .... 8
Cognitive Science (PSY 430) ....................... 4
One course selected from the following: PSY 410 (Evolutionary Psychology), 430, 433, 435, 436, 438; PSY 440 or LING 396; PSY 445, 449–450, 475–476; HPHY 333 .............................................. 12

All 36 credits must be upper division.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching 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, prevention, 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, influence of culture, evaluation of treatment and preventive interventions, and design 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 Psychobiology (PSY 621), and Intervention Science (PSY 610); the other three courses are assessment, intervention, and clinical electives. Students are trained in the use of empirically supported assessment and intervention strategies in two yearlong required practicums: a cognitive behavior therapy practicum offered through the UO Psychology Clinic and a child and family practicum offered through the Child and Family Center. Optional additional practicums are also available in various settings in the community.

The program’s supporting area requirement can be completed through a selection of course work, research, and teaching. Recent examples of supporting areas have been psychophysiology, brain imaging, and developmental psychopathology. By the end of the third year, a student is expected to have completed required course work, the supporting area, and a preliminary examination. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a yearlong clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences
Neuroscientists in the biology, chemistry, computer and information science, human physiology, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-granting program of instruction and research is available to students through any of the participating departments. For more information, see the Neuroscience section of this catalog.

Cognitive Science
Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication. Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology 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 advise evaluate courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

201 (H) and 202 (H) are introductory courses in psychology for prospective honors students in psychology at Clark Honors College students. They are open to students with a UO GPA of at least 3.50 or a high school GPA of at least 3.80. Instructor consent is required for registration.

199 Special Studies: [Topic] (1–5R)
199 Special Studies: [Topic] (1–5R)
201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.
201 (H) Honors Mind and Brain (4) Topics include perception, memory, learning, and cognition.
202 Mind and Society (4) Introduction to topics in clinical, personality, social, and developmental psychology. With discussion.
202 (H) Honors Mind and Society (4) Topics include clinical, personality, social, and developmental psychology.
203 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, WR 121, 122. With laboratory.
303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Prereq: PSY 302, WR 121, 122.
304 Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.
330 Thinking (4) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.
348 Music and the Brain (4) Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience.
366 Culture and Mental Health (4) Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.
376 Child Development (4) Survey of social, intellectual, and personality development in infancy, childhood, and adolescence. Previously offered as PSY 375; not repeatable.
380 Psychology of Gender (4) Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.
383 Psychoactive Drugs (4) Physiological and behavioral effects of psychoactive substances, such as alcohol, opiates, barbiturates, and excipients. 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)
407/507 Seminar: [Topic] (1–5R)
408 Laboratory Projects: [Topic] (1–9R)
409 Practicum: [Topic] (1–9R)
410/510 Experimental Course: [Topic] (1–5R)
412/512 Applied Data Analysis (4) Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Prereq: WR 121 and 122 or 123; PSY 303.
420/520 Psychology and Law (4) Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law. Prereq: WR 121 and 122 or 123; PSY 303.
430/530 Cognitive Science (4) Interdisciplinary approaches to studying mind and brain; includes material from anthropology; cognitive, social, and developmental psychology; computer science; linguistics; and philosophy. Prereq: WR 121 and 122 or 123; PSY 303.
433/533 Learning and Memory (4) Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information. Prereq: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 303.

440/540 Psycholinguistics (4) Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology. Prereq: WR 121 and 122 or 123; PSY 303.

445/545 Brain Mechanisms of Behavior (4) Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, sleep-wakefulness, learning and memory, and affective disorders. Prereq: WR 121 and 122 or 123; PSY 303, 304.

449/549 Human Neuropsychology (4) Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion). Prereq: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 303.

458/558 Decision-Making (4) Examines interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity considered. Prereq or coreq: WR 121 and 122 or 123; PSY 303.

459/559 Cultural Psychology (4) Examination of the interdependence between mind and culture in various substantive domains such as social inference, motivation, emotion, and psychopathology. Prereq: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 303, 456/556. R thrice when topic changes for maximum of 16 credits.

468/568 Motivation and Emotion (4) Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences. Prereq: WR 121 and 122 or 123; PSY 303.

469/569 Psychopathology (4) Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics. Prereq: WR 121 and 122 or 123; PSY 303.

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: WR 121 and 122 or 123; PSY 303.

471/571 Personality (4) Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality. Prereq: WR 121 and 122 or 123; PSY 303.

472/572 Psychology of Trauma (4) Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters. Prereq: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 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: WR 121 and 122 or 123; PSY 303.

490, 491, 492 Honors in Psychology (1,1,1R) Reading and conference. R twice for maximum of 3 credits each. Honors psychology majors only.

503 Thesis (1–16R)

504/505 Research: [Topic] (1–21R)

506 Supervised College Teaching (1–3R)

601 Research: [Topic] (1–21R)

602 Internship: [Topic] (1–15R)

603 Dissertation (1–16R)

604 Learning and Conference: [Topic] (1–21R)

605 Seminar: [Topic] (1–5R)

606 Research and Conference: [Topic] (1–21R)

607 Practicum: [Topic] (1–9R)

608 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: PSY 612. With laboratory.

609 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. With laboratory.
Religious Studies

Department Head

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Eugene OR 97403-1294
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Faculty

Erin M. Cline, assistant professor (Chinese religions and philosophy). See Philosophy.
Daniel K. Falk, associate professor (biblical studies).
Deborah A. Green, Greenberg Assistant Professor of Hebrew Language and Literature. See Judaic Studies.

Emeriti

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

Participating

Mary-Lyon Dolezal, art history
James W. Earl, English
Andrew E. Goble, history
Marion Sherman Goldman, sociology
Charles H. Lachman, art history
Kenneth B. Liberman, sociology
Jack P. Maddex, history
Elizabeth Reis, women’s and gender studies
Erin Kathleen Rowe, history
Sharon R. Sherman, English
Anita M. Weiss, international studies
Daniel N. Wojcik, English

About the Department

The Department of Religious Studies offers courses about the teachings and practices of the world’s major religions from an academic perspective. Courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world’s many cultures, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors two programs, the Ira E. Gaston Lecture in Christianity and the Distinguished Visiting Lecturer in Asian Religion, which bring eminent scholars to campus for lectures and seminars.

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 the humanities.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Recent graduates have gone on to graduate study in China, to law school, to teaching, and to work in social service organizations, among others.

Undergraduate Studies

Major Requirements

The major requires 44 credits in religious studies courses, not all of which carry the REL subject code (see Additional Courses listed after the REL courses). Of the 44 credits, 8 must be in World Religions (REL 101, 102) and 28 must be upper-division. Of these upper-division credits, at least 16 must be in courses with the REL subject code.

Courses used 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 typically include the following:
1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.80 in courses taken to satisfy the major requirements
3. Formal approval of the department

The candidate for honors shall request approval no later than the second week of fall term in the senior year. Students are strongly encouraged to meet with the undergraduate adviser before applying. Application forms are available in the department office.

A faculty committee supervises the honors thesis project. Candidates typically register for 3 credits of Research (REL 401) for both fall and winter terms of the senior year to prepare for writing the thesis. Contingent on satisfactory progress, the candidate then enrolls for 4 credits of Thesis (REL 403) spring term. A first draft of the thesis must be submitted six weeks before the end of spring term and the final draft two weeks after that.

Minor Requirements

The minor in religious studies requires 24 credits, including 8 in World Religions (REL 101, 102). Of the remaining 16 credits, at least 8 must be from upper-division courses.

Graduate Studies

The department has plans to establish an M.A. in religious studies. In the interim, students may work with faculty members from religious studies as well as other university departments toward an Interdisciplinary Studies: Individualized Program (ISIP) master’s degree (M.A. or M.S.) focusing on religious studies, 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 contact with the faculty member is encouraged. The available degrees, faculty members, and area of specialty are listed below as a guide.


Asian Studies, M.A. Buddhism in premodern Japan: Andrew E. Goble (history), East Asian religions: Mark Unno (religious studies). Religion and thought in premodern China: Ina Asim (history), Erin M. Cline (religious studies, philosophy), Stephen W. Durrant (East Asian languages and literatures).

Classics, M.A. Classical civilization: ancient philosophy and religions in or related to ancient Greece and Rome: Jeffrey M. Hurwitt (art history), Mary K. Jaeger (classics), John Nichols (history), Steven Shankman (English), Malcolm Wilson (classics).

Folklore, M.A. Sharon R. Sherman (English), Carol T. Silverman (anthropology), Daniel N. Wojcik (English).


Religious Studies Courses (REL)


102 World Religions: Near Eastern Traditions (4) Introduction to the Abrahamic religions of Judaism, Christianity, Islam and to related traditions such as the Zoroastrian, Manichaean, Mandean, Baha’i. Lecture, discussion. Jaffer, Shoemaker.

199 Special Studies: [Topic] (1–5R)

211 Early Judaism (4) Development of the Jewish religion from its earliest existence until the Christian era. Baskin, Falk.

222, 223 Introduction to the Bible I,II (4.4) 222: content and organization of the Hebrew scriptures (Old Testament); examination of scholarly methods and research tools used in biblical studies. Falk, Green. 223: examination of the written traditions of early Christianity with an emphasis on the New Testament.

233 Introduction to Islam (4) Islamic religious tradition, beginnings to present. Pre-Islamic Arabia, Prophet Muhammad, pillars of Islam, ethics and piety, Sunni-Shiite divide, reform and renewal movements. Jaffer.

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Religious Studies


324. 325 History of Eastern Christianity (4,4) 324: Byzantine Christianity from the founding of the Christian Roman Empire to the Fall of Constantinople in the 15th century. 325: The Eastern churches from the 15th century to the present. Prereq: REL 321 or equivalent. Shoemaker.

353 Dark Self, East and West (4) Comparative examination of selfhood in Eastern and Western religious thought and cultural contexts. Focus on dark side or problematic dimensions of Buddhist, Christian, Daoist, Jewish, and other thought. Unno.

355 Mysticism (4) The experiential or mystical dimensions of the three major Abrahamic faiths. Exploration of the original writings of men and women from each spiritual tradition.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–4R)

403 Thesis (1–4R)

404 Reading and Conference: [Topic] (1–4R)

405/407 Seminar: [Topic] (1–4R)

408/409 Colloquium: [Topic] (1–4R)

409 Supervised Tutoring (1–4R)

410/510 Experimental Course: [Topic] (1–4R)


420/520 Jewish and Christian Spiritual Autobiographies (4) Explores autobiographies written

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this catalog.

Anthropology. Jewish Folklore and Ethnology (ANTH 429/529), Approaches to the Symbolic (ANTH 435/535)

Art History. Chinese Buddhist Art (ARH 387), Japanese Buddhist Art (ARH 397), Early Christian Art (ARH 430/530), Byzantine Art (ARH 431/531), Romanesque Sculpture (ARH 432/532), Gothic Sculpture (ARH 433/533), Islamic Art and Architecture (ARH 490/590)

English. The Bible and Literature (ENG 421/521), Studies in Mythology (ENG 482/582)

Folklore. Folklore and Religion (FLR 411/511)

History. American Jewish History (HIST 358), Religious Life in the United States (HIST 359), 16th-Century European Reformations (HIST 441/541), Early Japanese Culture and Society: Buddhism and Society in Medieval Japan; Medieval Japan (HIST 498/598)


Judaic Studies. Medieval and Early Modern Judaism (JDST 212), The Jewish Encounter with Modernity (JDST 213)

Philosophy. Asian Philosophy (PHIL 213), Philosophy of Religion (PHIL 320)

Sociology. Sociology of Religion (SOC 461/561)
Faculty


of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a valuable 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. In literature courses, papers or essay examinations are generally required.
4. Experience in literary studies.

**Careers.** Students who graduate with a B.A. degree in Romance languages enter a variety of occupations. Language teaching is an obvious possibility. Proficiency in a second language and knowledge of other cultures enhances study and career opportunities in other areas as well. 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 other UO interdisciplinary programs and departments (e.g., African studies, comparative literature, European studies, Latin American studies, linguistics, medieval studies, and women’s and gender studies). For descriptions, see those sections of this catalog.

**Scholarships**

The department administers scholarships for undergraduate and graduate students of Romance languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages student. The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzenanntion 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 other year to an outstanding student with financial need. The James T. Wetzel Memorial Scholarship is awarded every year to a graduating student in the Department of Romance Languages. The Françoise Calin scholarship is awarded every year 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 faculty advisers to create balanced programs.

**French, Italian, or Spanish**

Majors must complete on the Eugene campus a minimum of 12 credits in literature courses beyond the survey level (courses numbered higher than 319). At least 8 credits of these 12 must be in courses numbered 407 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:

- **48 credits**
  - *Cours culturel et linguatge: la France contemporainr (FR 301)................................. 4
  - *Cours culturel et linguatge: identités francophones (FR 303)................................. 4
  - French Survey (FR 317, 318, 319) or equivalent ......................................................... 12
  - French literature courses numbered FR 330 or above .................................................. 12
  - French electives taught in French (e.g., literature, oral skills, intensive grammar) ............ 12
  - Advanced Writing in French (FR 416) .............................................................................. 4

Italian. Forty-eight credits in Italian—passed with grades of C– or better—are required beyond second-year Italian, distributed as follows:

- **48 credits**
  - *Cours culturel et linguatge: l’Italie contemporaner (ITAL 301).................................... 4
  - *Cours culturel et linguatge: sociétat, économia, politica (ITAL 303)............................. 4
  - Other third-year language course ...................................................................................... 4
  - Italian Survey (ITAL 317, 318, 319) .................................................................................. 12
  - Italian literature courses numbered ITAL 363 or above ................................................... 12
  - Italian electives taught in Italian (e.g., literature, film, culture) .......................................... 12

Spanish. Forty-eight credits in courses—passed with grades of C– or better—are required beyond second-year Spanish, distributed as follows:

- **48 credits**
  - Two courses chosen from *Cultura y lengua: identidades hispanas* (SPAN 301), *Cultura y lengua: expresiones artísticas* (SPAN 303), *Cultura y lengua: cambios sociales* (SPAN 305) .......... 8
  - Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319) ................................................................. 12
  - Spanish literature courses numbered SPAN 328 or above ............................................. 12
  - Spanish electives taught in Spanish (e.g., literature, phonetics, history of Spanish literature) .... 12
  - Advanced Writing in Spanish (SPAN 416) ...................................................................... 4

**Romance Languages**

Romance language majors must complete on the Eugene campus a minimum of 12 credits in literature courses. At least 8 credits of these 12 must be in courses numbered 407 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
  - Language courses ................................................................. 12
  - Literature survey sequence (FR 317, 318, 319 or ITAL 317, 318, 319 or three from SPAN 316, 317, 318, 319) ................................................................. 12
  - Additional literature courses .................................................... 8

- **Second Romance Language** 16 credits
  - Language courses ................................................................. 8
  - Literature courses ................................................................. 8

**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 as many as 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403)

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 a Romance languages
overseas 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 do not count toward the major, the minor, or the B.A. foreign-language requirement.

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 Affairs in the Academic Resources section of this catalog.

French. 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. Please refer to the description of these programs under International Affairs in the Academic Resources section of this catalog.

Seniors and graduate students may also apply to participate in the French government Lycée assis-tantship program that places students in French high schools to teach English for one year.

Italian. Since 1970 the university has had a summer program in July and August at the Università Italiana per Stranieri, Perugia, Italy, 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 all are taught in Italian by faculty members of the host university. Participants earn 12 credits. Applications received before February 15 are given priority consideration.

The university participates in a consortium program in Siena and Macerata, Italy. Students may enroll for one or more terms during the fall-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, culture, literature, politics, history, and other subjects.

In addition, one advanced student of Italian studies at the Collegio Ghislieri in Pavia each year. Three years of university-level Italian are required for this direct-exchange program.

Spanish. The university offers language study programs in a variety of locations in both Latin America and Spain. These programs may include literature, history, art, business, and other fields of study as well. Please refer to their descriptions under International Affairs in the Academic Resources section of this catalog.

Latin America. Students may participate in language programs in Rosario, Argentina, Valdivia, Chile, and Quito, Ecuador.

Mexico. The university participates in language programs in Morelia and Querétaro, Mexico, as well as offering direct enrollment at universities in Cuernavaca, Guadalajara, and Monterrey.

Spain. Students may attend a language and literature program in the city of Oviedo in northern Spain, or a similar program in Seville sponsored by the Council on International Educational Exchange.

Kindergarten through Secondary School 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 the literatures and cultures of each of the language areas. The Ph.D. program allows students to focus on a specific literary and/or cultural 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 university’s library resources for research in 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 literature or its equivalent (e.g., licence, laurea, 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 Romance language upon entering the Ph.D. program.

Admission Procedure

1. Applications may be made in one of two ways:
   a. Apply online at the department website
   b. Download a printable version of the Graduate Admission Application at the department website and apply by mail.

Applicants should be aware that the paper application may take several weeks longer to process. Send the first copy to the university Office of Admissions with the $50 fee and the remaining copies to the department’s graduate secretary.

2. 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 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 575 on the paper test, 233 on the electronic test, or 88 on the Internet test.

3. 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.

Students who hold a Graduate Teaching Fellow (GTF) appointment are required to register and complete a minimum of 9 graduate credits during each quarter of their appointment, all of which must apply toward their degree programs. GTF support to complete the master’s degree program is two years.

Master of Arts Program

Students entering the M.A. program may specialize in French, Italian, or Spanish, or combine two of those fields for a major in Romance languages. The master of arts program consists of course work, written examinations, and a research project. The program is designed to be completed in two years.

To help students navigate requirements, a faculty adviser is assigned by the department during fall term of the first year. Students may change advisers later if they wish.

Degree Requirements

A minimum of 52 graduate credits is required for the master’s degree. To fulfill degree requirements, all courses must be taken on a graded basis. Course work must be completed with grades of B– or better, and a grade point average (GPA) of 3.00 or better must be maintained.

A student whose knowledge of the language or languages is found to be deficient must take
remedial work—an advanced writing class or additional study abroad or some form of language immersion.

**Distribution of Course Work.** M.A. students must take Second-Language Teaching Methods (RL 608) fall term of their first year of graduate studies, and Graduate Study in Romance Languages (RL 620) winter term of their first year. In addition, M.A. students must take Romance Languages Colloquium (RL 623) as a two- or four-credit graded course, as well as one 2-credit preparatory reading seminar (RL 607) during summer session of their first year in the program. The remaining course work should be done in French or Italian or Spanish or Romance languages courses. Students pursuing an M.A. in French, Italian, or Spanish must complete at least two 4-credit graduate-level courses in each of the four literary periods listed below:

Students studying for a master’s degree in Romance languages must enroll in:

- at least one 4-credit, graduate-level course in each of the four literary periods in their major language
- one additional course in each of two periods of their choosing in their major language
- at least one 4-credit, graduate-level course in each of the four literary periods in their minor language

for a total of 24 credits in the major language and 16 credits in the minor language.

After receiving written permission from their advisers, students may take as many as two courses toward the degree outside the Department of Romance Languages.

**Distribution of Literary Periods**

**French:** medieval and Renaissance; 17th–18th centuries; 1830–1945; 1945–present

**Italian:** medieval; Renaissance; 17th–19th centuries; 20th century–present

**Spanish:** 11th century–1569; 1526–1810; 1810–1939; 1939–present

**Master of Arts Research Project**

The degree requires a research project (either an essay or a pedagogy portfolio) that allows a student to expand his or her expertise in literary and cultural studies or in teaching language, literature, and culture. A faculty member oversees the development of and evaluates the final product. The student must identify a faculty member willing to serve as director and secure his or her signature of approval for the project by the ninth week of spring term of the first year.

The research project must be between 6,000 and 9,000 words. In consultation with the research project director, the student chooses whether to write the project in a Romance language or in English.

Research projects are approved by the director and are referred to the student’s M.A. examination committee (see below) for remediation if the work is found to be deficient or in need of revision. The director submits a final copy of the approved essay or portfolio to the department office by the last day of classes in spring term of the second year.

**Essay in literary and cultural studies.** This essay allows students to widen their knowledge in a specific area of a Romance language, literature, culture, or all three. In addition, the essay permits students to focus in greater depth on writing formal academic prose, presenting an interpretation, constructing an argument, documenting sources and references, and honing persuasive strategies. At the end of the first year of study, the student chooses one of the seminar papers that he or she submitted during the first three terms of course work. During the summer session immediately following, the student expands and polishes the paper.

Students who plan to apply for the Ph.D. program in Romance languages at the University of Oregon must complete an essay in literary and cultural studies.

**M.A. pedagogy portfolio in teaching language, literature, and culture.** This project allows students to explore in depth specific issues of teaching language, literature, culture, or all three. The portfolio is designed in consultation with the director and serves to demonstrate the student’s professional expertise. The portfolio may include the following documents: a coherent collection of teaching materials supported by a theoretical rationale; a description, personal assessment, and third-party evaluation of an internship experience; a formal “philosophy of teaching” statement; documentation of participation in a professional conference; and/or other components as recommended by the director.

**Examinations.** The master of arts examination comprises two four-hour exams taken in the seventh week of spring term in the second year. For students studying for the M.A. in French, Italian, or Spanish, the first exam consists of one specific question in each of the four periods. The second exam consists of a detailed analysis of a short text in two parts: a close reading of the text and a consideration of the text in its social, historical, cultural, and/or literary contexts. The student, in consultation with the examination committee, chooses in which of the four periods this second exam is done.

The exams for the Romance languages M.A. are similar to those for French, Italian and Spanish. However, in the first exam students are asked to draw on examples from both their major and minor literatures in their answer to at least one of the questions. They are encouraged but not required to refer to both literatures in their answers to the other three short questions.

The graduate secretary informs the students to focus in greater depth on writing formal academic prose, presenting an interpretation, constructing an argument, documenting sources and references, and honing persuasive strategies. At the end of the first year of study, the student chooses one of the seminar papers that he or she submitted during the first three terms of course work. During the summer session immediately following, the student expands and polishes the paper.

**Examination Committee.** By the second week of fall term in the second year, students submit to their advisers:

- a list of the course work completed in the first year and planned for the second year
- the names of three departmental faculty members to constitute their examination committee
- a preliminary reading list of literary works on which to be examined

**Examination reading list.** Students construct a list using the departmental reading list and the syllabuses and bibliographies of the seminars they have taken.

For students studying for the M.A. in French, Italian, or Spanish, the reading list consists of at least ten items in each of the four periods, drawn up in consultation with the exam committee. Of the ten works in each period, at least five must be chosen from the departmental reading list. The other works can be suggested by the student, based on his or her own interests and readings.

Students pursuing an M.A. in French, Italian, or Spanish must complete at least twelve items in each of the four periods: eight in the major language and four in the minor. Of the eight works in the major language, at least four must be chosen from the departmental reading list; all texts in the minor language must be chosen from the departmental reading list.

The examination reading list also contains two additional secondary readings (usually literary histories or general literary surveys) that cover the four periods, also drawn from the departmental reading list.

The final version of the examination reading list must be approved and signed by the student’s exam committee and filed with the graduate secretary by the end of winter term of the second year. Students are responsible for distributing the approved reading list to the M.A. committee members as soon as the list is approved.

**Examination questions.** In all fields, one of the two exams must be answered in the candidate’s major language; the other can be written in the major language or in English. Choice of language is to be determined in consultation with the committee chair.

The chair is responsible for collecting questions from the other committee members and submitting them to the graduate secretary. The committee members prepare the questions for the candidate who, for each part of the exam, chooses between two questions. The three members read and grade both exams. The student passes when the average grade for each exam is satisfactory (“low pass,” “pass,” or “high pass”).

The master’s examination is a closed-book exam, without footnotes or bibliography. The exam must be typed using a 12-point font, double spaced.

Students who fail the examination in whole or in part will be allowed to take it over once. They are encouraged to do so during the following term (usually summer session) and no later than six months after failing. If they fail again, they are disqualified.

Further requirements and a timeline for completion of the M.A. can be found on the department website, rl.uoregon.edu/main/ma_req.shtml.

**Overseas Study and Teaching**

Several opportunities for study and teaching abroad are available each year. One position is graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. Another is an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows. A third is an assistantship to direct a one-term study program in Querétaro, Mexico. In addition, a graduate assistant works with the eight-week summer program in Perugia, Italy.

College of Arts and Sciences
Doctor of Philosophy
The Ph.D. program in Romance languages is designed to provide (1) a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem), (2) the opportunity to situate the student’s special interests in the wider context of Romance languages and literatures as well as in the context of trends inside and outside Western European culture, (3) the tools necessary to engage literary issues at a high level, and (4) the ability to examine new and challenging literary or theoretical perspectives.

Students who enter the Ph.D. program with no knowledge of a second Romance language are encouraged to start learning one as soon as possible during their graduate studies. 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. 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. Of the 80 credits:
1. Twelve credits must be taken in a second Romance language
2. As many as 12 credits may be taken outside of the department with the adviser’s consent
3. Only 4 credits of Reading and Conference (FR, ITAL, SPAN 605) may be applied to the Ph.D. degree.

Doctoral students must also take Graduate Study in Romance Languages (RL 620) for at least two credits.

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 University of Oregon up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master’s degree is in a field other than Romance languages, the graduate committee may admit the student into the master’s program. In this case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve credits required for the M.A. This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master’s program.

Comprehensive Examination. Students entering the Ph.D. program should develop, as soon as possible but no later than the third term of work beyond the master’s degree, a field of interest for the Ph.D. comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the subfields represented on the comprehensive examination.

The comprehensive examination consists of two written examinations and an oral examination. Each written examination covers a subfield that pertains to the student’s field of interest. The student creates a reading list for each of the subfields, which must bear directly on the field of interest. The subfield reading lists should be defined and prepared with three members of the Romance languages faculty who constitute the Ph.D. examination committee. One of these faculty members should represent the student’s second Romance language. A fourth member may be added from another department.

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 as many as 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 University of Oregon are typically eligible for a maximum of three years of funding. Students entering the Ph.D. program with a master’s degree from another institution are typically eligible for a maximum of four years of funding.

Ph.D. students who are making satisfactory progress toward the degree are eligible for graduate teaching fellowships. GTFs include stipends for teaching and tuition waivers. “Satisfactory progress” entails completion of courses taken for credit with grades of mid-B or better, passing the Ph.D. comprehensive examination, timely submission of an acceptable dissertation prospectus, and regular and timely progress on the dissertation itself. See also Graduate Teaching Fellowships earlier in this section of the catalog.

Romance Languages Courses (RL)

199 Special Studies: [Topic] (1–5R)
399 Special Studies: [Topic] (1–5R)
404 Bilingual Internship (2R) Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. R in another term.
407/507 Seminar: [Topic] (1–5R) Changing topics on issues relevant to study in two or more Romance languages. Recent topics include Travel Writing, Testimonial Writing, Caribbean Women Writers. 410/510 Experimental Course: [Topic] (1–5R)
503 Thesis (1–16R)
602 Supervised College Teaching (1–16R)
603 Dissertation (1–16R)
604 Bilingual Internship (2R) A bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. R in another term.
607 Seminar: [Topic] (1–6R)
608 Workshop: [Topic] (2–4R) Teaching Methods offered fall term only. Other workshops may be offered. R when topic changes.
609 Supervised Tutoring (1–16R)
620 Graduate Study in Romance Languages (2–4) Discussion of purposes, problems, and methods of graduate study in Romance Languages. Elements of critical method, research techniques, scholarly writing, and professional development. García-Pabón, Gould, Lollini, Psaki.
623 Romance Languages Colloquium: [Topic] (2–4R) Seminar organized around a series of speakers exposes students to critical and theoretical issues central to the study of Romance languages and literatures. R for a maximum of 8 credits.

French Courses (FR)
Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year French (5.5.5) Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence.

111. 112 Intensive Beginning French (5,5,5) Intensive study for experienced language learners; introduction to French culture. Prereq for 111: prerequisite of French or competence in another Romance language; prereq for 112: FR 111. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French.


151 Francophone Cinema (2R) Explores a variety of topics of cultural interest through discussions based on weekly viewings of films in French. R once for a maximum of 4 credits.

199 Special Studies: [Topic] (1–5R)


307 Oral Skills (2R) Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 203; WR 122 or 123. Djiffack, McPherson.


319 French Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Prereq: FR 301 or 303. Albert-Galtier, Djiffack, Gould, McPherson.


342 French Literature in Translation: [Topic] (4R) In-depth examination of French aesthetic and intellectual movements through the reading in translation and discussion of theoretical texts and creative fiction. Conducted in English. R when topic changes.

361 French Literature and Culture (4) Examines French culture outside of France—Sub-Saharan Africa, the Caribbean, Quebec—through literature and film. Texts may be read in either English or French. Prereq: FR 301 or 303. Djiffack, McPherson.

362 French Film (4) Explores the values and legacies of French culture on the continent and the former colonies as reflected in French films and texts.


399 Special Studies: [Topic] (1–5R)

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. Wiebe.


497/597 Francophone Women's Writing (4) Developments in literature by women from areas such as Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, the Indian Ocean, and Europe. Prereq: FR 317, 318, 319. McPherson.

503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

683 Mallarmé (4)

Italian Courses (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Italian (5,5,5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence. Prereq for 102: ITAL 101; prereq for 103: ITAL 102.

104, 105 Intensive First-Year Italian (6.6) Covers in two terms the work of ITAL 101, 102, 103. Cannot be taken in any combination with ITAL 101, 102 to total more than 15 credits of first-year Italian. Prereq for 105: ITAL 104.

150 Cultural Legacies of Italy (4) Italy’s contributions to world cultures includes topics such as modern Italian life, Italians in America, Italian cinema and its influence, the Italian Renaissance, Roman art, opera. Conducted in English. Hester, Psaki.

151 Italian Cinema (2R) Explores a variety of topics of cultural interest through discussions based on weekly viewings of films in Italian. R once for a maximum of 4 credits.

199 Special Studies: [Topic] (1–5R)


301 Cultura e lingua: l’Italia contemporanea (4) Analysis of Italian history and society since the unification of Italy through the readings of a short novel. Vocabulary enrichment activities and grammar review. Prereq: ITAL 203; WR 122 or 123. Cecacci.


305 Cultura e lingua: arte, musica, i mass media (4) Artistic expressions over time and the influence of the mass media on social structures and language. Prereq: ITAL 203; WR 122 or 123. Cecacci.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to laboratory work. Prereq: ITAL 203. R twice for maximum of 6 credits.

317 Italian Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in Italian literature and art from the medieval and Renais-

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sa


318 Italian Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Conducted in Italian. Prereq: ITAL 203. Lollini, Hester.

319 Italian Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Conducted in Italian. Prereq: ITAL 203. Lollini.


341 Dante in Translation (4) The entire Divine Comedy read in English. Focuses on specific medieval components, relevance for modern readers, effects and process of translation. Conducted in English. No major or minor credit. Psaki.

399 Special Studies: [Topic] (1–5R) When topic changes.

403 Thesis (3–6R)

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

407/507 Seminar: [Topic] (1–6R) Recent topics include Il canzoniere, Italian Folktales, Italian Epic, Pirandello, Literary Analysis.

408 Workshop: [Topic] (1–12R) Special group activities such as production of Italian plays.

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

441/541 Medieval Italian Culture: [Topic] (4–6R) Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Conducted in Italian. Prereq: ITAL 317 or 318 or 319. R when topic changes for maximum of 12 credits. Psaki.

444/544 Medieval and Renaissance Literature: [Topic] (4–6R) Focuses on a topic from 13th- to 16th-century Italy (e.g., medieval foundations of the Renaissance, Petrarch and Petrarchism, representations of otherness, Boccaccio and his influence). Conducted in Italian. Prereq: ITAL 317 or 318 or 319. R when topic changes for maximum of 12 credits. Psaki.

449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy (e.g., Ariosto, Castiglione, Colonna, Franco, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Conducted in Italian. Prereq: ITAL 317 or 318 or 319. R when topic changes. Psaki, Hester.


481/581 19th-Century Literature: [Topic] (4R) Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Conducted in Italian. Prereq: ITAL 317 or 318 or 319. R when topic changes. Lollini.

491/591 20th-Century Literature: [Topic] (4R) Topics about issues or figures in the 20th-century Italian literature (e.g., Modern Lyric Poetry, Post-modern Narrative). Conducted in Italian. Prereq: ITAL 317 or 318 or 319. R when topic changes. Lollini, Psaki.

421 RLO Thesis (1–16R)

410 Research: [Topic] (1–6R)

410 RLO Dissertation (1–16R)

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

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

**Portuguese Courses (PORT)**

**These courses are offered through the Yamada Language Center, not the Department of Romance Languages.**

101, 102, 103 First-Year Portuguese (5,5,5)

Introduction to Brazilian Portuguese language and culture, with emphasis on speaking, reading, writing, and listening comprehension skills. Sequence.

201, 202, 203 Second-Year Portuguese (5,5,5)

Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials. Sequence.

Prereq: PORT 101 or equivalent.

**Spanish Courses (SPAN)**

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Spanish (5,5,5)


111, 112 Intensive Beginning Spanish (5,5)

Intensive study for experienced language learners; introduction to Hispanic culture. Prereq for 111: previous study of Spanish or competence in another language; prereq for 112: SPAN 111. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.

150 Cultures of the Spanish-Speaking World (4)

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. Conducted in English. García-Pabón, Gladhart, Wacks.

151 Spanish Cinema (2R)

Explores the variety of topics of cultural interest through discussions based on weekly viewings of films in Spanish. R once for a maximum of 4 credits.

199 Special Studies: [Topic] (1–5R)

401, 202, 203 Second-Year Spanish (4,4,4)


301 Cultura y lengua: identidades hispanas (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. Taught in Spanish. Prereq: SPAN 203; WR 122 or 123.

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. Taught in Spanish. Prereq: SPAN 203; WR 122 or 123.

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. Taught in Spanish. Prereq: SPAN 203; WR 122 or 123.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Prereq: SPAN 203. R once when content changes for maximum of 4 credits.

311 Advanced Writing in Spanish (4)

Provides additional language development for students, emphasizing academic writing skills in Spanish. Prereq: Any two of SPAN 301, 303, or 305.

315 Spanish Pronunciation and Phonetics (4)

Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. Prereq: SPAN 301 or 303 or 305. 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. Herrmann, Middlebrook, Powell, Wacks.

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. Herrmann, Powell.

318 Survey of Spanish American Literature (4)

Introduction to main currents and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected texts from colonial times. Prereq: two from SPAN 301, 303, 305. Epple, García-Pabón, Powell, Taylor.

319 Survey of Spanish American Literature (4)

Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. Prereq: two from SPAN 301, 303, 305. Enjuto Rangel, Epple, García-Pabón, Taylor, Triana.

320 Intensive Spanish Grammar Review (4)

Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203. Davis, Murcia, Zabala.

328 Hispanic Literature in the United States (4)

Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors. Emphasis on literary trends and themes. Prereq: two from SPAN 301, 303, 305. Epple, Gladhart, May, Taylor, Triana.

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. Epple Rangel, Epple, Gladhart.

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. Epple, 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. Enjuto Rangel, Epble, García-Pabón, Taylor.


399 Special Studies: [Topic] (1–5R)

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–6R) Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature.

408 Workshop: [Topic] (1–12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R) Recent topics in Language and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

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.  R once for maximum of 4 credits. Murcia.

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.

425/525 Literary Translation (4) Variable topics include con textos, first issues, and cultural translation—transculturation in practice. SPAN 420/520 recommended. Powell.


451/551 Sor Juana and Her Context (4) The debate on women and the woman intellectual; aesthetic definitions and the social meaning of Renaissance and baroque. Taught in Spanish. Prereq: two from SPAN 316, 317, 318, 319. Powell.

452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo. Prereq: two from SPAN 316, 317, 318, 319. Middlebrook.

460 Don Quixote (4) Careful reading of Don Quixote along with discussion of major critical topics and of its place and importance in literary history. Prereq for majors: two from SPAN 316, 317, 318, 319; prereq for nonmajors: equivalent background in literature.

466/566 Introduction to Spanish Golden Age (4) Survey of major figures and cultural issues in the Spanish Golden Age, ca. 1500s–1700s. Prereq: two from SPAN 316, 317, 318, 319.

480/580 19th-Century Spanish American Literature: [Topic] (4R) Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Prereq: two from SPAN 316, 317, 318, 319. R twice when topic changes for maximum of 12 credits.


503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

666 Golden Age Cultural Studies (4) Recent cultural theory (e.g., cultural studies, feminist approaches, psychoanalytic perspectives) applied to the Spanish Golden Age. Herrmann, Middlebrook.

680 Advanced 19th-Century Spanish American Literature: [Topic] (4R) Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits.

690 Advanced 20th-Century Latin American Literature: [Topic] (4R) Selected topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits.
Yamada Language Center in the Services for Students section of this catalog.

General Requirements

Fields of Concentration. The center offers the following concentrations for the undergraduate major and minor, the master’s degree, and the graduate certificate:

- Russian literature
- Slavic linguistics
- Russian and East European history
- Contemporary Russia, East Europe, and Eurasia

Courses with these focus areas are offered by the center and such participating departments as anthropology, geography, history, political science, and sociology. Any course taken that includes instruction on one of these focus areas and has at least 40 percent Russian, East European, former Soviet Eurasian, or Slavic content, including independent research undertaken by the student, may be applied to the field of concentration requirement with administrative approval.

Students may petition to have courses taken in other disciplines count toward the concentration or elective requirement if the content of these courses meets the 40 percent standard. This applies to regularly scheduled courses and to independent reading and conference courses.

Students can request sample programs of study in the various concentrations from their adviser or from the center’s office.

Undergraduate Studies

The Russian and East European Studies Center offers a bachelor of arts degree (B.A.) and a minor. The undergraduate certificate is inactive.

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 the language of the region. The language requirement is fulfilled by taking three years of a Slavic language—usually Russian. Students may petition to substitute one year of a second Slavic language for one year of the primary Slavic language. The language option is chosen in consultation with REESC advisers.

2. Field of concentration. Four 4-credit upper-division courses in one of the concentrations described under General Requirements, of which two must be 400-level courses.

3. Research. A research paper written in conjunction with one of the upper-division courses or as a separate reading and conference course in the field of concentration.

4. Electives. Twenty-four credits of course work, of which at least 12 (typically three 4-credit courses) must be upper division. As many as 8 of these credits may be in the concentration area, but may not be used to satisfy both the concentration requirement and the elective requirement.

Double Majors

Subject to REESC approval, as many as four 300- and 400-level courses taken to fulfill requirements for a second major may be used to fulfill the 40-credit requirement of the Russian and East European studies major. To apply for a double major, students must complete and submit a declaration form to the center’s 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 director 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. Three 4-credit courses in one concentration, of which two must be upper division and at least one must be a 400-level course.

3. Research. See Research under Major Requirements above.

4. Electives. Sixteen credits of course work, of which 12 (typically three 4-credit courses) must be upper division. As many as 4 credits of elective course work may be taken in the concentration area, but may not be used to satisfy both the concentration requirement and the elective requirement.

There is no limit on the number of language courses taken at other universities, including courses taken abroad, that may be used to satisfy the language requirement for the major or minor, subject to an equivalency assessment by the Russian language coordinator. With respect to concentration and elective requirements, undergraduate majors may apply as many as 4 upper-division transfer credits toward the concentration and as many as 12 transfer credits toward the elective requirement, but not toward universitywide graduation requirements.

Secondary School Teaching Careers

The College of Education offers a five-year program for teaching licensure in foreign language. This program is described in the College of Education section of this catalog.

Graduate Studies

The Russian and East European Studies Center offers a master of arts (M.A.) 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, and students in the center have also successfully applied to Ph.D. programs in history, geography, and other fields.

Master of Arts

Application. Graduate application materials are available in the center’s office. The application deadline for admission the following fall term is February 1. Applicants who are not seeking
graduate fellowship support are considered for admission 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 B– or better. Credits used to fulfill the language requirement may not be applied to the 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 of a Slavic language or equivalent, plus reading competency as defined by a translation exam in the student’s field of concentration. In exceptional cases, a student may petition to substitute one year of a second Slavic language or equivalent mastery for one of the years of the primary language, but must pass the reading exam. Native speakers of a Slavic language may petition to substitute an appropriate alternative measure of English competency to the translation exam.

2. Field of Concentration. Four graduate-level courses in a field of concentration. A written comprehensive examination on the field of concentration is typically taken the term prior to submission of the thesis.

3. Research and Thesis. Candidates research and write a thesis, earning 9 credits of Thesis (503). The thesis is defended before the candidate’s committee. The defense may include discussion of the comprehensive exam.

4. Electives. Six graduate-level courses, of which two may be in the field of concentration. The electives must include courses in at least two fields outside the student’s concentration.

Graduate Certificate

The graduate certificate in Russian and East European studies requires 32 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to the 32-credit requirement.

1. Language. Four years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
   a. Four years of one Slavic language
   b. A total of four years in two languages of the region

2. Field of Concentration. Three graduate-level courses in a selected field of concentration

3. Research. A research paper written in conjunction with a course or as a separate reading course in their field of concentration

4. Electives. Four graduate-level courses, of which one may be in the field of concentration. The certificate may be earned in conjunction with any M.A. or Ph.D. degree. Courses taken to fulfill the graduate degree may also be used to fulfill certificate requirements. Master’s candidates in the Russian and East European Studies Center may earn the graduate certificate if the field of concentration chosen for the certificate is not the same as the one for the master’s degree.

Russian Courses (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, conversation, reading, and composition.

121 Spoken Russian (1–2R) Practice in improving Russian speech, comprehension, and listening skills. Exercises reinforce grammar and vocabulary learned in class instruction. Coreq: RUSS 101, 102, 103. R twice for maximum of 6 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

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


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. Hokanson, Presto.

221 Spoken Russian (1–2R) See description for RUSS 121. Coreq: RUSS 201, 202, 203. R twice for maximum of 6 credits.

240 Russian Culture (4) Comparative aesthetics and development of art, film, architecture, music, and literature in the context of Russian intellectual history. Readings, lectures, and discussions in English. Nemirovskaya.


309 Russian through Theater (2–4R) Combined elements of Russian language, literature, and culture learned through participation in a theater production. Credits vary with degree of involvement. Coreq: RUSS 103. R when different theater production is offered.


331 Russian Short Story (4) Analysis of short stories by important 19th- and 20th-century Russian writers in the context of social, political, and literary development. Readings in English. Offered alternate years. Presto.

334 Dostoevsky (4) Introduction to the novels and short stories of Dostoevsky. His literary, ethical, and political development. Readings and instruction in English. Presto.

335 Tolstoy (4) Examines short and long works by Leo Tolstoy, focusing on ethical questions and Tolstoy’s literary art. Readings and instruction in English. Hokanson, Presto.

340 Russian Women in Literature (4) Explores writings and lives of Russian women in the 19th and 20th centuries and their image in literature. Readings and instruction in English. Offered alternate years. Hokanson.

350 Russian Cinema (4) Introduction to major Russian and Soviet filmmakers and their works.

351 Russian Literature and Film (4) Explores contemporary Russian and Soviet culture through film and fiction. Presto.

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

401 Research: [Topic] (2–6R)

403 Thesis (3–6R)

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (2–4R) R when topic changes.

408/508 Colloquium: [Topic] (2–4R) Special on-campus activities. Conducted in Russian. R when topic changes.

409 Practicum: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (2–4R) R when topic changes.

411/511 Russian History and Literature: [Topic] (4R) Readings, lectures, and texts from the 10th through the 20th centuries. R twice when topic changes for maximum of 12 credits. Rice.

426/526 Classics of Russian Poetry: [Topic] (4R) Comprehensive study of selected topics in Russian poetry (e.g., Alexander Pushkin, Russian symbolism, acmeism, futurism, and contemporary poetry). R twice when topic changes for maximum of 12 credits. Presto, Rice.

434/534 Russian Literature: [Topic] (4R) Comprehensive study of selected topics in Russian literature, (e.g., 20th-century contemporary, and Old Russian literature). R twice when topic changes for maximum of 12 credits.

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. Coreq: RUSS 318 or equivalent. R twice when topic changes for a maximum of 12 credits. Kripkov.

444/544 Slavic Linguistics: [Topic] (4R) Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Coreq: RUSS 203 or LING 290. R when topic changes. Vakareliyska.

445/545 Old Church Slavonic (4) Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Coreq: RUSS 203 or LING 290 or equivalent. Vakareliyska.

503 Thesis (1–9R)

601 Research: [Topic] (2–6R)

602 Supervised College Teaching (1–5R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (2–4R)

609 Practicum: [Topic] (1–5R)

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)
Scandinavian Studies

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Lars Skalsen, political science
Alan G. Stavitsky, journalism and communication
Michael Stern, German and Scandinavian
Richard A. Sundt, art history
Bruce Harwood Tabb, UO Libraries
Roxi Thoren, landscape architecture
Glenda Fравел Utsey, architecture

Undergraduate Studies

The Scandinavian Studies Committee endeavors to stimulate interest in Scandinavian culture, society, languages, and history. The committee is a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on Scandinavian countries. Students can earn a minor in Scandinavian or a major in German with a focus on Scandinavian. Both academic programs are described in the German and Scandinavian section of this catalog.

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 Affairs in the Academic Resources section of this catalog.

The university has student exchange programs with the University of Aalborg, Copenhagen Business School, Denmark’s International Study Program in Copenhagen, the University of Tampere in Finland, the Universities of Bergen and Oslo 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 may be applied to the Scandinavian minor or the German and Scandinavian focus of the German major.

Committee members have close ties to the information services of Nordic governments. As a result, books, periodicals, and newspapers regularly arrive from Nordic countries.

The UO Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students seriously engaged in some aspect of Scandinavian studies.

Curriculum

Courses appropriate for Scandinavian studies have been offered in anthropology, comparative literature, English, German and Scandinavian, political science, sociology, and other departments. The Department of German and Scandinavian offers language instruction in Danish, Finnish, Norwegian, and Swedish.

Sociology

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Faculty


Sociology

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in 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 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 social work, personnel work, and recreation. Some graduates seek 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 at three levels. Courses at the 200 level provide an introduction to the field. Basic courses are Introduction to Sociology (SOC 204) and Social Inequality (SOC 207).

Courses at the 300 level extend the student’s knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory. Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) courses are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction.

Major Requirements

1. A minimum of 44 credits in undergraduate sociology courses
2. At least 36 of the 44 credits must be upper division and 16 of the 36 must be numbered 300-399; 12 of the 16 credits in 400-level courses must be taken at the University of Oregon
3. No more than 8 credits in courses numbered 401–406 and 408–409 may be applied to the major
4. Courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better; at least a 2.00 grade point average (GPA) must be achieved in these courses
5. Completion of the following courses:
   a. Development of Sociology (SOC 310)
   b. Introduction to Social Research (SOC 311)
   c. Quantitative Methods in Sociology (SOC 312)
   d. Inquire at the department office about the possibility of substituting other courses in statistics for SOC 312

Planning a Program

A faculty adviser is assigned to each student when the major is declared. The department maintains an active peer advising program for undergraduate students. Peer advisers keep regular office hours in the advising office, 706 Prince Lucien Campbell Hall.

With the help of peer advisers and the faculty adviser, each student should develop a model program that emphasizes experiences most useful for the student’s educational and career objectives. It is essential, however, that students consult advisers about the selection of courses. Students with specific career plans may also go to the Career Center, 220 Hendricks Hall, for advice about suitable course programs.

General Sociology

Work in sociology begins with SOC 204 and 207, both of which provide an introduction to the discipline. They emphasize how sociology can be applied to contemporary social issues. Students specializing in general sociology move on to 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 and to complete the required form in the sociology office. A list of courses to be offered during the academic year is available in the sociology office or peer advising office each fall.

Each concentration requires completion of at least four courses from the respective category with grades of C– or better. Students who successfully complete a concentration receive formal recognition upon graduation. In addition to the courses listed below, approved internships (SOC 404) and special topics courses (SOC 407 and 410) may count toward the completion of the concentration. Information about internships is available in the sociology department office.

Crime and Delinquency. Introduction: Deviance, Control, and Crime (SOC 380), Urbanization and the City (SOC 442), Crime and Social Control (SOC 480), Issues in Deviance, Control, and Crime (SOC 484)

Culture, Education, and Religion. American Society (SOC 301), Sociology of Mass Media (SOC 317), Sociology of the Family (SOC 330), Sociology of Religion (SOC 461), Sociology of Education (SOC 491)

Environment, Population, and Society. American Society (SOC 301), World Population and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), Social Demography (SOC 415), Issues in Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

Family, Gender, and Sexuality. American Society (SOC 301), Sociology of the Family (SOC 330), Sociology of Women (SOC 355), Issues in Family Sociology (SOC 425), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456), Sex and Society (SOC 457)

International Systems. Political Economy (SOC 420), Sociology of Developing Areas (SOC 430), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)

Politics and Social Movements. American Society (SOC 301), Social Issues and Movements (SOC 313), Sociology of Mass Media (SOC 317), Political Economy (SOC 420), Urbanization and the City (SOC 442), Systems of War and Peace (SOC 464), Political Sociology (SOC 465), Marxist Sociological Theory (SOC 475)

Race, Ethnicity, and Social Change. American Society (SOC 301), America’s Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Course: Asian American Experience (SOC 410), 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), Ethnomethodology and Conversation Analysis (SOC 435)
Social Theory and Methods, Sociological Research Methods (SOC 412, 413), Feminist Theory (SOC 456), Marxist Sociological Theory (SOC 475)

Work, Labor, and Economy. American Society (SOC 301), Work and Occupations (SOC 346), Complex Organizations (SOC 347), Political Economy (SOC 420), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), 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 each in sociological methodology and 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 courses in community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. Related courses in the economics, political science, and planning, public policy and management departments also are useful.

Honors in Sociology
Motivated students may participate in the honors program in sociology. Qualified students work closely with faculty members and fellow honors students on a yearlong project of their own design, and write an honors thesis. The thesis may be based on existing data or data collected by the student.

Students who successfully complete the honors program are awarded honors, high honors, or highest honors based on their advisers’ evaluation of the quality of their work. The honors distinction (but not the level) 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 of no less than 3.40 in sociology courses or a nomination by two faculty members is required for admittance, but does not guarantee acceptance. Prior to applying for the program, applicants must secure a faculty adviser; the adviser must submit a letter of support. Students selected for the program are notified during spring term of their junior year. Application forms are available in the sociology department office or the department’s web page.

During fall term of the senior year, honors students take part in the honors seminar (SOC 407), in which they work closely with an instructor and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval. During winter and spring terms, students work independently with their adviser and proceed with data collection and analysis. Students complete and submit their theses 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 well beyond courses required for the major. Besides taking advanced courses in areas of special interest to them, students should take a substantial number of upper-division courses in other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate schools 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 program for a license in middle-secondary teaching or the fifth-year program for a license in elementary teaching. Refer early to information 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 75 credits of graduate-level (500 to 600) work for the doctoral degree and 60 credits for the master’s—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 are encouraged to complete their 60 credits for the master’s degree in the first six terms of enrollment. In addition, students must satisfy the departmental master’s paper requirement. The paper must present original empirical research and be stylistically formatted for an existing peer-reviewed journal approved by the student’s adviser. Upon completion of the 60-credit requirement, students are awarded a master’s degree if they have achieved a mid-B or better average in their graded courses and if they have passed the master’s paper requirement.

Entrance to the doctoral program requires that students receive a grade of "pass at the Ph.D. level" on their master’s paper. Students may then prepare for a comprehensive examination in a sociological subfield chosen jointly by the student and the adviser.

Upon passing the comprehensive examination, 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 class schedule or inquire at the department office. Instructors may waive prerequisites for their courses.

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
204 Introduction to Sociology (4) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.
207 Social Inequality (4) Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, gender to social change, social institutions, and self-identity.
301 American Society (4) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 204 or 207.
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 or 207.
304 Community, Environment, and Society (4) Interrelationship of social and environmental
factors in human communities, processes of community change, impact of environmental change on human communities. Prereq: SOC 204 or 207.

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 or 207.

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 207.

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 or 207.

312 Quantitative Methods in Sociology (4) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: SOC 204 or 207; MATH 95 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 or 207.

317 Sociology of the Mass Media (4) Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalist and structuralist paradigms, and power system analysis. Prereq: SOC 204 or 207.

328 Introduction to Social Psychology (4) How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Prereq: SOC 204 or 207.

330 Sociology of the Family (4) Introduction to and historical perspective of the family as a social institution and small-group association. Prereq: SOC 204 or 207.

335 Interaction and Social Order (4) Introduction to ethnomet hodology, 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 or 207.

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 204 or 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 204 or 207.

347 Complex Organizations (4) Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority, and power); relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204 or 207.

355 Sociology of Women (4) Position of women in contemporary society; women and work, politics, families, the economy; intersection of gender, race, and class; women’s movements. Prereq: SOC 204 or 207.

380 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 or 207.

399 Special Studies: Topic (1–5R) Prereq: SOC 204 or 207.

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 (1–21R)

407/507 Seminar: Topic (1–5R) Offers vary from year to year depending on student needs and faculty interests. Prereq: SOC 310, 311, 312.

408/508 Workshop: Topic (1–21R)

409 Practicum: Topic (1–21R)

410/510 Experimental Course: Topic (1–5R) Prereq: SOC 310, 311, 312.


415/515 Social Demography (4) Causes and consequences of demographic change among racial or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303, 310, 311, 312.

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: SOC 310, 311, 312. R twice when topic changes for maximum of 12 credits.


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 310, 311, 312, 330.

433/535 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, 311, 312, 335.

442/542 Urbanization and the City (4) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: SOC 310, 311, 312.

443 Sociology of Race Relations (4) Analysis of social and ideological relations in American life. Prereq: SOC 310, 311, 312, 335.


447/547 Issues in Sociology of Organizations: Topic (4R) Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Prereq: SOC 310, 311, 312, 347. R twice when topic changes for maximum of 12 credits.

450/550 Sociology of Developing Areas (4) Social and economic structures and processes promoting or inhibiting change in the developing nations of Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty, and dependence. Prereq: SOC 310, 311, 312.

451/551 Social Stratification (4) The interrelations among class, race, and sex. Historical origins and development of class and race systems including slavery. Prereq: SOC 310, 311, 312.

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 310, 311, 312; SOC 355 or WGS 101. R twice when topic changes for maximum of 12 credits.

456/556 Feminist Theory (4) Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies. Prereq: SOC 310, 311, 312; SOC 355 or 455/555.

457 Sex and Society (4) Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality. Prereq: SOC 310, 311, 312.

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: SOC 310, 311, 312.

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: SOC 310, 311, 312.

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: SOC 310, 311, 312.

467/567 Economic Sociology (4) Applies the sociological perspective to basic economic phenomena such as markets, exchange, prices, money and rationality. Prereq: SOC 310, 311, 312.

475/575 Marxist Sociological Theory (4) Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 310, 311, 312.


484/584 Issues in Deviance, Control, and Crime: Topic (4R) Topics vary. Examples are modern policing, juvenile delinquency control, emerging forms of social control. Prereq: SOC 310, 311, 312, 380. R twice when topic changes for maximum of 12 credits.

491 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: SOC 310, 311, 312.
Southeast Asian Studies

William S. Ayres, Associate Director
(541) 346-5119 (541) 346-0668 fax
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Eugene OR 97403-5206
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About the Curriculum

The University of Oregon offers students an opportunity to pursue interdisciplinary studies on Southeast Asia. Specialists from across the university 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; regional transnationalism; 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 Southeast Asian library collections, the Center for Asian and Pacific Studies, and the International Affairs office. 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 a track in 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. See the Asian Studies section of this catalog for requirements and curriculum offerings.

Statistics

About the Curriculum

The University of Oregon does not have a formal department of statistics. However, a variety of courses are either exclusively or primarily about statistics. Over the past several decades, statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are permanently numbered courses in statistics offered at the university.

Degrees

The Department of Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with options that allow a specialty in statistics. Interested students should address inquiries about specific requirements to that department.

Courses

Students and advisers should be aware that, within any given area, two or more courses offered by different departments may contain similar content that a student may not be granted credit toward graduation for more than one of the courses.

Introductory Statistics

Environmental Studies. Environmental Data Analysis and Modeling (ENVS 355)

Geography. Advanced Geographic Data Analysis (GEOG 414/514)

Geology. Earth and Environmental Data Analysis (GEOL 418/518)

Mathematics. Introduction to Methods of Probability and Statistics (MATH 241), Statistical Methods II (MATH 425/525, 426/526)


Psychology. Statistical Methods in Psychology (PSY 302), Applied Data Analysis (PSY 412/512)

Sociology. Quantitative Methods in Sociology (SOC 312)

Advanced Statistics

Economics. Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 423/523, 424/524, 425/525)


Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Psychology. Data Analysis III, IV (PSY 611, 612, 613)

Sociology. Sociological Research Methods (SOC 412/512, 413/513)
Theater Arts

John Schmor, Department Head
(541) 346-4171
(541) 346-1787 fax
216 Villard Hall
1231 University of Oregon
Eugene OR 97403-1231
theatre.uoregon.edu

Faculty

Emeriti
Horace W. Robinson, professor emeritus. B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

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

About the Department
The Department of Theater Arts offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of science (M.S.), master of fine arts (M.F.A.), and doctor of philosophy (Ph.D.) degrees. Courses in theater arts are available for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear.

The theater arts department offers a cross-disciplinary and liberal-arts education. Preprofessional courses provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in M.F.A. degree programs or nongrade professional training schools. Some students use their liberal-arts background to pursue vocational opportunities that require advanced skills in communication and organization. Students may gain practical experience in theater studies through University Theatre productions and other opportunities.

Theatrical. The Robinson Theatre has a proscenium stage and seats nearly 400 people. The new Miller Theatre project will include a “black box” arena theater seating 150–200 people, a new lobby serving both the Robinson and the new Arena Theatre, a new costume shop, and an expanded scene shop. Construction is expected to be complete by October 2008. The Pocket Playhouse, in Villard Hall, is a small proscenium stage and seats seventy-five people.

Technical Facilities. The scene shop is well equipped with power tools for wood and metal fabrication. Lighting equipment includes computerized controls and up-to-date instruments. The costume shop has power sewing and serging machines and a laundry and crafts area. Students are encouraged to sign up for production 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 Theatre. The department’s season is composed of productions in two venues: the Robinson Theatre and the new Arena Theatre. Faculty members and graduate students direct and design as many as six shows a year.

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 to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Major Requirements
Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.
In addition to the B.A. or B.S. degree requirements of the university, the following requirements are specified for students with a major in theater arts:
1. All of the following: Introduction to Design (TA 210); Theater Production I,II (TA 211, 212); Acting I (TA 250); Introduction to Theater Arts (TA 271); Play Direction (TA 364); History of the Theater I,II,III (TA 367, 368, 369); Advanced Script Analysis (TA 462)
2. Three of the following: Scenery Production (TA 321), Costume Production (TA 322), Lighting Production (TA 323), Production (TA 324)
3. Six 4-credit upper-division courses (numbered 300 or higher), three in each area as follows:
   Area A. Three courses in acting, directing, design, technical production, or playwriting
   Area B. Three courses in history, literature, criticism, or dramaturgy. With the consent of an advisor, a student may substitute a course in another department for one Area B course, selected from a list approved by the theater arts faculty

Grading Options. Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 180-credit requirement for a B.A. or B.S. only if satisfactorily completed.

Transfer Students. Transfer students must complete six 4-credit, upper-division courses and two of the courses to satisfy (2) above in residence at the University of Oregon.

Honors in Theater Arts
At the end of each academic year, the department’s faculty selects certain graduating seniors and confers on them departmental honors. Criteria include academic performance as well as the quality of participation in the production program.

Minor Requirements
The theater arts minor requires 24 college-level credits in theater arts. Of these 24 credits, at least 16 must be taken at the university and 16 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. Course work for the minor must be completed with letter grades of mid-C or better.

Graduate Studies
The Department of Theater Arts is suspending admissions to its M.A., M.S., and Ph.D. degree programs and will not be accepting applications for the 2009–10 academic year for the sake of programmatic reorganization. Applications for the 2009–2010 academic year will not be considered. Applications for the 2010–2011 academic year may be submitted during fall 2009 and winter 2010. Students should direct their inquiries regarding fall 2010 admission to Theresa May, graduate coordinator.

The M.F.A. program admissions for fall 2009 have not been suspended, and applications will be accepted.

The department offers graduate work leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering the master’s degree program should have an undergraduate major in theater arts or the equivalent, while students entering the doctoral program should have completed a master’s degree 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 set design, lighting design, and costume design. Typically, course work
is substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral examination and review of the project is held following completion of the project performance. A written report on the project, prepared 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 qualifying examination and take an oral examination. The qualifying examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts Ph.D. program. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is advanced to candidacy, which happens after passing the comprehensive examination. General Requirements. The only course required of all theater arts graduate students is Research Methods (TA 611). Ph.D. candidates are expected to complete 60 to 90 credits in history, theory, and literature of the theater after obtaining a master’s degree. All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is diagnostic and 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 out of the following seven: acting, directing, technical theater, management, playwriting, teaching, and design. Candidates for an M.A. degree in theater arts must demonstrate their ability to read a second language. Students seeking the Ph.D. degree must acquire two research tools, one of which must be the knowledge of a second language. The other must demonstrate their ability to read a second language. Students seeking the Ph.D. degree must make a significant contribution in three areas of study during their residence. Candidates for an M.A. degree in theater arts may be a third language or 9 credits of graduate-study courses. The intents, uses, and effects of dramatic literature with special regard for theatrical practices of theater. Prereq: TA 210, 211, 212. Barton, May, Schmor.

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, 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. Begins work in professional skills while establishing a working file of monologue material. May.

271 Introduction to Theater Arts (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. May.

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 dramaticurgy 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.

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. Freeman, Schleuter, Schm. 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)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R) R thrice for maximum of 12 credits.

410/510 Experimental Course: [Topic] (1–4R)


419/519 Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Prereq: TA 212.

420 Return and Review for Actors (1R) Review foundational concepts and technique by participating, demonstrating, and coaching in Acting I or II. Prereq: TA 250, 251, 252; coreq: TA 409. R once for TA 250; once for TA 251.


441/541 Scene Design: Single Set (4) Elements of scene design; the scene designer’s role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the prosenium stage only. Prereq: TA 210, Hooker.


445/545 Advanced Projects in Theater Technology: [Topic] (4R) Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting. R seven times when topic changes for maximum of 92 credits.

452/552 Advanced Acting: [Topic] (4R) Topics in the performance of a specific genre or authors, or in specific performance technique, including voice, movement, comedy, Shakespeare, and solo performance. Prereq: TA 252, 271; one from TA 210, 211, 212. R when topic changes. Barton, May, Schmor.

462 Advanced Script Analysis (4) Topics in theater literature including recent European drama, recent American drama, recent British drama, and American musical theater. Prereq: TA 367, 368, 369.

465 Playwriting (4) Laboratory seminar focused on active and intensive development of new skills and aims in writing for live performance. Prereq: junior standing. Offered alternate years.

467/567 Lighting for the Stage (4) Designing lighting for the stage; technical and aesthetic problems. Prereq: TA 211, Rose.


472/572 Multicultural Theater: [Topic] (4R) Origins and development of contributions in theater and drama by various cultures including Latino, Chicano, African American, Asian American, and Native American. R four times when topic changes for maximum of 20 credits.

474/574 Themes in Dramatic Literature: [Topic] (4R) The intents, uses, and effects of dramatic literature with special regard for theatrical production and audience reception. R thrice when topic changes for maximum of 16 credits.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)
Women’s and Gender Studies

Ellen K. Scott, Program Director

(541) 346-5529
(541) 346-0652 fax
315 Hendricks Hall
1298 University of Oregon
Eugene OR 97403-1298
wgs@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

Joan K. Acker, sociology
Barbara Bader Aldave, law
Henry M. Alley, honors college
Laura J. Alpert, art
Barbara K. Altman, Romance languages
Susan C. Anderson, German and Scandinavian
Ina Asim, history
Regina M. Baker, political science
Monique Balbuena, honors college
Judith R. Baskin, Judaic studies
Diane B. Baxter, anthropology
Alette Biersack, anthropology
Pamela Birrell, psychology
Louise M. Bishop, honors college
Elizabeth A. Bohls, English
P. Lowell Bowditch, classics
Yvonne A. Braun, sociology
Sara N. Brownmiller, library
Gaylene Carpenter, arts and administration
Krista Chronister, counseling psychology and human services
Suzanne Clark, English
Frances B. Cogan, honors college
Jane K. Cramer, political science
Dianne M. Dugaw, English
Maram Epstein, East Asian languages and literatures
Linda F. Ettinger, arts and administration
Laura Fair, history
Leonard C. Feldman, political science
Caroline Forell, law
Linda M. Forrest, counseling psychology and human services

Lisa Freinkel, English
Jennifer J. Freyd, psychology
Linda O. Fuller, sociology
Susan N. Gary, law
Amalia Gladhart, Romance languages
Marion Sherman Goldman, sociology
Bryna Goodman, history
Sangita Gopal, English
Deborah A. Green, Judaic studies
Susan W. Hardwick, geography
Leslie J. Harris, law
Elke Hechmer, German and Scandinavian
Ellen Herman, history
Judith H. Hibbard, planning, public policy and management
Jocelyn Holland, sociology
Shari M. Huhndorf, English
Mary K. Jaeger, classics
Lamia Karim, anthropology
Kathleen Rowe Karlyn, English
Lauren J. Kessler, journalism and communication
Linda Kintz, English
Brian Klopotek, ethnic studies
Wendy Larson, East Asian languages and literatures
C. Anne Laskaya, English
Julia Lesage, English
David Leive, Li, English
Joseph E. Lowndes, political science
John T. Lysaker, philosophy
Bonnie Mann, philosophy
Gabriela Martinez, journalism and communication
Barbara D. May, Romance languages
Randall E. McGowan, history
Anne Dhu McLucas, music
Karen McPherson, Romance languages
Debra L. Merskin, journalism and communication
Dayo Nicole Mitchell, honors college
Fabienne Moore, Romance languages
Geraldine Moreno Black, anthropology
Madonna L. Moss, anthropology
Lise Nelson, geography
Dorothy Ostermeier, German and Scandinavian
Peggy Pascoe, history
Amanda W. Powell, Romance languages
Scott L. Pratt, philosophy
Roxann Prazniak, honors college
Jenifer Presto, comparative literature
F. Regina Psaki, Romance languages
Forest Pyle, English
Ellen Rees, German and Scandinavian
Mary K. Rothbart, psychology
Suzanne E. Rowe, law
Tze-Lan Sang, East Asian languages and literatures
Karla L. Schultz, German and Scandinavian
Ellen K. Scott, sociology
Stephen J. Shoemaker, religious studies
Nancy E. Shurtz, law
Carol T. Silverman, anthropology
Anne D. Simons, psychology
Priscilla Southwell, political science
Helen Southworth, honors college
Beata Stawarska, philosophy
H. Leslie Steiner, journalism and communication
Lynn Stephen, anthropology
Alexandra Stotts, women’s and gender studies
Analisa Taylor, Romance languages
Nadia Telsey, women’s and gender studies
Cynthia H. Tolentino, English
Mia Tuan, sociology
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. Students take a few courses to complement the curriculum in another major. Others choose to fulfill the requirements for a major or minor in women’s and gender studies.

Many women’s and gender studies courses satisfy group and multicultural requirements. For courses approved to fulfill these requirements, see the current list on the registrar’s website, registrar.uoregon.edu/common/group_courses.php.

Preparation. No specific high school preparation is necessary. Students who transfer to the university from other colleges may apply as many as 8 credits of women’s and gender studies courses to the major or minor program.

Careers. An understanding of gender and of women’s experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, medicine, the ministry, journalism, counseling, and child care. In addition, a background in women’s and gender studies 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 44 credits are required, distributed as follows:

<table>
<thead>
<tr>
<th>Specific Courses</th>
<th>20 credits</th>
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<tbody>
<tr>
<td>Women, Difference, and Power (WGS 101)</td>
<td>4</td>
</tr>
</tbody>
</table>

History and Development of Feminist Theory (WGS 315) ................................................. 4
Feminist Perspectives: Identity, Race, and Culture (WGS 321) ........................................ 4
Feminist Praxis (WGS 411) .................................................................................... 4
Advanced Feminist Theory (WGS 415) .............................................................. 4

Electives 24 credits

Approved courses with the WGS subject code... 8
Approved courses that deal with the history of women .................................................. 8
Upper-division courses with the WGS subject code or approved upper-division courses with subject codes other than WGS ............................... 8

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 woman’s and gender studies advisor from the designated department or program ........................................ 24

Courses used to satisfy major requirements must be taken for letter grades except for Thesis (WGS 403), Reading and Conference (WGS 405), Field Studies (WGS 406), Practicum (WGS 409), 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.

Honors in Women’s and Gender Studies

To graduate with honors in women’s and gender studies, a student must (1) have an overall grade point average for UO and transfer credits of at least 3.50 through the winter term prior to graduation; (2) gain approval for a research proposal from the program director during fall of the academic year in which the thesis is completed; (3) successfully complete Reading and Conference (WGS 405) for thesis research during the academic year in which it is completed; and (4) register for a minimum of 4 credits in Thesis (WGS 403). The thesis must be completed and approved by the adviser and a second reader, chosen from the WGS faculty by the student, by Monday of the fifth week of the term in which the student intends to graduate with honors. The student’s performance on the thesis and on courses taken during the senior year will be reviewed before the honors distinction is granted. Obtain complete instructions and required forms from the women’s and gender studies office.

Minor Requirements

The minor in women’s and gender studies requires 24 credits including at least 12 credits in WGS courses and at least 8 credits chosen from approved upper-division courses offered by other departments. The remaining 4 credits may be in either women’s 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 History and Development of Feminist Theory (WGS 315). No more than 6 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 approved to the certificate. At least 8 credits must be 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 either Practicum (WGS 609) to facilitate a discussion group for WGS 101 or in a feminist pedagogy alternative.

A student who 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)

315 History and Development of Feminist Theory (4) Feminist theory from the Enlightenment through the Second Wave, with special emphasis on the diverse theories of the 1960s to the present. Prereq: WGS 101.

321 Feminist Perspectives: Identity, Race, Culture (4) Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: one WGS course or ES 101 or 102. Fujirawa.
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. Fujiwara.

352 Women’s Literature, Art, and Society (4) Interdisciplinary examination of women’s literary, artistic, and intellectual contributions to women’s culture and to dominant cultures. Focuses primarily on 19th and 20th centuries. Fujiwara.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R) R with program director’s and thesis adviser’s consent for maximum of 12 credits.

405 Reading and Conference: [Topic] (1–5R)

406 Field Studies: [Topic] (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 explores the history and politics of community agencies and the relationship of feminist theory to practice. Prereq: any WGS or other approved course. Fujiwara, 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: one WGS course or equivalent.

415/515 Advanced Feminist Theory: [Topic] (4R) Topics address contemporary issues including queer theory, sexualities and genders, feminism and race, and global feminist theory. Prereq: one upper-division WGS course. R twice for a maximum of 12 credits.

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. 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. 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.

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. Gender in Cross-Cultural Perspective (ANTH 314), Gender, Folklore, Inequality (ANTH 315), Anthropology of Gender (ANTH 421/521), Feminism and Ethnography (ANTH 439/539)

Classics. Gender and Sexuality in Antiquity (CLAS 314)

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

English. Women Writers’ Cultures (ENG 315), Women Writers’ Forms (ENG 316), Film Directors and Genres: Women and Melodrama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Feminist Literary Theory (ENG 497/597), Studies in Women and Literature (ENG 498/598)


German and Scandinavian. Scandinavian Women Writers (SCAN 353)


International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (J 320)

Political Science. Women and Politics (PS 348)

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)
About the School
The School of Architecture and Allied Arts is the principal center in Oregon for the study of architecture, art, planning, and design. The school, founded in 1914, 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 (A&AA) is dedicated to advancing visual culture and the value of natural and man-made environments through teaching, research, and creative enterprise of the highest caliber. A diverse, collegial learning community, A&AA seeks to enhance the lives of individuals and communities through endeavors that stem from intellectual curiosity, critical thinking, and broad inquiry.

The school is a close association of five departments and four programs: the Departments of Architecture; Art; Art History; Landscape Architecture; and Planning, Public Policy and Management; and the Arts and Administration, Historic Preservation, Interior Architecture, and Product Design programs.

Undergraduate and graduate degrees are offered in art, art history, architecture, digital arts, interior architecture, landscape architecture, product design, and public policy and management. Additional graduate degrees are offered in community and regional planning, arts management, and historic preservation. Graduate certificates are offered in not-for-profit management, museum studies, and technical teaching in architecture.

The school’s large enrollment courses for its majors and minors also serve the general education needs of the university’s student body.

The professional degrees in architecture, art, arts management, community and regional planning, historic preservation, interior architecture, landscape architecture, and public policy and management are fully accredited. Approximately 9 percent of the university’s students are majors in the School of Architecture and Allied Arts.

Many students participate in art, digital arts, and environmental design studios—an educational setting that provides direct exploration of ideas and the development of imaginative thinking, analysis, and creativity. The school has a long and valued tradition of innovative, collaborative education and community involvement. Its focus is to educate citizens who are visually literate and who strive to foster sustainable environments.

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 policy 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.

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. A&AA offers advanced study opportunities in Portland for graduate and undergraduate students enrolled in architecture and for undergraduate students enrolled in the bachelor of fine arts program in either digital arts or product design. Located at the White Stag Block in Portland’s Old Town Historic District, the school’s facilities include design studios, fusion lab, fabrication lab, and exhibit spaces. Research initiatives in urban design, housing, energy studies, and creative work in the arts are led by faculty members in partnership with area professionals, governmental leaders, galleries, and nonprofit agencies. The facilities at the University of Oregon in Portland are available for workshops, public lectures, exhibitions, film and video presentations, and events.

The school also maintains historic property that supports research and teaching in Portland, the Cottrell and Watzek houses, 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 Beijing, Florence, Helsinki, Jinan, Kyoto, Macerata, Oira, Rome, Shanghai, and Sienna offered by the Departments of Art and Allied Arts, Landscape Architecture and the Historic Preservation Program. The Department of Architecture has active exchange programs with the Universities of Stuttgart and Copenhagen. Various departments participate in National Student Exchange, of which the University of Oregon is a member.

Facilities

Facilities Services
Michael Smith, Director
(541) 346-2055

The School of Architecture and Allied Arts is housed principally in Lawrence, Pacific, and Hendricks halls. 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 Northsite, 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 typically available to individuals such as studio furniture, easels, looms, and shared resources. Students supply personal equipment such as computers, graphic tools, and course materials. The school supports these purchases by providing infrastructure, secure rooms, and lockers.

Frances Bronet, Dean
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fbronet@uoregon.edu
aaa.uoregon.edu

The School of Architecture and Allied Arts
About the School
Facilities Services
Frances Bronet, Dean
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Resources
Computing Services
Chris Jones, Director
(541) 346-2094

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. Lecture rooms, studios, classrooms, and review rooms are networked (wired and wireless) to support instructional technology on Windows and Mac OS workstations. The university provides server accounts for e-mail and web pages and maintains a high-speed 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, Hendricks Hall, the University of Oregon in Portland, and the Northsite complex. A technical staff maintains these resources as well as shared large-scale color plotters and high-resolution printers. Technical support is available through Information Services, A&AA Computing 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 are being developed to 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 Professional Outreach and Development for Students
Kassia Dellaquag, Coordinator
(541) 346-2094

The mission of the Office of External Relations and Communications is to increase visibility for the school’s programs and research activities and to establish strategic, professional relationships with alumni, businesses, corporations, legislators, and government agencies.

The office coordinates the activities of the board of visitors, whose members volunteer their time, talents, and resources as external advisers to the school. The office manages the Professional Connections website, providing an online tool for professionals to volunteer assistance with outreach and student-mentoring activities. In addition, the office publishes the A&AA Review and Bulletin publications, and coordinates the school calendar and e-news.

The office guides alumni relations and outreach activities in cooperation with the UO Alumni Association and the school’s departments and programs.

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 illuminate the ways buildings and their related transportation and land-use systems determine energy use; develop new materials, components, assemblies, whole buildings, and communities with improved performance; and develop computer software design tools that enable professionals to design more efficient communities and buildings. Laboratory members conduct a design-assistance program for architects, sponsored by utilities, which uses the artificial sky and computer simulations to recommend proposed building design changes.

Institute for a Sustainable Environment
Robert G. Ribe, 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
251E Lawrence Hall

In 1965 a founding gift from Lila A. Wallace established the Institute for Community Arts Studies as a research and public service organization in the School of Architecture and Allied Arts. The institute renewed its focus in 1995 in collaboration with the 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 and Dance.

Institute for Policy Research and Innovation
Michael Hibbard, Director
(541) 346-0695
130 Hendricks Hall

The institute facilitates and supports policy-relevant research by faculty members and graduate students. It emphasizes the dissemination of knowledge about a range of public problems and issues. It does not address solutions to specific problems or issues, a task that is more appropriate for governmental agencies and consultants.

Research done through the institute is used to kindle serious, informed public dialogues about policy. In addition to funded grants and contracts leading to books, scholarly papers, and theses, the institute organizes and supports a variety of forums through which decision-makers and the general public can engage the ideas developed by faculty members and graduate students. Examples of dissemination by institute members include presentations to community forums and policy makers; discussion papers for public forums; and op-ed pieces.

Student Information

Admission

Admission, major requirements, and course offerings are described in the departmental sections that follow. Freshman and transfer students must meet University of Oregon requirements.
Architecture

Christine Theodoropoulos, Department Head

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architecture.uoregon.edu

(503) 725-3682
Portland Architecture Programs
722 SW 2nd Ave.
Portland OR 97204-3127

Faculty


Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; reg. architect, Oregon; member, American Institute of Architects. (1977)


Donald B. Corner, professor (design, construction systems, housing production); director, Center for Housing Innovation. B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

Howard Davis, professor (design, architecture and culture, vernacular architecture and urban districts). B.S., 1966, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)


Mark Gillem, assistant professor (urban design, social and cultural factors in design). B.Arch., 1989, Kansas; M.Arch., 1996, Ph.D., 2004, California, Berkeley; reg. architect, California, South Dakota; member, American Institute of Architects, American Institute of Certified Planners. (2005)


Corey Griffin, assistant professor (design, structures and construction). B.S., 2000; Stanford; M.Arch., M.S., 2005, California, Berkeley. (2007)


Nicolas Larco, assistant professor (design, urban design, suburban development). B.A., 1996, Cornell; M.Arch., M.C.P., California, Berkeley; reg. architect, Massachusetts. (2005)


James A. Pettinari, professor (design–graphic analysis, urban and community design, transit-related development); director, Portland programs. B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)


Alison B. Snyder, associate professor (design, light, ancient and modern sacred space and vernacular structures). B.A., 1989, Washington (St. Louis); M.Arch., 1992, Oregon; reg. architect, Oregon, California; NCARB certificate; member, American Institute of Architects. (1996)


Jenny Young, associate professor (design, programming, health-care facilities). B.A., 1970, Vassar;
Linda K. Zimmer, associate professor (design, media, quality of the built environment and our experiences in the study of architecture). The purpose of studying architecture is to understand the design and planning process, and to provide a structure for the study 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 design and planning, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming and administration.

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 on the website or by calling the department.

Accreditation. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, 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. first professional degree Options II and III) programs are accredited by NAAB.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by state registration boards.

Off-Campus Study

Students may participate in off-campus study programs hosted by the Department of Architecture, the Historic Preservation Program (with domestic and Italian field schools), and the International Affairs office. The department has exchange programs with Stuttgart, Germany, and a close relationship with the Danish International Studies Program in Copenhagen.

Portland, Oregon. The department maintains an extension of its NAAB-accredited program at the University of Oregon in Portland, where advanced graduate and undergraduate architecture students may study. Students in the Option I or Option II master of architecture programs may complete all courses in Portland or take courses in Eugene and Portland.

The University of Oregon’s Portland facility, housed in the historic White Stag Block, includes studio spaces, classrooms, faculty offices, review rooms, and a library. 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 enroll in courses and use library resources at other state-system universities.

Portland is an ideal laboratory for the exploration and study of real problems in urban design and architecture. Civic and regional issues are actively studied and tested in the design studios, in courses, and through research opportunities.

The school maintains strong ties with Portland’s professional community of architects, planners, and developers. Additional enrichment is provided through the department’s sponsorship of professional and public events in Portland and Eugene. Students may take advantage of Portland’s status as a major center for architectural and interior design services by seeking practicum experience and part-time employment in local firms and organizations. Students may participate on teams focused on urban design projects for agencies and nonprofit organizations in the Port-
land area. More information is available through the department office in Portland or Eugene.

Macera, Italy. This integrated program, offered in the spring, is based in the medieval walled city of Macerata, Italy, nestled on a hilltop between the Chienti and Potenza Rivers. The program is housed in the Palazzo Ricci, an elegant 18th-century palace in the heart of Macerata. Students have access to studio space, seminar rooms, a computer lab, library, and student lounge as well as the city’s libraries, sports facilities, student cafeterias, and lounges at the Universita degli Studi di Macerata. The curriculum includes studio, media, and seminar courses designed for advanced architecture, interior architecture, and landscape architecture majors.

Rome, Italy. The Department of Architecture’s annual summer program in Rome is housed in the Palazzo Pio in the historic center of the city. Rome serves as the laboratory for the studio and subject-area courses. Walking tours of Rome and field trips to nearby architectural sites complement the program. Students live in apartments within a fifteen-minute walk to the facility. This program is available to architecture and interior architecture majors who have successfully completed at least four design studios.

Exchange Program. Each year a small number of Oregon students change places with students in the architecture programs in Stuttgart, Germany. Undergraduate students in their third or fourth year and professional-degree graduate students who have a full year of study remaining after the exchange year are eligible.

Danish International Studies Program. Each year, 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 study-abroad programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog.

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 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: 16 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the Graduate School section of this catalog. Undergraduate students should contact the UO admissions office to learn how withdrawal from the university affects residency status.

Departmental Policy. Undergraduate and graduate students may interrupt the course 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. Undergraduates may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School leave-of-absence form, available online, and a departmental agreement, available in the department office. If the limits on accumulated leave are exceeded or the leave-of-absence terms of agreement are not met, major status may be revoked. Students who do not file a leave-of-absence agreement form with the department cannot be guaranteed access to design studio courses the year they return.

Undergraduate Studies

The undergraduate five-year professional degree program leads to a bachelor of architecture (B.Arch.) degree. It is highly structured the first three years and more flexible the last two. This flexibility allows each student to establish a study sequence according to individual interests and needs and to take advantage of diverse opportunities in the profession. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an accredited architecture program.

Prospective applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). Undergraduate programs include the bachelor of architecture program and a minor in architecture.

Bachelor of Architecture: 231 credits

In addition to the professional curriculum listed below, the bachelor’s degree program includes requirements for a liberal education. Besides the university general-education requirements for professional-school majors, students must complete upper-division course work outside the major as part of the general-elective requirement.

University General-Education Requirements: Minimum of 44 credits. College composition (8 credits); group requirements in arts and letters, social 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 science group-satisfying courses.

Major Program Requirements: 187 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department’s minor program application and submit it with the required academic records to the Department of Architecture office. Applicants are notified when their applications have been approved. The application form includes a curriculum work sheet with the requirements in effect at the date of acceptance.

2. Because the department’s first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met.

3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available.

4. Courses required for minors are open to other university students with instructor’s consent.

Course Requirements: credits

Introduction to Architecture (ARCH 201) .......... 4
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, II (ARH 314, 315) and one additional upper-division architectural history course from the Department of Art History ............................................. 12
Building Construction (ARCH 470) ...................... 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 review application requirements posted online during the fall. Applications are accepted only once each year. Admission notices are mailed by April 1.

Admission review focuses on (1) creative capability; (2) academic capability; and (3) potential for contribution to the program through diversity of background, experience, maturity, or breadth of general knowledge. Students are expected to submit specific materials supporting each of these attributes (academic records, essays, recommendations, and a portfolio of creative work).
Prospective applicants should write to Architecture Admissions, Department of Architecture. Applicants 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 crafts and construction may also demonstrate evidence of creative capability.

Accepted applicants must be academically secure. To be considered, applicants must submit SAT scores, and first-year applicants must have grades and scores that meet at least four of the following five indices:

1. High school grade point average (GPA)—3.25
2. Verbal–Critical Reading SAT I—550
3. Mathematics SAT I—550
4. Writing SAT I—550
5. Total of all SAT I sections—1650

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. **Internet-based test:** a minimum total score of 90 must be achieved with a minimum score of 30 in each subsection.

Transfer applicants must have a minimum college or university GPA of 3.00 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, although students who enroll for graded credits must maintain a 3.00 minimum GPA. Additional requirements for each program are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. Applicants must have a professional degree in architecture. Students in this program produce a thesis or a terminal research project. The program can usually be completed in four to six terms. Approximately five new students are admitted into the program each year.

The Option II and III programs lead to the M.Arch. as an accredited professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year preprofessional degree in architecture from an institution where the four-year degree is part of a “four plus two” NAAB-accredited degree program. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional study 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 preprofessional degree in architecture or the equivalent as stated above must apply to the Option III program—typically 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 three terms in residence.

Option II students may transfer up to 36 credits of design—excluding ARCH 585, 586—and up to 50 credits of subject-area courses. Option II students must complete a minimum of six terms and the following 81 credits in residence:

- 40 credits in architectural design studios
- 30 credits in professional subject-area courses including advanced electives and/or a research project
- 11 credits in nonstudio ARCH electives

Students admitted into the Option II program are expected to have completed basic subject-area courses in technology, architectural history, and other areas in their preprofessional degree program. Students with insufficient preparation in subject-area or design studio courses may be admitted with deficiencies. Satisfaction of the specific deficiencies may require course work in addition to the minimum of 81 credits required for the degree. Students intending to enroll in the Portland Architecture Program may be required to fulfill deficiencies on the Eugene campus 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. Proxemic design and ergonomics
9. Urban design
10. Vernacular architecture
11. Structures and construction

The Option I thesis draws on individual research, professional and general university courses, and consultation with the student’s thesis committee. For more information about the thesis, see the Graduate School section of this catalog.

**Certificate in Technical Teaching in Architecture**

The program prepares candidates who are capable of integrating technical building and engineering information with the design education process for teaching positions in schools of architecture. This integration should improve the quality of architectural technical teaching and associated research and its relevance to architectural design studios. Technical subjects include structural design, construction materials and processes, and environmental control systems.

This certificate program is designed for 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 review the graduate program and the application requirements at the department website. 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 from the Test of English as a Foreign Language (TOEFL) of at least 575 (paper-based), 233 (computer-based), or 90 (Internet-based). 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: 64 credits

The architectural design studio and its activities are the heart and focus of the professional curriculum. The design studio is a social and interactive workplace. Students are encouraged and expected to work cooperatively and to draw on the knowledge, skills, and criticism of their colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas, skills, and 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 these elements.

Design credit can be earned only through participation in design studio. Six credits earned in either Site Planning and Design (LA 489/589) or Interior Design (IARC 484/584) studios may be applied to this 64-credit requirement.

Introductory Architectural Design Studios

Architectural Design I (ARCH 283, 284), two-term studio for undergraduate majors
Architectural Design II (ARCH 383, 384), two-term studio for undergraduate students
Introductory Graduate Design (ARCH 680, 681, 682), three-term studio for Option III graduate students

Intermediate Architectural Design Studios

Architectural Design (ARCH 484/584), repeatable studio for all professional-degree students. Thirty credits required for undergraduate students. Eighteen credits required for graduate students.

Intermediate Architecture Design Studios (ARCH 488/588), repeatable studio for all professional-degree students.

Advanced Architectural Design Studios

Advanced Architectural Design I (ARCH 485/585, 486/586), two-term studio for 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 studios include seven technology courses, three design-arts core courses, and architectural history—four courses for undergraduates and three courses for graduate students.

Option II students are required to complete a 15-credit seminar-research component or an advanced study component. Option III students must complete 6 credits of architectural seminars.

In the following list, required courses are indicated with an r.

Architectural Design Skills

Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications.

- Design Skills (ARCH 202) (undergraduate)
- Graduate Design Process (ARCH 611) (graduate)


Media for Design Development. Theory and application of visual media for design process. Principles and skills of diagramming, drafting, and modeling to support design thinking and communication.

- Introduction to Architectural Computer Graphics (ARCH 222) (undergraduate)
- Analysis through Recording of Historic Buildings (ARCH 421/521)

- Media for Design Development (ARCH 423/523)
- 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 drafting, and three-dimensional modeling. Introductory architecture courses presume a knowledge of computer operations, general-use software, and Internet communications. Students are required to have a high-speed personal computer and a specified complement of software. Each spring the department reviews 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.

- Introduction to Architecture (ARCH 201) (undergraduate)

History and Theory of Place Response. The physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and appropriate design responses.

- Architectural Contexts: Place and Culture (ARCH 430/530)
- Vernacular Building (ARCH 434/534)
- Theory of Urban Design I (ARCH 436/536, 437/537)
- Understanding Landscapes (LA 260) (undergraduate)
- Land Analysis (LA 361) (undergraduate)
- Contemporary American Landscape (LA 375)

History and Theory of Human Activity Support. Design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

- Human Context of Design (ARCH 440/540)
- 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.

- Spatial Composition (ARCH 450/550)
- The Façade (ARCH 457/557)
- Types and Typology (ARCH 458/558)

History and Theory of Structure. The role of structural form and behavior in creating safe and satisfying environments. Methods for selection and refinement of systems of structure based on general principles and detailed calculation.

- Structural Behavior (ARCH 461/561)
- Wood and Steel Building Systems (ARCH 462/562)
- Structural Systems (ARCH 463/563) or one advanced 4-credit building technology elective course

History and Theory of Construction. Study of the physical properties and manufacture of building materials and their behavior in place over time. Materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

- Building Construction (ARCH 470/570)
- Building Enclosure (ARCH 471/571)
- Interior Construction Elements (IARC 471/571)
- Interior Finishes and Design Application (IARC 472/572)
- Working Drawings in Interior Architecture (IARC 473/573)
Preservation and Restoration Technology (ARCH 474/574)
Preservation Technology: Masonry (ARCH 475/575)

History and Theory of Environmental Control.
Study of the effects of climate on people and the need for tempered enclosure and life-support systems in buildings. Systems of heating, cooling, lighting, water and air supply, waste removal, and power as organizational elements in building design.

r Environmental Control Systems I,II (ARCH 491/591, 492/592)
Electric Lighting (IARC 492/592)
Passive Cooling (ARCH 494/594)
Daylighting (ARCH 495/595)
The Window (ARCH 496/596)
Case Studies in Sustainable Design (ARCH 497/597)

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)

Architectural History
The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history, from prehistory to the present, augmented with in-depth knowledge of one or more periods.

r Three 400- or 500-level courses in architectural history taught by the Department of Art History. Undergraduate majors must take History of Western Architecture I or II (ARCH 314 or 315), an arts and letters group-satisfying course; if both 314 and 315 are completed, only two 400-level architectural history courses are required. Graduate students must take one approved course from each of the major time periods: ancient, Renaissance, and modern.

Special Courses
In addition to permanently numbered courses, generic courses (ARCH 196–199, 399, 503, 507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to a total of 9 credits—selected from Research (ARCH 401, 601), Reading and Conference (ARCH 405, 605), Special Problems (ARCH 406, 606), and practicum teaching—to fulfill subject-area requirements.

General Electives: 43 credits

General electives enable undergraduate majors to study general subjects beyond university group requirements. To encourage professional-degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 16 credits in upper-division general electives in academic subjects (exclusive of activity and performance courses) outside the subject areas of architecture (ARCH) and interior architecture (IARC).

Architecture Courses (ARCH)

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 Computer Graphics (4) Introduces basic skills and literacy with the computer for architectural illustration, drafting, and design.

283, 284 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 studios and professional course work. Prereq for 284: ARCH 283; pre- or coreq for 286: ARCH 222.
399 Special Studies: [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 Practicum: [Topic] (1–6R)
410/510 Experimental Course: [Topic] (1–6R)
417/517 Context of the Architectural Profession (3) Introduction to the professional practice of architecture and related careers. Examines the professional, legal, regulatory, and economic environment; firm organization and management; marketing; contractual issues; and the construction process.
423/523 Media for Design Development (3R) Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Prereq: ARCH 423/523.
424/524 Advanced Design-Development Media (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 423/523.
430/530 Architectural Contexts: Place and Culture (4) How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples.
606 Special Problems: [Topic] (1–6R)
607 Seminar: [Topic] (1–6R)
608 Workshop: [Topic] (1–6R)
609 Practicum: [Topic] (1–6R)
610 Experimental Course: [Topic] (1–6R)
611 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.
619 Terminal Project (1–9R)

661 Teaching Technical Subjects in Architecture (1–3R) 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.
680, 681, 682 Introductory Graduate Design (6,6,6) Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking that are essential to advanced 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.
690 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.

2001 Graduate Design Process (3) Focuses on one or more standard building-technology courses in architecture and interior architecture. R thrice for maximum of 12 credits.
2160 Practicum: [Topic] (1–6R)
2161 Seminar: [Topic] (1–6R)
2162 Supervised Design Teaching (1–3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Prereq for 2160: ARCH 384; prereq for 580: ARCH 682 or 683. R for maximum of 3 credits.
2163 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 2160: ARCH 384; prereq for 584: ARCH 682 or 683.
2164, 2165 Advanced Architectural Design I (8,8) In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Prereq for 2164: 24 credits in ARCH 494; prereq for 585: 30 credits in ARCH 584.
2169/70 Environmental Control Systems I/II (4,4) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. 2169/70: architectural and mechanical means to manipulate thermal environment. 2169/72: implications of lighting, acoustics, and water and waste for architectural design.
2169/73 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 492/592.
2169/75 Daylighting (3) “Daylighting” as an element in architectural design. Models and photography used to study behavior of light. Case studies and prediction techniques. Prereq: ARCH 492/592.
2169/76 The Window (3) Window as an element of architectural design. Emphasis on historical, philosophical, artistic, literary, morphological, thermal, manufacturing, construction, cost, structural, lighting, and compositional perspectives. Prereq: ARCH 384 or 682, 471/571, 491/591.
2169/78 Case Studies in Sustainable Design (3) Students conduct in-depth case studies of nearby buildings, matching design intent and selected performance topics through field investigations and inquiry. Prereq: ARCH 492/592.
2169/80 Thesis (1–9R)
601 Research: [Topic] (1–6R)
602 Supervised College Teaching (1–6R)
605 Reading and Conference: [Topic] (1–6R)
Major in Art

Application to the Major. Students apply directly to the Department of Art for admission as majors to the B.A., B.S., and fifth-year B.F.A. degree programs. Write or call the department or visit the department’s website for an application form. Admission screening takes place each term for admission the next term (excluding summer session). The postmark deadline for applications is March 1 for fall term, October 1 for winter term, and January 2 for spring term.

B.A. and B.S. Requirements

Foundation courses provide majors and nonmajors with a solid base that informs and supports future art making. Through a broad range of approaches, Basic Design (ART 115, 116) and Drawing (ART 233) provide students with visual and intellectual experiences central to the practice of art.

Foundation Prerequisites. Students must complete Basic Design: Fundamentals (ART 115), Basic Design: 3-D (ART 116), and Drawing (ART 233) before enrolling in other studio courses at the 300 level. 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 The Artist Experience (ART 111) ........ 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
- 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.

B.F.A. Requirements

Admission to the B.F.A. program typically occurs in the last term of the fourth year of study. Application includes a portfolio review. Candidates may select faculty sponsors from more than one area to supervise the terminal creative project.

Requirements

Completion of a five-year program totaling 220 credits, including satisfaction of departmental and general university requirements for the B.A. or B.S. degree.

Course Work 72 credits

- Basic Design: Fundamentals (ART 115) or Basic Design: 3-D (ART 116) ......................... 4
- Drawing courses, two terms ....................... 8
- Print Media Digital Arts (ARTD 250) .............. 4
- Time-Based Digital Arts (ARTD 251) ............. 4
- Interactive Digital Arts (ARTD 252) ............... 4
- Three art history courses; History of Design (ARH 358) is recommended ....................... 12
- Upper-division multimedia design studio courses ......................................................... 36

A maximum of 6 credits in Internship (ARTD 404) and a maximum of 12 credits in Special Problems (ARTD 406) may be counted toward the required 36 upper-division credits.

Transfer students who are working toward a B.A. or B.S. in digital arts must complete 24 credits of studio work in residence; 12 of these credits must be upper division.
Recommended Electives. The following courses are strongly recommended to satisfy science group requirements: Web Programming (CIS 111), Physics of Sound and Music (PHYS 152), Physics of Light and Color (PHYS 153).

Additional Electives to Enhance Your Program. Understanding Contemporary Media (ART 101); Information Gathering (J 202); Writing for the Media (J 203); Creative Black-and-White Photography (ARTO 251); Media Aesthetics (ENG 260); History of the Motion Picture (ENG 265, 266); Writing for Multimedia (J 333); Digital Audio and Sound Design (MUS 447); and courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, and sculpture.

B.F.A. Requirements

Completion of a five-year program totaling 220 credits, including satisfaction of requirements for the B.A. or B.S. degree in digital arts.

Admission to the B.F.A. program requires an application that includes a portfolio review of the student’s work, typically in the last term of the fourth year of study. The B.F.A. candidate selects a faculty sponsor, who agrees to supervise the terminal creative project.

Course Work

46 credits

Three art history courses.................................. 12
Terminal Creative Project B.F.A. (ARTD 490) .... 3
Three terms of Issues and Practices in Digital Arts (ARTD 490)................................................... 9
Upper-division studio courses................................ 22

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 Product Design

The Department of Art and the Department of Architecture’s Interior Architecture Program have partnered to create the Product Design Program, which provides a thorough grounding in the invention, production, and use of manufactured goods. It is based in the history and practice of interior architecture, design, and visual arts disciplines, and comprises the study of both material and theoretical aspects of product design.

For a program description, see the Product Design section of this catalog.

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).............. 4
Basic Design: 3-D (ART 116)............................. 4
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 28 credits. Courses 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

Print Media Digital Arts (ARTD 250) .................. 4
Time-Based Digital Arts (ARTD 251) ............... 4
Interactive Digital Arts (ARTD 252) ..................... 4

Studio

16 credits

Web Programming (CIS 111)............................. 4
Digital Imaging (ARTD 360)............................ 4
Writing for Multimedia (J 333)......................... 4
Digital Audio and Sound Design (MUS 447) .... 4

Graduate Studies

The department offers the master of fine arts degree with majors in ceramics, digital arts, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. After reclassification to graduate master’s candidacy, students who want to work in more than one discipline may choose the M.F.A. with a major in art.

The graduate program seeks to prepare students for serious and engaged artistic practice. The objectives for students are not only to arrive at an accomplished body of work, but also to develop the practices and critical thinking skills necessary to develop and sustain the work beyond school.

The program focuses on individual studio practice, the cultivation of a visual language, material process, and conceptual approach relevant to each student’s intentions and sensibility.

Students are challenged to devise strategies of experimentation and research and to cultivate an ability to articulate ideas and critical responses to work. As part of a larger community, students are expected to have a significant understanding of the historical frameworks and the contemporary discourse of art.

The M.F.A. is the terminal degree in studio arts. The program requires a minimum of 90 credits, 54 of which must be graduate-level art courses, earned during six consecutive terms as a full-time student. These 90 credits must include a minimum of 18 credits in Terminal Creative Project M.F.A. in a studio discipline (ART, ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, ARTS 609).

Six consecutive terms of full-time enrollment, not including summer sessions, is the minimum residence requirement. Under special circumstances an official University of Oregon leave of absence may be requested.

Core Requirements

1. Two terms of Graduate Critique (ART 612)
2. Two graduate-level art history seminars or formal courses
3. One theory seminar offered by the Department of Art or other university course that focuses on theoretical issues

4. One formal course chosen from any of the following: advanced methodology courses offered by the Department of Art or courses from numbers 1, 2, and 3 listed above

Other Requirements

1. Participation each term in the curricular-area graduate review course, Issues and Practices (ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, ARTS 590)
2. Participation in at least two graduate reviews—one prior to reclassification to graduate master’s candidacy and a second prior to the M.F.A. exhibition
3. Public exhibition of the terminal creative project and final review with the terminal project committee
4. Terminal creative project report

Graduate students in this department may take all work pass/no pass. Because the principal requirement is that of residence, which may not be waived, graduate transfer credits are not accepted.

Formal Procedures

Application and Admission. Application is made to a specific curricular area. It consists of the formal application, transcripts, résumé, statement of interest, portfolio, and letters of recommendation. Applicants must have a bachelor’s degree and are expected to possess a high level of proficiency in their chosen media and a strong commitment to their work and artistic intentions. In their application, candidates should demonstrate an understanding of creative practice in the context of historical and conceptual frameworks. Prospective graduate students are encouraged to have some knowledge of the department’s offerings. Call the art office to arrange a meeting with faculty members in specific curricular areas.

Conditional Status. Applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. degree. Until or unless an entering student requests a specific graduate adviser, one faculty member designated by the department serves as the adviser to conditionally admitted students.

Conditional status of a candidate can be reviewed for reclassification to graduate master’s after at least two of the required core courses, one graduate review, at least 30 credits of course work toward the M.F.A. degree, and completion of course work to remedy any background deficiencies. A committee for reviewing candidacy is constituted by the adviser and consists of no fewer than three departmental faculty members. At least one member of the committee must be from another curricular area of the department. Faculty members from outside the department may serve on this committee, but only in a nonvoting capacity. The departmental committee reviews with the student his or her record of accomplishment 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. With this adviser, the candidate selects a terminal project committee of three faculty members. A faculty member from outside the department may serve on the committee. The committee meets...
with the student for the project proposal, at least one progress report, and the terminal review. Through these meetings, the committee oversees the development of the terminal project in the final year. The terminal project includes a public exhibition, a written report, and a final review by the committee.

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 in the Architecture and Allied Arts Library.

**Art Courses**

Topics and credits for generic courses numbered 199, 401, 404–410, 507, 508, 510, 601, 602, 604–609 are typically arranged with the instructor. Registration requires the instructor’s consent. 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 ceramics, digital arts, fibers, metalsmithing, painting, photography, printmaking, and sculpture.

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.

198 Technical Workshop: [Topic] (1–3R) Possible topics include Beginning Woodworking, Basic Metal Fabrication, Computer-Aided Design and Manufacturing Fabrication. R when change of topic for maximum of 15 credits.

199 Special Studies: [Topic] (1–5R)

233 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

308 Technical Workshop: [Topic] (1–3R) Topics may include Beginning Woodworking, Basic Metal Fabrication, Dreamweaver, InDesign, Photosh. R when topic changes.

381 Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication. Prereq: ART 115, 116, 233. R ten times for a maximum of 44 credits.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

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

406 Special Problems: [Topic] (1–8R)

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)

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. R thrice for maximum of 16 credits.


601 Research: [Topic] (1–12R)

602 Supervised College Teaching (1–5R)

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)

612 Graduate Critique (3R) Interdisciplinary critique and discussion course for M.F.A. students. R thrice for a maximum of 12 credits.

**Ceramics Courses (ARTC)**

199 Special Studies: [Topic] (1–5R)

255 Ceramics: [Topic] (4R) Specific skills focus each term. Subjects include processes related to design development, forming and fabrication, firing methods, glazing. R thrice for maximum of 16 credits.


401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

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

406 Special Problems: [Topic] (1–12R)

407/507 Seminar: [Topic] (1–3R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)

468 Glaze-Fire I (6R) Comprehensive instruction in firing theory and practice and elementary glaze chemistry. Students fire kilns and mix glazes in a studio component. R once for a maximum of 12 credits.

469 Glaze-Fire II (6R) Discussion groups further examine the practices of firing and glaze formulation. Studio component involves increased firing and systematic, scientific glaze experimentation. Prereq: ARTC 468. R once for a maximum of 12 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] (1–6R)

609 Terminal Creative Project M.F.A. (1–12R)

**Digital Arts Courses (ARTD)**

198 Technical Workshop: [Topic] (1–3R) Possible topics include DreamWeaver, InDesign, Photosh. R when change of topic for maximum of 15 credits.

199 Special Studies: [Topic] (1–5R)

235 Drawing for Media (4R) Drawing techniques applied to developing and presenting ideas in visual communication. Various materials used on story boards, quick concept sketches, thumbnail sketching, and other graphic ways of exploring. R once for maximum of 8 credits.

250 Print Media Digital Arts (4R) Examines application of print media in contemporary visual culture; explores its use in a fine art context. Introduces digital drawing, digital photo editing, and typographic layout to visually communicate expressive concepts. Laboratories, lectures.

251 Time-Based Digital Arts (4R) Explores the notion of time as a medium in relation to contemporary art through which concepts of sequence, narration, scoring, and motion are expressed. Laboratories, lectures.

252 Interactive Digital Arts (4R) Introduces resources that the computer offers the artist. Concentrates on animation, interaction, and the web as expressive mediums. Laboratories, lectures.


361 Introduction to Animation (4) Introduction to principles of animation, timing, sequence; key frames, in-between, animation. Uses various methods to record and edit animation tests. Prereq: ART 115 or 116; ART 233 or ARTD 235; ARTD 250, 251, 252, 360. R once for a maximum of 8 credits.

378 Multimedia Design I (5R) Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. Sequence with ARTD 478/578. Prereq: ARTD 394.

394 Digital Illustration (4) Uses computers and digital imaging software to create pictures as graphic communication. Prereq: ART 115 or 116; ART 233 or ARTD 235; ARTD 250, 251, 252, 360.

395 Digital Video and Audio (4R) Introduction to digital video and audio technology and production applications for multimedia design. Prereq: ART 115 or 116; ART 233 or ARTD 235; ARTD 250, 251, 252. R once for maximum of 8 credits.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

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

406 Special Problems (1–8R)

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)

411/511 Web Art (5) Involves study and creation of Internet-based artwork. Students engage with conceptual systems of interactivity, scripting, hyperlink and current and developing forms; discussions, short readings. Prereq: ARTD 394.

412/512 Experimental Animation (5) Intermediate to advanced students explore personal creative
practice and experiment with film, video, and computer animation techniques. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Prereq: ARTD 362, 394. R once for maximum of 8 credits.

471/571 3-D Computer Imaging (5R) Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming.

463/563 Communication Design (4R) Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Prereq: ARTD 477/577. R once for maximum of 10 credits.

475/575 3-D Computer Animation (5R) Introduces 3-D computer animation arts. Includes time and space in the digital 3-D environment, animation concepts and techniques in 3-D space, production techniques for various multimedia applications. Prereq: ARTD 471/571. R thrice for maximum of 20 credits.


499 Special Studies: [Topic] (1–5R) Further exploration of techniques related to process focus. 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] (1–8R)
609 Terminal Creative Project M.F.A. (1–12R)

Photography Courses (ARTO)

199 Special Studies: [Topic] (1–5R)

251 Creative Black-and-White Photography (4R) Basic photographic processes and skills, including camera use, film development, printing, and presentation. Exploration of fine art directions within photography. Manual 35mm camera required. R once for maximum of 8 credits.


355 Conceptual Strategies in Photography (4R) Studio-based investigation into concepts extending beyond the single image. Through projects and the study of artists, strategies of narrative, layering of image, and consecutive imagery are explored. Pre- or coreq: ART 115, 116, 233; ARTO 251. R once for maximum of 8 credits.


401 Research: [Topic] (1–12R)
404 Internship: [Topic] (1–12R)
405 Reading and Conference: [Topic] (1–6R)
406 Special Problems: [Topic] (1–8R)
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)
425/525 Off-Loom Textiles (3–5R) Further exploration of techniques related to process focus. Includes hollow-ware, forging, connections, and construction of functional and sculptural objects. Introduction to historical and contemporary work through slides and lectures.

258 Introduction to Jewelry (3–5) Forming and construction of adornment and related objects. Introduces historical and contemporary work through slides and lectures.

259 Introduction to Metalmeshing (3–5) Forming and construction of functional and sculptural objects. Introduction to historical and contemporary work through slides and lectures.


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)

Metalmeshing and Jewelry Courses (ARTM)


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] (1–3R)
408/508 Workshop: [Topic] (1–6R)
409 Terminal Creative Project B.F.A. (1–12R)
410/510 Experimental Course: [Topic] (1–6R)


463/563 Communication Design (4R) Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Prereq: ARTD 362, 394. R once for maximum of 8 credits.

471/571 3-D Computer Imaging (5R) Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming.

463/563 Communication Design (4R) Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Prereq: ARTD 362, 394. R once for maximum of 8 credits.

471/571 3-D Computer Imaging (5R) Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming.

463/563 Communication Design (4R) Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Prereq: ARTD 362, 394. R once for maximum of 8 credits.
class critiques. Pre- or coreq: ARTO 251, 352, or 353. R once for maximum of 8 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] (1–6R)
609 Terminal Creative Project M.F.A. (1–12R)
610 Experimental Course: [Topic] (1–6R)

Painting Courses (ARTP)
199 Special Studies: [Topic] (1–5R)
281 Introductory Painting I (4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Sequence with ARTP 381. Prereq: two terms ART 233 or equivalent.

381 Introductory Painting II (4) Integrates concepts and approaches introduced in ARTP 281 to develop more individual and complex strategies of form and meaning. Sequence with ARTP 281. Prereq: ART 115, 116, 233; ARTP 281.


391 Intermediate and Advanced Drawing (4R) Continued study in observation related to visual and spatial phenomena. Prereq: ART 115, 116; two terms ART 233 or equivalent.

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] (1–3R)
408/508 Workshop: [Topic] (1–6R)
409 Terminal Creative Project B.F.A. (1–12R)
410/510 Experimental Course: [Topic] (1–6R)

446/546 Intermediate and Advanced Relief Printing and Intaglio (4R) Relief printing emphasizes color techniques, chine collé, wood engraving, monotype. Intaglio includes color methods with multiple plates and à la poupée. Focuses on personal imagery development. Prereq: ARTR 346 or 347.


449 Lithography (4R) Introductory-through-advanced techniques in transfer, color work, plate and stone lithography, waterless and photo lithography. Prereq: ART 233.


601 Research: [Topic] (1–12R)
604 Internship: [Topic] (1–12R)
605 Reading and Conference: [Topic] (1–6R)
606 Special Problems: [Topic] (1–6R)
607 Seminar: [Topic] (1–3R)
608 Colloquium: [Topic] (1–6R)
609 Terminal Creative Project M.F.A. (1–12R)
610 Experimental Course: [Topic] (1–6R)

Painting Courses (ARTP)
199 Special Studies: [Topic] (1–5R)
281 Introductory Painting I (4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Sequence with ARTP 381. Prereq: two terms ART 233 or equivalent.

381 Introductory Painting II (4) Integrates concepts and approaches introduced in ARTP 281 to develop more individual and complex strategies of form and meaning. Sequence with ARTP 281. Prereq: ART 115, 116, 233; ARTP 281.


391 Intermediate and Advanced Drawing (4R) Continued study in observation related to visual and spatial phenomena. Prereq: ART 115, 116; two terms ART 233 or equivalent.

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] (1–3R)
408/508 Workshop: [Topic] (1–6R)
409 Terminal Creative Project B.F.A. (1–12R)
410/510 Experimental Course: [Topic] (1–6R)

446/546 Intermediate and Advanced Relief Printing and Intaglio (4R) Relief printing emphasizes color techniques, chine collé, wood engraving, monotype. Intaglio includes color methods with multiple plates and à la poupée. Focuses on personal imagery development. Prereq: ARTR 346 or 347.
Art History

Sherwin Simmons, Department Head

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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

Mary Anne Beecher, architecture
Arthur W. Hawn, architecture
Kenneth I. Helphand, landscape architecture

About the Department

The Department of Art History offers study in the principal art and architectural traditions of Europe, the United States, and Asia. Courses are appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides courses that introduce undergraduates to art traditions, courses focused on specific topics that allow small classes and discussion format, and seminars intended for upper-division undergraduate and graduate students. In addition, the department offers undergraduate majors and graduate students special courses on critical methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the equivalent of the History of Western Art I,II,III (ARH 204, 205, 206) and two years of a foreign language (see General Requirements table below). They should also complete as many of the university general-education requirements as possible.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history can pursue opportunities in teaching at all levels. The department provides career advising; information on career, internship, and fellowship opportunities; and current information on graduate programs.

Financial Assistance

The department offers a number of awards and scholarships for undergraduate and graduate students in art history, including the Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art, Marian C. Donnelly Book Prize, Ellen Johnston-Laing Award in Chinese and Japanese Art History, Kari Fund, Gloria T. Lee Graduate Scholarship in Art History, Gloria T. Lee Scholarship in Art History, Ina McClung Art Scholarship Award, and Sponeigh Endowment for the History of Aesthetics of Sculpture. Students may apply for the Maude I. Kerns Graduate Teaching Fellowship or the Kerns Internship in Visual Resources. Support for travel is available through the Marrian C. Donnelly Student Award, the Graduate Travel Award, and Amy and Ross Kari Travel Grant. 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 a 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 are strongly encouraged to structure their programs in consultation with their departmental advisers. Majors should meet with their advisers every term to discuss progress toward the degree; they must consult with their advisers 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/no 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)..........................8
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, 206) and at least one course from the introductory sequence in Asian art (ARH 207, 208, 209).

Majors specializing in Asian art history take History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), and one course from the introductory sequence in Western art (ARH 204, 205, 206).

Advanced Requirements

40 credits

Critical Approaches to Art-Historical Study (ARH 300)..........................4
Upper division courses and electives..........................36
Of the nine upper-division courses, five must be taken at the 400 level, and according to the formula listed below under the concentrations and electives sections. Courses fall into six areas: (1) ancient (Aegean, Greek, Roman); (2) medieval (early Christian, Byzantine, early medieval, Romanesque, Gothic); (3) Renaissance and baroque; (4) modern (18th century through contemporary); (5) Asian (Chinese, Japanese, Korean, Indian); (6) other traditions (nomadic, rock art, Silk Route, Native American, Pacific islands, Judaic, Islamic). History of Prints (ARH 349) may fulfill areas 3 or 4, depending on the period offered in a given term.

Concentrations. Six upper-division courses, two in each of three of the areas listed above.

Electives. Three upper-division courses in any of the areas listed above.

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 adviser 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 term of the senior year to undertake research in preparation for writing the honors essay, and 4 credits of Thesis (ARH 403) in spring term, when writing the essay.

Students are urged to present a first draft of the essay to the faculty adviser six weeks before the end of the term, and a final draft must be submitted two weeks before the end of the same term.

The honors essay must demonstrate the student’s ability to formulate a significant research problem and to handle sources in at least one foreign language if relevant. The essay should have twenty- to twenty-five pages of text, not including notes in text, endnotes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

The candidate whose essay is approved by the faculty adviser and who maintains a 3.75 GPA in all art history courses required for the major is awarded departmental honors.

Minor Requirements

Students who want a minor in art history must file an application form with the department, consult with the faculty adviser about their minor option, and maintain an up-to-date academic record in the Department of Art History office. The art history minor is offered in three options.

Western Art Option 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,III (ARH 204, 205, 206) or History of Indian Art (ARH 207) or History of Chinese Art (ARH 208) or History of Japanese Art (ARH 209)................................................. 12 Four upper-division courses in architectural history .................................................................... 4

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 2008–9, applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15, 2008.

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.

Entering graduate students must complete Graduate Studies in Art History (ARH 611) for a letter grade in the first fall term of study and continue their study of methodology in two more topically based seminars for first-year students.

Graduate students emphasizing Western art must take at least 4 graduate credits in each of the main areas of study: ancient, medieval, Renaissance and baroque, and modern. Graduate students in Asian art history must consult their advisers about distribution requirements.

At least 12 credits must be earned in graduate research seminars.

At least 9 credits must be earned in Thesis (ARH 501) and result in the presentation of a written thesis. Candidates conclude their programs by publicly presenting the results of their research.

Details about requirements for the M.A. degree are available from the department office.

Foreign Language Requirement. New students in Western art history must demonstrate reading competency in French or German at the beginning of the first fall term by (1) passing a foreign language examination given by the department or (2) by presenting, before the beginning of fall term, a passing score on the standardized Graduate School Foreign Language Test (GSFLT).

Proficiency in a second language is crucial for the student’s academic program. In the event that a student has not met the initial foreign language requirement, he or she is expected to undertake course work or other appropriate study in that language and to pass either the department’s foreign language examination or the GSFLT by the end of spring term the first year. Students who have not passed one of these examinations by the end of the first year are not allowed to register for art history courses, nor are they eligible for a graduate teaching fellowship (GTF) until the requirement is met.

Students in Chinese or Japanese art history should complete a third year of study in the appropriate language or demonstrate the ability to work at that level or above. Students who plan to enter a Ph.D. program in East Asian art history are urged to begin study of the second East Asian language.

Students whose areas of study require languages other than French, German, Chinese, or Japanese should consult their advisers about appropriate language training.

Doctor of Philosophy Requirements

Students are not usually admitted to the Ph.D. program unless they have successfully completed a master’s degree in art history or a closely related field. Course work for the degree consists of 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) or the GSFLT. 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) 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: early Christian to baroque. 206: Romanticism to modern. Dolezal, Harper, Hurwit, Nicholson, Schulz, Simmons.

207 History of Indian Art (4) Historical survey of the visual arts of India. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson-Tepfer, 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-Tepfer, Lachman.

209 History of Japanese Art (4) Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts...
studied in relation to the culture in which they were produced. Lachman.

300 Critical Approaches to Art-Historical Study (4) Methodologies used to study art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions: bibliography, oral presentations, and papers. Prereq: junior standing; open only to department majors. Dolezal, Harper, Simmons.

314, 315 History of Western Architecture I,II (4,4) Survey of architectural developments in the West from prehistory to the present. Prereq: 314: prehistory through Gothic. 315: Renaissance to the present. Hurt, Roth, Sundt.

322 Art of Ancient Greece (4) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods. Hurwit.

323 Art of Ancient Rome (4) Introduction to major traditions, functions, and styles of art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit. Not offered 2008–9.


331 Cultures of the Medieval West (4) Explores distinct cultural traditions of the Middle Ages (c. 650–1200), drawing on its multicultural character—analyzing its art and its historical, social, religious, racial, and class systems. Dolezal.


348 Rome in Age of Bernini (4) Painting, sculpture, architecture, urbanism in 17th-century Rome with special reference to Bernini, the dominant figure. Patronage and society in the city of the popes. Harper, Morrogh.


351 19th-Century Art (4) Introduction to artistic movements in Europe from 1780 to the 1880s including neoclassicism, romanticism, realism, and impressionism. Nicholson, Schulz, Simmons.


354 Art since 1945 (4) Modern and postmodern art from abstract expressionism to the present in relation to intellectual and historical developments. Sequence with ARH 353. Mondloch, Schulz, Simmons.

358 History of Design (4) Design from the late-18th century to the present—considered in relation to social, political, and technological developments. Not offered 2008–9.

359 History of Photography (4) Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.

381 Nomadic Art of Eurasia (4) Art of the Scytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China, 7th to 2nd centuries B.C. Jacobson-Tepfer.


384, 386 Chinese Art I,II (4,4) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch’ing dynasties. Lachman. Not offered 2008–9.


399 Special Studies: [Topic] (1–5R) Offerings vary and reflect the interests of faculty members.

401 Research: [Topic] (1–5R)

403 Thesis (1–6R) Prereq: ARH 401. Open only to department majors.

405 Reading and Conference: [Topic] (1–5R)

406 Field Studies: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

409 Practicum: [Topic] (1–9R)

410/510 Experimental Course: [Topic] (1–5R) Offerings vary from year to year and reflect the interests of faculty members.

411/511 Museology (4) Theories and techniques in the operation of art museums. Prereq: advanced course work in art history or equivalent professional experience. Turner.


424/524 Classical Greek Art (4) Greek art in the 5th and 4th centuries B.C. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form. Prereq: ARH 204 or 322. Hurwit.


433/533 Gothic Sculpture (4) Examination of European sculpture, c. 1140 to 1400. Emphasizes the function of sculpture in various contexts and the changing role of the patron and artist in its production. Prereq: ARH 205. Dolezal.


438/538 Gothic Architecture I (4) Architecture in Western Europe ca. 1130 to 1500, with emphasis on northern France. Prereq: ARH 205 or 314. Sundt.

441/541 Renaissance and Baroque Problems: [Topic] (4R) In-depth examination of careers of major artists or issues relevant to art of the period. Topics vary. Prereq: one course from ARH 341–344. R once when topic changes for maximum of 8 credits. Harper, Morrogh.


454/554 Modern German Art (4) Changing topics in German modernism from the founding of the secession to national socialism. ARH 353 recommended. Simmons.


467/567 Chicago Architecture (4) The development of architecture in this especially American city, focusing on the invention of the skyscraper and the suburban family home. Prereq: ARH 315 or 465 or 466. Roth.


477/577, 478/578 History of Landscape Architecture I,II (4,4) 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. Helphand.

488/588 Japanese Prints (4) The woodblock print in Japan as part of the cultural, social, and political conditions. Prereq: ARH 208.

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. Dolezal.


**Arts and Administration**

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5230 University of Oregon  
Eugene OR 97403-5230  
aad.uoregon.edu

**Faculty**


Doug Blandy, professor (art and community service, art and special populations; associate dean. B.S., 1974, Ohio; M.A., 1979, Ph.D., 1983, Ohio State. (1987)


**Emeriti**


Jane Gehring, associate professor emerita. B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)


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

**Participating**

Lisa Abia-Smith, Jordan Schnitzer Museum of Art  
Kassia Dellabough, Career Center  
Darrel Kau, Cultural Forum

**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, for-profit, and public 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 number of scholars critically examine 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 requirement are listed on the registrar’s website, registrar.uoregon.edu/common/group_courses.php. 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 430), and Community Cultural Development (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.

**Requirements**

- 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, community arts, or arts festivals in the public, nonprofit, 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 asked to indicate interest in a particular concentration area 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. No standardized test is required. Financial aid in the form of a limited number of teaching, research, or administrative fellowships is available, typically to second-year students. The Graduate School has information about fellowship options that 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 pursue a master of science (M.S.) or a master of arts (M.A.) degree, completing a minimum of 72 credits. The M.A. degree requires competence equivalent to second-year study in a second language.

Study in the master’s degree program has four parts: (1) core and management courses, (2) a technology component, (3) a concentration area, and (4) research and practice, which includes a summer internship between the first and second years of study.

Students learn the techniques needed to analyze and develop arts policy as well as skills in grant and research report writing and review. In addition to course work and an internship, students are required to complete a master’s degree project, capstone project, or thesis that demonstrates in-depth knowledge of practical or theoretical issues of importance to professionals in public, nonprofit, and private arts organizations from diverse social and cultural settings. Projects often focus on issues that were explored during the student’s internship.

**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
- 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); Research Proposal Development (AAD 631); courses in professional practice (inquire at the program office); and Thesis (AAD 503), Research: Project Research (AAD 601), or other courses chosen in consultation with the student’s adviser.

**Certificate in Museum Studies**

The multidisciplinary, graduate-level museum studies certificate is awarded through the School of Architecture and Allied Arts, with the cooperation of the Arts and Administration Program; the Departments of Art History, Anthropology, and Architecture; and campus museum professionals.

The certificate requires 28 credits. No more than 12 credits of department degree requirements may count toward the certificate; the additional 16 credits is taken in the museum studies core and elective courses. Core courses include Experimental Courses: The Cultural Museum; The History Museum (ANTH 510), Museology (ARH 511), and Museum Education (AAD 529). A variety of elective courses—many offered by departments outside the School of Architecture
School of Architecture and Allied Arts

and Allied Arts—may be applied to the certificate requirements. The certificate program culminates with a presentation by the student.

Students exit the program with practical and theoretical museum management strategies that are applicable in leadership positions in small to large, community to national, public or private museums.

Festival and Event Management Certificate

The certificate of accomplishment is offered at the graduate and undergraduate levels through a partnership with Continuing Education. The certificate requires a minimum of 6 credits (AAD 406 or 606 Special Problems and AAD 409 or 609 Practicum), theoretical overview (AAD 420/520 Event Management or two-day professional foundations workshop), and six professional development workshops.

Arts and Administration as a Supporting Area of Study for Doctoral Students in the School of Music and Dance

Arts administration is available as a supporting area of study for School of Music and Dance D.M.A. and Ph.D. students. The supporting area is generally viewed as mastery of an area of study at a master’s degree level, although no master’s degree is gained, and may be linked with the student’s primary doctoral research interest areas and professional goals. Refer to Doctoral Degree Programs in the School of Music and Dance section of this catalog. Prospective students must apply directly to the Arts and Administration Program, but should begin the application process by contacting a staff member in the School of Music and Dance graduate office for more information.

Arts and Administration Courses (AAD)

198 Workshop: [Topic] (1–5R)
199 Special Studies: [Topic] (1–5R)
250 Art and Human Values (4) Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment. Blandy.
251 The Arts and Visual Literacy (4) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts. 252 Art and Gender (4) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that 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)
Recent topics are The Cultural Museum, The History Museum, Performing Arts Policy and Administration.
420/520 Event Management (4) Examines management practices and trends of special events, festival, celebrations, and fundraisers sponsored by organizations. Carpenter.
422/522 Arts Program Theory (4) Explores program theory, principles, and practices associated with comprehensive arts programs. Carpenter.
424/524 Conference Management (2–4) Planning and managing meetings, workshops, seminars, conferences in a variety of settings. Carpenter.
430/530 Youth Arts Curriculum and Methods (3–4) Teachers in training are provided introductory knowledge and skills necessary for implementing arts instruction as an integral part of the core curriculum for younger learners.
450/550 Art in Society (4) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society. Blandy.
451/551 Community Cultural Development (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.
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 artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public. Dewey.
465/565 Marketing the Arts (4) Contemporary theory, issues, and skills important to marketing the arts in nonprofit, for-profit, and public cultural organizations.
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. 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] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)
630 Research Methodology (4) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports. Dewey.
631 Research Proposal Development (3) Conceptualize, research, and develop proposal for graduate thesis or project. Prereq: AAD 630. Dewey.
Historic Preservation

Kingston Heath, Program Director
(541) 346-2982
321 Lawrence Hall
5233 University of Oregon
Eugene OR 97403-5233
hp.uoregon.edu

Faculty


Emeritus

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

Participating

Howard Davis, architecture
Patricia M. Dewey, arts and administration
Ihab Eizeyadi, architecture
Kenneth L. Helphand, landscape architecture
Michael Hibbard, planning, public policy and management
Renee A. Irvin, planning, public policy and management
Robert Z. Melnick, landscape architecture
Leland M. Roth, art history
Robert L. Thallon, architecture
Christine Theodoropoulos, architecture
James T. Tice, architecture
Glenda Fravel Utsey, architecture
Jenny Young, architecture

Undergraduate Studies

The faculty of the Department of Architecture has changed its undergraduate curriculum so that students may take some or all of 16 credits of upper-division elective courses in other programs of the School of Architecture and Allied Arts. This enables architecture students to fulfill 16 of the 27 minimum credits required for a minor through their upper-division elective course option.

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 431) ......................................................... 3
12 credits selected from Workshops: Italy Field School (4 credits maximum), Pacific Northwest Preservation Field School (2 credits maximum) (AAAP 408), 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

Related Course Work 12 credits
Select courses from Contemporary American Landscape (LA 375), Analysis through Recording of Historic Buildings (ARCH 421); Grant Proposal Writing (PPPM 422); Vernacular Building (ARCH 434); Arts Administration (AAD 460); 18th-Century Architecture (ARCH 460); 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); Nonprofit Management I (PPPM 480) .......................................................... 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 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 School of Architecture and Allied Arts 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.

Advanced Graduate Standing Option. As of 2004, a one-year accelerated master’s track is available for UO undergraduates who complete the historic preservation minor and who have taken its core curriculum and related course work (27 credits). These courses must be taken for graduate credit, and the student must receive a grade of mid-B or better in those courses. Courses offered with a grading option must be taken for a letter grade.

If admitted as a master’s candidate to historic preservation, subsequent to the awarding of a bachelor’s degree and a minor in the program, the master’s candidate must complete 46 graduate credits in historic preservation instead of the traditional 73 credits required for the two-year M.S. degree.

Graduate Studies

A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts. Although no particular training is preferred, students whose backgrounds are primarily in historic preservation, architecture, landscape architecture, and architectural history are most prepared for this program. Course work 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

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, graphic work, or both
6. Official transcripts of all college work
7. 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 575.

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 January 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 or the graduate fellow at hpig@uoregon.edu. Information and the application are also available on the program’s website.

Program Requirements

The M.S. degree in historic preservation requires 73 credits in five 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 (17 credits)

Core courses include Workshop: Pacific Northwest Preservation Field School (AAAP 508), Introduction to Historic Preservation (AAAP 511), National Register Nomination (AAAP 531), Legal Issues in Historic Preservation (AAAP 541), Historic Survey and Inventory Methodology (AAAP 551).

Architectural History Electives (12 credits)

At least 8 of the 12 credits must be taken among six courses: American Architecture I,II,III (ARH 564, 565, 566) or Experimental Course: Preservation Perspectives of American Architecture I,II,III (AAAP 510). Students may choose a course 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 concentration.

Management of Cultural Resources. Embodied in historic preservation is the management of cultural resources. This concentration provides the legal, planning, and management skills individuals need to work in or develop organizations that support public or private management of cultural resources.

Resource Identification and Evaluation. This concentration area offers the insights and investigative tools necessary for archival and cultural resource research to document 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 (20 credits)

This part of the master’s degree program requires 3 credits in Research (AAAP 601), 5 credits in Practicum: Internship (AAAP 609), and 12 credits in Thesis (AAAP 503) or Terminal Project (AAAP 611). Before enrolling in AAAP 503 or 611, the student must develop a project proposal and have it approved by a committee of three or more members, at least two of whom must be University of Oregon faculty members. When the thesis or terminal project nears completion, the student must present the results of the project to faculty members and students and gain final approval of the project documentation from the faculty committee. Requirements for the final presentation are listed in the current graduate program guide.

Historic Preservation Courses (AAAP)

406 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)

Recent topics are American Building Construction History, Preservation Economics, Preservation Perspectives of American Architecture, Research Methods, Research Proposal.

411/511 Introduction to Historic Preservation (3) History, theory, and professional techniques of historic preservation.

416/516 Fundamentals of Historic Preservation (3) Introduction to fundamentals of architectural preservation; focuses on practical skills, knowledge, and techniques for documenting and evaluating historic buildings. Prereq: AAAP 411/511.

431/531 National Register Nomination (3) Provides information and instruction on all aspects of the National Register program and process. Aids in completion of registration form.

441/541 Legal Issues in Historic Preservation (3) Examines constitutional, statutory, and common law affecting historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory “takings,” and aesthetic zoning, Eisemann.

451/551 Historic Survey and Inventory Methodology (3) Examines how historic inventories help communities plan for wise use of historic resources. Includes complete reconnaissance and survey documentation for historic properties and development of historic context statement.

503 Thesis (1–12R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–6R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–6R)

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

611 Terminal Project (1–12R)

Courses in Other Departments

See descriptions under home departments.

Architectural Design. Analysis through Recording of Historic Buildings (ARCH 521), Vernacular Building (ARCH 534), Spatial Composition (ARCH 550), Building Construction (ARCH 570), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575), Architectural Design (ARCH 584), Graduate Design Process (ARCH 611), Introductory Graduate Design (ARCH 680)


Arts and Administration. Arts Administration (AAD 560), Experimental Courses: Research Methods, Research Proposal (AAAP 510)

Planning, Public Policy and Management. Grant Proposal Writing (PPPM 522), Nonprofit Management I (PPPM 580), Workshop: Community Planning (PPPM 608), Introduction to Planning Practice (PPPM 611), Legal Issues in Planning (PPPM 612), Planning and Social Change (PPPM 635)

Courses outside the School of Architecture and Allied Arts. Participation in related course work offered throughout the university is encouraged. Possible courses include Introductory Geographic Information Systems (GEOG 516), Urban Geography (GEOG 542), The American West (HIST 566, 567), The Pacific Northwest (HIST 568)

Interior Architecture

Alison B. Snyder, Program Director

(541) 346-3656

210 Lawrence Hall

1206 University of Oregon

Eugene OR 97403-1206

Participating Faculty

Mary Anne Beecher, architecture

Esther Hagenlocher, architecture

Alison B. Snyder, architecture

Linda K. Zimmer, architecture

The Study of Interior Architecture

Situated within the Department of Architecture, the Interior Architecture Program provides a comprehensive interior-design curriculum. By integrating subject-area course work with active design exploration, the Interior Architecture Program prepares students to act as independent problem solvers and valuable design-team members.

Shared course work with architecture in the early stages of the program provides an interdisciplinary context for study and learning, leading to advanced courses that explore theory, technology, and practice. The new Product Design Program, an interdisciplinary initiative between the Interior Architecture Program and the Department of Art, provides other opportunities for shared learning.

Central to the program is the design studio, where students gain experience with the design of interior spaces and elements. Topical studios focus on specific design issues, human factors, and building types. Specialized studios focus on design and construction of furniture prototypes and on construction documents for a small design project.

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, two- and three-dimensional design, fiber arts, and the history of the arts
2. Social sciences such as sociology, psychology, cultural anthropology, community studies, and human environment
3. Sciences such as environmental studies, algebra, and geometry
4. Humanities such as literature and writing courses, because interior architecture students must be able to read, write, and think clearly about abstract concepts

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

Students are encouraged to travel in order to broaden their experiences related to environmental design.

Careers. Most students prepare for entering professional practice with architecture and interior design firms. Other opportunities exist in related areas such as lighting design, space planning, furniture design, sales or product marketing, and other activities related to the designated environment.
Students graduating from the Interior Architecture Program may elect to apply for the national examination administered by the National Council for Interior Design Qualification (NCIDQ). Successful completion of this examination is required for licensure as an interior designer in some states as well as professional membership in the American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA).

**Accreditation.** Undergraduate and graduate professional-degrees curricula in interior architecture are accredited by the Council for Interior Design Accreditation.

**Off-Campus 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 Affairs in the Academic Resources section of this catalog.

The Department of Architecture offers opportunities for study in the Architecture Program in Portland, Oregon. Programs in Italy and other overseas locations as well as the Danish International Studies Program are also open to interior-architecture students. For more information, see the Architecture section of this catalog.

**Summer Architecture Academy.** See description in the Architecture section of this catalog.

**Curriculum for the Study of Interior Architecture**

Students must meet the curriculum requirements published in the UO catalog and the department’s Advising Handbook the year of their admission to the program. Students needing more specific information should see an adviser.

**Residence Requirements.** For transfer students to earn the B.I.Arch. or M.I.Arch. degree from the university, the following minimum course work must be taken in residence:

1. Design area: 28 credits, including Interior-Design Comprehensive Project II (IARC 488/588, 489/589)
2. Subject area: a minimum of 40 credits from at least six subject areas
3. General electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.I.Arch. only)

**Leave of Absence.** See policy statement in the Architecture section of this catalog.

**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 advisers flexibility in establishing upper-division study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor’s degree program includes requirements for a liberal general education. Beyond the university requirements for interior-architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

**University Requirements.** 44 credits distributed as follows:

1. Group requirements—36 credits in arts and letters, social science, and science (12 credits in each group)
2. College composition—6 credits
3. Multicultural requirement—8 credits (may be included in the groups above)

**Major Requirements.** 181 credits (see Professional Curriculum later in this section).

**Minor Requirements**

The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Students must notify the Department of Architecture of their intent to seek a minor. The minor is granted on completion of the requirements in effect on the date of the notice of intent
2. Because the department’s first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to the minor program until space becomes available
4. Substitute courses for minor requirements may be approved by the department

**Course Requirements**

Introduction to Architecture (ARCH 201) .................. 4
Understanding Contemporary Interiors (ARCH 204) .................................................. 4
Furniture: Theory and Analysis (IARC 444) .............. 3
Color Theory and Application for the Built Environment (IARC 447) .............................. 3
History of Interior Architecture I,III (IARC 474, 475, 476) ........................................... 9
At least 6 credits chosen from History of Western Architecture II (ARH 315), Interior Finishes and Design Application (IARC 472), Interior Design (IARC 464) .................................................. 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)—3.25
2. Verbal–Critical Reading SAT I—550
3. Mathematical SAT I—550
4. Total of all SAT I sections—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 225 must be achieved with a minimum score of 24 in each subsection. **Internet-based test:** a minimum total score of 90 must be achieved with a minimum score of 30 in each subsection.

Transfer applicants must have a minimum college GPA of 3.00 and meet the other criteria listed above for first-year applicants.

Prospective applicants should review application requirements posted online during the fall, well before application deadlines (see Application Deadlines in the Admissions section of this catalog). January 15 is the deadline for completion of both the department and university application. Admission notices are mailed by April 1.

New students are admitted into the program only in the fall term, and an accelerated program is not usually possible. More information about enrollment policies and application deadlines is available in the architecture department office.

**Graduate Studies**

The three programs of graduate study in interior architecture—Options I, II, and III—require a minimum of 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level. There is no minimum requirement for graded credits. Additional requirements for each program are listed below.

**Option I**

The master of interior architecture (M.I.Arch.) as a postprofessional degree. Applicants must have a five-year professional degree in interior architecture or interior design. Students in this program produce a thesis or terminal research project. The program is typically completed in six terms.

**Option II**

The master of interior architecture (M.I.Arch.) as a professional degree. The master degree 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 design programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior course work. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

**Option III**

The three-year professional degree program is designed for applicants who have a B.S. or B.A. degree in architecture or related design disciplines and wish to complete the professional degree program in three terms. The program is offered in two tracks, the first of which is the Professional Degree Program Requirements.

**Professional Degree Program Requirements**

Option III students must complete 60 credits of interior-design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6
credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms is required for this option. Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Foundation for Interior Design, Education, and Research. The extent of this advanced standing is determined in consultation with the student’s academic adviser before studies begin. Transferability of course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture at the beginning of this section.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 601)—may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 16 credits in Interior-Design Comprehensive Project II (IARC 588, 589)
4. 3 credits in Comprehensive Project Preparation (IARC 545)
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:

- Computer-aided design
- Design process and theory
- Energy-conscious design
- Environment and behavior
- Housing design
- Interior components and design
- Light and lighting design
- Proxemic design and ergonomics
- Vernacular design

The Option I thesis draws on individual research, professional and general university courses, and meetings between the student and the student’s thesis committee. Students in the Option I program are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). For more information about the thesis, see the Graduate School section of this catalog.

Graduate Admission

Admission to the graduate program is through a selective review that focuses on three attributes: creative capability; academic capability; and potential contribution to the program through diversity of background, experience, or demonstrated motivation. All applicants are required to submit GRE scores; if their first language is not English, they must also submit TOEFL scores of at least 575. Prospective applicants may request a description of the graduate interior architecture program and an application packet by writing to Graduate Admissions at the Interior Architecture Program mailing address. The packet describes application requirements. Applications must be postmarked by the first Monday after January 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 1. Option III students begin the program during summer session. Other graduate students are required to begin their work fall term. The Department of Architecture does not permit late admissions. A number of graduate teaching fellowships (GTFs) are available to well-qualified graduate students. Applicants who have an interior architectural or design education (Option I or II) may want to request GTF application forms with their packets.

Unless a leave of absence has been approved, students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed. For departmental policy regarding leave of absence, see the policy statement in the Architecture section of this catalog.

Professional Curriculum

The professional curriculum in interior architecture is composed of three elements: design studios, interior-architecture subject-area course work, and general electives.

**Interior Design: 70 credits for B.I.Arch.; 64 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 studios emphasize the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design prototypes and developing 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 design at many scales including details, electric lighting, and interior materials.

Up to 6 credits of intermediate architecture or landscape-architecture design studio may be used to satisfy this design requirement.

**Introductory Design Studios**

Architectural Design I, II (ARCH 283, 284), a two-term studio for undergraduate majors

Interior Design Studio (IARC 383) for undergraduate majors

Introductory Design Studio (ARCH 680, 681), a two-term studio for Option III graduate students

**Intermediate Interior-Design Studios**

Interior Design (IARC 548/584), five terms, 30 credits

Custom Cabinet and Furniture Design (IARC 486/586), 6 credits

**Advanced Interior-Design Studios**

Interior-Design Comprehensive Project I, II (IARC 488/588, 489/589), 16 credits

Subject Areas: 86 credits for B.I.Arch.; 83 credits for M.I.Arch.

The subject areas increase knowledge and skill development in interior architecture. Twelve subject areas or categories central to the profession have been identified to assist students’ understanding of the structure of the interior design field. The core curriculum required of 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 12 elective credits to be taken from any of the subject areas.

**General Interior-Architecture and Architecture Courses**

B.I.Arch: 10 credits in Design Skills (ARCH 202), Understanding Contemporary Interiors (IARC 204), Introduction to Architectural Computer Graphics (ARCH 222)

M.I.Arch. Option III: 7 credits in Graduate Design Process (ARCH 611), Building Construction (ARCH 570)

**Professional Practice: 3 credits in Context of the Architectural Profession (ARCH 417/517)**

**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 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**

**Human Activity Support: 7 credits in Human Context of Design (ARCH 440/540), Comprehensive Project Preparation (IARC 445/545)**

**Other Courses: Architectural Programming (ARCH 449/549)**

**Color: 3 credits in Color Theory and Application for the Built Environment (IARC 447/547)**

**Spatial Ordering: 4 credits in Spatial Composition (ARCH 450/550)**

**Construction and Materials: 14 credits in Building Construction (ARCH 470/570), Interior Construction Elements (IARC 471/571), Interior Finishes and Design Application (ARCH 472/572), Working Drawings in Interior Architecture (IARC 473/573)**

**Other Courses: Structural Behavior (ARCH 461/561), Wood and Steel Building Systems (ARCH 462/562), Structural Systems (ARCH 463/563), 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: 3 credits in Furniture: Theory and Analysis (IARC 444/544)**

**Lighting: 8 credits in Environmental Control Systems I (ARCH 491/591), Electric Lighting (IARC 492/592)**

**Theory Seminars: Interior-architecture and architecture special-topic seminars**

**History of Art and Architecture: 17 credits including History of Interior Architecture I, III**
**Interior Architecture Courses (IARC)**

See Architecture for descriptions of courses with the ARCH subject code.

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

**ARCH 201 Introduction to Architecture (4)**

**ARCH 202 Design Skills (3)**

**204 Understanding Contemporary Interiors (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)**

**ARCH 283, 284 Architectural Design I,II (6,6)**

**383 Interior Design Studio (6)** Studio projects for second-year undergraduates. Integration of issues of activity support and spatial order. Emphasis on schematic concept formation and interior design development.

**401 Research: [Topic] (1–6R)**

**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 Practicum: [Topic] (1–6R)**

**410/510 Experimental Course: [Topic] (1–6R)**

**ARCH 421/521 Analysis through Recording of Historic Buildings (3)**

**ARCH 423/523 Media for Design Development (3R)**

**ARCH 424/524 Advanced Design-Development Media (3R)**

**ARCH 430/530 Architectural Contexts: Place and Culture (4)**

**ARCH 434/534 Vernacular Building (3)**

**ARCH 440/540 Human Context of Design (4)**

**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.

**445/545 Comprehensive Project Preparation (3)**

Formulation of individual design projects for IARC 488/588, 489/589. Documentation of project issues, context, site, and building information.

**447/547 Color Theory and Application for the Built Environment (3)**

Use of color in the built environment including: principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682.

**ARCH 449/549 Architectural Programming (3)**

**ARCH 450/550 Spatial Composition (4)**

**ARCH 458/558 Types and Typology (3)**

**ARCH 461/561 Structural Behavior (4)**

**ARCH 462/562 Wood and Steel Building Systems (4)**

**ARCH 463/563 Structural Systems (4)**

**ARCH 470/570 Building Construction (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.

**ARCH 471 Building Enclosure (4)**

**472/572 Interior Finishes and Design Application (3)**

The properties, manufacture, application, and code issues of interior finish materials. Field trips to supply sources.

**473/573 Working Drawings in Interior Architecture (4)**

Preparation of working drawings for project designed in interior architecture studio.

**ARCH 474/574 Preservation and Restoration Technology (3)**

**ARCH 474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3)**

See Art History.

**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 criticism, review of design projects; group discussion and field trips. Prereq: ARCH 383.

**ARCH 485/585, 486/586 Advanced Architectural Design I,II (8,8)**

**486/586 Custom Cabinet and Furniture Design (6)**

Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prereq: IARC 444/544, 18 credits in IARC 484/584 or ARCH 484/584.

**488/588, 489/589 Interior Design Comprehensive Project I,II (8,8)**

Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Undergraduate prereq: 42 credits in IARC design studios; graduate prereq: 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. Prereq: 24 credits of design studio.

**ARCH 495/595 Daylighting (3)**

**503 Thesis (1–6R)**

**601 Research: [Topic] (1–6R)**

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

**604 Special Problems: [Topic] (1–6R)**

**607 Seminar: [Topic] (1–6R)**

**608 Workshop: [Topic] (1–6R)**

**609 Practicum: [Topic] (1–6R)**

**610 Experimental Course: [Topic] (1–6R)**

**611 Terminal Project (1–6R)**

**ARCH 611 Graduate Design Process (3)**

**ARCH 661 Teaching Technical Subjects in Architecture (3R)**

**ARCH 680, 681, 682 Introductory Graduate Design (6,6,6)**

**ARCH 690 Teaching Technology in Architectural Design (3R)**
Landscape Architecture

Stanton Jones, Department Head

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230 Lawrence Hall
landarch@uoregon.edu
landarch.uoregon.edu

Faculty
Mark Gillem, assistant professor (urban design, social and cultural factors in design). See Architecture.
Emeriti
George S. Jette, professor emeritus. B.L.A., 1940, Oregon. (1941)

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

About the Department

Landscape architecture is an environmental profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that we are part of the web of life. A healthy society rests on a commitment to landscape design that respects the land, its processes, its integrity—and that helps fulfill human potential.

Both a science and an art, landscape architecture is based on scientific knowledge of natural processes coupled with awareness of historical, cultural, and social dynamics. These are applied to making richly supportive places beautiful in their response to human needs and ecological context.

The Department of Landscape Architecture is based on scientific knowledge of natural integrity—and that helps fulfill human potential.

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, analysis of environmental impacts, and 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.

Computers in the Curriculum

Digital tools have become increasingly prevalent in the profession of landscape architecture. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is 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.

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 studios. 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 is 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 advisers. 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 technology, plant materials, landscape analysis and planning, the 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, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of people and the environment.

Human Behavior. Courses in anthropology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences 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 the following:

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, its website, 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), Architectural Design I-II (ARCH 283, 284)

**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 and Process (LA 439)

**Fourth Year.** Three studios: Site Planning and Design (LA 489), one elective studio

**Fifth Year.** Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Elective studios include Community Planning Workshop (PPPM 419) or Architectural Design (ARCH 484), Site Planning and Design (LA 489), Workshop: Design (LA 408, summer only) or Practicum (LA 409)

**Subject Courses.** 75 credits (56 credits in required courses and 18 credits in optional courses listed below)

**Landscape Architectural Technology (10–12 credits)**
- Landscape Technologies I,II (LA 362, 366), Landscape Technology Topics (LA 459), or Professional Practice of Landscape Architecture (LA 462)
- Optional: Landscape Technology Topics (LA 459), Structural Behavior (ARCH 461)

**Plants in the Landscape (12 credits)**
- Plants: Fall, Winter, Spring (LA 326, 327, 328)
- Optional: Urban Farm (LA 390), Practicum: Nursery (LA 409), Planting Design Theory (LA 431), Japanese Garden (LA 433), Systematic Botany (BI 442)

**Landscape Analysis and Planning (12 credits)**
- Land Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440), Principles of Applied Ecology (LA 441)
- Optional: Computers in Landscape Architecture (LA 415), Landscape Ecology (LA 465)

**History and Theory of Landscape Architecture (12 credits)**
- Understanding Landscapes (LA 260), History of Landscape Architecture I,II (ARCH 477, 478)
- Optional: Land and Landscape (LA 443), Landscape Perception (LA 484)

**Landscape Architectural Media (8 credits)**
- Landscape Media (LA 350), Digital Landscape Media (LA 352)
- Optional: Workshop: Drawing (LA 408), Computer-Aided Landscape Design (LA 417), Media for Design Development (ARCH 423), Advanced Design-Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine- and- applied-arts studio courses

Other Courses. 57 additional credits from any department, including landscape architecture and university requirements, up to a total of 220 credits applied to the B.L.A.

**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, and 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)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Landscapes (LA 260)</td>
<td>4</td>
</tr>
<tr>
<td>Land Analysis (LA 361)</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>

<table>
<thead>
<tr>
<th>Optional Courses</th>
<th>14–16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

**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 408), Landscape Technology Topics (LA 459)

**Plants.** Plants: Fall (LA 326), Plants: Winter (LA 327), Plants: Spring (LA 328), Urban Farm (LA 390), Japanese Garden (LA 433)

**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 I,II (ARCH 477, 478), Landscape Perception (LA 484)

## Graduate Studies
The department offers master- and doctoral-level programs in the field of landscape architecture.

At the master’s level, the department makes a distinction between first professional master’s 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 toward the master of landscape architecture (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 non-accredited 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 an accredited, first professional M.L.A.

The department recognizes that first professional master’s candidates have extremely varied backgrounds and may have special requirements. Based on undergraduate courses, background in design-related disciplines, and work experience, these students may be exempt from a limited number of requirements. Students who want to waive requirements must show equivalent competency in those areas, typically through course work or professional experience.

### Program Components

**Planning and Design (48 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 midterms and weeklong 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, a course in landscape perception, 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 (10–12 credits).** Covers professional practice, site engineering, landscape materials and detailing, irrigation, and other topically oriented technologies classes. The sequence has strong ties to the design-build studios and is a major strength of the department. Students may select electives from this area.

**Master’s Project or Thesis (8–14 credits).** Completed during the third year; for 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 Research Proposal Development (LA 695) and at least 12 credits of Master’s Project (LA 699) 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 589), 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), Land Analysis (LA 361), Landscape Technologies I (LA 362, 366), Workshop: Understanding Landscapes (LA 508), Landscape Technologies Topics (LA 559), Professional Practice (LA 562), Introduction to Landscape Planning Analysis (LA 540), Principles of Applied Ecology (LA 541), History of Landscape Architecture II (ARH 577, 578), Landscape Research Methods II (LA 620, 621)

**Master’s Project or Thesis (14 credits)**

Research Proposal Development (LA 695); Master’s Project (LA 699) 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 course 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 in professional and research experience, are best equipped for collaboration with graduate students.

**Design Theory.** The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples’ needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

**Landscape Ecology.** This rapidly evolving discipline focuses on how landscape 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 inquiry, self-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 II (LA 620, 621); at least one from Land Use and Growth Management (PPPM 540), Land and Landscape (LA 541), Landscape Ecology (LA 565), Landscape Perception (LA 584), 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.** Three from Experimental Course: Contemporary Landscape Theory (LA 510), Land and Landscape (LA 543), Landscape Perception (LA 584); three additional department-approved courses at the University of Oregon

**Landscape Ecology.** Workshop: Fire Ecology and Management (LA 508) or Landscape Ecology (LA 565); one course that uses quantitative methods; three additional department-approved courses

**Landscape History.** Experimental Courses: Contemporary Landscape Theory, Landscape Representation (LA 530), Landscape Perception (LA 584), three additional department-approved courses at the University of Oregon

**Landscape Planning.** Two from Oregon Landscape Planning (LA 511), Computers in Landscape Architecture (LA 515), Land Use and Growth Management (PPPM 540); four additional department-approved courses

**Master’s Project (minimum of 10 credits)**

Research Proposal 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 Research Proposal 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 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.

Admission
Applications to the master’s 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.

Doctor of Philosophy Degree
The doctoral program in landscape architecture offers advanced study with a focus on ecological landscape planning and design, which encompasses a range of spatial scales and cultural contexts. An ecological approach focuses on how landscape pattern, process, and change interact to create land mosaics that maintain the diversity of life and the foundations for human well being. The doctoral program is designed to engage these issues through spirited analysis, critique, and prescription of landscapes in Oregon, the United States, and the world.

Because the profession is broad and diverse, the landscape architecture Ph.D. pursues robust development of academic, analytical, creative, and integrative capabilities that can continue to grow throughout subsequent careers. Accordingly, the program emphasizes the following:

- Advanced expertise and understanding in a focused topic
- The ability to form integrative conceptual models of landscape issues, problems, and solutions
- The ability to critically analyze deficiencies in knowledge about the field and identify needs for new, original knowledge
- The ability to form and investigate operationally bounded questions
- The ability to independently design and execute a complete, intensive research project
- The ability to completely document a research project with high-quality writing and illustrations

The integrative nature of landscape design as a science and an art entails development of innovative models and methods for design, education, and research. The program offers students the opportunity to develop skills as innovative educators by working with faculty members as teaching assistants, and to teach courses under faculty guidance. The close and supportive relationships among scholarship, teaching, professional growth, and artistic achievement foster excellence in design education, research, and practice. Scholars following many roads find the program provides substantial flexibility to tailor students’ programs to individual needs.

Course of Study
Completion of the program requires demonstrated excellence through original contributions to the field. Indicators of a doctoral student’s achievements are successful completion of the oral and written comprehensive exams and successful completion and defense of a dissertation that substantially advances knowledge in a chosen area of expertise.

Through a series of four required courses in landscape architecture literature, theory, and research, Ph.D. students learn how to conduct both qualitative and quantitative studies of landscapes and the processes that shape them. After completing these core courses, advanced studies in methodology, tailored to suit career intentions, are required. Advanced methodological preparation in carryover courses, through statistical and spatial analysis as well as case-study analysis, design criticism, content analysis, historical interpretation, and environment-behavior observation.

The program prepares students to understand and apply appropriate methods of inquiry, and to deepen their understanding of the nature and role of rigorous scholarly inquiry in landscape architecture. Course requirements are designed to provide both depth and breadth of knowledge in landscape architecture, and to draw on the frameworks and methodologies of related disciplines that support the student’s dissertation research.

Length of Program and Steps to Completion
A Ph.D. in landscape architecture requires a minimum of three years of full-time graduate work, including one year of residency. Depending on background and research goals, students can expect to complete the degree in three to six years, with a norm of four to five years.

The student’s program of study depends substantially on his or her prior degrees. A student who holds an M.L.A. or M.Arch. should expect to take at least 68 graduate credits. A student who holds a B.L.A. or B.Arch. but no master’s degree should expect to take 80 credits. A student admitted with a prior master’s degree but without a professional environmental-design degree should expect to take a minimum of 18 additional credits in landscape architecture. A student may be required to take more than 4 credits in analytic-synthetic courses in other departments.

Theory, Research, Investigation  22–30 credits
Landscape Research Methods III (LA 620, 621) ................................................ 8
Research Proposal Development (LA 695) .......... 2
Landscape Research Methods I,II (LA 620, 621) .8
Theory, Research, Investigation 22–30 credits

Electives  minimum 24 credits
Advanced Electives. Landscape architecture courses (500-level and above) in design theory, history, criticism, preservation, planning and ecology, selected in consultation with the major professor. ................................................................. 12
Supporting Courses. Courses, selected in consultation with the major professor, typically taken outside of landscape architecture. ............... 12

Dissertation  minimum 18 credits
Dissertation course ................................................. 18

Admission
Students must either have previously completed a professional degree in landscape architecture or architecture (e.g., B.L.A., M.L.A., B.Arch., M.Arch.) or hold a master’s degree (e.g., M.A., M.S.) from a related field, and show clear evidence of academic experience and goals aligned with landscape architecture. A commitment to research along with a demonstrated record of research achievement are important criteria. Applications to the program must include the following items:
1. A personal statement assessing the applicant’s background, strengths, interests, and aspirations in the field of landscape architecture.
Landscape Architecture Courses (LA)

196 Field Studies: [Topic] (1–5R) R twice for a maximum of 6 credits. Topics include Trees across Oregon.

199 Special Studies: [Topic] (1–5R)

260 Understanding Landscapes (4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values.

289 Landscape Architectural Design (6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; abstract design and elementary graphic techniques.

326 Plants: Fall (4) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design.


328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq: LA 327. Bettman.

350 Landscape Media (2–4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Chan.

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 a maximum of 8 credits. Prereq: LA 350.

361 Land 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, storm water management, earthwork, and design development. Prereq: LA 361. Jones.

375 Contemporary American Landscape (4) Evolution of the contemporary American landscape as an expression of American culture.

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)

403 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)


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)

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 440/540.

417/517 Computer-Aided Landscape Design (2–4) Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks. Prereq: LA 289 or 389.

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.

439/539 Landscape Architectural Design and Process (6R) Intermediate problems in landscape architecture design. Relations among problem concepts, goals, design theory, communication media, and technical analysis. R four times for a total of 30 credits.


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.

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.

450/550 Advanced Landscape Media (4R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design.

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 a 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. Johnson.

477/577 Fire Ecology and Management (3–4) Incorporation of fire planning in landscape design, planning, and management. Fire ecology, behavior, and effects; prescribed fire planning, application, and social issues. Intensive field course. Offered alternate years.

ARH 477/577, 478/578 History of Landscape Architecture II (4,4) See Art History.
Planning, Public Policy and Management

Richard D. Margerum, Department Head


Donald G. Holtgrieve, adjunct assistant professor (local government planning). See Geography.


Emeriti


Orval Etter, associate professor emeritus. B.S., 1937, J.D., 1939, Oregon. (1939)


Robert E. Keith, planning consultant emeritus. B.S., 1944, Kansas State; M.Arch., 1959, Oregon. (1983)


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

Participating

Mark Gillem, architecture

Nicolás Larco, architecture

Robert G. Ribe, landscape architecture

Philip J. Romero, finance

Thomas A. Stave, library

Anita M. Weiss, international studies

About the Department

Mission Statement. The Department of Planning, Public Policy and Management (PPPM) prepares future public leaders, creates and disseminates new knowledge in the field, 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.

The department is dedicated to

• The highest standards of scholarship

• Informed theory and empirical evidence

• Engaging the civic community—public, private, and nonprofit—in democratic processes addressing economic, environmental, and social issues

• Seeking the best ideas and approaches from around the world and testing their transferability from one part of the world to another

• Using an approach that builds on the strengths of communities and organizations to increase their capacity to take advantage of opportunities and respond effectively to challenges

• Work that ranges in scope from local to regional to national to international

• Ecological, social, and economic sustainability

484/584 Landscape Perception (4) Development of the human-environment relationship as it relates to landscape perception, landscape architectures, and the development of a theoretical base for contemporary landscape design. Hoehn.

489/589 Site Planning and Design (6R) Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity. Prereq: LA 439/539.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems.


503 Thesis (1–16R) Student-directed and -executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (2–5R)

603 Dissertation (1–16R)

604 Comprehensive Project: [Topic] (1–16R)

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recents topics include Introduction to Landscape Literature, Landscape Architecture Research Colloquium.

608 Workshop: [Topic] (1–16R) Intensive study combining practical projects with instruction on specific topics related to landscape problems.

609 Practicum: [Topic] (1–16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

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

620, 621 Landscape Research Methods I, II (2–4.2–4) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence. Hulse, Johnson.

695 Research Proposal 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 621. 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.

Faculty


Judith H. Hibbard, professor (social epidemiology, health policy, women’s health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr.P.H., 1982, California, Berkeley. (1982)


Rhonda Smith, instructor (career development, internship planning); internship director. B.S., 1979, Missouri, St. Louis; M.A., 1996, Oregon. (2007)


Sample Program
This two-year sample program for PPPM premajors is typical preparation for admission to the program in the junior year.

Freshman Year, Fall Term 14–16 credits
College Composition I (WR 121) ......................... 4
The Natural Environment (GEOG 141) ................. 4
Arts and letters group-satisfying course ................. 3–4
Science group-satisfying course ........................ 3–4

Winter Term 14–16 credits
United States Politics (PS 201) ......................... 4
Introduction to Sociology (SOC 204) ................... 4
Arts and letters group-satisfying course ................. 3–4
Science group-satisfying course ........................ 3–4

Sophomore Year, Fall Term 16 credits
Introduction to Planning, Public Policy and Management (PPPM 201) ......................... 4
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 ................. 4

Winter Term 16 credits
Mind and Society (PSY 202) ............................ 4
Introduction to Economic Analysis: Macroeconomics (EC 202) ......................... 4
Electives, as above ........................................... 8

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 or website
2. Brief résumé of education and employment history
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. Transcripts from all colleges and universities attended

Major Requirements
The major in PPPM is organized into a common core, a concentration area, an internship, and a thesis option for students intending to graduate with honors. Students should expect extensive writing, policy analysis, and collaborative projects as part of their education in PPPM. For more information, contact a staff member in the department.

Core (28 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
Policy and Planning Analysis (PPPM 330) ......................... 4
Quantitative Methods (PPPM 413) ......................... 4
Introduction to Research Design (PPPM 414) ......................... 4
Practice of Leadership and Change (PPPM 494) ......................... 4

Appropriate courses may be substituted with the faculty adviser’s permission.

PPPM majors must take core courses for letter grades and pass them with grades of C- or better.

Concentration Area (24 credits)
Each student develops a concentration area, chosen to advance the student’s educational goals.

The concentration area consists of upper-division courses, totaling at least 24 credits, that address a coherent substantive area or set of competencies in the field of planning, public policy and management. At least 16 credits 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.

Students must choose three concentration courses and study planning, public policy and management or urban planning, public policy and management.

Program Director: Professor Krystyna Zarycki

work for the major and in all work attempted at the university.

Minors
Planning, Public Policy and Management
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
Three approved PPPM electives.............................................................. 12
Up to 8 credits in Internship (PPPM 404) or 10 credits in Community Planning Workshop (PPPM 419) may be used to satisfy the elective requirement.

Nonprofit Administration
The PPPM department offers a minor of special value to students interested in a career in the nonprofit sector. Through the minor, students can enhance their undergraduate education to include preparation for occupations and graduate study in nonprofit administration. Nonprofits are one of the fastest growing employment sectors in the country, creating a high demand for graduates with skills to work for these diverse and exciting organizations.

Students may declare the minor in nonprofit administration 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 25 credits
Introduction to Planning, Public Policy and Management (PPPM 201)................................. 4
Introduction to the Nonprofit Sector (PPPM 280) .............................................................. 4
Grant Proposal Writing (PPPM 422) ................................................................. 1
Public and Nonprofit Financial Management (PPPM 424) .................................................. 4
Nonprofit Management I (PPPM 480) ................................................................. 4
Resource Development for Nonprofit Organizations (PPPM 481) ........................................ 4
One 4-credit upper-division elective course from list of approved courses available in department office.

Courses must be taken for letter grades and passed with grades of C– or better, unless offered pass/no pass only.

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.) require two years for completion. The M.C.R.P. degree is accredited nationally by the Planning Accreditation Board. The M.P.A. is accredited 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 eclectic fields of planning, public policy, and public management are concerned with systematically shaping the future. Professionals in these fields frequently lead efforts to plan for change. Most often 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, 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 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 twenty 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.

The University of Oregon offers Diversity Building Scholarships for graduate students who are United States citizens. For more information, visit the website for the Center on Diversity and Community and choose the Research link.

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 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 at community and regional levels, the planner must make subjective judgments in the consideration of problems and their solutions.

Entering students should be prepared to become involved in and committed to resolving important social, economic, environmental, political, and cultural problems. Course in and outside the department provide students with an integrated understanding of planning, public policy, and public management as well as specific skills needed for a chosen professional area.

Oregon is an especially fruitful laboratory in which to study planning. The state has an international reputation as a source of innovative approaches to addressing planning issues.

Students select a set of courses in consultation with their advisors that focus their elective work on an area of special interest. The program has exceptional strengths in community and regional development, environmental planning, and social planning. In addition, the department’s strengths in nonprofit management, local government management, and budget and finance are of interest to many students in the field of planning.

The 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 619). 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. Graduate Admission Application, available online—follow the instructions on the department’s website
2. A résumé
3. 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
4. At least three letters of recommendation from people familiar with the applicant’s ability to pursue graduate-level studies in planning
5. Transcripts from all the colleges and universities attended, including evidence of completion of an undergraduate degree from an accredited college or university
6. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials
7. Applicants whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination. The minimum acceptable TOEFL score for admission is 575 (paper-based test), 233 (computer-based test), or 90–91 (Internet-based test); the minimum acceptable IELTS exam score is 7.0. The results of the examination should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217

Applications are accepted beginning September 15 for admission fall term a year later. The deadline for application to the program is February 1. Applicants are notified of admission decisions early in March. 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 Workshop: Community Planning (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 state and national awards.

Course Requirements
Core courses must be taken for letter grades, unless offered pass/no pass only.

Core (32 credits)
Seminars: Planning Analysis II (PPPM 607) .............. 4
Workshop: Computer Applications (PPPM 608) ......................... 3
Introduction to Planning Practice (PPPM 611) ........... 4
Legal Issues in Planning (PPPM 612) ......................... 4
Planning Analysis (PPPM 613) ......................... 5
Planning Theory and Ethics (PPPM 616) .............. 4
Human Settlements (PPPM 617) ......................... 4

Applied Methods in Planning, Policy, and Management (PPPM 620) ......................... 4

Experiential Learning (10 credits)
Workshop: Community Planning (PPPM 608), two terms, taken for letter grade ....................... 10

Electives (18–23 credits)
Selected in consultation with adviser, from lists of suggested courses; one 4-credit PPPM course required

Synthesis (7–12 credits)
Student Research Colloquium (PPPM 690), two terms ................................................... 3
Thesis (PPPM 503) or Terminal Project (PPPM 699) ................................................... 4–9

Public Administration
The master of public administration (M.P.A.) is a two-year program for people interested in careers that address the critical social, economic, and environmental issues of our time. The curriculum is designed to provide a combination of academic theory, analytic skills, and real-world applications so that students become effective and creative leaders in public service.

A central focus of the program is to prepare students to become evidence-based policy-makers, analysts, and managers. Evidence-based policymaking—the idea that the formulation of policy and its implementation should be based on evidence of effectiveness—has been gaining widespread acceptance in the policy community, both in the United States and abroad, and requires a closer connection between research and practice. It requires that researchers ask policy-relevant questions and conduct meaningful and timely analyses that support the policy process; conversely, it requires that policymakers, managers, and leaders think critically about research and integrate appropriate evidence in the implementation and formulation of policy and practice.

Recent graduates work as advisers, policy analysts, and strategic planners in all levels of government, in Oregon, throughout the U.S., and around the globe. Their work addresses the full range of social issues, from improving health-care access, increasing government efficiency, and responsiveness to creating new governmental structures in developing democracies. Graduates also work in a broad range of nonprofit organizations, for instance, as executive staff members in social service, arts, and environmental organizations.

The State of Oregon is an exciting place to study public administration. As a “laboratory of democracy,” it has a long and distinguished record of policy innovation. Most recently, Oregon has been on the forefront of advances in land-use, health-care, and environmental policy.

Unique Aspects of the Program
The relatively small size of the program means that students are not “a number” at the University of Oregon. Students receive a tremendous amount of individual attention, particularly in the second year when they conduct an independent policy-research project. The close, collegial working relationships between students and instructors means that faculty members are often able to help students attain relevant alumni contacts, internships, and job opportunities.
Planning, Public Policy and Management

Curriculum

The program prepares participants to become effective, creative leaders in the public and nonprofit sectors. The curriculum provides a combination of substantive knowledge, analytic skills, and professional experience that primes students for careers as evidence-based policymakers, analysts, or managers. The program comprises four components: 1) core courses, 2) courses in an area of concentration, 3) a supervised internship in a public agency or nonprofit, and 4) a final synthesizing research project. Core courses must be taken for letter grades.

Core  
29 credits

- Introduction to Public Service (PPPM 618) ......................................... 4
- Applied Methods in Planning, Policy, and Management (PPPM 620) ......................... 4
- Public Sector Economy (PPPM 628) ........................................... 4
- Public Budget Administration (PPPM 629) .................................. 4
- Public Management (PPPM 633) .............................................. 4
- Public Policy Analysis (PPPM 636) ............................................. 4
- Quantitative Methods in Planning and Public Policy (PPPM 656) ......................... 5

Area of Concentration. Students focus their studies by taking a minimum of 24 credits of course work in one of five areas of concentration: policy, public management, nonprofit management, environmental policy. A list of potential courses for each concentration is available at the department’s website. Students who would like to develop their own concentration are able to do so in consultation with a faculty adviser. Each concentration comprises four components: 1) core courses, 2) internships that develop individualized learning goals; with further assistance from the internship site supervisor, they outline substantive tasks and responsibilities that support their goals. Students who achieve their learning goals acquire skills and experience that prepare them for professional positions, fellowships, or further academic study. Students enroll in 10–12 credits of Internship (PPPM 604), graded P/N (pass/no pass).

Applied Research Project. The master of public administration (M.P.A.) program requires students to conduct an original piece of research that is relevant to the fields of public policy, nonprofit management, or public management. Early in the second year of study, students identify a research question that has relevance to policymakers or managers, then develop a research methodology to address the question, analyze appropriate data, and report findings in an accessible, accurate, and actionable fashion. This final project is intended to consolidate students’ knowledge and challenge them to think in a clear, creative, and concise manner.

Students must enroll in Student Research Colloquium (PPPM 680), which assists students in developing a feasible research question. One credit is taken spring term of the first year, followed by 2 credits fall term of the second year. Early in the second year, students identify a faculty member to serve as the chair of their project committee. The faculty member helps narrow the research question, designs the methodology, and provides feedback on drafts. A two- or three-member committee approves the final written project. At the end of the academic year, students orally defend their research and present a poster summarizing their research at the annual department awards ceremony.

Most students enroll in 6 credits of Terminal Project (PPPM 609) while completing their research. On occasion, an M.P.A. student will complete a master’s thesis. The process is more rigorous than the requirements for a terminal project and requires three additional credits. The thesis option would be appropriate for a student interested in entering a doctoral program in public policy after completing his or her master’s degree. Students interested in pursuing this option should consult with their adviser before the end of the first year of the program.

Graduate Certificate in Not-for-Profit Management

The graduate certificate in not-for-profit management prepares students for leadership in the nonprofit sector. The 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 have led to career opportunities in the many areas of the nonprofit sector, including cultural and arts organizations, education, health care, human services, international development, and advocacy organizations. Nonprofit enterprise has broadened with developing sources of funding, and the complexities of its management require professional skills specific to the nonprofit sector.

Course Requirements

The certificate requires completion of 24 graduate credits. Core courses must be taken for letter grades unless offered P/N only.

Core  
14 credits

- Grant Proposal Writing (PPPM 522) .................................. 1
- Public and Nonprofit Financial Management (PPPM 524) ......................... 4
- Resource Development for Nonprofit Organizations (PPPM 581) .................. 4
- Managing Nonprofit Organizations (PPPM 680) .................................. 4
- Professional Practice in Nonprofit Organizations (PPPM 683) ...................... 1

Internship and Electives  
10 credits

Students must complete 6 credits in Internship (PPPM 604) with a nonprofit organization or may use 6 credits of elective course work that covers material relevant to nonprofits. Elective credits may be taken in other departments. Information about elective courses or waiver of required courses is available from the nonprofit program director.

Admission

Graduate students from any UO department may apply for admission and add the certificate to their degree programs. Students who hold a bachelor’s degree from an accredited university may apply to complete the certificate as a stand-alone program. Applications are reviewed for admission four times 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 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 member of the faculty. Students must be admitted to both programs and make special arrangements with both program directors.

Community Service Center
The Community Service Center, an interdisciplinary organization, assists Oregon communities by providing planning and technical assistance to help solve local issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient.

The center incorporates a number of programs including those listed below:

- Community Planning Workshop. See description under Planning Curriculum.
- Resource Assistance for Rural Environments (RARE). 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.
- The Oregon Partnership for Disaster Resilience (OPDR). The partnership promotes risk reduction and mitigation activities around the state through local plan development support, research and technical resource development, training, and capacity building, offering service-learning opportunities to graduate students in planning, policy, environmental studies, and other university programs. The partnership coordinates three program areas: the Oregon Predisaster Mitigation Program; the Disaster-Resilient University Program, including the UO Integrated Emergency Management Program; and the Long-Term Postdisaster Recovery Planning initiative.

Planning, Public Policy and Management Courses (PPPM)

Every course cannot be offered every year; students should consult the most recent UO Schedule of Classes online or inquire at the department office.

- 199 Special Studies: [Topic] (1–5R)
- 201 Introduction to Planning, Public Policy and Management (4) Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social, and political contexts. Weeks.

- 202 Healthy Communities (4) Historical relationships of public policy, planning, and public health; how public policies can promote health; relationship of planning and policies to inequalities in health outcomes. Greene.
- 203 Introduction to the Nonprofit Sector (4) Overview of the nonprofit sector includes its origin, growth, oversight, and varied elements. Examines theory and research into the effectiveness of nonprofit strategies and structures.
- 322 Introduction to Public Service Management (4) Theories relevant to the effective management of large and small organizations that deliver service to the public. 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. M. Hibbard.
- 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.
- 331 Environmental Management (4) Introduction to environmental management. Focuses on solutions to problems in managing population, pollution, and resources.
- 399 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. R. Smith.
- 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 online class schedule for current titles.
- 413 Quantitative Methods (4) Introduction to the use of quantitative techniques to answer questions related to planning, public policy and management. Greene.
- 415/515 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.
- 419 Community Planning Workshop (1–5R) Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Parker. R once for maximum of 10 credits.
- 422/522 Grant Proposal Writing (1) Introduction to the process of preparing grant applications and material for funded research. Choquette.
- 434/534 Urban Geographic Information Systems (4) Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.
- 436/536 Social Planning Geographic Information Systems (4) Application of existing and new GIS skills to real-world projects in the area of social planning. Prereq: GEOG 416/516 or equivalent.
- 440/540 Land Use and Growth Management (4) Planning in urban, rural, and connecting environments. Functions, distribution, relationships of land uses; social, economic, fiscal, physical consequences of alternative land-use development patterns. Yang.
- 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.
- 450/550 Race, Ethnicity, and Social Policy (4) Explores racial and ethnic disparities in social sectors in the United States, including housing, employment, and health; and policy solutions for closing the gaps.
- 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. Bania.
- 460/560 Health Policy (4) Introduction to the key health-policy issues of access, cost, quality, and racial and ethnic disparities.
- 480 Nonprofit Management I (4) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Phipps.
- 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. R. Smith.

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R) A recent topic is Community Planning.

609 Terminal Project (1–16R)

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

611 Introduction to Planning Practice (4) Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions. Margerum.

612 Legal Issues in Planning (4) Federal-state legal relationships, role of the courts in reviewing public-sector decision-making, sources of the law, issues in land-use regulation, and basic legal research skills.

613 Planning Analysis (5) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. Parker.

616 Planning Theory and Ethics (4) Logic of the planning process; the relationship of planning to the political process and to rational decision making in governance. M. Hibbard.

617 Human Settlements (4) Scholarly knowledge about human settlements. Historical development of cities and the ways in which city and regional contexts influence economic, social, and political processes. Young.

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. Irvin.


622 Project Management (4) Application of specific techniques that, if implemented, lead to planning-related and other projects being completed on time, within budget, and with appropriate quality. Choquette.


628 Public Sector Economy (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees. Bania, Irvin.

629 Public Budget Administration (4) Resource allocation through the budget process. Analysis of budget systems, service costing, and citizen participation in the budget process. Hosticka.

633 Public Management (4) Theory and practice of public service management; leadership and organizational capacity building, including key management activities for developing effective public service organizations. Weeks.

634 Strategic Planning (4) Process of strategic planning for communities, public organizations, and nonprofit agencies. Choquette.

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. Prereq: PPPM 628 or equivalent. Leete.

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.

656 Quantitative Methods in Planning and Public Policy (5) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Greene.


683 Professional Practice in Nonprofit Organizations (1) Speakers series showcases leaders of nonprofit organizations and their best practices.

690 Student Research Colloquium (1–3R). Presentation by advanced master’s degree candidates of designs and conclusions resulting from thesis research projects. R for maximum of 3 credits.
to other university resources, such as the architecture and allied arts and main libraries. Student Recreation Center, Erb Memorial Union, and Craft Center.

**Portland.** Students pursuing the fifth-year product design B.F.A. degree work at the university’s new facility in Portland’s Old Town Historic District. The White Stag Building houses studio facilities, digital fusion laboratory, classrooms, library, exhibit and research spaces, and work areas for students and faculty members. A wood shop and an output center for large-format and 3-D printing are available. Product design students benefit by interacting with students of other professional disciplines, such as journalism, business, and architecture. An internship component of the B.F.A. program gives students access to design professionals and direct experience at leading Northwest companies.

**Preparation.** High school and college students interested in product design should prepare themselves by taking courses in the following subjects:

1. Fine arts and design (e.g., drawing, painting, sculpture, two- and three-dimensional design, fiber arts, metal arts, ceramics, drafting, art history, architecture, furniture or interior design)
2. Social sciences (e.g., sociology, psychology, cultural anthropology)
3. Sciences and mathematics (e.g., physics, algebra, geometry)
4. Humanities (e.g., literature, writing)

To better understand the professional field, prospective students may plan to visit and discuss opportunities with local designers and firms practicing product design.

Product design students are required to own a laptop computer. If students purchase recommended equipment, they are eligible for technical support from our computing staff. Recommended systems are listed on the program’s website. Purchase of a digital camera to record studio work and use for classroom assignments is strongly advised.

**Undergraduate Studies**

**Application to the major.** The major in product 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 design or product-related projects. Applications that don’t include visual materials are not reviewed.

Students apply directly to the Product Design Program for admission as majors. The postmark deadline for applications is February 1 for fall term admission. Visit the program website for the application form and instructions.

**B.A. and B.S. Material and Product Studies Requirements**

Students must complete a minimum of 180 credits and satisfy general-university requirements for a bachelor of arts or bachelor of science degree.

**Course Work**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>32 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in drawing</td>
<td>4</td>
</tr>
<tr>
<td>Basic Design: Fundamentals (ART 115) or Architectural Design I (ARCH 283)</td>
<td>4</td>
</tr>
<tr>
<td>Basic Design 3-D (ART 116) or Architectural Design II (ARCH 284)</td>
<td>4</td>
</tr>
<tr>
<td>Two studio courses chosen from ceramics (ARTC), fibers (ARTF), metalsmithing and jewelry (ARTM)</td>
<td>8</td>
</tr>
<tr>
<td>Understanding Contemporary Interiors (IARC 204)</td>
<td>4</td>
</tr>
<tr>
<td>Two art history courses, including History of Design (ARCH 358)</td>
<td>8</td>
</tr>
</tbody>
</table>

**Upper-Division Studio Courses**

| 63 credits |
| Drawing (PD 323) | 4 |
| Design for Use (PD 340) | 4 |
| Objects and Impacts (PD 350) | 4 |
| Design Process (PD 370) | 4 |
| Digital Illustration (ARTD 394) | 4 |
| Furniture: Theory and Analysis (IARC 444) | 3 |
| Color Theory and Application for the Built Environment (IARC 447) | 3 |
| 3-D Computer Imaging (ARTD 471) | 5 |
| Three terms of Studio (PD 484) | 12 |

Electives chosen from architecture and allied arts (AAA), art (ART), and interior architecture (IARC) | 20 |

**Other Requirements**

| 12 credits |
| Introduction to Business (BA 101) | 4 |
| World Cultures (ANTH 161) | 4 |
| Marketing: Creating Value for Customers (BA 317) | 4 |

**Recommended Electives.** Visual Continuity (ART 493), 300-level courses in ceramics, fibers, and metalsmithing and jewelry. Students may select electives from all courses taught within the School of Architecture and Allied Arts. Students are welcome to propose courses from outside the school to fulfill product design electives, although they require approval by the Product Design Program director.

**B.F.A. Product Design Requirements**

Students must complete a minimum of 220 credits, including requirements for the bachelor of arts or bachelor of science in material and product studies or its equivalent.

Admission to the bachelor of fine arts 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. Students accepted to the B.F.A. program from schools other than the University of Oregon should speak with an adviser to determine how their credits will transfer. Prerequisites may require the student to spend more than one year in the program.

**Course Work**

| 42 credits |
| Three courses in art history (ARH) | 12 |
| Three terms of B.F.A. Internship (PD 404) | 12 |
| Three terms of Studio: B.F.A. (PD 486) | 18 |

Students who have completed a comparable four-year degree in material and product studies 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.

**Product Design Courses (PD)**

| 323 Drawing (4) | Introduces specific techniques in drawing and modeling objects and their spatial context; the demonstration and implementation of various media and types of drawing. Prereq: ART 115, 116, 233 or ARCH 283, 284. |
| 340 Design for Use (4) | Provides the basic theoretical underpinnings for considering the socio-cultural background and design of products. Lectures and readings present main issues; discussions complete conceptual principals. |
| 350 Objects and Impacts (4) | Explores how design influences and is influenced by materials and manufacturing processes. Lectures, readings, and discussions present sustainability, aesthetic, and functional aspects of product design. Prereq: PD 340. |
| 370 Design Process (4) | Explores various research methods and aspects of the design process from several disciplinary and professional perspectives using multiple role-playing and problem-solving possibilities. Lectures, readings, discussions. Prereq: PD 340. |
| 405 Reading and Conference: [Topic] (1–6R) | Prereq: instructor’s permission. R with change of topic. |
| 407 Seminar: [Topic] (1–4R) | R with instructor’s permission. |
| 408 Workshop: [Topic] (1–6R) | R with change of topic. |
| 410 Experimental Course: [Topic] (1–6R) | R with instructor’s permission. |
| 484 Studio (4–6R) | Varied studios combine practical problem-solving with a focus on schematic-to-design development and aspects of prototyping, manufacturing, and test marketing. Prereq: PD 323, 340, 350, 370 or junior standing in architecture, art, or interior architecture. R for three terms of student’s senior year. |
Accounting Faculty
Emeriti
Decision Sciences Faculty
Emeriti
Finance Faculty
Emeriti
Leadership and Communication Center Faculty
Marketing Faculty


Jun Ye, assistant professor (marketing strategy, services marketing). B.S., 1992, Xi’an Jiaotong University, China; M.S., 2000, Xiamen University, China; Ph.D., 2006, Case Western Reserve. (2006)

Emeriti


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

About the College

The business college was established in 1914 as the School of Commerce. The name was changed to the School of Business Administration in 1921, then to the College of Business Administration in 1967. It was renamed the Charles H. Lundquist College of Business in 1994. Its academic programs are accredited by the Association to Advance Collegiate Schools of Business Internationally—the undergraduate program since 1923, the graduate since 1962. The accounting programs have been separately accredited since 1989.

The Charles H. Lundquist College of Business offers programs of study leading to bachelor’s degrees in accounting and business administration; a master’s of business administration; and master’s and doctoral degrees in accounting, decision sciences, finance, management, and marketing. These programs provide a broad education in business management augmented by expertise in specific business disciplines. The study of business is supported by a liberal education that provides perspective on the societal effect of economic activity, both domestically and internationally.

To meet its broad educational objectives, the college requires that undergraduate majors take approximately 50 percent of their academic work outside the college. Within the college, professional courses focus on leadership and communication, knowledge in specific business disciplines, cross-disciplinary integration of business strategies, and the responsibilities of business in society. This educational foundation provides students with a skill set facilitating the transition from the university to the business world.

Experiential learning is a cornerstone of the educational experience in the Lundquist College of Business. The college provides undergraduate and graduate students many opportunities to take learning beyond theory through its many student-run clubs and activities, internships and practicums. From the UO Investment Group to the Volunteer Income Tax Assistance program, from two-term strategic planning projects with leading companies to ten-week consulting projects for nonprofits, students have the opportunity to apply what they’ve learned to working environments.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the direction of the UO Graduate School.

The new, privately funded Lillis Business Complex dramatically increases the ability of the Lundquist College of Business to deliver a world-class business education to its students. Designed to complement the college’s team-based approach to learning, each space in the complex enhances and enriches the business curriculum.

Research

Faculty members in the Lundquist College of Business carry on active programs of research in the various disciplines of business. This research is often discussed in the classroom, and students have the opportunity to become involved in faculty projects.

Charles H. Lundquist College of Business Code of Professional Business Conduct: A Statement of Values

The Lundquist College of Business learning community is committed to a set of core values that guide members’ interactions with one another. These values are as important in the Lundquist College community as they are in the business community. They help define members’ actions in the community and what it means to be a business professional.
Integrity. Members of the Lundquist College community act with integrity and honesty, qualities that are essential in providing a basis for trust and go to the core of what is expected from business professionals.

Respect. Members of the community convey respect for the dignity of others. Relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. Community members are sensitive to the impact of words and actions on others.

Openness. Members of the community are encouraged to exchange ideas freely within the bounds of reasonable behavior, recognizing that learning requires an open environment.

Responsibility. Members act publicly and accept responsibility for their actions, understanding that the community keeps them accountable for their dealings. Members deliver on commitments and promises made to others.

Teamwork. The Lundquist College community is stronger when members work as a team, fostering attitudes that encourage community members to give and receive constructive criticism and develop creative solutions to challenges.

Business Technology Center
Tony Saxman, Director
(541) 346-3814
The center is dedicated to serving the needs of students and faculty members, and oversees five networked labs with ninety-five PCs. This includes a thirty-two-seat classroom, a twenty-eight-seat classroom, a small-group lab, and two fifteen-seat labs. Accounts are available to students enrolled in a business course during the term of enrollment. Software includes web browsers, e-mail, Microsoft Office, SPSS, and other software required for business classes. Black-and-white and color printers can produce images up to 12-by-18 inches. Limited support for hardware and software is available from in-house technicians. Remote access to the LCB network and access to shared network drives is available to students and faculty members with technology center accounts. Wireless access to the Internet is available throughout the Lillis Business Complex, and all Lillis classrooms are enhanced to provide a computer, network, interactive, and presentation capability.

James H. Warsaw Sports Marketing Center
Paul Swangard and James R. Terborg, Codirectors
(541) 346-3262
The 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 business for the bachelor’s degree program and to a sports business concentration area in the M.B.A. degree program. Sports business courses cover such topics as sponsorship, law, event marketing, international sports marketing, and sports finance. 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 sports executives to Eugene.

Leadership and Communication Center
Ron C. Bramhall, Anne M. Forrestel, Charles Kalbach, Ronald Severson, and Jeffrey J. Stolle, Codirectors
(541) 346-6139 or -6164
Developing leadership and communication skills is an ongoing process that spans classroom and extracurricular experiences. The Leadership and Communication Center exemplifies the Lundquist College’s continuing commitment to developing leaders. The center is a resource for faculty members and students working to improve or expand leadership capabilities, business writing and presenting skills, team processes, and practical learning opportunities.

Lundquist Center for Entrepreneurship
Randy Swangard and Alan D. Meyer, Codirectors
(541) 346-3420
Developing new ideas, solving problems, and taking an innovative approach to business is what entrepreneurship is all about. The Lundquist Center for Entrepreneurship (LCE) helps students develop the tools, skills, and abilities to turn dreams into reality, whether the dream is working for a Fortune 500 company or starting a business. 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 world. By creating opportunities for participants to gain from the experience and wisdom of successful entrepreneurs, the LCE program helps make students more competitive in tomorrow’s business world.

Office of External Affairs
Gary Cordova, Assistant Dean
(541) 346-3370
This office pursues and secures 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 corporate and foundation relations, fundraising, public relations, publications, and stewardship of alumni and friends.

Securities Analysis Center
Ben J. Salm and Larry Y. Dann, Codirectors
(541) 346-4097
The mission of the Securities Analysis Center is to develop and coordinate experiential learning opportunities for students interested in securities analysis, to promote excellence in research, and to enhance the visibility of the Lundquist College on complex issues of securities analysis. The center is dedicated to producing exceptionally well-rounded investment analysis professionals and advanced research that provides a competitive advantage for professionals who absorb it. The center supports interdisciplinary courses and research through the finance and accounting departments. Students who affiliate with the center are exposed to a broad set of financial products—stocks, bonds, derivative securities, and alternative investments—as well as a broad set of application environments—money management, private equity, insurance, and valuation consulting. The center organizes access to a global network of industry professionals for students interested in studying finance and accounting, and provides Pacific Rim expertise by sponsoring tours of Asian financial centers.

Sustainable Supply Chain Management Center
Michael V. Russo, Director
(541) 346-5182
The center promotes excellence in the Lundquist College’s research, teaching, and outreach activities in these vital areas: advancing the cause of environmental improvement, adopting product stewardship methods, and producing and disseminating environmentally oriented information.

Departments in the College
Department heads may be reached through the undergraduate Advising Office.

Accounting
David A. Guenther, 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, Nike co-founder and chairman, 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 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 AACSB International.

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. The Department of Decision Sciences offers an undergraduate concentration in information systems and operations management. These
courses introduce the major concepts and techniques of analytic decision-making, information technology, supply-chain operations, and e-business. To support these topics, the department also offers courses in statistics.

Finance
Wayne H. Mikkelson, Department Head
The Department of Finance offers courses in finance and business economics. The 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.

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
Michael V. Russo, Department Head
Department of Management courses prepare students for the challenges of managerial responsibility in private and public organizations. They are useful for students who want to develop general management skills that can be applied in a variety of contexts, ranging from new business start-ups to global businesses. Management courses also serve students who are concentrating in other areas of business and who recognize the importance of developing management and leadership skills to enhance their chances for career advancement. Courses focus on such critical management and leadership skills as launching new business ventures, negotiation and conflict resolution, managing in dynamic and changing environments, and international management.

The entrepreneurship concentration prepares students for careers in entrepreneurially driven firms. Examples include new and rapidly growing firms, technology-oriented firms, and family businesses. Special attention is given to venture creation, the unique problems encountered by firms that are growing, and the way sound business principles and strategies can be adapted to fit this environment.

Marketing
Dennis Howard, Department Head
The Department of Marketing provides undergraduates with concentration areas in marketing and sports business.

The marketing concentration provides preparation for careers in marketing management. Examples of such careers include advertising, professional selling, 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 courses on marketing research and strategy, business-to-business relationships, and consumer behavior.

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.

These concentrations are described under Major Requirements in the Undergraduate Programs section of the catalog.

Undergraduate Programs
Wendy Mitchell, Assistant Dean, Undergraduate Programs
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 business, 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 of 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
Advising Office
(541) 346-3303
145 Lillis Hall

The Advising 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, tutoring services, student organizations, and visiting speakers. Students are advised to drop in often and to read e-mail and Blackboard announcements to find the latest news about important events, deadlines, and policy changes.

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.

Braddock Tutoring Center
203 Peterson Hall

Tutoring is available for students enrolled in undergraduate business, economics, and mathematics courses. Writing support services are offered as well.

Career Services
240 Lillis Hall

Undergraduate students are encouraged to use the Lundquist college’s career services programs throughout their college career. Professional career counseling, workshops, a speaker series, classes, and a resource library are available. Additional resources are offered through the university’s Career Center.
Internships

Internships provide a valuable opportunity to enhance the undergraduate experience. Business students are strongly encouraged to participate in internships as a part of their business education. Career advising and databases of employment opportunities provide assistance in the process of identifying and securing internship experiences that complement educational and career goals.

Scholarships

Each year the Lundquist College of Business awards scholarships to outstanding students majoring in accounting or business administration. Typically, the college awards approximately seventy scholarships that range from $500 to $5,000. Scholarships are made possible through generous donations by alumni and other friends of the Lundquist College of Business. Although criteria vary by scholarship, the primary emphasis is academic performance and demonstrated potential for success in a business career. Financial need may be considered, but it is typically a secondary consideration when making awards. Scholarship applications are available winter term. Scholarships are awarded in the spring, and recipients and donors are recognized at special award recognition events. The accounting department has scholarship information for its majors. A list of scholarships is available in the Advising Office.

Student Organizations

Involvement in student organizations helps develop leadership and organizational skills and offers a professional network to students and members of the faculty and the business community. Students may choose from the following business student organizations: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; Beta Gamma Sigma, honorary society for business administration; American Marketing Association; the Deans’ Undergraduate Student Advisory Council; Entrepreneur Club; Sports Business Club; Sustainable Business Group; Lundquist College of Business Advisory Council; Entrepreneur Club; Sports Business Club; Sustainable Business Group; and Information Systems and Operations Management Club.

Academic Opportunities

Honors Program
Ron C. Bramhall, Director

Students in the business honors program are offered unique opportunities to enhance their educational experiences and prepare themselves for the growth and challenge of a career in business. A maximum of thirty-five students take nine of the core business courses as a cohort. Among the many advantages and benefits are smaller classes, select instructors, and a speaker series.

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 Australia, China, Denmark, Italy, Mexico, and Spain. 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 IF, Global Internships, offered through International Affairs. Students interested in careers in international business are particularly encouraged to take advantage of one of these programs while also completing the certificate of global management. Students in UO overseas study programs enroll in courses with subject codes unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog.

International Business Communication
Ron Severson, Director

International students may earn a letter certifying mastery in international business communication by completing courses in Cross-Cultural Business Communication (BA 361), Effective Business Writing (BA 362), Effective Business Presentations (BA 363), International Business Research (BA 364), and Cross-Cultural Negotiation (BA 365). This program is open to all undergraduate international students of any major; the two cross-cultural courses are open to domestic students as well.

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 Advising Office.

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. 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 programs handout in the Advising 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 Admission or Deletion Major form, available in the Advising Office. Students interested in careers in international business are particularly encouraged to take advantage of one of these programs while also completing the certificate of global management.

Students in UO overseas study programs enroll in courses with subject codes unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the Academic Resources section of this catalog.

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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. 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 programs handout in the Advising 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 Advising Office. Students interested in careers in international business are particularly encouraged to take advantage of prebusiness majors must meet with an adviser in the college if their GPA is below 2.90. Prebusiness majors typically are not eligible to take most 300- and 400-level business courses. 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. Junior Standing. Complete 90 or more credits of course work

2. GPA Requirement. Earn a 2.90 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 to the major. Core courses must be taken for letter grades. If 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 core 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. Core courses may be repeated only once.

Prebusiness Core

20 credits

Introduction to Business (BA 101).............. 4
Introduction to Accounting I (ACTG 211, 213)................................. 8
Introduction to Economic Analysis: Microeconomics (EC 201)............ 4
Introduction to Economic Analysis: Macroeconomics (EC 202)............. 4

4. Additional Courses. Complete the following courses with grades of C– or better or P (DSC 240 must be taken for a letter grade)

24 credits

College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123)........................... 8
Managing Business Information (DSC 240).... 4
Calculus for Business and Social Science I (MATH 241, 242).................. 8
Introduction to Methods of Probability and Statistics (MATH 243)......... 4

5. English Competence. International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), or have completed the Academic English for International Students (AEIS) program

Application to the Major

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 completing their final term of prebusiness requirements may submit applications.

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 course is taken in the senior year.

Upper-Division Core 40 credits
Managing Organizations (MGMT 321) .......................... 4
Marketing Management (MGKT 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
Operations Management (DSC 335) .......................... 4
Leadership and Communication (BA 352) .......................... 4
Business Information Systems (DSC 430) .......................... 4
Business Strategy and Planning (BA 453) .......................... 4

Accounting Major

Requirements 28 credits
Accounting Information Systems (ACTG 328) .......................... 4
Financial Accounting Theory LII (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

Excep in rare circumstances, upper-division accounting credits applied toward the major must be taken at the Lundquist College. Exceptions require explicit approval from the accounting department head.

Students who plan to sit for the Certified Public Accountant examination in Oregon should consider completing the master of accounting program. More information can be found online under programs at the college’s website.

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
Launching New Ventures (MGMT 335) .......................... 4
Accounting for Entrepreneurs (ACTG 340) .......................... 4
New Product Development (MGKT 445) .......................... 4
Business Planning for Entrepreneurs (MGMT 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

Information Systems and Operations Management 16 credits
Select four of the following five courses:
Information Analysis for Managerial Decisions (DSC 433), Business Database Management Systems (DSC 444), Project and Operations Management Models (DSC 466), Supply-Chain Operations and Information (DSC 477), E-Business (DSC 488) .......................... 4

Marketing 16 credits
Marketing Research (MKTG 390) .......................... 4
Marketing Communications (MKTG 420) .......................... 4
One elective selected from: Strategic Business-to-Business Relationships (MKTG 425), Consumer Behavior (MKTG 435) .......................... 4
Marketing Strategy (MKTG 490) .......................... 4

Sports Business 16 credits
Marketing Research (MKTG 390) .......................... 4
Sports Marketing (SBUS 450) .......................... 4
Two electives selected from: Business-to-Business Relationships (SBUS 455), Sports Sponsorship (SBUS 452), Law and Sports Marketing (SBUS 453) .......................... 4
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 interrelated 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 Advising Office; assistance in planning individualized programs is available in the advising office.

Global Context for Business Decisions. Students must complete three courses that focus on international, cultural, historical, political, economic, or social issues of a geographic region. All three courses should focus on the culture of one country or region other than the student’s native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an adviser in the Advising 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. Once admitted, they may apply for major status in the Lundquist College of Business after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expirations and Requirements Policies in the Contents section of this 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 postbaccalaureate nondegree students. Transcripts 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 a TOEFL score of 575 (paper-based test), 233 (computer-based test), 89 (Internet-based test), or higher. Students retain prebusiness status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division requirements as first-degree candidates. The Second Bachelor’s Degree section of this catalog, under Registration and Academic Policies, lists university requirements for a second bachelor’s degree; the Advising Office has information about Lundquist college requirements.

Residence Requirement. Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head’s approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Grading. DSC 240, prebusiness core courses, and upper-division courses must be taken for letter grades. Students must pass grades of C– or better. See the Registration and Academic Policies section of this catalog for an explanation of the university’s grading systems.

Upper-Division Courses. Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to students whose native language is not English. Only admitted majors in the Lundquist College of Business may enroll in all other 300- and 400-level business courses.

Continuous Progress. Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the UO Catalog for the last year of attendance has expired. See Catalog Expirations and Requirements Policies in the Contents section of this catalog.

Business Administration Minor

All professions and organizations, public and private, operate according to business principles. Earning a minor in business administration prepares students to participate in organizational conversations and become leaders within their future professions. The minor in business administration is open to students from all majors other than business administration and accounting. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students can declare a minor in business administration online at the college’s website, where a checklist of requirements can be found. Advising assistance is available in the Advising Office.

In order to be admitted to the minor program, students must already have a declared major other than business and a 2.00 cumulative GPA. Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. Students must earn a C– or better in all courses taken for a letter grade to fulfill minor
requirements. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

Minor Requirements (24 credits)

Lower Division 8 credits
Introduction to Business (BA 101) ............... 4
Accounting: Language of Business
Decisions (BA 215) or Introduction to
Accounting I (ACTG 211) ......................... 4

Upper Division 16 credits
Economy, Industry, and Competitive
Analysis (BA 315) .................................. 4
Management: Creating Value through
People (BA 316) .................................... 4
Marketing: Creating Value for Customers
(BA 317) ............................................. 4
Finance: Creating Value through
Capital (BA 318) ................................... 4

Graduate School of Management

Raymond D. King and Helen Gernon, Associate Deans
(541) 346-3306
302 Peterson Hall, 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 AACSB International.

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.

Career Services
James Chang, Director
(541) 346-1589
240 Lillis Hall

Career Services provides the resources and services M.B.A. students need to design and implement individual career plans. Seminars and career counseling focus on résumé writing, networking, interviewing skills, negotiations, employment strategies, and internships. Companies visit campus to share information and to recruit interns and full-time employees. Company site visits and networking receptions facilitate relationship building and job-search success.

Master's Degree Programs

The Graduate School of Management offers course work leading to the master of accounting (M.Actg.) and the master of business administration (M.B.A.). Master of arts (M.A.) and master of science (M.S.) degrees are available only to Ph.D. candidates. The master of human resources and industrial relations (M.H.R.I.R.) degree program is inactive. Students must complete the requirements specified in the description of their degree program.

Oregon Executive M.B.A.
Julianna Sowash, Executive Director
(503) 276-3622
(866) 996-3622 (toll free)
(503) 276-3626 fax
200 SW Market St., Suite L101, Portland OR 97201
oemb@oemb.org
www.oemb.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 a residency 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

Andrew Verner, Assistant Dean,
Graduate Programs
(541) 346-3306
(541) 346-0073 fax
302 Peterson Hall, Lillis Business Complex

The Lundquist College of Business M.B.A. degree embodies the college’s embrace of interdisciplinary study, experiential learning, research excellence, and a supportive learning environment.

True to this interdisciplinary emphasis, the M.B.A. curriculum consists of four tracks: implementing sustainability, innovation and entrepreneurship, securities analysis (finance and accounting), and sports business. Building on a common core of foundational courses in accounting, decision sciences, finance, management, and marketing, students choose one of these tracks, which in turn are aligned with the college’s centers—the Lundquist Center for Entrepreneurship, the Securities Analysis Center, the Sustainable Supply Chain Management Center, and the James H. Warsaw Sports Marketing Center.

The centers not only promote research collaboration among faculty members from different departments, but they also facilitate student interactions with industry professionals and provide practical, real-world learning opportunities. These include internships, business planning ventures, competitions, and a two-term consulting project in the second year. A fifth center, the Leadership and Communication Center, works with students on skills assessment, leadership, and team dynamics as well as presentation and other communication skills, beginning with an extended orientation.

Finally, strong faculty engagement and the state-of-the art facilities of the Lillis Business Complex create an ideal learning environment. Small class sizes and an emphasis on group work ensure that students get to know one another and their instructors well and develop solid working relationships and strong friendships. In addition, students may choose to enhance their international education by studying abroad in the summer.

Virtually all M.B.A. students come to the university with work experience; the average is four years. About two-fifths are women; two thirds hold a nonbusiness bachelor’s degree; and one-fifth are international students. The program draws students from half the states in the union and from twelve to fifteen countries.

Two years of full-time study are needed to earn the minimum of 76 credits required for the degree. See Accelerated Program for information about the nine- or eleven-month accelerated program. See Administration of the Master’s Degree Programs for admission requirements.
Accelerated Program
The accelerated master’s degree program is intensive, allowing outstanding undergraduate business majors from an institution accredited by the Association to Advance Collegiate Schools of Business (AACSB International) to earn an M.B.A. degree in nine or eleven months by taking fifteen courses (a minimum of 45 credits) in three terms or three terms plus the summer session. Applicants should have full-time work experience. Students must choose one of the four tracks listed above consisting of required and recommended courses.

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 another field, such as international studies or Asian studies. Students must be accepted into both programs and satisfy both sets of degree requirements.

Master of arts degrees require competence in a foreign language. 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 program makes it possible to earn both the J.D. and 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 School of Law 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 the admission requirements of both the School of Law and the Lundquist College of Business. Admission 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 more specialization than the M.B.A. program and may be adapted to a student’s particular needs. The requirements are as follows:

1. Completion of the 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 45 graduate credits beyond the first-year M.B.A. required courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management.
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field.
   c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits.
   d. A minimum of 27 graduate credits taken in the Graduate School of Management.

3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses are 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.

4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization courses are taken.

a. The composition of the thesis committee must be approved by the assistant dean for graduate programs.

b. 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.

c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization courses has been taken.

5. Computer competence. Details of this requirement appear under Undergraduate Programs.

Undergraduate Programs
Master of Accounting
Robin P. Clement, Director
(541) 346-3295
308A Peterson Hall
The master of accounting (M.Actg.) is designed for students whose undergraduate major is accounting or the equivalent. The 45-credit program is constructed so that it can be completed in three terms (one academic year) of full-time study. The curriculum is designed to sharpen written and oral communication, leadership, critical thinking, and analytical skills that are needed to excel in the accounting profession.

The program requires (1) an undergraduate degree in accounting or the equivalent and (2) completion of at least 45 credits—30 credits in accounting courses, 15 or more credits in five elective graduate courses. The plan of study for the electives outside of 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 broad 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: minimum overall grade point average (GPA) of 3.00; for the M.Actg., minimum accounting GPA of 3.00.

2. Graduate Management Admission Test (GMAT) score: 550 or above for the M.Actg., 600 or above for the M.B.A.

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 M.B.A. applicants have had average undergraduate GPAs of 3.25, average GMAT scores above 630, minimum scores of 250 on the TOEFL, and average work experience of four years.

Prerequisites. In addition to proficiency in mathematics and ability to use a computer, applicants must have successfully completed a term each of microeconomics and macroeconomics.

Admission Deadlines. A rolling admission system is used. The early-decision deadline is November 15; the deadline for international applicants is February 15. The deadline for domestic applicants is March 15. Admission for applicants whose applications are received after March 15 is granted only if space is available in the incoming class of students.

Program Planning

Students should plan their course of study with the director or assistant director of the program.

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 graduate courses.

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.

Doctoral Programs

Lynn R. Kahle, Director
(541) 346-3306
489 Lillis Hall

The Lundquist College of Business offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (Ph.D.) for students preparing for careers in university teaching and research. 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 or five years of intensive study beyond the master’s degree. The program focuses on developing productive scholars, and it emphasizes both research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate business courses sometime during their program. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible about their areas of interest.

Primary Areas of Concentration

Primary areas of concentration depend on the expertise of the faculty.

Accounting. Faculty expertise focuses on analytical models applied to accounting issues, auditing and the economics of audit markets, financial accounting and financial markets, international accounting, management compensation, taxation, and managerial accounting.

Decision Sciences. The emphasis is applied statistics, operations and production management, or information systems.

Finance. The focus is financial economics applied to financial management, financial institutions and markets, and investments and includes course work in microeconomics, statistics, and econometrics. Specializations are empirical research on investment management, fixed-income securities, risk management, and various topics in corporate finance.

Management. The focus encompasses 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. Be recommended by the department with primary responsibility for the area in which the candidate expects to earn a major
3. Provide evidence of scholarly promise

Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test with a 3.60 to 3.70 GPA in graduate course work. Approximately 15 percent of applicants are admitted into the Ph.D. program. International students whose native language is not English should have a good TOEFL score. The minimum score on the computer-based TOEFL is 250; paper-based, 600; Internet-based, 100.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 2005–6 typical appointments were 0.49 FTE and carried a stipend of approximately $13,500 plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

The deadline for application to the Ph.D. program for fall term is the preceding January 15.

Inquiries concerning the program should be addressed to the Lundquist College of Business director of doctoral programs.

Degree Requirements

The student’s program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of postmaster’s degree work while in residence on the Eugene campus.

Examinations. The student must pass one written comprehensive examination in his or her primary area. Some areas require a second comprehensive examination in statistics and research methods. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the individual’s option and after consultation with the advisory committee. Normally, the examination or predesignated subpart should be retaken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. 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 subpart on the second attempt results in automatic termination from the Ph.D. program.

Competence in a Primary Concentration Area.

The student is expected to master the literature and techniques in a primary area of business administration, prepare to write an acceptable dissertation, and 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 (applied statistics) as the
primary area, an additional supporting area must be selected.

**Competence in a Behavioral Science, Mathematics, or Economics Tool Area.** Students must complete at least three graduate-level courses in economics, mathematics, or the behavioral sciences outside the Lundquist College of Business. Courses in these areas of study are subject to final approval by the student’s advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

**Advancement to Candidacy.** The student is advanced to candidacy for the Ph.D. degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the 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 credible literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the college. The chair of the committee serves as the student’s primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate’s file.

The dissertation must be completed within three years of the student’s advancement to candidacy. Upon petition to and approval by 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 or dissertation committee. After consultation with the student’s advisory or dissertation committee, the Ph.D. program committee must vote on termination under one or more of the following conditions: (1) failure to make satisfactory progress toward advancement to candidacy, (2) a GPA below 3.00 for two consecutive terms, (3) failure to complete a dissertation within three years after advancement to candidacy, or (4) any time a member of the advisory or dissertation committee requests a vote. The student has the right to submit a petition requesting that the Ph.D. program committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the Ph.D. program committee for review and placed in the student’s file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student’s file.

**Waivers.** Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate’s program committee, the Ph.D. program committee, and the director of Ph.D. programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

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**Lundquist College of Business Courses**

**Prerequisites**

Except for courses in the business minor and in the International Business Communication program, 300- and 400-level courses are open only to accounting and business administration majors. Consent of a Lundquist college academic advisor is a prerequisite for courses numbered 401, 403, and 405–409.

**Accounting Courses (ACTG)**

199 Special Studies: [Topic] (1–5R)


213 Introduction to Accounting II (4) Reporting of assets, equities, revenues, and expenses. Cost information and uses in management planning and control. Budgeting, manufacturing cost flows, and product costs. Prereq: C– or better in ACTG 211.


340 Accounting for Entrepreneurs (4) Sources and uses of cash in the context of start-up and small firms. Emphasis on cash generated by operations and used for operations and growth. Secondary emphasis on external sources of cash.


352 Financial Accounting Theory II (4) Concepts of recognition and measurement applied to a broad variety of business transactions. Applications of generally accepted accounting principles to specific transactions. Prereq: C– or better in ACTG 350, FIN 316.

360 Cost Accounting (4) Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–21R)

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**Business**

406 Special Problems: [Topic] (1–4R)

407 Seminar: [Topic] (1–4R)

408 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–4R)

440/540 Auditing Concepts (4) The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession. Prereq for 440: C– or better in ACTG 320 and 352.


470/570 Introduction to Federal Taxation (4) Federal income tax law covering primarily the taxation of individuals. Introduction to tax planning.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (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) Recent topics include Developing the Business Professional.


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: ACTG 617.

620 Entrepreneurial Accounting (3) Examines selection of a company’s legal organizational structure; compensation strategies for small-business owners; cash-flow budgeting, management, and forecasting; and financial statement analysis. Prereq: M.B.A. core courses or equivalent.

625 Financial Reporting (3) In-depth coverage of the measurement and disclosure principles used to prepare generally accepted accounting principle–based financial statements. Prereq: M.B.A. core introduction to accounting courses or equivalent.

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 nonprofit accounting issues.


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: ACTG 440/540.
662 Strategic Cost Management (4) Theory and application of management accounting techniques to decisions made under uncertainty in complex business environments.

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. Not offered 2008–9.

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.

199 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.

317 Marketing: Creating Value for Customers (4) Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization. Prereq: BA 101.

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 101 or BA 215, or ACTG 211.

352 Leadership and Communication (4) Personal leadership and communication skills. Focuses on self-awareness for leading, persuading, and working with others; effective business writing and speaking; and team development. Students may not receive credit both BA 352 and BA 352H.

352 (H) Leadership and Communication (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 not receive credit both BA 352 and BA 352H.

361 Cross-Cultural Business Communication (4) Theoretical and practical approach to value dimensions across cultures and their impact on communication in business and professional contexts. Develops intercultural business communication skills. Prereq: WR 121 recommended.


364 International Business Research (4) International, cross-cultural perspective to communicating information. Presents language, concepts, and strategies needed to conduct international business research and guidelines for communicating research findings. Prereq: WR 121 recommended.


399 Special Studies: [Topic] (1–5R)

404 Internship: [Topic] (1)

407 Seminar: [Topic] (1–4)

410/510 Experimental Course: [Topic] (1–4R)

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: completion of 300-level business core courses, senior standing. Students cannot receive credit for both BA 453 and BA 453H.

453 (H) 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 may not receive credit both BA 453 and BA 453H.

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

461 Experimental Course: [Topic] (1–5R) A recent topic is Advertising Media. The following 700-level courses are offered only through the Oregon Executive M.B.A. Program.

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

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 effect of law, government policy, and social forces on the formulation of business strategy and decision-making.


713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, and forecasting. Emphasis on when and how to use statistics. Integrates statistical tools used to analyze business data with microcomputers.

714 Managerial Accounting (3) 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 planning and analysis necessary to develop marketing plans and strategies for a product-line. Includes basic marketing concepts and philosophies and brief exposure to macro-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 Global Financial Strategy (4) Examines the financial strategies of global firms. Includes analysis of such issues as firm valuation, acquisitions, restructuring, risk assessment, and raising capital across world markets.

721 Managing the Future (4) 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 (4) 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.

728 Information Systems (2) Provides understanding of how to use information technology effectively for progressive growth of organizations. Exposure to key concepts and timely issues related to selection and deployment of information technology applications.

740 Capstone Business Project (1–9R) Focuses 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
Business Environment Courses (BE)
199 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 functions—in the United States and internationally.
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)
503 Thesis (1–16R)
601 Research: [Topic] (1–16R)
603 Dissertation (1–16R)
605 Reading and Conference: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R)
608 Special Topics: [Topic] (1–12R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)

Decision Sciences Courses (DSC)
199 Special Studies: [Topic] (1–5R)
240 Managing Business Information (4) Data-oriented approaches for structuring and analyzing information, with applications in the traditional functional areas of business, emphasizing modern techniques for developing fact-based decision models.
330 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.
330 (H) 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 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. Pre- or coreq: DSC 330. Students cannot receive credit for both DSC 335 and DSC 335H.
335 (H) Operations Management (4) Planning and control of manufacturing and service operations with an emphasis on supply-chain management. Pre- or coreq: DSC 330 or 330H. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 335 and DSC 335H.
340 Business Information Systems (4) Explores standard protocols for describing and modeling business information and processes; techniques for designing management information systems; criteria for analyzing firms’ implementations of information technology. Students cannot receive credit for both DSC 340 and DSC 340H.
340 (H) Business Information Systems (4) See DSC 340. Open only to students in the LCB honors program. Students cannot receive credit for both DSC 340 and DSC 340H.
401 Research: [Topic] (1–21R)
403 Thesis (1–6R)
405 Reading and Conference: [Topic] (1–3R)
406 Special Problems: [Topic] (1–4)
407 Seminar: [Topic] (1–4)
409 Practicum: [Topic] (1–6R)
410/510 Experimental Course: [Topic] (1–4R)

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 business majors or prebusiness majors with junior standing.
281 Personal Finance (4) Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement, and estate planning. Not open to business majors or prebusiness majors with junior standing.
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 business majors, prebusiness majors with junior standing, 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 311, FIN 311, or FIN 311H.
311 (H) 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 311, 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.
316 (H) Financial Management (4) Covers the fundamental tools and concepts of finance, including the evaluation of investment opportunities and the relation between risk and return. 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] (1–4)
407 Seminar: [Topic] (4)
409 Practicum: [Topic] (1–12R)
410/510 Experimental Course: [Topic] (1–4R)
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
policies, lease financing, business 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)
608 Special Topics: [Topic] (1–12R)
610 Experimental Course: [Topic] (1–5R)
612 Fundamentals of Finance (3) Covers the fundamental theories and tools of financial analysis. Topics include valuation, capital budgeting, risk and return, market efficiency, and financial policies. Sequence with FIN 613.
613 Managerial Economics (3) Covers the fundamental theories and tools of economic and strategic analysis. Topics include demand and supply, pricing strategies, and perfect and imperfect competition. Sequence with FIN 612.
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.
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.

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.
321 (H) 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.
401 Research: [Topic] (1–21R)
405 Reading and Conference: [Topic] (1–21R)
406 Special Problems: [Topic] (1–4)
407 Seminar: [Topic] (4)
409 Practicum: [Topic] (1–21R)
410/510 Experimental Course: [Topic] (1–4R)
415 Human Resources Management (4) Management of employee relations by an organization. Hiring and developing a productive workforce in the context of the legal and competitive environment. Prereq: MGMT 321.
420 Managing in a Global Economy (4) Economic, political, and cultural challenges facing international management. Topics include developing competitive global strategies and organizations, international negotiation, building strategic alliances, cross-cultural teams, and international staffing. Prereq: MGMT 321 or equivalent.
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: ACTG 340, MKTG 445, BA 453.
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)
608 Special Topics: [Topic] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R) Recent topics include Sustainable Business Development and Venture Launch.
612 Managing Individuals and Organizations (3) Design of high-performance organizations and internal systems. Analysis of team dynamics and group decision-making. Study of individual cognitive and leadership styles.
614 Strategic Management (3) Analysis of industries and companies, development of competitive and cooperative strategies, analysis of the special demands of alternative social, technological, and international contexts.
615 Leadership (3) Skills that managers need to be effective leaders in organizations. Includes communicating, problem solving, influencing, motivating, resolving conflict, and delegating.
620 Managing Global Business (3) Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include corporate strategy, the role of multinational corporations, and international joint ventures.
623 Negotiation (3) Negotiation theory including distributive and integrative bargaining techniques, economic complements, game theory, and alternative dispute resolution. Extensive in-class negotiation simulations.
625 New Venture Planning (3) Students identify and research a business opportunity; develop and present a professional start-up business plan that includes market, competitor, cash flow, and financial analyses.
670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. Prereq: MGMT 611 or equivalent.
671 Management Theory and Research (3) Overview of management theory and research, including classic works in the field and contemporary challenges. Doctoral students only.
690 Management Proseminar (1) Contemporary issues in management research. Includes visiting speakers, resident faculty members, and doctoral students discussing their research.

Marketing Courses (MGMT)
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.
311 (H) Marketing Management (4) Explores marketing strategy and tactics for profit and nonprofit organizations including start-ups and global firms. Uses cases and projects; requires intense student participation. Open only to students in the LCB honors program. Students cannot receive credit for both MKTG 311 and MKTG 311H.
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)
405 Reading and Conference: [Topic] (1–21R)
406 Special Problems: [Topic] (1–4)
407 Seminar: [Topic] (4)
409 Practicum: [Topic] (1–21R)
410/510 Experimental Course: [Topic] (1–4R)
420 Marketing Communications (4) Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311.
435 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Prereq: MKTG 311.
445 New Product Development (4) Techniques for analyzing and developing new markets. Pricing, communicating, and distributing new products or services with limited resources. Developing marketing plans for new ventures. Prereq: MGMT 311.
470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: MKTG 311.
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 SBUS 452.
Recent topics include New Product Development, Demand and Supply-Chain Management.

Marketing Management (3) Addresses market analysis and segmentation, targeting, and positioning. Emphasis on marketing strategies designed to deliver superior customer value and achieve organizational objectives.

Marketing Research (3) Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting research results.

Marketing Strategy (3) Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills.

Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables.

Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing.

Sports Business Courses (SBUS)

Sports Business

Marketing Sports Properties (3) Examines essentials of effective sports marketing. Includes product or property development, legal aspects, segmentation, pricing, and communication channels (e.g., broadcast media). Prereq: completion of first-year M.B.A. core.

Marketing Sponsorship Alliances (3) Detailed consideration of the relation between sports, law, and corporate sponsorship programs. Focuses on alignment marketing issues, strategic communication through sponsorship, sponsor value, and sponsorship valuation. Prereq: completion of first-year M.B.A. core.

Legal Aspects of Sports Business (3) Examines social responsibility and legal concepts in sports management including constitutional regulatory powers, individual participation rights, drug testing, antitrust, labor rights, intellectual property rights, sponsorships, product and event liability.

Economic Aspects of Sports (3) Comprehensive coverage of traditional and innovative revenue methods available to sports organizations from public and private sources. Detailed consideration of venue-based income sources (e.g., premium seating, permanent seat licenses). Prereq: completion of first-year M.B.A. core.
Preparation Educators in the 21st Century

The College of Education’s academic majors are organized into four departments: counseling psychology and human services; educational leadership; special education and clinical sciences; and teacher education. The college collaborates with the College of Arts and Sciences to blend a liberal arts curriculum with professional education.

The college offers undergraduate, master’s, and doctoral degrees and preparation for licensure. Students become active learners as they accumulate an understanding of disciplinary content and develop professional knowledge and skills that transform the way they think.

With school, community, and clinical partners, the college’s nationally prominent teaching and research faculty offers opportunities for student practicum and field-based experiences in professional settings where effective policy and practice is created and implemented.

Academic, research, and outreach service units provide integrated and cross-disciplinary learning experiences that help students acclimate to their professions, develop initial competence, acquire advanced proficiency, and become practicing professionals and scholars.

The College of Education is ranked by U.S. News & World Report as one of the nation’s top ten public graduate institutions of education. Its scholarship, teaching, and practical learning opportunities offer students a respectful and affirming climate, a culture of belonging, and an inclusive learning environment.

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 who transfer 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 programs. Prospective students are urged to check admission requirements for their desired programs.

Financial Assistance

Scholarships. Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Kate Foenen, Office of the Dean; telephone (541) 346-3650; e-mail edfunds@uoregon.edu.

Stipends and Fellowships. Stipends and fellowships are frequently awarded to graduate students. Both forms of assistance may cover most of the cost of tuition and provide a monthly cash payment. Information for graduate teaching fellows is available on the college’s website.

Information about financial assistance is listed in the application materials for each major and on the College of Education’s website. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid 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, correctional 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

Edward J. Kame‘enui, Associate Dean
(541) 346-1644

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, teaching, and personnel service license agreements with most other states and Puerto Rico. Students who receive a license from the state of Oregon will most likely find the application process for a license in another state easier, especially if the licensing standards are similar. 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

• Minor—special education

• Bachelor’s degree—communication disorders and sciences, educational studies, family and human services

Graduate Programs

• Master’s degree—communication disorders and sciences, counseling psychology, educational leadership, school psychology, special education, special education: rehabilitation

Licensure Preparation

• Administrator: communication disorders; early childhood—elementary special education; early intervention—early childhood special education; elementary; integrated teaching; marriage and family therapy; middle-secondary education; music education; psychologist; school psychology

Endorsements

• Advanced mathematics, basic mathematics, biology, chemistry, communication disorders, early childhood—elementary special education, early intervention—
special education, English speakers other languages, English speakers other languages—bilingual, foreign language (French, German, Japanese, Latin, Russian, Spanish), integrated science, language arts, middle-secondary special education, music education, physics

Research and Outreach Services
Robert H. Horner, Interim Associate Dean

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master’s, and doctoral students. The research units foster fundamental and applied research, which faculty members integrate into the college’s curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Behavioral Research and Teaching
Gerald Tindal, Director

(541) 346-3560
102 Education Building
brt.uoregon.edu

Behavioral Research and Teaching combines curriculum-based measurement with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk for failure in school and in the community. Research and professional development activities and projects focus on (1) academic assessment from teacher-driven classroom practice to large-scale state accountability systems; (2) educating students with disabilities; (3) systems change and school reform; and (4) behavioral and instructional consultation. Opportunities for research and personnel preparation are available for graduate students.

Center for Educational Policy Research
David T. Conley, Director
cerp.uoregon.edu/index.php

The Center for Educational Policy Research, a team of researchers, graduate students, and administrative staff members, carries out state- and federal-level educational policy analysis. Staff members seek to help policymakers and policy implementers do a better job of using educational policy as a tool to improve schooling and student learning. The center’s mission is to develop policy tools that help organizations understand complex issues, analyze trends, and nurture new policy ideas.

Center for Electronic Studying
Lyne Anderson-Inman, Director
(541) 346-2544
Center for Advanced Technology in Education
205 Rainier Building
ces.uoregon.edu

The Center for Electronic Studying explores and evaluates computer applications that enhance literacy, study skills, and academic performance. The center conducts research projects funded by grants from agencies such as the U.S. Department of Education, the National Endowment for the Humanities, the National Parks Service, and the Oregon Department of Education.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services
Judy Newman and Valerie Taylor Close, Codirectors
(541) 346-2578
299 E. 18th Ave.
eccares.uoregon.edu

Early Childhood Coordination Agency for Referrals, Evaluations, and Services (ECCARES) 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 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.

Center on Human Development
Hill M. Walker, Director
(541) 346-3591
Clinical Services Building, Third Floor
www.uoregon.edu/~uocedd

The Center on Human Development 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 are administered for these units to support the center’s 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.

Center on Teaching and Learning
Edward J. Kame’enui, Director
(541) 346-1644

The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems faced by schools. Faculty members seek to advance understanding and use of evidence-based practices to prevent and interrupt academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.

Child Development and Rehabilitation Center
Robert E. Nickel, M.D., Clinical Director
(541) 346-3575
Clinical Services Building, First Floor

The Child Development and Rehabilitation Center of the Oregon Health 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.

High School Equivalency Program
Joel Montemayer, Director
(541) 346-0882
1685 E. 17th Ave.
hsip.uoregon.edu

High School Equivalency Program is described in the Student Services section of this catalog.
Facilities, Organizations, and Services

Institute on Violence and Destructive Behavior
Hill M. Walker and Jeffrey R. Sprague, Codirectors
(541) 346-3592
Clinical Services Building, Third Floor

The mission of the Institute on Violence and Destructive Behavior is to help schools and social service agencies address violence and destructive behavior in schools and beyond their boundaries. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Faculty members conduct original research, provide staff training, disseminate knowledge and best practices, and integrate research findings into College of Education academic courses. They also consult with agencies concerned with public safety and youth violence prevention. The institute has developed evidence-based assessment tools and interventions to address factors associated with violence, school dropout, and delinquency. These tools are used by professionals in schools, mental health facilities, and correctional settings. The institute 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 competitively awarded federal grants.

IntoCareers
Dan Erdmann, Director
(541) 346-3875
975 High St.
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.

Oregon Career Information System
Cheryl Buhl, Director
(541) 346-3872
(800) 495-1266
orcgncis.uoregon.edu

The Oregon Career Information System, a state-based resource, helps Oregonians make career decisions and successful transitions throughout their lives. Established in 1971, it was the first state-based career information delivery system in the nation. Administered by the College of Education, the Oregon Career Information System is a self-supporting, fee-based consortium. It uses Internet and desktop programs to present comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid, connecting career options to the paths for reaching them. Its software and materials are used in schools, colleges, work-force agencies, and private businesses to support the career development of their students, clients, and employees. The staff provides field leadership and training to professionals involved in career development programs and services. Work-study positions and internships are available for undergraduate and graduate students.

Oregon Writing Project
Lynne Anderson-Inman and Nathaniel Teich, Codirectors
(541) 346-2657 or -2544
200 Rainier Building
owp.uoregon.edu

The Oregon Writing Project is a collaborative effort by Oregon schools, colleges, and private foundations to improve the teaching of writing and literacy at all grade levels throughout the state. In its intensive summer workshops, teachers learn new strategies, improve their own writing, and develop ways to introduce new methods for writing instruction in their schools. During the school year, these teachers share this knowledge with their colleagues and participate in other in-service activities to disseminate what they learned.

The Oregon Writing Project is affiliated with the National Writing Project Network at University of California at Berkeley.

Secondary Special Education
Transition Research
Bonnie Doren, Director
(541) 346-3585
201 Clinical Services Building

Research, model development, and outreach efforts focus on practices to help transition-age youth develop knowledge and skills to succeed in their desired adult roles—meaningful employment, completion of postsecondary education or training programs, living independently in the community. Federal- and state-funded projects support research, development, information dissemination, evaluation, and technical assistance. Areas of interest include school-to-work transition programs, self-determination, gender equity, alternative education, adjudicated youth, entry and success in postsecondary settings, standards-based reform, and contextual teaching and learning.

Speech-Language-Hearing Center
Cindia Wells, Director
(541) 346-3593
Clinical Services Building, First Floor

The Speech-Language-Hearing Center, a service, training, and research clinic, provides evaluations, treatment, and consultations for individuals with communication disorders. It meets the requirements for state teacher licensure, state professional licensure, and American Speech Language, and 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
Caroline J. Moore, Director
(541) 346-5641
1600 Mill Race Drive, Suite 360
wrnc.uoregon.edu

The Western Regional Resource Center is one of six regional centers funded to 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.

Youth Enrichment and Talented and Gifted Programs and Services
Marjorie DeBuse, Director
(541) 346-3084
tag@oregon.uoregon.edu
uyouth.org

Challenging summer, Saturday, and afterschool learning experiences that support, extend, and enhance K–12 programs are offered to children and youth. Assistance and training is available to parents, in-service educators, and youth service providers as they help young students attain their intellectual and academic potential through informal education. Recognition and support for the unique social and emotional needs of high-ability students is provided through family consultation and counseling. Programs introduce precollegiate youth and their families to the University of Oregon.

Facilities, Organizations, and Services

Center for Family Therapy
John K. Miller, Clinical Director
(541) 346-3296
170 Education Building

The Center for Family Therapy is the on-site training clinic for the couples 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 charge oriented. Fees, which are charged on a sliding scale related to income, range from $10 to $40 a session, and the service is available to the community at large.

Institute for Leadership and Diversity in Education
Philip McCullum, Coordinator
(541) 346-0804

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
Students may 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.

**Service Learning Program**

**John Duncan, Coordinator**

(541) 346-4351

Erb Memorial Union Breezeway

Through this service-learning program, students volunteer in educational or community settings. The program fosters leadership and social responsibility and promotes acquisition of skills in problem solving, communication, conflict resolution, community building, and collaboration.

Field experiences are offered in public schools, outdoor education, human services, mentorship, and leadership development. Students choose among more than 800 placements to 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 placements are in kindergarten through twelfth grades in the Eugene, Springfield, and Bethel school districts and in the High School Equivalency Program.

Human-service placements are made in more than 150 human-service or public agencies in Eugene, Springfield, and vicinity.

Leadership development combines a community service project with observation of a community leader at work in occupations ranging from policy or government to social service, social justice, and education.

**Student Academic Services**

Margaret Mahoney, Assistant Dean,

Academic Programs and Student Services

(541) 346-1491

170 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 director at the address above or send e-mail to mmahoney@uoregon.edu.

**Technology Education Center**

Terry Kneen, Coordinator

(541) 346-1670

354 Clinical Services Building

interact.uoregon.edu/tec

The Technology Education Center, currently being renovated and scheduled to reopen in summer 2009, is an open computer lab for the College of Education.

Student-accessible computers are provided in some academic departments, and a variety of technology may be checked out for on-campus use. Wireless networking is available in all areas of the college so students may access their e-mail, Blackboard, and other online resources. General computer consulting and training is provided.

**Counseling Psychology and Human Services**

**Linda M. Forrest, Department Head**

(541) 346-5501

(541) 346-6778 (fax)

176 and 276 Education Building

**Faculty**


Undergraduate Studies

Family and Human Services
176 Education Building (541) 346-2143

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. Many 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 formally apply to enter the family and human services major. Specific information about the admission deadline may be found on the College of Education website.

Applicants advanced past the written file review are invited for an interview. This interview is required for admission to the program.

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 55 credits, with a cumulative GPA of 2.50. Completed course work must include the university writing requirement and 6 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. Transfer students should meet with the department adviser

3. Demonstrated volunteer experience with children, youth, adults, and/or families

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. Students participate in supervised activities in public and private human services agencies and organizations. Typically, there are three junior field studies experiences at three different agencies. There are two to three terms of senior placements at the same agency.

Premaj or Core:
12 credits Educational Issues and Problems (EDST 111) ............ 4
Exploring Family and Human Services (FHS 215) ................................. 4
Foundations of Learning and Intervention (EDST 212) or Experimental Course: Diversity and Multiculturalism in Human Services (FHS 410) ................. 4

Professional Studies and Field Experiences
70–74 credits

Organizational Issues in Human Services (FHS 327) .................................. 4
Theory of Family Systems (FHS 328) ................................................... 4
Child-Family Issues and Resources (FHS 329) .................................... 4
Individual and Group Interventions I,II (FHS 330, 331) ......................... 7
Junior Field Studies I,II,III (FHS 406) .................................................... 9
Senior Field Studies I,II (FHS 406) ....................................................... 8
Seminar: Junior-Senior Supervision Issues (FHS 407) ............................. 2
Research in Human Services (FHS 420) ................................................. 4
Prevention of Youth Violence (FHS 482) and Prevention of Interpersonal Violence (FHS 483) ........................................................... 8
Junior Professional Practices I,II (FHS 491, 492, 493) ....................... 9
Senior Professional Practices and Issues (FHS 494, 495) ..................... 6
Senior Project Proposal (FHS 496) ..................................................... 1
Senior Project (FHS 497) ................................................................. 1–4

Graduate Studies

The department 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 couples and family therapy program is the only program in Oregon to be accredited by 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.
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 culturally sensitive 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 had 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 course work includes a three- to four-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—18 credits in Dissertation (CPSY 603)—that demonstrates the ability to conduct independent, original research. Graduates are prepared to work in community mental health centers, research institutions, institutions of higher education, medical settings, managed health-care organizations, community college and university counseling centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

Ph.D. Degree Requirements 174 credits
Psychological foundations ....................minimum of 27
Research competencies ........................minimum of 64
Practitioner competencies ......................minimum of 71
Professional competencies ..........................12

The M.Ed. and D.Ed. programs in counseling psychology are inactive.

Application and Admission

Students are admitted for fall term only. Prospective applicants may request detailed admission policies and procedures from the College of Education’s website. The closing date for receipt of completed applications is posted on the website for entry the following fall term. Notice about the disposition of applications are mailed by April 15.

Applicants must pass a criminal background check before they may enroll.

Staff and Contact Information

Assistant Director: Betsy French, (541) 346-1506
Coordinator: Thomas Favreau, Interim Program Coordinator, (541) 346-2456, sapp.uoregon.edu

Course Offerings and Information

Counseling Psychology Courses (CPSY)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
401 Research: [Topic] (1–5R)
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)

Substance Abuse Prevention

Thomas Favreau, Interim Program Coordinator
(541) 346-4135, -4136, or -3397
100 Eesslering Hall
sapp.uoregon.edu

The nationally recognized Substance Abuse Prevention Program (SAPP) increases awareness of alcohol and other drug prevention, intervention, treatment, and recovery. Through the Continuation Center’s Continuing Education program, an area of concentration in substance abuse education may be earned by completing a minimum of 24 credits in approved courses. In addition, specific preparatory course work leading to state certification as a certified alcohol-drug counselor (CADC I and CADC II) are provided on a regular basis.

Courses are offered during the day, evening, and weekend, including short courses to support nontraditional students and working professionals seeking to earn a degree or community education credit.

In 2000 SAP became the national training center for BUSTED (Beginning Underage Successes through Educational Diversion), a project aimed at decreasing underage drinking by increasing awareness of alcohol risk factors. To complement this, two classes are offered: Marijuana and Other Drugs, which targets drugs other than alcohol, and Choices, a three-hour round-table discussion lead by peer mentors that focuses on the risks that students take, how to assess their own risk factors, and how to redirect their life choices.

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 the program’s website.
607 Seminar: [Topic] (1–5R)
608 Workshop: [Topic] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)

Ecological Bases of Behavior is a current topic.

612 Professional Ethics (3) Ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes; legal aspects of client-psychologist relationships.

613 Introduction to Counseling Psychology (3) Historical foundations of counseling psychology. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession. Prereq: admission to the program.

614 Theories of Counseling (3) Overview of selected historical and current counseling theories.

615 Counseling Diverse Populations (4) 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.

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.

641 Beginning Counseling Skills (4) Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors: instructor’s consent.


643 Community 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.

651 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 recent and current community preventive intervention programs. Examines the latest interventions and their specific individual components. Combines didactic and experiential field studies. Prereq: CPSY 643. R twice for maximum of 9 credits.


674 Internship: [Topic] (1–15R)

676 Special Problems: [Topic] (1–16R)

678 Special Topics: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

### Couples and Family Therapy Courses (CFT)

503 Thesis (1–16R)

601 Research: [Topic] (1–16R) A current topic is Methods.

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

615 Introduction to Marriage Family Therapy (3) Surveys the distinct disciplines of couples and family therapy.

616 Family Theory (3) Surveys macro theories and their relationship to families and family therapy with emphasis on systems, communications, and ecological theories.

618 Research Methods in Counseling (4) Introduction to research theory, statistics, and quantitative and qualitative research methods.

619 Gender and Ethnicity (3)

620 Psychopathology and Behavior Deviations (3) Introduces traditional diagnostic techniques and approaches, with particular emphasis on DSM-IV-TR.

621 Professional and Ethical Issues (4) Provides a broad introduction to legal, ethical, and professional standards for couples and family therapy.

623 Child and Family Assessment (3) Fosters assessment and intervention skills for working with young children, adolescents, and their families.

624 Group Psychotherapy (3) Presents basic elements of group process; includes introduction to group work, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

625 Family Violence (3) Presents a conceptual, skills-oriented foundation psychotherapists can use to work safely and effectively with individuals who were battered and individuals who batter.

626 Human Sexuality in Counseling (3) Increases understanding and clinical abilities for working with couples; special emphasis on the role of intimacy and sexual relationships.

627 Advanced Family Therapy (3) Increases understanding of the elements and processes of change in systemic family therapy.

628 Contemporary Issues in Addiction (3) Increases the conceptual understanding and skills of family therapists working with contemporary issues; emphasis on addictions and addiction recovery.

629 Couples Therapy (3) Examines key issues associated with effective couples therapy; includes research findings, assessment, motivation, change, content and process, ethics, and social-macro considerations.

630 Existential and Spiritual Issues in Counseling (3) Provides understanding of the interplay of existential issues and spirituality in the individual, marriage, and family therapeutic processes. For students and professionals.

632 Medical Family Therapy (3) Introduction to the theory, fundamentals, and practical applications of medical family therapy.

### Family and Human Services Courses (FHS)

199 Special Studies: [Topic] (1–5R)

215 Exploring Family and Human Services (4) Explores the historic basis and current design of family and human services. Emphasizes services to children, youth, adults, and families.

216 Diversity in Human Services (4) Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations.

327 Organizational Issues in Human Services (4) Theories and policies on the organization of human services. Emphasizes the evaluation of results of services for children, youth, adults, and families. Prereq: major status.

328 Theory of Family Systems (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.

329 Child-Family Issues and Resources (4) Reviews childhood problems using a developmental framework. Topics address problems across the life span with attention to culture and context. Presents assessment techniques and intervention procedures. Prereq: major status.

330 Individual and Group Interventions I (4) Strategies and interventions that enhance growth and change in individuals and families. Interventions range from specific individual techniques to strategies for small groups and families. Prereq: major status.

331 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change in groups. Prereq: FHS 330.

401 Research: [Topic] (1–5R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–5R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–9R)

409 Practicum: [Topic] (1–9R)

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

420 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.

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.

Educational Leadership
Gerald Tindal, Department Head
(541) 346-5171
102 Education Building

Faculty
David T. Conley, professor (policy analysis in education, educational leadership, school restructuring).
Keith Hollenbeck, adjunct assistant professor (large-scale assessment, curriculum-based measures, curriculum and assessment).

Leanne Ketterlin Geller, assistant professor (measurement theory, curriculum design, assessment and instruction).

Kathleen M. Lenn, adjunct assistant professor (information and database search procedures, library science, educational literature reviews).

Kathleen M. Scalise, assistant professor (electronic learning, instructional technology and assessment, equity studies).

Joseph Stevens, professor (educational and psychological measurement and assessment: statistical and quantitative methods; teacher evaluation).

Gerald Tindal, Philip H. Knight Professor of Education (systems, assessment program evaluation, applied behavior analysis).

Paul Yovanoff, associate professor (statistics, psychometrics, item response theory).

Emeriti
Max C. Abbott, professor emeritus.
B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus.

Gerald K. Bogen, professor emeritus.

C. H. Edson, associate professor emeritus.

Robert D. Gilberts, professor emeritus.

Arthur C. Hearn, professor emeritus.

John E. Lallas, professor emeritus; executive dean emeritus.

Roy E. Liesuallten, chancellor emeritus.

Philip K. Piele, professor emeritus.

Philip J. Runkel, professor emeritus.
B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)

Clarence W. Schminke, professor emeritus.

Richard A. Schmuck, professor emeritus.

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

Participating
Edward J. Kame’enui, special education and clinical sciences
Charles R. Martinez, Office of Institutional Equity and Diversity
Surendra Subramani, counseling psychology and human services

About the Department
The curriculum leading to master’s and doctoral degrees in the Department of Educational Leadership focuses on the process for development, implementation, and achievement of results in the organization and management of K–12 education.

Programs provide educational leaders, policymakers, and researchers with the skills needed to design and implement strategies that improve...
practices in educational organizations. Graduates are qualified for a variety of positions such as principals and superintendents; supervisors; specialists in technology and curriculum; administrators in middle and secondary schools and at the college level (community colleges, four-year colleges, research universities, and international agencies); consultants with school districts; and researchers in management, leadership, and educational policy.

**Graduate Studies**

The department offers master of arts (M.A.), master of science (M.S.), master of education (M.Ed.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees with a major in educational leadership.

**Master’s Degrees**

The Department of Educational Leadership offers the master of science (M.S.) and master of education (M.Ed.) degrees.

During the first term of graduate work, each student plans a program of study with the assistance of the student’s advisor.

In collaboration with the UO Continuation Center, a master of science degree program with a specialization in educational leadership is offered in British Columbia.

In collaboration with the Portland-area school districts, a D.Ed. degree and administrative license is offered through the Portland Metro Compact.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements.

**Doctoral Degrees**

The Department of Educational Leadership offers two doctoral degrees: D.Ed. and 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 preparation for becoming a professor of education with a specialization in research.

Both doctoral degree programs attract a diverse group of United States and international students. The programs share several distinctive features:

1. Students 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.

With the guidance of a faculty adviser, each student plans a program. 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.

**Degree Requirements**

A minimum of 135 graduate credits are required for the doctoral degree. Of these, at least 84 credits must be earned after admission to the program; 18 of these 84 credits are earned in Dissertation (603). Students can request to transfer as many as 51 graduate-level credits. The other required credits include courses in research methodology and electives. Students in the Ph.D. program take a minimum of 12 credits in a disciplinary or interdisciplinary cognate field outside the College of Education.

Students must complete a dissertation that involves the application of research methodology and literature to directly inform or improve professional practice.

**Residency.** Students must complete at least three years of full-time graduate-level academic work beyond the baccalaureate degree, of which one academic year—referred to as the residency year, usually the first year after admission as a doctoral candidate—must be spent in residence on the Eugene campus. During the residency year, students are expected to make progress toward the degree by completing course credits in the doctoral major and satisfying degree requirements. The residency year must include three consecutive terms of full-time study, with a minimum of 9 completed graduate credits per term.

**Application and Admission**

The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about licensure and degree programs may be obtained from the director of graduate studies. Information about admission to graduate study is available from the department secretary and on the College of Education’s website.

**License Programs**

**Administrator License Preparation**

199 Special Studies: [Topic] (1–5R)

102 Education Building

Oregon requires administrators in public schools (vice principals, principals, assistant superintendents, superintendents, and other designated personnel) to hold administrative licenses. The University of Oregon offers a continuing administrator licensure program, if qualified, can be admitted to the doctor of education (D.Ed.) degree program.

**Continuing Administrator License**

This program prepares students for continuing building and program administration—preparatory through grade twelve—and for school district superintendent assignments. Students who complete the UO basic or initial administrator licensure preparation programs are automatically admitted to the continuing administrator program upon completion of a continuing administrator license application. 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 program of education (D.Ed.) degree program.

**Educational Leadership Courses (EDLD)**

199 Special Studies: [Topic] (1–5R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–12R)

450/550 Data and Information Retrieval (1)

450/550 Data Analysis (1–21R)

450/550 Data and Information Retrieval (1)

450/550 Data Analysis (1–21R)

450/550 Data Analysis (1–21R)

450/550 Data Analysis (1–21R)

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450/550 Data Analysis (1–21R)

450/550 Data Analysis (1–21R)
issues facing school employees in the United States.

630 Comparative Education (4) Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems. Subramani.

632 Educational Policy Analysis (4) Systematic interpretation and analysis of issues in educational policy using techniques such as cost-benefit, competing values, impact, and effects analysis. Conley.

635 Group Process (4) Formal and informal procedures, processes, norms, and structures used by members of educational organizations to facilitate communication and manage conflict. Not offered 2008–9.

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. Subramani.

637 Diversity in Education (3) Broad exposure to issues of diversity; framework students can use to facilitate understanding of self and others in school and clinical settings.


639 Curriculum Design and Delivery (3) 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.

641 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. Conley.


644 Learning Organization (4) Three facets of learning organization are integrated: structural components, informational systems, and leadership processes. Kaufman.

646 Action Research (4) Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

647, 648, 649 Professional Issues in Education I,II,III (1,1,1) Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master’s project, and dissertation. Kaufman.


654 Information Management and Decision-Making (4) Helps educational decision makers, and those who advise them, locate, organize, display, analyze, and communicate pertinent information to facilitate efficient and effective decision-making.

655 Analysis of Teaching and Learning (4) Increases understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning. Scalise.

659 Professional Writing (4) Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results. Tindal.

660 Qualitative Research Methods (4) Overview of qualitative and descriptive approaches in educational research. Emphasizes face-to-face interviews, focus groups, direct and participant observation, and document and artifact analysis.

661 Item Response Theory I (3) Theory and application of item response measurement models. Participation opportunities include knowledge of IRT models, terminology, and resources. Focus on popular models and underlying assumptions. Yovanoff.

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. Prereq: EDLD 661.

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.

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 (4) 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. Conley.

684 Master’s Project Proposal (1) Clarify research topics and identify data sources and interpretation for the master’s project for initial administrative licensure under the guidance of faculty adviser.

685 Master’s Project (1–6) Culminating activity for students seeking initial administrator licensure master’s degree. Work under the guidance of assigned faculty adviser to complete the master’s project.

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

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

Special Education and Clinical Sciences

Kenneth W. Merrell, Department Head
(541) 346-5521
(541) 346-0683 fax
Education Building Trailers E, F, and G
edu.uoregon.edu/specs

Faculty


About the Department
Through teaching, research, and service, the Department of Special Education and Clinical Sciences seeks to improve the quality of education, employment, and community living for children and adults with special needs and their families. The department has three graduate majors: communication disorders and sciences, school psychology, and special education. The department also offers an undergraduate degree in communication disorders and sciences and a minor in special education.

Undergraduate Studies
Communication Disorders and Sciences Major

Kathleen Roberts, Director
(541) 346-2480

The undergraduate program for communication disorders and sciences includes courses in basic processes of speech, language, and hearing as well as courses that survey 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 80 credits: 54 in communication disorders and sciences and at least 26 credits in other course work. Students must maintain a minimum GPA of 2.50 in university course work and 3.00 in communication disorders and sciences course work. Majors must complete a speech-language-hearing screening during fall term of junior and senior years.

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

56 credits

First-Year American Sign Language (ASL 101) 5
Communication Disorders in Society and Media (CDS 201) 3
Clinical Observation (CDS 411) 3
Anatomy and Physiology of Speech Mechanism (CDS 442) 4
Acoustics of Speech (CDS 443) 4
Clinical Phonetics (CDS 444) 4

College of Education


Cindia Wells, instructor (language, special education policy, student leadership); clinic director. B.S. Eastern Michigan; M.A., 1984, Oregon. (2007)
Introduction to Language Development
(CDS 450) .................................................. 4
Later Language Development (CDS 451) .................. 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 in Communication
(CDS 462) .................................................. 4

Majors must also complete a minimum of 26 credits from approved courses in educational studies, family and human services, linguistics, psychology, or special education. A list of courses is available from the program secretary or under-graduate adviser.

Program Plan

Freshman and Sophomore Years. Meet with the department’s undergraduate adviser to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met, including mathematics, ASL 101, LING 150, CDS 201, and the sciences.

Junior Year. CDS 411, 442, 443, 444, 450, 460, 461 or 462.

Senior Year. CDS 451, 457, 458, 459, 460 or 462.

Special Education Minor

Deborah Olson, Coordinator
(541) 346-2483

The minor in special education is for students who plan to pursue a career in general or special education, want to work in nonschool settings with individuals who have disabilities, or investigate issues concerning the disabled. The minor offers two options: educational services and disability studies.

Students planning a career in teaching or in direct service or rehabilitation agencies should take the educational options. The elective course work and field studies focus on classroom settings or agencies providing help for children or adults with disabilities. This option assists students interested in applying to a graduate program leading to a teaching license.

The disability studies option takes an interdisciplinary approach. Students from disciplines such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and administration can augment these studies with a focus on related issues concerning people with disabilities. This option provides an enhanced understanding of disability perspectives and issues in students’ chosen professions.

The special education minor requires 24 credits, 10 of which are required courses regardless of the option. Fourteen approved elective credits will depend on the option chosen.

Application and Admission

Before applying to the minor program, students must complete a foundation course in disability with a grade of mid-B or better. Students apply to the department and are assigned a minor adviser, who helps plan a course of study. Applications are available in the special education and clinical sciences office.

Graduate Studies

Communication Disorders and Sciences
Kathleen Roberts, Director
(541) 346-2480
(541) 346-2564 fax
Education Building Trailer E, Room 104
cds@uoregon.edu
education.uoregon.edu/CDS

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 speech-language pathology.

Accreditation. The master’s degree program in speech-language pathology is accredited by the Council on Academic Accreditation of 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 department secretary.

Students who have fulfilled the undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing the degree as a full-time student. Every student completes an evidence-based practice project, equivalent to a master’s thesis, that integrates research and applied clinical experience. All work applicable to a program of study must be concluded within seven years. A minimum cumulative GPA of 3.00 is required for graduation.

Application and Admission

The number of students admitted each year varies according to available resources. On the average, the communication disorders and sciences program 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 practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 50.

Applications for admission are available online at the communication disorders and sciences website. Application materials must be received by February 1 for entry the following September.

Master’s Degree and ASHA Certification Requirements

Master’s Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Reading Instruction (SPED 521)</td>
<td>4</td>
</tr>
<tr>
<td>Workshop: Evidence-Based Project Research (CDS 608)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum: September Experience (CDS 609)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum: Speech-Language-Hearing (SPED 609)</td>
<td>1-4</td>
</tr>
<tr>
<td>Clinical Methods (CDS 611)</td>
<td>1</td>
</tr>
<tr>
<td>Tests and Measurements in Education (SPSY 617)</td>
<td>3</td>
</tr>
<tr>
<td>Professional Practices in the Schools (CDS 620)</td>
<td>3</td>
</tr>
<tr>
<td>Law and Special Education (SPED 628)</td>
<td>3</td>
</tr>
<tr>
<td>Beginning Counseling Skills (CPSY 641)</td>
<td>4</td>
</tr>
<tr>
<td>Assessment and Treatment of Feeding and Swallowing Disorders (CDS 649)</td>
<td>4</td>
</tr>
<tr>
<td>School-Age Language Disorders (CDS 651)</td>
<td>4</td>
</tr>
<tr>
<td>Phonological Disorders (CDS 652)</td>
<td>3</td>
</tr>
<tr>
<td>Theory and Remediation of Language Disorders in Adults (CDS 654)</td>
<td>3</td>
</tr>
<tr>
<td>Stuttering (CDS 655)</td>
<td>3</td>
</tr>
<tr>
<td>Voice Science and Disorders (CDS 656)</td>
<td>3</td>
</tr>
<tr>
<td>Augmentative Procedures for Communication Disorders (CDS 657)</td>
<td>2</td>
</tr>
<tr>
<td>Motor Speech Disorders (CDS 660)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Neuroanatomy and Neurophysiology (CDS 662)</td>
<td>4</td>
</tr>
<tr>
<td>Management of Acquired Cognitive Disorders (CDS 663)</td>
<td>4</td>
</tr>
<tr>
<td>Language Disorders in Young Children (CDS 665)</td>
<td>4</td>
</tr>
<tr>
<td>Issues in Diversity (CDS 668)</td>
<td>1</td>
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</tbody>
</table>

ASHA Requirements

In addition to the core master’s degree requirements, additional course work may be needed to fulfill ASHA certification requirements.

Basic Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological or physical sciences or mathematics (at least one course)</td>
<td>27</td>
</tr>
<tr>
<td>Behavioral or social sciences (at least one course)</td>
<td>15</td>
</tr>
<tr>
<td>Basic communication processes (at least one course)</td>
<td>15</td>
</tr>
</tbody>
</table>

Basic Communication Processes

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomical and physiological bases (at least one course)</td>
<td>15</td>
</tr>
<tr>
<td>Physical and psychophysical bases (at least one course)</td>
<td>15</td>
</tr>
<tr>
<td>Linguistic and psycholinguistic aspects (at least one course)</td>
<td>15</td>
</tr>
</tbody>
</table>

Audiology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Hearing disorders (at least one course)</td>
<td>6</td>
</tr>
<tr>
<td>Habilitation or rehabilitation procedures (at least one course)</td>
<td>6</td>
</tr>
</tbody>
</table>

Professional Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Of the 50 credits, 36 must be taken at the graduate level</td>
<td>36</td>
</tr>
</tbody>
</table>

Communication Disorders. CDS 601, 649, 651, 652, 654, 655, 656, 657, 660, 663, 667, 668 |

Practicum: Speech-Language (CDS 609) | 8 |

Doctoral Degree

McKay Moore Sohlberg, Graduate Coordinator

The doctoral degree (Ph.D.) in communication disorders and sciences emphasizes advanced study in the communication disorders and sciences. Students must complete a minimum of 36 additional credits beyond the master’s degree. The ASHA Ph.D. degree requires a dissertation, which must be completed and defended successfully. Students must also meet the requirements for the American Speech-Language-Hearing Association (ASHA) and the Oregon Board of Education for the Professional Teaching License.
knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds.

Degree Requirements
A total of 78 credits are required beyond the master’s degree. This includes the 18 credits taken as part of dissertation research. A minimum of 21 credits are taken in the student’s primary area of specialization (e.g., child language or cognitive rehabilitation).

At least 9 credits are required in a collateral or secondary area that may involve courses in more than one academic department. Examples of collateral areas are neuropsychology, linguistics, or developmental psychology. Doctoral students are also required to take six courses in research methodology, and must choose an area of emphasis (e.g., single-subject or quantitative). Other requirements are detailed in the Doctoral Program Handbook, available through the program office.

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 lower scores are considered if other supporting evidence (letters of recommendation, research, or work experience) is outstanding.

Applicants submit three letters of recommendation from individuals familiar with the applicant’s academic background and aptitude for doctoral work in speech-language pathology. The letters should specify in detail the applicant’s capabilities for doctoral study. Applicants also submit a résumé or vita describing their educational and work experience and a letter describing research interests and professional goals. In addition, applicants must have an interview with UO faculty members in the student’s area of specialization.

Most applicants have a master’s degree and their certificate of clinical competence upon admission. Neither are required for admission.

Upon admission and in consultation with the student, an academic adviser is selected, taking into account the student’s personal and professional goals. This adviser chairs the student’s program committee.

Special Education
K. Brigid Flannery and Beth Harn, Codirectors

Master’s and doctoral degrees are offered under the special education major, with master’s specializations in early intervention–early childhood, early childhood–elementary, and middle-secondary; and doctoral specializations in special education or early intervention.

Graduates find positions in the United States and abroad that include working in community- and family-based programs; teaching kindergarten, school-age, and adult students; conducting individual and group intervention programs; managing residential living centers; coordinating in-service training programs; consulting with teachers about educating children with disabilities in general-education classrooms and school settings; conducting research; teaching in colleges and universities; working in the administration of special-education programs; and delivering best practices in collaboration with a variety of professions in a range of settings.

Students pursue the master’s degree to enhance their skills as early interventionists, special education teachers, or consultants; to work in adult service programs for people with disabilities; or to prepare 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 birth 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. The program of study includes required core courses, associated field studies, electives, and a terminal project.

Doctoral Degree
The department offers doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master’s degree and is designed for full-time students. Typically, students complete the program in three or four years. Financial assistance is awarded based on the applicant’s qualifications. The program uses a cohort model, which students begin fall term.

Applications for Admission
Application for admission may be requested by telephone, mail, e-mail, or in person from the department office; it is also available on the college website. Students who are interested in more than one major offered by this department should indicate that on their admission applications, and their files will be reviewed by the relevant admissions committees. Applications for summer session or fall term must be received by early January for doctoral applicants and by mid-February for master’s applicants.

School Psychology
Cynthia M. Anderson, Director

Education Building Trailer G (541) 346-2412
spsy.uoregon.edu

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 and the 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 course work in the following general areas: psychological and educational foundations of school psychology; psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; 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 primary emphasis of the school psychology program is doctoral training, and students who are seeking a terminal master’s degree are seldom admitted. Students in the doctoral program may elect to earn a master’s degree as they work to complete their Ph.D. Doctoral students in school psychology may also earn a master’s degree in special education.

The master’s degree program in school psychology requires a minimum of 91 credits, and typically takes three years to complete, including a full-time internship for one academic year in a public school setting. The master’s program is approved by the Oregon Teacher Standards and Practices Commission, and graduates of this program meet State of Oregon license requirements. The program is designed to achieve the competencies established by the National Association of School Psychologists, and graduates of the program have been successful in receiving the Nationally Accredited School Psychologist certificate.

Doctoral Degree
The Ph.D. program typically requires five years of study beyond the bachelor’s degree, including a one-year supervised internship during the last
year. Students may enter the doctoral program with or without a master’s degree. Prior graduate course work may reduce the amount of time needed to finish the doctoral program. In addition to course requirements, doctoral students must pass comprehensive exams, advance to candidacy, and complete a dissertation.

The doctoral program requires a minimum of 163 credits, distributed as follows:

**Minimum Requirements** 163 credits

Psychological and educational foundations ............................................................... 34
Measurement and assessment ........................................................................... 16
Statistics and research (includes course work, participation in a research team, and dissertation research) .................................................. 47
Practice of school psychology (includes teaching and supervision and practicum experience) ................................................................. 45
Area of expertise .................................................................................................. 12
Internship experience ............................................................................................ 9

**Application and Admission**

Prospective applicants may request detailed admission policies and procedures and applications for admission from the department’s academic secretary, or find them on the program’s website. 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 Examinations (GRE) general test scores.

Application packets must include application forms, résumé, letters of recommendation, personal statement, and copies of transcripts. Completed applications must be received by January 5. Notices about the disposition of applications typically are mailed by February 15.

**Licensure Programs**

The Department of Special Education and Clinical Sciences’s licensure programs in communication disorders, early intervention, school psychology, and special education meet requirements of the Oregon Teacher Standards and Practices Commission. These licenses prepare individuals to work with the full range of students with disabilities from birth through high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in homes, schools, and community-based programs.

**Communication Disorders**

Kathleen Roberts, Director
(541) 346-2480

Students seeking an Oregon teaching license in communication disorders must have
1. An undergraduate degree or equivalent in communication disorders and sciences
2. Formal admission to the master’s degree program in communication disorders and sciences
3. Passing scores on
   a. Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST)
   b. National Teachers Examination (NTE) Professional Knowledge Test
   c. Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology
4. An approved program leading to Teacher Standards and Practices Commission licensure.

The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in licensure and a master’s degree in communication disorders and sciences. The commission 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.

The Department of Special Education and Clinical Sciences offers initial and continuing endorsements with options for an add-on (level I) endorsement or a stand-alone (level II) endorsement.

**Special Education—Early Intervention—Early Childhood Licensure and Endorsement**

Jane Kaplan Squires, Coordinator
(541) 346-2634

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 course work with practical experience. Full-time students can complete the program in four to six terms. The program can be completed as a 27-credit add-on endorsement (EI I) to an elementary or special education license or as a stand-alone endorsement (EI II).

**Special Education—Early Childhood—Elementary Licensure or Endorsement**

Emma Martin, Coordinator
(541) 346-2502

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 course work and field experiences organized around a set of roles and tasks that reflect the range and variety of disabilities and provide a framework for students to link university-based work to school-based work. The immediate application of learning in an applied setting allows students to refine and improve their skills in real contexts. Many of the classrooms used for practicum assignments participate in a variety of departmental research, innovation, and continuing professional development activities.

Students complete the program as an add-on endorsement to an existing license or as a stand-alone program that leads to an initial teaching license. Students can combine licensure studies with a master’s degree program.

**Special Education—Middle-Secondary Licensure 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. Practicum experiences take place in middle and high schools that have diverse student populations, teaching styles, and organizational formats.

**Admissions and Application**

Applicants must meet general university requirements for graduate admission including a bachelor’s degree from an accredited college or university 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, and required test scores. Admissions requirements, application materials, and submission deadlines vary across programs. Specific information is available on the department website or through the department office.

**Special Education Courses (SPED)**

- 198 Workshop: [Topic] (1–2R)
- 405 Reading and Conference: [Topic] (1–21R)
- 406 Field Studies: [Topic] (1–16R)
- 407/507 Seminar: [Topic] (1–5R)
- 410/510 Elementary Experimental Course: [Topic] (1–5R)
- 411/511 Foundations of Disability I (3) Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems. Web-based course.
- 421/521 Special Education Reading Instruction (4) Instructional procedures for designing and delivering reading instruction to special education students. Includes emergent literacy, assessment, primary and intermediate decoding and comprehension strategies, and monitoring progress. Prereq: SPED 411/511 or equivalent.
- 422/522 Special Education Mathematics Instruction (3) Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.
- 423/523 Reading and Writing in Content Areas (3) Reading and writing strategies for low-performing students in general-education curriculum. Identifies key ideas of content-area
subjects such as social studies, science, and health. Prereq: SPED 421/521.

426/526 Behavior and Classroom Management (4) Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.

427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes. Not offered 2008–9.

431/531 Introduction to Learning Disabilities (3) Introduces theories, factors, and issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

432/532 Introduction to Behavioral Disorders (3) 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 school-wide 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 411/511, 426/526.

435/536 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.

440/580 Providing Student Supports I (3) Activities and content emphasize supports needed by all learners. Focuses on provision of three kinds of support: behavioral and emotional, communication, and physical and medical.

488/588 Professional Practices (1–3R) Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience. Coreq for undergraduates: SPED 406 or 409; for graduates: SPED 608 or 609 R twice.

503 Thesis (1–5R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–6R)


608 Workshop: [Topic] (1–10R)

609 Practicum: [Topic] (1–16R) Topics include Classroom Consultation; College Teaching: Elementary I.I; Program Evaluation; Research.

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 emphasizing 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).

622 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.

625 Final Supervised Field Experience (1–15R)

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 case law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

632 Collaborative Educational Planning (3) Collaborating to (1) identify unique needs of individuals with disabilities and establish legally correct, educationally useful IEPs, and (2) use knowledge of effective interventions to meet needs. Prereq: SPED 628 or equivalent.

653 Supervised Field Experience (5–12R) Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.


664 Multimethod Inquiry in Education (4) Systematic inquiry to generate information that allows effective professional decision-making.

665 Qualitative Research in Education I (3) Focuses on the knowledge tradition of interpretive inquiry and qualitative methods.

666 Qualitative Research in Education II (3) Focuses on applying qualitative research methods through the implementation of a research study. Prereq: SPED 665.

667 Single-Subject Research Methods I (3) Basic strategies for applied special education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.

668 Single-Subject Research Methods II (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPED 667.

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.

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 and disabled and with their families.

689 Early Intervention Methods III (1–2) Focuses on advanced methods in early intervention, including special handling and management techniques.

690 Early Intervention Methods IV (1–2) Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

706 Special Problems: [Topic] (1–6R)

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] (1–6R)

709 Practicum: [Topic] (1–6R)

Communication Disorders and Sciences Courses (CDS)

210 Communication Disorders in Society and Media (4) Survey of communication disorders and differences, comparing individual and social-cultural perspectives through popular media and real case examples.

405 Reading and Conference: [Topic] (1–3R)

407/507 Seminar: [Topic] (1–3R)

409 Practicum: [Topic] (1–7R)

410/510 Experimental Course: [Topic] (1–6R)

411 Clinical Observation (3) Provides fundamental principles and procedures, for the beginning clinician, for treating people who have communication disorders. Provides opportunities to observe therapy sessions.

442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.

443/543 Acoustics of Speech (4) Acoustic measurement and analysis of sound production and reception in human communication.

444/544 Clinical Phonetics (4) Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.

450/550 Introduction to Language Development (4) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy. Prereq: LING 150 and WR 122 or 123.

451/551 Later Language Development (4) Promotes an in-depth study of language develop-
ment in school-age children, adolescents, and young adults (ages 6–20 years). Sequence. Prereq: CDS 450.

457/557 Fundamentals of Audiology (4) Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatology of hearing impairment.


459/559 Audiological Rehabilitation (4) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments. Prereq: CDS 458/558.

460/560 Developmental Disorders in Communication (4) Explores growth and developmental disorders that cause or contribute to child and adult speech, language, fluency, and auditory impairments.

461/561 Structural Disorders of Communication (4) Explores physical problems that cause or contribute to child and adult speech, language, and auditory impairments. Prereq: EDDL 450/550. Offered alternate years.

462/562 Neurogenic Disorders of Communication (4) Explores neurologic disorders that cause or contribute to child and adult speech, language, voice, and auditory impairments. Prereq: EDDL 450/550. Offered alternate years.

503 Thesis (1–15R)

601 Research: [Topic] (1–9R)

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–3R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–3R) Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

611 Clinical Methods (1) Provides methodology behind the sound clinical practice practices and fundamentals of the UO Speech-Language-Hearing Center operations. Prepares students to begin working with clients.

625 Final Full-Time Practicum (1–15R) Diagnostic and treatment experience in the public school setting. R once for maximum of 30 credits.

626 Professional Practices in the Schools (1) Helps students critically assess and integrate their fieldwork and course work in the broader context of the school experience. Prereq: must be taken concurrently with CDS 625.

649 Assessment and Treatment of Feeding and Swallowing Disorders (4) Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.

651 School-Age Language Disorders (4) Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

652 Phonological Disorders (3) Causes and consequences of phonological disorders; principles and procedures for assessment and intervention.

654 Theory and Remediation of Language Disorders in Adults (4) Provides a foundation in diagnosis and treatment of adult neurogenic language disorders, concentrating on aphasia and the cognitive-linguistic changes associated with dementia.

655 Stuttering (3) Focuses on contemporary issues in stuttering. Discusses and critically evaluates current theories and research findings.

656 Voice Science and Disorders (3) Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

657 Augmentative Procedures for Communication Disorders (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 a foundation for diagnosis and treatment of neurogenic communication and cognitive disorders.


665 Language Disorders in Young Children (4) Child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.

668 Issues in Diversity (1) Increases students’ cross-cultural competence, enabling them to deal effectively and sensitively with families and children from various cultures in the United States.

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)

School Psychology Courses (SPSY)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R)

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)

617 Tests and Measurements in Education (4) Introduction to measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Prereq: undergraduate statistics or educational psychology course or equivalent.

618 Statistics in Education I (4) Covers descriptive statistics and elementary inferential statistics for examining the relation between two quantitative or qualitative variables using selected computer applications. Prereq: SPSY 617.

619 Statistics in Education II (4) Covers between-subject and within-subject effects in analysis-of-variance designs using selected computer applications. Prereq: SPSY 618.


626 Final Supervised Field Experience (1–15R) Limited to students in school psychology program for basic endorsement for an Oregon license.


661 Principles and Practices in School Psychology (4) Theory, role, and function of school psychology in its relation to learning and the school setting.

671 Behavioral Assessment (4) Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

672 Intellectual Assessment (4) Covers individual assessment of learning aptitude. Includes administering, scoring, and interpreting intelligence tests as well as report writing. Reviews theories of intelligence.

674 Educational Assessment (4) Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

681 Instructional Consultation (4) Theory and practice in consultation in school settings with emphasis on instructional issues in mainstream and special education classrooms; students complete case studies in schools.

682 Behavioral Consultation (4) Use of behavioral-change strategies and the delivery of these services via a consultation model. Students conduct behavioral consultation with school personnel. Prereq: SPED 426/526 or equivalent.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

American Sign Language Courses (ASL)

101, 102, 103 First-Year American Sign Language (5, 5, 5) 101: study of basic grammatical structure and vocabulary of American Sign Language; expressive and receptive finger-spelling; introduction to American deaf culture. 102: increased communication skills in ASL; study of cultural values and behavioral rules of the deaf community. 103: concentration on understanding and acquiring advanced conversational proficiency; emphasis on ASL classification of deaf culture as a linguistic minority. Sequence: ASL 101–103, 201–203; must be taken in order.
301 Second-Year American Sign Language (4,4,4)

201: applied conversational use of ASL through literature, narratives, poetry, and plays; explores various underlying metaphors found in ASL literature. 202: emphasis on more abstract and challenging conversational and narrative ranges; lab and readings cover historical aspects of deaf community and culture. 303: further emphasis on more abstract and challenging conversational and narrative ranges; explores broader political and social activities of international deaf community. Sequence: ASL 101–103, 201–203; must be taken in order.

301 American Deaf Culture (4)
Study of the relationship between small groups and dominant culture in the United States. Explores issues of language, culture, self-representation, identity, and social structure.

311 American Sign Language for Educators (3)
Designed for students with no knowledge of ASL who plan to work in professions with clients who have some degree of hearing loss.

Teacher Education

Jerry L. Rosiek, Department Head
(541) 346-2518
124 Education Building

Faculty


Courtesies


Emeriti

Thomas L. Dahle, professor emeritus. B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)


William E. Lamon, associate professor emeritus. B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)


Ione F. Pierron, associate professor emerita of librarianship, B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)


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

About the Department

License and degree programs in the Department of Teacher Education 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 bachelor of science (B.S.) degree. In some cases, students may earn a bachelor of education degree (B.Ed.)

The graduate major in teaching and learning with a specialization in graduate elementary teaching or middle-secondary education leads to recommendation for a state-approved teaching license and a master of education (M.Ed.) degree. A program in English for speakers of other languages leads to a state-approved add-on endorsement for licensed teachers.

Undergraduate Studies

Educational Studies Major

The educational studies major offers two specializations: educational foundations and integrated teaching. Both provide preparation in educational research, theory, and practice and the foundations of the American school system.

The educational foundations specialization culminates with a baccalaureate degree. Graduates can enter the work force or apply to a fifth-year program in elementary education, special education, early intervention, or other teaching specialty.

The integrated teaching specialization is a cohort program that begins in the student’s junior year and, after successful completion of program requirements, continues with a fifth-year license and master’s degree program. Graduates are eligible to be recommended for an elementary teaching license awarded by the Oregon Teacher Standards Commission; they also earn a master’s degree and an additional teaching specialization or endorsement.

Students who are planning to major in educational studies typically spend their first two years completing general education requirements. Those planning on applying to the integrated teaching program also complete premajor core courses.

Premajor Core Courses .......................... 17 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
Information and Data Retrieval (EDLD 450) .............. 1

Advising
Students who are considering a major in educational studies should meet with a peer adviser for an introduction to the major. The peer advisers’ office is in 142 Education Building; telephone (541) 346-1569. Once admitted to the major, students are assigned an adviser who helps them plan a course of study.

Core Requirements
Both specializations require a common core of educational studies courses. Additional courses are required based on the interests of the student and the selected specialization. Courses required for the degree program must be taken for a letter grade and passed with a C- or better.

Educational Foundations
Specialization
Educational foundations helps students develop an understanding of public school education and historical, political, and social factors that affect it. Participants also acquire the knowledge and skills needed for a career in education—curriculum, instruction, assessment, the relationship between research and practice, the role of technology in education, human development, student diversity, and special education. Graduates can apply for admission to a fifth year of study that results in a recommendation for an elementary or special education teaching license.

The specialization consists of the educational studies core and individualized courses consistent with the student’s career path. 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 pertinent to the student’s desired career may include work in elementary education, special education, early-childhood education, or other education-related fields.

Application and Admission. Entering students specify the preeducation major on the application for admission to the University of Oregon. Applicants to the major with the educational foundations specialization are made before beginning the junior year of study and may be made only during specific terms of the academic year. Seniors who transfer from another university or change their major may be admitted, but are not guaranteed graduation within one year. The College of Education website has specific requirements and application deadlines for the specialization.

Integrated Teaching Specialization
Integrated teaching is a unique three-year interdisciplinary program of study that prepares educators to deliver a diversified curriculum that accommodates children’s individual differences. Program graduates are attractive to school districts because of their broad range of skills, including the ability to address the needs of children with and without disabilities.

The program consists of the educational studies core, professional courses in teacher preparation, practicums, and, in the fifth year of study, requirements for the master’s degree. Core courses include studies in the foundations of educational practice, human development, teaching and learning, and intervention strategies. Students in the specialization learn from faculty members with expertise in regular and special-needs instruction, educational leadership, and instructional technology.

Students begin the program in the junior year and, after graduation, complete a year of study at the graduate level. During the graduate year, students elect an emphasis area that can lead to an additional endorsement or authorization to teach at another level, such as middle school.

The program leads to a bachelor’s degree with an optional minor in special education, master’s degree with a major in teaching and learning, eligibility to be recommended for an early childhood–elementary teaching license, the option of a special-education teaching license, and optional teaching endorsements.

Application and Admission. Admissions to the integrated teaching specialization have been suspended for the 2007–8 academic year.

Graduate Studies
Teaching and Learning Major
Students pursuing a master of education degree (M.Ed.) are admitted to the teaching and learning major through one of the following graduate teaching license specializations: graduate elementary teaching, middle-secondary education, or integrated teaching. The teaching and learning M.Ed. degree program includes the courses and practicums required for recommendation for a teaching license, additional course work, and a culminating capstone project.

Students who successfully complete the license part of the master’s degree program are eligible to be recommended for a teaching license, which is granted by the Oregon Teacher Standards and Practices Commission. Information about eligibility for a teaching license and states that have a reciprocity agreement with Oregon for the teaching license is available from the College of Education’s student academic services office.

The graduate elementary and middle-secondary teaching specializations are described below. The integrated teaching program is described under Undergraduate Studies in this section of the catalog.

Graduate Elementary Teaching
Graduate elementary teaching is a program for nontraditional students, students with under-graduate majors other than education, and individuals making a career change who want to enter the field of education. Students earn a master of education (M.Ed.) degree with a major in teaching and learning and are eligible to be recommended for an early childhood–elementary education teaching license. Licensure requirements can be completed in 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 a license includes theories of child development, classroom and behavior management, curriculum design, methods of instruction and assessment, student diversity, and legal issues. Students demonstrate professional knowledge, skills, and conduct through class assignments and practicums and full-time student teaching, which include the completion of two work samples that demonstrate the ability to promote children’s academic learning. Students also complete requirements for the M.Ed. degree.

Students should consult the Graduate School section of this catalog or the Graduate School website for general graduate requirements and policies.

Application and Admission. The graduate teacher education program leading to licensure has a limited enrollment. Students who meet minimum requirements are not guaranteed admission. Considered in the admission process are grade point average, scores on licensure-related tests, experience with elementary-age children, experience working with diverse and traditionally underserved populations, and demonstration of communication and collaboration skills.

The graduate programs in teacher education leading to licensure are currently being updated and integrated. Significant changes are scheduled to be implemented by summer session 2008. For more detailed information, visit the College of Education website.

Middle-Secondary Education
The M.Ed. degree program with a specialization in middle-secondary education leads to a recommendation for the Oregon middle and secondary teaching license with an endorsement in language arts; mathematics—basic and advanced; sciences—biology, chemistry, integrated science, physics; second languages—French, German, Japanese, Latin, Russian, Spanish; or social studies.

A program that leads to a teaching license in music is offered through the School of Music and Dance.

Students are admitted to the specialization during spring term. Course work begins during summer session and continues through the next spring term. During this time, requirements for a license 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 licensure program culminates with a full term of supervised student teaching. Students who complete the specialization are qualified to apply for a license to teach in middle, junior, and senior high schools. Additional course work is required to earn the master’s degree.

The license and master’s program may be completed by part-time students over the course of two or more years.

Students should consult the Graduate School section of this catalog or the Graduate School website for general graduate requirements and policies.

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) documentation of required tests; (3) a commitment to working with and serving diverse student populations, their parents, and advocates; and (4) a strong commitment to education as a profession. The middle-secondary specialization has limited
enrollment. It may not be possible to admit every applicant who meets basic admission criteria. A completed application must include:
1. A College of Education application for middle-secondary education specialization
2. A completed application for admission to the UO Graduate School
3. Three letters of recommendation that describe the applicant’s academic and experiential preparation
4. Official transcripts for all completed undergraduate and graduate course work
5. Completion of three entrance tests: (a) the California Basic Educational Skills Test (CBEST) or the Pre-Professional Skills tests (PPST), (b) the Oregon Educator Licensure Assessments Multiple Subjects Examination, (c) the Praxis test for area of specialization (e.g., English, biology, social studies)
6. A completed character questionnaire, which asks about any 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.

The graduate programs in teacher education leading to licensure are currently being updated and integrated. Significant changes are scheduled to be implemented by summer session 2008. For more detailed information, visit the College of Education website.

English for Speakers of Other Languages (ESOL) Endorsement

The add-on endorsements in ESOL and ESOL-bilingual education 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

Option I leads to an ESOL add-on endorsement for preservice teachers or for licensed teachers who want to add this endorsement to their license.

Option II

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 on the Teaching of Foreign Languages (ACTFL) proficiency test and the appropriate Praxis language 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 before beginning the program.

Admission. The ESOL add-on endorsement and the ESOL-bilingual add-on endorsement are available to preservice teachers and teachers who hold a valid teaching license. Applicants who want to enter this program as postbaccalaureate or graduate students should see the ESOL program coordinator.

Licensure

Licensure programs of the Department of Teacher Education meet the requirements of the Oregon Teacher Standards and Practices Commission. Initial licensure programs include early childhood–elementary education, early intervention, elementary education, and middle-secondary education. Endorsements are available in ESOL and ESOL-bilingual education.

Teacher Education Courses (TED)

503 Thesis (1–16R)
601 Research: [Topic] (1–16R)
602 Supervised College Teaching (1–9R)
603 Dissertation (1–16R)
605 Reading and Conference: [Topic] (1–16R)
606 Field Studies: [Topic] (1–6R)
607 Seminar: [Topic] (1–5R)
608 Workshop: [Topic] (1–16R)
609 Practicum: [Topic] (1–16R)
610 Experimental Course: [Topic] (1–5R)

Teacher Education Courses (EDUC)

199 Special Studies: [Topic] (1–5R)
406 Special Problems: [Topic] (1–16R)
408 Workshop: [Topic] (1–16R)
410/510 Experimental Course: [Topic] (1–5R)
606 Special Problems: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R)
609 Practicum: [Topic] (1–16R)
610 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.

196 Field Studies: [Topic] (1–2R)
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R) A recent topic is Exploring Educational Studies.
213 Applications of Learning and Intervention (4) Not offered 2008–9.
220 Beginning Applications in Educational Technology (4) Development of skills and exploration of computer applications useful for communicating in an educational setting.
221 Advanced Applications in Educational Technology (4) Introduction to using web-based tools and applications for a variety of school activities.
230 Integrated Science for Elementary Educators (4) Integrated science lessons that model active engagement in the process of scientific discovery.
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 and issues in measurement and evaluation in education.
332 Learning, Teaching, and Assessment I (3) Examination of various disciplinary literatures on learning, teaching, and assessment. Sequence with EDST 331, 333. Prereq: EDST 331; coreq: EDST 338.
333 Learning, Teaching, and Assessment II (3) Focuses on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment. Sequence with EDST 331, 332. Prereq: EDST 332; coreq: EDST 339.
338 Observation: Learning, Teaching, Assessment I (1) Studying children to determine how they make sense of school subjects. Pre- or coreq: EDST 332.
339 Observation: Learning, Teaching, Assessment II (1) Focuses on developing skills in observation of learning, teaching, and assessments. Pre- or coreq: EDST 333.
342 Curriculum Studies I (3) Examines basic assumptions underlying curriculum in specific subject areas. Sequence with EDST 343. Prereq: EDST 331; coreq: EDST 348.
348 Observation: Curriculum Studies I (1) Observing children in classroom settings to examine curriculum in practice. Pre- or coreq: EDST 342.
349 Observation: Curriculum Studies II (1) Examines the global and ideological dimensions of curriculum. Pre- or coreq: EDST 343.
399 Special Studies: [Topic] (1–5R) Recent topics include 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) Recent topics include Educational Foundations, IDEA Reading.
407/507 Seminar: [Topic] (1–5R) Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.
408/508 Workshop: [Topic] (1–5R)
409 Practicum: [Topic] (1–18R) Topics include Integrated Licensure LIII.
411 Childhood Studies (3) Examines child development from within the context of specific development and ecological theories.
412 Adolescent Studies (4) Introduces critical concepts of adolescence relevant to teaching and learning.
420 Living in a Stratified Society (3) Examines the stratification of wealth, status, and opportunity for advancement in our society. Pre- or coreq: EDST 459.
422/522 Technology: Teachers as Cyborgs (3) Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field. Coreq: EDST 420/529.
429/529 Observation: Technology Education (1) Examines the effects—intended and unintended—of using computers in particular learning settings. Pre- or coreq: EDST 422/522.
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 (5) Examines typical and atypical development in preschool, school-age, and preadolescent children; emphasizes the implications for teaching.
452/552 Equal Opportunity: Poverty (3) Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students. Prereq: EDST 420.
453/553 Equal Opportunity: Racism (3) Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Prereq: EDST 420.
454/554 Equal Opportunity: Patriarchy (3) Examines the way gender affects educational experiences and influences the educational achievement of students. Prereq: EDST 420.
456/556 Equal Opportunity: Colonization and Genocide (3) Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide. Prereq: EDST 420.
457/557 Equal Opportunity: Diaspora and Immigration (3) Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Prereq: EDST 420.
461/561 Literacy across the Curriculum (4) Examines the way various forms of literacy affect all learning processes.
462/562 Interventions for the Struggling Reader (3) Focuses on prevention efforts and interventions for struggling readers.
601 Research (1–16R)
602 Supervised College Teaching (1–9R)
603 Dissertation (1–16R)
605 Reading and Conference (1–5R)
606 Field Studies (1–9R)
608 Workshop (1–5R)
609 Practicum (1–16R)
610 Experimental Course (1–5R)
611 The Scholarship of Teaching (4) Examines the recent emergence of a focus on teachers as reflective practitioners, inquirers, action researchers, and scholars of pedagogical understanding.
612 Foundations of Teaching and Learning (4) Provides students with the psychological foundations of teaching and learning.
613 Motivation and Management (4) Focuses on the inextricable relationship between assumptions about human motivation and classroom management practices.
614 Cultural Context of Education (4) Examines the cultural foundations of educational practice through a critical review of four decades of ethnographic research on school and student culture.
615 Technology and Education (4) Introduction to major contemporary issues affecting education in the digital age.
616 Language, Power, and Education (4) Examines the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree.
617 The English Language Learner (4) Historical, demographic, political, and legal perspectives on the education of children whose native language is not English.
620 Evolution and the Math Wars (4) Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and science from kindergarten to grade 12. Sequence with EDST 621, 622 (or 623, 624); 625, 626.
621 Representing Mathematical Concepts (4) Students deepen their content knowledge, widen their understanding of student conceptualizations of mathematics, and reflect on their own mathematical instructional practices. Sequence with EDST 620, 622, 625, 626.
622 Mathematical Problem-Solving Curriculum (4) Prepares students to view mathematics as a problem-solving field rather than a set of discrete skills and operational rules. Sequence with EDST 620, 621, 625, 626. Prereq: EDST 621.
623 Representing Science Concepts (4) Examines why science is taught, what science subjects need to be taught, and how science is learned. Sequence with EDST 620, 624, 625, 626.
625 Diverse Learners in Mathematics and Science (4) Examines the research and practices that support an inclusive and culturally responsive approach to mathematics and science education. Sequence with EDST 620, 621, 622 (or 623, 624); 626. Prereq: EDST 622 or 624.
626 English Language Learners Pedagogy for Mathematics and Science (4) Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the curricular mandates of mainstream mathematics and science courses. Sequence with EDST 620, 621, 622 (or 623, 624); 625. Prereq: EDST 622 or 624.
630 Humanities Curriculum and Cultural Conflict (4) Examines the epistemology and conceptions of education that underlie the humanities curriculum at the secondary level. Sequence with EDST 631, 632 or 633, 634 or 635, 636); 637, 638.
631 Representing Literature to Young People (4) Examines why literature is taught and the way teachers represent literary works to students. Sequence with EDST 630, 632, 637, 638.
632 Engaging Students in Writing (4) Overview of strategies and tools for engaging students in the writing process. Emphasis on genres of writing and use of technology to enhance student writing. Sequence with EDST 630, 631, 632, 637, 638. Prereq: EDST 631.
633 Representing Second-Language Concepts (4) Provides a research-based foundation for planning, teaching, assessing, and managing second-language learning for the great diversity of students encountered in middle and high school. Sequence with EDST 630, 634, 637, 638.
634 Second-Language Conversation and Composition (4) Advanced teaching methodologies, techniques, and skills to effectively promote proficiency and fluency in second languages. Sequence with EDST 630, 632, 633, 637, 638. Prereq: EDST 634.
635 Representing Social Studies Concepts (4) Examines why social studies is taught and the way teachers represent social studies concepts to students. Sequence with EDST 630, 632, 634, 638, 639.
636 Social Studies Inquiry and Analysis (4) Explores the theory and practice of teaching social studies as a specialized form of inquiry. Sequence with EDST 630, 635, 637, 638. Prereq: EDST 635.
637 Serving Diverse Learners in Humanities (4) Theories about and practical strategies for working with culturally, linguistically, and academically diverse learners. Sequence with EDST 630, 631, 632 (or 633, 634 or 635, 636); 638. Prereq: EDST 632 or 634 or 636.
638 English Language Learners Pedagogy for Humanities (4) Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the curricular mandates of mainstream language arts
and social studies courses. Sequence with EDST 630, 631, 632 (or 633, 634 or 635, 636); 637.

640 Constructing Meaning through Literacy (4) Provides concepts and strategies used in teaching children to read. Focuses in particular on instruction for intermediate readers and writers. Sequence with EDST 641.

641 Reading as a Cultural Practice (4) Examines the teaching of reading as a practice filled with cultural meaning, placing reading education in its wider social and cultural context. Sequence with EDST 640. Prereq: EDST 640.

642 Pedagogical Methods in the Humanities (4) Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

643 Teaching Mathematics: Facts and Inquiry (4) Focuses on four areas of instruction crucial to becoming a skillful beginning teacher of mathematics. Sequence with EDST 644.


645 Teaching Science: Detail and Discovery (4) Emphasizes science as a process of contemplating, exploring, and raising questions about the world in elementary classrooms.

646 English Language Learners Pedagogy for Elementary Classrooms (4) Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the mandates of elementary-level curriculum. Prereq: EDST 641.

650 Teacher Education: Policy and Practice (4) Examines the role of curriculum in day-to-day teaching and learning. Focuses in particular on instruction for advanced graduate students. Offered alternate years.

651 Teacher Knowledge: Practical, Personal, Professional (4) Survey of contemporary theories about the nature and content of the knowledge that enables teaching competence. Offered alternate years.

652 Teacher Education: Analyzing Foundational Concepts (4) Examines foundational concepts that shape research and practice in teacher education. Offered alternate years.

654 Learning and Motivational Sciences (4) Survey of the learning and motivational sciences for advanced graduate students. Offered alternate years.

655 Creativity and Conformity in Classrooms (4) Focuses on the role of creativity and imaginative play in teaching, learning, and charging academic subjects with meaning. Offered alternate years.

656 Science and Mathematics Learning (4) Examines the social, political, cultural, psychological, and discipline-based explanations for the obstacles students face when studying mathematics and the sciences. Offered alternate years.

657 Nature, Nurture, and Schooling (4) Examines the social, political, cultural, psychological and discipline-based explanations for the obstacles students face in elementary schools. Offered alternate years.

660 Urban Schools: History and Politics (4) Examines the historical, economic, political, legal, and social context of contemporary urban schooling systems. Offered alternate years.

661 Sociology: From Reproduction to Resistance (4) Focuses on the ways schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Offered alternate years.

662 Curriculum Theory: Contesting Educational Content (3) Survey of the history of curriculum theory, the subfield that asks the fundamental question: What is worth teaching? Offered alternate years.

663 Fronteras Pedagógicas: Education and Immigration (4) Examines the way educational institutions have responded to human migration generally and to immigrant students, with an emphasis on bilingual education policy. Offered alternate years.

666 Thesis Writing (4R) Seminar for doctoral students who have advanced to candidacy. Emphasis is on support through the dissertation proposal writing process. R as needed.

667 Grant Writing: Finding Funders (4) Provides graduate students with the knowledge and skills needed to write successful grant proposals for research, professional development, and curriculum development projects.

670 Philosophy of Research (4) Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.

671 Qualitative Methodology I: Interpretive Inquiry (4) Examines the history, philosophy, and basic applications of naturalistic research methods in the study of human experience.

672 Qualitative Methodology II: Reflexive Inquiry (4) Examines the epistemic limits of any method of representing humans experience and the political and ethical implications of those limits for researchers.

673 Qualitative Methodology III: Formative Inquiry (4) Explores the ethics and aesthetics of naturalistic studies of human experience and surveys the latest innovations in qualitative social science methodology.

Graduate Elementary Teaching Courses (GET)

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)

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.

623 Methods of Teaching Science (3) Relationship between learning goals and research on effective instruction and assessments for mathematics 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.

629 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 and 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.
School of Journalism and Communication

Faculty


Duncan L. McDonald, professor (journalistic writing, investigative strategies, language and grammar). B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)


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 the following: journalism, journalism: advertising, journalism: communication studies, journalism: electronic media, journalism: magazine, journalism: news-editorial, or journalism: public relations. The school also offers a minor in communication studies. Master’s degree majors are communication and society, journalism, journalism: magazine, and journalism: news-editorial (the school is no longer accepting applications for the master’s degree in journalism: advertising). In addition, candidates for a master’s degree in journalism may specialize in literary nonfiction. The Ph.D. program in communication and society develops scholars and teachers who can critically examine questions of communication and society from many perspectives.
The school, which started as a department in 1912 and became a professional school in 1916, is one of the oldest journalism schools in the United States and one of the most broadly conceived. It is accredited by the national Accrediting Council on Education in Journalism and Mass Communications. The undergraduate program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 116 credits in courses outside the School of Journalism and Communication. Of those, 94 credits must be in courses from the College of Arts and Sciences. A maximum of 64 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about the practice of mass communication and its effects. They study the role of communication media in society, the history of journalism, visual aspects of communication, the ethics of media practices, the economics of the media, new communication technologies, and the legal and social responsibilities of the media.

Majors are encouraged to consider a second major or a minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student’s education and enhances employability. The school’s faculty members are scholars and researchers who combine academic background with professional experience in their teaching fields. Among them are former copywriters, designers, and advertising-agency executives; newspaper reporters and editors; public-relations executives; broadcast journalists and documentarians; communication researchers; photojournalists; and magazine writers and editors. The faculty exerts its influence beyond the confines of the university campus through scholarly publication, consulting, and textbooks and trade books in such areas as advertising, language skills, ethics, information gathering, media criticism and history, reporting, political communication, public-relations writing, graphic arts, magazine writing, and public broadcasting.

Many students are active in campus affairs, working for the campus daily newspaper, the university’s radio stations, the student-run advertising and public-relations agencies, or alternative publications. The school also encourages them to participate in journalistic organizations such as the Advertising Club, National Association of Black Journalists, National Broadcasting Society, National Press Photographers Association, Public Relations Student Society of America, and Society of Professional Journalists. Internships are available at newspapers, magazines, broadcast stations, advertising agencies, public-relations offices, and video-production firms, and are strongly encouraged.

The school’s George S. Turnbull Portland Center was established in 2005 to offer programs to undergraduates, graduate students, and media professionals in the state’s media center. Current information on Turnbull center programs is available on the school’s website.

Preparation. The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, economics, history, and the political and social sciences. Prospective students also benefit from the study of mathematics, statistics, computer programming, and second languages. Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school’s general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students upon request.

General Information
The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of the school’s first dean. Fully equipped laboratories are provided for news writing, editing, advertising, graphic design, electronic media, and digital photography. In 1997 the school opened the Carolyn S. Chambers Electronic Media Center, which provides video and audio production facilities, and the John L. Hulteng Student Services Center, which consolidates academic advising services for journalism and communication students. In 2001 the school opened the Willis L. Winter Presentation Room, a state-of-the-art facility for multimedia presentations. Since fall 1997, seminars, meetings, and special events have been held in the Hall of Achievement, which honors more than fifty distinguished alumni and friends of the school. The Ted M. Natt First Amendment Plaza, the Allen Hall Atrium, and the Marcia Aaron Leonard Student Lounge are filled with course-related activities, student meetings, and special events throughout the year. Up-to-date collections of newspapers and trade publications are maintained in the Willis S. Dunway Journalism Resource Center. The school receives the newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. Knight Library, the main branch of the university’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 Student Services Center.

Student Loans. The School of Journalism and Communication may provide 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 office of the assistant dean for student services is in 101B Allen Hall.

Diversity and Freedom of Expression
The goal of building greater social, political, cultural, economic, and intellectual diversity among students and members of the faculty and staff as well as in our curriculum, public scholarship, and communities is central to the school’s mission—preparing professional communicators, critical thinkers, and responsible citizens for a global society. The promotion and practice of freedom of expression and intellectual inquiry is an integral part of the school’s long and proud tradition of academic excellence. Discrimination of any kind, disrespect for others, or inequity in educational opportunity are unacceptable. Students and members of the faculty and staff are expected at all times to maintain the School of Journalism and Communication’s high standards of ethical and compassionate conduct.

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 and university codes 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 adviser who assists in planning programs, answering questions, and tracking 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 major, a student must have a minimum cumulative grade point average (GPA) of 2.70 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 201), Information Gathering (J 202), Writing for the Media (J 203), and Visual Communication for Mass Media (J 204).

Premajors must take the core courses for letter grades and earn grades of C– or better.

Premajors must also take another preparatory course, Grammar for Journalists (J 101), with a grade of P or C– or better as a prerequisite for J 203.

Premajor students may not take most 300- and 400-level journalism courses.

Admission as a Major
For students admitted to the major, the courses needed to satisfy major requirements can be completed within six academic-year terms.

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have
Transfer policy may consult the associate dean or
Transfer students who want to discuss the
Regardless of the number of credits transferred,
Communication accepts journalism credits earned
students must take at least 27 credits of jour-
Journalism and Communication enter
Transfer Credit. The School of Journalism and
1. Completed 45 or more credits of course work
2. Earned a cumulative GPA of at least 2.70 for
work done at the UO
3. Earned a P or C– or better in Grammar for
Journalists (J 101)
4. Completed 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.
Applicants with a GPA between 2.70 and 3.24 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, letters of recommendation, and a portfolio. Students with a GPA below 2.70 may petition the committee for admission. The committee has the option of waiving any of the requirements listed above if evidence of a candidate’s high potential for success in the 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. 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 for journalism credit and may 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. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon
4. Students cannot take more than 64 credits in journalism courses out of the 180 total credits required for a bachelor’s degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 70 credits in journalism)
5. 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 if approved by the associate dean
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. 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 396), 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 446), Third World Development Communication (J 455), International Journalism (J 492), Communication Ethics (J 496), Media Management and Economics (J 497)
4. A cumulative UO GPA of 2.70 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 academic-program specialized areas, including courses prerequisites:
   Advertising, Creative: Principles of Advertising (J 340), Advertising Campaigns (J 448), and three selected from: Advertising Copy Writing (J 441), Advertising Layout (J 442), Advertising Portfolio (J 447), Advanced Copy Writing (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), Agency Account Management (J 444), Advertising Research (J 445), Advertising Strategy (J 451), Communication Studies. Introduction to Communication Studies (J 314), Issues in Communication Studies (J 412), Communication Studies (J 317) U. one additional breadth course from 3(a) above, and one additional breadth course from 3(b) above. Students may not use the same J 412 topic or breadth course to satisfy both an area 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), 4 credits of weekend workshops in electronic media (J 408), and one course selected from Documentary Television Production (J 421) or Advanced Television News (J 434)
   Magazine. Reporting I (J 361), Magazine Article Writing I (J 371), one course from list A, two courses from list B, or list C. List A: Workshop: Pre-Flux Writing (J 408), Specialized Reporting (J 463), Cyberjournalism (J 465), Magazine Article Writing II (J 472), Magazine Feature Editing II (J 473), Flux Magazine Production (J 475), The Journalistic 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 I (J 361), Newspaper Editing (J 461), Reporting II (J 462), and one of the following: Specialized Reporting (J 463), Cyberjournalism (J 465), Advanced News Editing (J 468), The Journalistic Interview (J 483)
   Public Relations. Principles of Public Relations (J 350), Public Relations Writing (J 440), Advanced Public Relations Writing (J 452), Public Relations Planning and Problems (J 453), Public Relations Campaigns and Case Studies (J 454)
   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. 16 credits in literature (see Definitions, Limitations, and Policies below). A maximum of 8 credits in one of the following categories may be used to satisfy this requirement
      a. Literature courses taught in a second language that are taken as part of a student’s program of study in that language
      b. Courses treating film as literature, which must have a significant reading and writing component
   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 in the Hulteng center or from a student’s adviser
Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements.
Foreign-language courses used to fulfill the university’s bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.

Definitions, Limitations, and Policies
Literature. Courses include
1. Courses taught by the Department of English and the Comparative Literature Program
2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by those departments in the class schedule
3. Introduction to the Humanities II, III (HUM 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 grades unless a course is only offered pass/no pass (P/N). Grammar for Journalists (J 101) may be taken P/N.

Minor in Communication Studies
The School of Journalism and Communication offers a minor in communication studies, which gives students an overview of the role of communication in society. The minor requires 24 credits, of which 15 must be upper division.
Students who want to minor in communication studies should declare the minor in the school’s Hulteng center. Students may submit petitions to apply other journalism courses to the minor.

**Required Course (4 credits)**

The Mass Media and Society (J 201)

**Elective Courses (20 credits)**

Choose from the following courses: Women, Minorities, and Media (J 320), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), International Communication (J 396), Mass Media Ethics (J 397), Issues in Communication Studies (J 412), Survey of the Documentary (J 416), Public Media and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World Development Communication (J 455), International Journalism (J 492), Media Management and Economics (J 497)

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 premajor status through the university’s Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school’s requirements for graduation including the school’s 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.

**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 the 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 course work that explores the cultural, economic, and political aspects of communication and society. Four overlapping areas of faculty and program strength are media institutions; ethics, law, and policy; international communication; and communication and diversity. 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.

**International Students**

A firm mastery of English, including American mass-communication idioms, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students’ visa requirements. The best time to enroll in the institute’s courses is the summer session preceding the first term in the 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 doctoral 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 doctoral program must have received an M.A. or M.S. or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally

2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined verbal and quantitative score for admission is 1100. In exceptional cases an applicant with a lower score may be admitted conditionally

3. A 750- to 1,000-word essay describing the applicant’s academic and career goals

4. An up-to-date résumé

5. A portfolio, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master’s thesis

6. Three letters of recommendation, two from academic sources

7. International students must also submit documentation for
   a. Either a Test of English as a Foreign Language (TOEFL) score of 600 or better or a Michigan English Language Assessment Battery (MELAB) score of 85 or better
   b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE Application deadlines are 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 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 Major**

This major emphasizes communication theory and research, possibly preparatory to work for a Ph.D. degree. An undergraduate education in journalism and communication or professional experience is 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 course of study 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 625)

2. Two methodology courses, at least one of which is Qualitative Research Methods (J 641) or Quantitative Research Methods (J 642)

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 609) approved and supervised by a faculty committee. A written proposal, approved by the adviser and committee, is required before work is begun on either a thesis or project. A student should register for Thesis (J 503) or Terminal Project
Oversees the project.

Professional Majors

These majors are 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 with a major in journalism, journalism: magazine, or journalism: news-editorial. The School of Journalism and Communication is no longer accepting applications for the master’s degree in journalism: advertising.

Magazine and News-Editorial Course Work (46 credits)

1. Preparatory courses, taken only during summer session (no graduate credit is earned except for J 561): Workshops: Reporting and Information Strategies, Visual Studies in Journalism (J 408); Newspaper Editing (J 561); independent readings in mass media and society approved by adviser

2. Core courses: Introduction to the Faculty (J 425); Mass Communication and Society (J 431); Communication Ethics (J 596) or other conceptual (vs. skills) course approved by adviser

3. Experimental Courses: Journalistic Writing II (J 610), and two other advanced-skills courses approved by adviser

4. Elective graduate courses approved by adviser; may include courses outside of the School of Journalism and Communication

5. Terminal Project (J 609)

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 II (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 607) or Philosophy of 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 609) during the terms in which research and writing for the project occur. 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 supervise the research and writing of the terminal project. The topic must be approved by the adviser before work begins; a faculty committee oversees the project.

Candidates for the M.A. degree, but not the M.S. degree, must be proficient in a second language. Proficiency can be demonstrated either by completing, within the past seven years, the second year of the language at the college level or by passing an examination demonstrating equivalent competence.

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.

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), Proseminar I (J 640), Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), Proseminar II (J 643).

Outside Field. In close consultation with an academic adviser and the school’s graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the 18-credit outside field may involve more than one outside department.

Methodological Tool Requirement. Two methods courses, in addition to Qualitative Research Methods (J 641) and 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 (18 credits in J 603) is the final step in the doctoral program. It is a professionally central experience in the design, conduct, and dissemination of original research. It is written after the student’s proposed dissertation topic is approved.

Graduate Certificate in Communication Ethics

The certificate program is designed to provide students with the ability to teach ethical decision-making strategies, both theoretical and applied, covering message construction and the multiple delivery systems associated with modern mass media—print, broadcast, electronic, and digital.

Students should be able to fulfill the additional program requirements within two years, typically in conjunction with their primary graduate emphasis. A number of the courses taken as part of the primary graduate degree may also count toward the certificate.

Although the communication ethics graduate certificate may be of particular interest to journalism students, any student who is unconditionally admitted to the Graduate School may earn one as an enhancement to the graduate degree.

Journalism Courses (J)

The following acronyms are used to abbreviate undergraduate majors in course descriptions:

JAD (journalism: advertising), JEM (journalism: electronic media), JMag (journalism: magazine), JNE (journalism: news-editorial), JPR (journalism: public relations).

101 Grammar for Journalists (3) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style. Blaine.

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 The Mass Media and Society (4) The various media of mass communication and their effects on society. Campbell, Martinez, Merskin, Stavitsky, Upshaw.

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. Prereq: premajor status. Blaine, Campbell.

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: J 101 with a grade of mid-C or better; completion of WR 121 and WR 122 or WR 123. Blaine, Maier, McDonald, Russel, Wheeler.

204 Visual Communication for Mass Media (4) Theory and application of visual communication in newspapers, magazines, video, advertising, and public relations. Prereq: premajor status. Newton, Ryan.

314 Introduction to Communication Studies (4)

Presents a historical overview of the field and an in-depth discussion of the primary theoretical approaches to media studies. Prereq: J 201. Bybee, Merskin, Wasko.

320 Women, Minorities, and Media (4) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Martinez, Merskin, Steeves.

330 Introduction to Electronic Media (4) Introduction to aesthetic and technical elements, as well as professional issues, involved in communication through video and audio. JEM majors only. Martinez, Palfreman, Upshaw.

331 Television Field Production (4) Introduction to techniques of single-camera field video production. JEM majors only. Prereq: J 330. Martinez, Miller.

333 Writing for Multimedia (4) Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based 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, Morrison, Sheehan.

350 Principles of Public Relations (4) Theory and practice, mass media as publicity channels, the public-relations practitioner, departments and agencies. Curtin.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments: straight news, features, interviews, speeches, JMag, JNE majors only. Campbell, Maier.

365 Photожournalism (4) Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photожournalism. Laboratory intensive and portfolio oriented. Majors only. 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 and sophomore standing. Gleeson, Youn.

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 and sophomore standing. Wasiko.


388 Communication Theory and Criticism (4) Survey of contemporary social, scientific, and humanistic theories of mediated communication. Theories of the media and their relationship to society. Prereq: J 201 and sophomore standing. Bybee, Merskin.

396 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: J 201 and sophomore standing. Curtin, Martinez, Stavitsky, Steeves, Youn.


399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–9R)

403 Thesis [1–9R]

404 Internship: [Topic] (1–4R) R for maximum of 4 credits.

405 Reading and Conference: [Topic] (1–9R)

406 Special Problems: [Topic] (1–9R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–4R)

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)


413 Communication Studies Capstone (4) Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research. Prereq: completion of requirements for the communication studies specialization. Bybee, Merskin, Wasiko.

416/516 Survey of the Documentary (4) Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors or communication studies minors only. Martinez, Miller.

417 Public Media and Culture (4) Comparative analysis of the structure, mission, and content of public and commercial media. Majors or communication studies studies minors only. Stavitsky.

418/518 Communication and Democracy (4) The role of communication in democratic practice. Special emphasis on the implications of the changes in communication systems and technology for contemporary democratic practice. Majors or communication studies minors only. Bybee.

419/519 Editing Theory and Production (4) Introduction to advanced video-editing styles using digital, nonlinear systems. Prereq: J 330, Martinez, Miller.


432/532 Reporting for Electronic Media (4) Training in gathering, production, and presentation of news for the electronic media. JEM majors only. Prereq: J 331, Palfreman, Stavitsky, Upshaw.


440 Public Relations Writing (4) Provides instruction and writing practice designed to develop the professional-level skills expected of public relations practitioners. JPR majors only. Prereq: J 350. Curtin, Hagley, McDonald.


443/543 Advertising Media Planning (4) Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. JAD majors only. Prereq: J 340. Frazer, Koranda, Morrison.

442/542 Advertising Layout (4) Graph design for advertising. Work with type and illustrations. Consideration given to all media. JAD majors only. Prereq: J 340. Newton, Ryan.

444/544 Agency Account Management (4) The role of the account executive in the advertising agency examined through case studies. JAD majors only. Prereq: J 340. Koranda, Sheehan.


446/546 Advertising and Society (4) The role of advertising as an institution in society. Majors or communication studies minors only. Prereq: J 201, junior standing. Frazer, Koranda, Morrison, Sheehan.

447/547 Advertising Portfolio (4) Capstone experience in conceptualizing and executing the creative aspects of advertising campaigns. JAD majors only. Prereq: J 441/541, 442/542. Maxwell, Morrison, 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. JAD majors only. Prereq: three from J 441/541, 442/542, 443/543, 444/544, 445/545, 447/547, 450/550, 451/551. Frazer, Koranda, Maxwell, Morrison, Sheehan.

449/549 Advanced Advertising Campaigns (5) Team experience of creating a professional-level advertising plan. Students participate in a national competition. JAD majors only. Prereq: instructor’s consent. Koranda.


452/552 Advanced Public Relations Writing (4) Extends basic public relations writing to specific writing contexts and challenges facing professionals in public relations and corporate and marketing communication through highly specialized assignments. JPR majors only. Prereq: J 440/540. Curtin, McDonald.

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. JPR majors only. Prereq: J 350, 440. Curtin, Hagley.


455/555 Third World Development Communication (4) The role of communication in third world development projects. Diffusion, social marketing, and alternative approaches. Majors or communication studies minors only. Prereq: junior standing. Martinez, Steeves.

461/561 Newspaper Editing (4) Copy editing and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, makeup, and processing of written and pictorial news matter under time pressure. JNE majors only. Prereq: J 361 or equivalent. Campbell, Russial.

462/562 Reporting II (4) Advanced reporting on public affairs and community news. JNE majors only. Prereq: J 361. Campbell, Maier.

463/563 Specialized Reporting: [Topic] (1–4R) Reporting of special topics, including the environ-
ment, business and economics, politics, health and medicine, science, the arts, and precision journalism. JMAG, JNE majors only. Prereq: J 361 or 432/532. Bassett, Maier, Wheeler.

464/564 Newspaper Design (4) Conceptual and technical training in the design and layout of newspapers in various formats. Prereq: J 361. Campbell, Russia.

465/565 Cyberjournalism (4) Critically examines components of online journalism; explores various aspects of web publishing. Participants collaborate in creating a class website. J MAG, JNE majors only. Prereq: J 432/532 or 461/561. Russian.

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 with web-based journalism. Focus on teamwork. JNE majors only. Prereq: J 461/561. Russian.


475/575 Flux Magazine Production (1–5R) Planning and production of Flux magazine. Students make and carry out assignments, write and edit stories, take photos, sell advertising, design and layout magazine. Prereq: major status, instructor’s consent. R for a maximum of 12 credits. Blaine.


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. JMAG, JNE majors only. Prereq: J 361. Blaine, Kessler, Maier.

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. Majors or communication studies minors only. Prereq: J 201, junior standing. Martinez, Steeves, Upshaw.

496/596 Communication Ethics: [Topic] (4R) Analyses of ethical issues confronting the communications industry using moral philosophy, rhetorical theory, political philosophy, case studies, and theories of persuasion and communication. R once for a maximum of 8 credits. Majors or communication studies minors only. Prereq: J 201, junior standing. Bivins, Newton, Wheeler.

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] (1–4R) R for maximum of 4 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)


609 Terminal Project (1–6R) R for maximum of 6 credits.

610 Experimental Course: [Topic] (1–5R) Current topics include Gender, Race, and Media; International Communication.

611 Mass Communication and Society (4) Review of the literature of mass communication. Introduction to graduate study in journalism and communication. Curtin, Maier, Merskin.

613 Mass Communication Theories (4) Survey of major theoretical approaches to the study of journalism and mass communication. Curtin, Stavitsky.

619 Teaching and the Professional Life (4) Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication. Ponder, McDonald.

620 Public Relations Planning Theory (4) Public relations management including systems theory and various formulas for program planning and evaluation. Curtin.

625 Introduction to the Faculty (1) Introduces new graduate students to faculty expertise in the areas of research, creative or professional work, and teaching in the School of Journalism and Communication.

631 Literature of Literary Journalism (4) Explores the philosophical foundations of communication in the United States—including political philosophies that range from Milton to McLuhan. Bivins.

634 Political Economy of Communication (4) Reservation of the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets. Wasko.

648 Cultural Approaches to Communication (4) Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems. Bybee.

652 Communication and Politics: [Topic] (4R) Examine communication and mediated communication in formal political settings as well as the general exercise of political power throughout society. R twice when topic changes for maximum of 12 credits. Bybee, Ponder.

660 Advanced Research Methods: [Topic] (4R) Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, ethnography, historical methods, legal methods, content analysis, and survey methods. Prereq: J 641 or 642 depending on topic. R when topic changes.


690 Proseminar II (5) Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 640–642. Prereq: J 640, 641, 642. Steeves, Wasko.

691 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 613 or 640. Newton, Ponder, Steeves.

692 Quantitative Research Methods (4) Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research. Prereq: J 613 or 640. Curtin, Maier, Russell, Sheehan.

693 Proseminar III (5) Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 640–642. Prereq: J 640, 641, 642. Steeves, Wasko.
Faculty

Barbara Bader Aldave, Loran L. Stewart Professor of Business Law (business associations; securities regulation); director, Center for Law and Entrepreneurship. B.S., 1960, Stanford; J.D., 1966, California, Berkeley (Coif); Oregon bar, 1966, Texas bar, 1982. (2000)

Adell L. Amos, assistant professor (environmental and resources law); director, Environmental and Natural Resources Law Center. B.A., 1995, Drury; J.D., 1996, Oregon; Missouri bar, 1999. (2005)

Steven W. Bender, James L. and Ilene R. Hershner Professor of Law (commercial law, secured land transactions). B.S., 1982, J.D., 1985, Oregon (Coif); Arizona bar, 1985. (1990)


Margaret L. Paris, Dean

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Emeriti


The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.
Participating
Kyu Ho Youm, journalism and communication

About the School
The School of Law offers a three-year, full-time professional curriculum leading to the doctor of jurisprudence (J.D.) degree; an interdisciplinary master’s degree (M.A. or M.S.) in conflict and dispute resolution; and a master of laws (LL.M.) in environmental law.

The law school’s broad-based curriculum and clinical programs prepare students for careers in almost every practice area. Special centers and programs include business law and entrepreneurship, environmental law, dispute resolution, public interest law, a Portland program, and the Wayne Morse Center for Law and Politics.

The Career Services office offers counseling, seminars, mentoring programs, and connections to UO law graduates throughout the world.

The John E. Jaqua Law Library is a light-filled space occupying three floors, designed to meet the special research and study needs of law students. It provides print, electronic, and video resources, and has full wireless access and power to support student laptops. Each floor of the law library contains a mix of books, tables, carrels, equipment, and study rooms. Law students can use our online catalog to order materials from the law library and from other libraries in Oregon and Washington. Attorney librarians teach students how to perform legal research in class and in the library.

UO law students run three student journals, two public interest funds, and nearly forty active student organizations; serve the public in seven clinical programs; and organize the world’s oldest and largest public interest environmental law conference, attracting more than 3,000 participants each year. For five years in a row, UO students have received the top Oregon State Bar law conference, attracting more than 3,000 participants each year. For five years in a row, UO students have received the top Oregon State Bar law conference, attracting more than 3,000 participants each year. For five years in a row, UO students have received the top Oregon State Bar law conference, attracting more than 3,000 participants each year. For five years in a row, UO students have received the top Oregon State Bar law conference, attracting more than 3,000 participants each year. 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The William W. Knight Law Center offers a spacious, warm environment for study and community activities and includes more than 1,500 fast Ethernet jacks as well as wireless access throughout the building.

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.

Academics
Law students spend their first year in ten required courses designed to provide a solid foundation in legal theory, practical writing and research skills, and a theoretical and practical knowledge of the law. Contracts (LAW 611, 612), Torts (LAW 613, 614), Civil Procedure (LAW 615), Property (LAW 617), Criminal Law (LAW 618), Legal Research and Writing I and II (LAW 622, 623), and Constitutional Law I (LAW 643).

Clinical Experience and Practice Skills Courses
Courses such as Trial Practice Laboratory and Moot Court Competition offer structured role-playing exercises that hone professional lawyering skills. The judicial internship program develops legal analysis, research, and writing skills. Familiarity with the Oregon political process is gained through the Legislative Issues Workshop. Seven clinics introduce students to actual clients and cases through the supervised practice of law. Admission to these courses is competitive and open only to advanced students.

Judicial Internships. Interns work for district and appellate federal courts, federal immigration court, state trial and appellate courts, and the U.S. bankruptcy courts. The judges include students in all aspects of their work, including settlement meetings, trials, and discussions in chambers. For information, contact Joe Metcalfe, director of clinics and externships.

Legislative Issues Workshop. Students are involved in research, bill tracking, report writing, committee presentation, and other tasks during the biennial sessions of the Oregon State Legislature. Offered spring 2009. Merv Loya and Dave Frohmayer, codirectors.

Civil Practice Clinic. Students represent low-income clients through Lane County Legal Aid. Cases may result in a court appearance or contested case hearing, often involving social security, welfare, food stamp, public housing, or unemployment benefits. Jill Kocher, director.

Domestic Violence Clinic. Students conduct client and witness interviews and investigations and help defend clients in a wide range of misdemeanor prosecutions in Oregon Circuit Court through Public Defender Services of Lane County. Tom Fagan, director.

Criminal Practice Clinic. Students gain practical experience in the courtroom in one of the fast-paced district attorneys’ offices in Oregon. Students prepare and try minor criminal cases and may assist on felony cases. Doug Harclerood, J.D. ’73, director.

Civil Practice Clinic. Students represent low-income clients through Lane County Legal Aid. Cases may result in a court appearance or contested case hearing, often involving social security, welfare, food stamp, public housing, or unemployment benefits. Jill Kocher, director.

Criminal Defense Clinic. Students conduct client and witness interviews and investigations and help defend clients in a wide range of misdemeanor prosecutions in Oregon Circuit Court through Public Defender Services of Lane County. Tom Fagan, director.

Domestic Violence Clinic. Students work with Lane County Domestic Violence Clinic attorneys and client advocates to represent victims of domestic violence and stalking in contested protective order hearings. Patricia Vallerand, director.

Environmental Law Clinic. Working with the Western Environmental Law Center, students are advancing theories never before litigated in any American court. The emphasis is on intellectually challenging and creative work. Greg Costello, director.

Mediation Clinic. After mediation training, students spend one morning each week working in a local small claims court, helping disputants to search for nonlitigation solutions to their problems. Jane Gordon, J.D. ’79, director.

Portland Externship Program. This externship program places students in corporate counsel offices in order to give them a window into the world of major Oregon businesses and the operations of corporate legal counsel. Students participating in the program are exposed to the roles of in-house counsel, the relationship between in-house and outside counsel, and the workings of major Oregon business operations. The substantial classroom component for both full- and part-time externs explores ethical issues faced by corporate counsel. Steve Bender, J.D. ’85, director.

Portland U.S. Trustee in Bankruptcy Program. This program is the component of the Department of Justice responsible for overseeing the administration of bankruptcy cases and private trustees in bankruptcy. Andrea Coles-Bjerre, director.


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 witnesses. Each student participates in weekly classroom exercises and in a full trial at the end of the semester. Joseph Metcalfe, director.

Certificates 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 entrepreneurship, 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.

Centers and Programs
Appropriate Dispute Resolution Center
The comprehensive Appropriate Dispute Resolution Center 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.

One component of the center is training leading to an interdisciplinary master’s degree in conflict and dispute resolution. This 68-credit program is open to any qualified applicant with a bachelor’s degree. It can be taken concurrently with a law or other graduate degree program, or as an independent two-year program.

The center also oversees all community mediation programs in the state through the Oregon Office for Community Dispute Resolution.

Center for Law and Entrepreneurship
The center brings together lawyers, entrepreneurs, and academicians in a variety of settings, integrating law students and legal scholars with an increasingly entrepreneurial economy. The center runs the Small Business Clinic and 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 lectures, field trips, and brown-bag lunches with members of the local business and legal communities.
Environmental and Natural Resources Law Center

The Environmental and Natural Resources Law Center pioneered the earliest academic curriculum in public interest environmental law, created the first public interest environmental law clinic in the country, and, through its students, hosts the oldest and largest public interest environmental law conference in the world. The center faculty produces research and analysis used widely by government agencies, courts, tribes, public interest organizations, and policymakers.

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 resident scholar stipends for UO faculty members; law student fellowships; vision grants for new courses or 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.

Concurrent Degree and Other Programs

LL.M. in Environmental and Natural Resources Law

The School of Law offers a degree program leading to a master of arts in environmental and natural resources law. Applicants must have a J.D. from an accredited U.S. law school or a law degree from a non-U.S. program of legal education. The program requires two semesters in residence at the UO School of Law and 24 credits earned.

Students participate in the LL.M. seminar and select seven other approved, semester-long courses. The LL.M. seminar is an integrating experience for students, providing education on topics of current concern and introducing students to a variety of lawyers, officials, and natural environments in the Pacific Northwest region of the United States during field trips. The students also work to improve their skills in making presentations, preparing articles for publication, and working collaboratively.

Some LL.M. students also have the opportunity to participate in the clinical program at the Western Environmental Law Center and the externship program at the Environmental Law Alliance Worldwide. This program is intended to prepare a select group of postgraduate students for careers in teaching, high-level governmental or international positions, and legal careers in private or public service.

Master’s Degree in Conflict and Dispute Resolution

The graduate program in conflict and dispute resolution, housed in the School of Law, offers an interdisciplinary, two-year master’s degree (M.A. or M.S.) granted by the Graduate School. The 68-credit program comprises four components:

1. Core required courses—35 credits
2. Elective courses—16 credits
3. Internship—8 credits (320 hours)
4. Thesis or final project—9 credits

First-year students take all the core courses together as a cohort. In their second year of study, degree candidates focus on individualized learning, completing their elective course work, their internship, and their final project. Electives may be selected from courses offered across campus by various departments and programs, including the Lundquist College of Business; international studies; planning, public policy and management; philosophy; political science; psychology; sociology; and others. The conflict and dispute resolution master’s program develops its own elective courses that attract students from across the campus. Examples include the psychology of conflict resolution; conflict resolution in schools; grappling with zero-sum conflicts such as Northern Ireland and Israel-Palestine; environmental conflict resolution; and conflict resolution in the workplace.

The internship is a key element of the educational program, providing practical experience in an area that has relevance to the student’s educational and career goals and the potential to be a stepping stone to future career development. Internship placements range from local to international. Students are not required to complete all internship credits within a single term. Internship credits needn’t be acquired only at one placement location but may be divided among two, or possibly even three, sponsoring agencies.

The final project component of the degree requirements is sufficiently flexible in format and content to allow students to choose between a theory-based academic paper or a project more practical in nature. The former typically will be a formal study of some aspect of the field, the latter a project of practice conducted in the field followed with a final project report. Successful completion of the final project requires an oral defense before the student’s final project committee. Full information can be found on the program website, conflict.uoregon.edu.

J.D./M.A. or M.S. in Conflict and Dispute Resolution

The School of Law offers a concurrent degree program leading to a doctor of jurisprudence and a master of science degree in conflict and dispute resolution. Students receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both programs.

J.D./M.B.A.

The School of Law and the Lundquist College of Business Graduate School of Management offer a joint degree program leading to 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 receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both schools.

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 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.

Academic Support

The Academic Choice for Excellence Program, a voluntary program open to first-year law students, is particularly beneficial for nontraditional law students and those who are the first in their family to attend college or have been away from school for several years. The program includes 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.

Academic Calendar for Law Students

The School of Law operates on an early semester calendar. On this schedule, registration for fall semester begins the week following spring break, fall semester examinations are given before the winter vacation, and the spring semester ends in early May. More information about calendar dates is available from the School of Law.

Summer Session

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school.

Summer session is not open to beginning law students.

For complete summer session information, write to the School of Law Student Affairs Office.

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.
Information about the School of Law and its programs is available at its website. The law school catalog, which also provides general information, may be requested through the website or by contacting the Office of Admissions. Admissions staff members are happy to respond to inquiries regarding the admission process as well as to make arrangements for visits to the School of Law.

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 evaluating the strength of the overall record, the admissions committee considers the undergraduate grade point average (GPA), the results of the Law School Admission Test (LSAT), the personal statement, and letters of recommendation. The applicant should also submit a résumé that highlights educational background, employment, global and multicultural experience, and extracurricular activities. International applicants are required to submit results of the Test of English as a Foreign Language (TOEFL). The admissions committee strives to annually enroll a class that is academically distinguished and reflects a rich blend of educational, economic, cultural, and professional backgrounds.

Requirements through the Law School Admission Council
The University of Oregon School of Law is a member of the Law School Admission Council (LSAC). To complete the application process, an applicant must register with LSAC to take the Law School Admission Test (LSAT) and participate in the Law School Data Assembly Service (LSDAS); register at www.lsac.org or call (215) 968-1001. An applicant should take the LSAT no later than February of the year in which they wish to enroll. A score from the June 2004 test administration is the oldest acceptable score for fall 2008. An applicant must submit official academic transcripts of all college-level work and postgraduate work and letters of recommendation to the LSDAS. All required fees must be paid and all required documents received before the admissions committee will review an application. Applicants receive an admission decision from the Office of Admissions in a letter sent through the United States Postal Service between January and March.

Class Profile
In 2007 the School of Law received 2,054 applications for the 180 seats in its first-year class. For first-year students entering in fall 2007, the 75th percentile undergraduate GPA was 3.68, the median GPA was 3.45, and the 25th percentile GPA was 3.27. The 75th percentile LSAT score was 161, the median LSAT score was 158, and the 25th percentile LSAT score was 156.

Costs and 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 J.D. Program
For the 2007–8 academic year, tuition and fees were $19,596 for resident students and $24,396 for nonresidents. See the law school catalog for more information. Tuition and fee schedules are subject to revision by the State Board of Higher Education.

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the Admissions section of this catalog. Details governing administration of nonresident and resident policies are complex. For answers to individual questions, students are advised to consult a staff member in the university’s Office of Admissions.

Total Costs
Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. Total 2007–8 costs for a resident student at the School of Law averaged approximately $31,050 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged $35,850. Costs may be higher for students with children. The child-care allowance varies according to circumstance and is based on documentable costs for the period of time the student is enrolled. Transportation costs also vary.

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
Information about scholarships and financial aid is available in the UO School of Law Catalog; on the school’s website; or by telephone, (541) 346-1558.

The law school has a Loan Repayment Assistance Program (LRAP) to help students with large law school loans to more easily enter public service.

Degree Requirements
The curriculum presents fundamental subjects of law during the first year, and 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.

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits, and who have otherwise satisfied the requirements of the university and the School of Law are granted the J.D. degree provided that they
• 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
• Complete successfully prescribed first-year courses
• Complete successfully Constitutional Law II (LAW 644) and Legal Profession (LAW 649)
• Fulfill a skills requirement and a writing requirement
• Have been full-time law students at the School of Law for at least ninety weeks or equivalent
• Fulfill other requirements as may be imposed

The School of Law reserves the right to modify its curriculum and graduation requirements at any time. Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the assistant dean for student affairs.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

During the second or third year of law school, each student must complete a writing requirement designed to improve legal writing skills and the ability to analyze legal problems. The requirement is met by an intensive writing experience involving thorough research, substantial writing and editing, and interaction with a faculty member in developing and editing a research paper or legal documents.

During the second or third year of law school, each student must also complete at least one course with substantial professional skills components to qualify for graduation. Professional skills include trial and appellate advocacy, alternate methods of dispute resolution, counseling, interviewing, negotiating, and drafting.

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.

Term Courses for Nonlaw Students
410/510 Experimental Course: [Topic] (1–5R)
600 Law Courses for Nonlaw Students (1–15R)

Generic course number for translating 600-level School of Law semester credits to term credits on academic records for nonlaw students.

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

Required First-Year Courses
611, 612 Contracts (3,3)
613, 614 Torts (3,3)
615 Civil Procedure (4)
617 Property (4)
318 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 courses listed below are offered each academic year. Every effort is made to offer these 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 (4)
621 Advanced Business Law (2)
680, 681 Federal Income Tax I, II (3, 3)
680, 681 Federal Income Tax I, II (3, 3)
682 Estate and Gift Taxes (2)
683 Estate Planning (3)
684 Criminal Investigation (3)
685 Criminal Adjudication (3)
686 Environment and Pollution (3)
687 Wildlife Law (2)
688 Hazardous Waste Law (2)
689 International Environmental Law (2-3)
690 Comparative Environmental Law (3)
691 International Trade and Investment Law (3)
692 International and Comparative Law (3)
693 Human Rights and Environment (3)

Professional Writing, Research, and Seminars
601 Research: [Topic] (1-16R)
605 Reading and Conference: [Topic] (1-6R)
610 Experimental Course: [Topic] (1-5R)

Conflict and Dispute Resolution Courses (CRES)
410 Experimental Course: [Topic] (1-5R)
601 Research: [Topic] (1-9)
604 Internship (1-8R)
605 Reading and Conference: [Topic] (1-5R)
607 Seminar: [Topic] (1-5R)
608 Workshop: [Topic] (1-5R)
610 Experimental Course: [Topic] (1-5R)
611 Terminal Project (1-9R)
612 Philosophy of Conflict Resolution (4)
613 Perspectives on Conflict Resolution (4)
614 Negotiation, Bargaining, and Persuasion (4)
615 Cross-Cultural Dynamics in Conflict Resolution (4)
616 Mediation Skills (4)
617 Professionalism in Practice (4)
618 Adjudication and Courts (2)
619 Reflective Practice (2)
630 Arbitration and Hybrid Processes (2)
631 Research Methodology (3)
650 Capstone Seminar (2)
School of Music and Dance

About the School
The School of Music and Dance began as the Department of Music in 1886. It became the School of Music in 1900, then the School of Music and Dance in 2005. It 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 and Dance is a professional school in a university setting. The school is committed 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 Dance is 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 life and performing activities of the school through the curriculum, lectures, workshops, 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

Dance

Jennifer P. Craig, Department Head
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Faculty


Emeriti


C. Brad Foley, Dean
(541) 346-3761
fax (541) 346-0723
159 Music Building
1225 University of Oregon
Eugene OR 97403-1225

About the Department
The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also study such idioms as 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 classes begin and during spring term. Write or call the department office for dates of place-
ment classes. Faculty adjudicators observe and place students according to the students’ knowledge and skill levels. Entering freshmen who plan to attend IntroDUCtion 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 are 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 DANC courses provide advanced instruction. See DANC course listings for credit repeatability.

Noncredit DANC and DAN studio courses are available to matriculated university students through the noncredit student program and to members of the community through community dance. In each case, a modest instructional fee is assessed by the Department of Dance.

Facilities
The Department of Dance has four dance studios for classes and special activities in dance. In addition to serving as classrooms and rehearsal spaces, two studios in Gerlinger Annex convert into the M. Francis Dougherty Dance Theatre, which has lighting and stage equipment for concert productions and seats 250 people.

Performing Opportunities
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-making, 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 OU 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 and Dance provide performance opportunities that incorporate acting, singing, and dancing. These activities also carry academic credit.

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, and teach master classes and organizing student participation in the American College Dance Festival.

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.

The Department of Dance awards Lotta Carll scholarships yearly to talented student performers and choreographers. Recipients are required to perform a short piece at the annual Phi Beta meeting.

Dr. Kenneth Singer and Georgianne Singer Teller have endowed the Georgianne Teller Singer Dean’s Fellowship in Dance, an annual award to one or more outstanding graduate students.

Fees
Majors in the Department of Dance pay a term fee of $100. This fee helps to pay expenses associated with dance studio activities, such as instruction, class musicians, music equipment, and 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.) degrees. 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 art forms and disciplines
6. Develop a level of competence in performance, creative, and theoretical aspects of dance to pursue graduate studies or other professional goals

Preparation. High school students planning to major in dance should include preparation in music, drama, art, and dance.

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed two terms of college-level English composition, 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 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**
- **19 credits**
  - Looking at Dance (DAN 251) ...................... 4
  - Fundamentals of Rhythm (DAN 252) ................. 3
  - Dance Production I (DAN 253) .......................... 3
  - Body Fundamentals (DAN 256) ........................ 3
  - Dance Improvisation (DANC 271) .................. 2
  - For breadth in technique, studio courses in at least two idioms other than modern or ballet... 4

**Upper Division**
- **48 credits**
  - Dance Composition I II (DAN 351, 352) ........... 6
  - Dance Production II (DAN 353) ...................... 1
  - Dance Kinesiology (DAN 360) ........................ 3
  - Modern Ballet Laboratory (DAN 394 or higher), three terms ...................................................... 6
  - Ballet Laboratory (DAN 396 or higher), two terms ..................................................................... 4
  - Three additional terms in one idiom (DAN 394 or 396 or higher) .............................................. 6
  - Internship (DAN 404) .................................... 2
  - Workshop: Performance (DAN 408) ................. 2
  - Senior Project (DAN 411) ................................... 3
  - Ballet from the Courts to Balanchine (DAN 453) .................. 3
  - Evolution of Modern Dance (DAN 454) ............ 3
  - Music for Dancers (DAN 458) .......................... 3
  - Dance Accompaniment (DAN 490) ................... 2
  - Teaching Dance (DAN 491) ............................. 3

**Electives**
- **24 credits**

University requirements and electives to complete 180 credits 83 credits

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 as follows: (1) dance majors must enroll in a ballet or modern technique course every term they are in the program; (2) the minimum competency for graduation is two terms of ballet (DAN 396) and three terms of modern (DAN 394); and (3) during the last three terms before graduation, each major must complete an additional 6 credits of DAN 394 or 396 or higher.

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.

**Honors College Program**

See the Honors at Oregon 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, ethnicity, 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, women’s and gender studies, human physiology, 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**

- **33 credits**
  - Core 15 credits
    - Looking at Dance (DAN 251) ...................... 4
    - Fundamentals of Rhythm (DAN 252) ................. 3
    - Dance Production I (DAN 253) .......................... 3
    - Body Fundamentals (DAN 256) ........................ 3
    - Dance Improvisation (DANC 271) .................. 1
    - Dance Production II (DAN 353) ...................... 1
  - Dance technique at DANC 300 level or higher 9 credits
  - Dance courses in the humanities, science, and studio-theory areas 9 credits
  - Students must take a placement class before enrolling in a technique course at the DAN level. See Placement of Majors and Minors in this section of the catalog.

  The dance minor requires at least 33 credits including the 15-credit core and at least 9 credits of dance technique at the DANC 300 level or higher and 9 credits of elective course work in the humanities, science, and studio-theory areas (at least 3 credits in each of these areas). The 33 credits must include 15 upper-division credits. A list of courses that satisfy the area requirement is available in the dance department office and on the department website.

**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 credits transferred 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 fall-term admission are encouraged to visit the dance department during February or March of the preceding academic year. The department office has more information.

Participation in 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 NTSC-standard format and clearly show technical, performance, and choreographic proficiencies. For more information, call or write the department.

**Application.** Students seeking admission to a master’s degree program should apply online at the department website. Applicants should also 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, a statement of purpose explaining why they intend to pursue graduate studies in dance at the University of Oregon, and a sample of written work. The statement of purpose and sample of written work are used to evaluate the applicant’s writing ability.

International students whose native language is not English must earn scores of at least 575 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.

Adequate undergraduate preparation in dance theory and technique is required for admission to graduate programs in dance. Applicants with undergraduate deficiencies should seek admission 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 (GTFs) are available; applications are available at the department office. Applicants must submit a half-inch VHS NTSC-standard format video application. Video applications are accepted. Video applications must be in half-inch VHS NTSC-standard format and clearly show technical, performance, and choreographic proficiencies. For more information, call or write the department.
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. Students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DAN courses. These 6 credits must be taken for letter grades.

Students must take a minimum of 2 credits in Supervised College Teaching (DAN 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members. A final oral thesis defense or terminal project presentation is administered by the student’s faculty committee following completion of the thesis or project.

General Master’s Degree with Thesis (54 credits)

In addition to the requirements described above, candidates for the general master’s degree with thesis must have completed the following undergraduate coursework:

- **Improvisation** ....................................................... 2
- **Dance composition** ............................................. 6
- **Music for dancers** ............................................... 3
- **Dance history** ..................................................... 6
- **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 to correct deficiencies.

Core Courses

- **Scientific Aspects of Dance** (DAN 560)
- **Research Methods in Dance** (DAN 611)
- **Aesthetic Bases for Dance in Art and Education** (DAN 693)

Electives

DAN electives are selected in consultation with the student’s adviser.

Thesis

Students in this program must take a minimum of 9 credits in Thesis (DAN 503). Eight to 16 credits must be earned in graduate courses outside the department. These courses, approved by the major adviser, are selected from fields related to the student’s research. At least 4 credits must be earned outside the department before beginning the thesis.

Students may choose a choreographic thesis with written supporting documentation. Early in their programs, these students should enroll in graduate-level choreography courses. The thesis proposal must be approved by a committee of at least three faculty members representing the fields of study related to the program and thesis topic. The chair and at least one member of the committee must be from the Department of Dance. 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-level deficiencies are 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 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 undergraduate course work:

- **Improvisation** ....................................................... 2
- **Dance composition** ............................................. 6
- **Music for dancers** ............................................... 3
- **Dance history** ..................................................... 6
- **Dance pedagogy** ................................................. 4
- **Human anatomy** ............................................... 3
- **Dance kinesiology** .............................................. 3
- **Physiology of exercise** ........................................ 3

A thesis is required for the master’s degree, with emphasis on dance science. Requirements parallel the general master’s degree with thesis with two exceptions:

1. Core courses for this option are Research Methods in Dance (DAN 611), Aesthetic Bases for Dance in Art and Education (DAN 693), and research method or design courses that include a. quantitative statistics through ANOVA or qualitative research design and methodology
   b. computer applications in research
   c. interpretation and critique of research

2. At least 16 credits of elective course work must be taken; 6 of these credits may be in Research (DAN 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 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 individualized degree. Flexible emphases, supported by faculty expertise, permit elective areas of study in performance, choreography, education, history, contemporary issues, and dance science. The program emphasizes modern dance with ballet as a strong supporting area.

In addition to earning a minimum of 109 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
- individuals with the 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** 24 credits

- Music for Dancers (DAN 558) ........................................ 3
- Supervised College Teaching (DAN 602) (every term during the first year) .............................................. 3
- Reading and Conference (DAN 605) .................................. 3
- Seminar (DAN 607) .................................................... 9
- Research Methods in Dance (DAN 611) .......................... 3
- Aesthetic Bases for Dance in Art and Education (DAN 693) .......................................................... 3

**Performance and Choreography Core** 35 credits

- Technique laboratory (DAN 594 or 596) (every term) ........ 18
- Special Problems: Composition (DAN 606) ..................... 9
- Workshop: Rehearsal and Performance (DAN 508, 608) .... 3
Electives 32 credits

Dance electives include, but are not limited to, course work in production, technique, performance, choreography, Scientific Aspects of Dance (DAN 560), Pointe and Variations (DAN 585), Teaching Dance (DAN 591), Administration of Dance in Education (DAN 593)................................. 16–24

Other electives (including at least 8 credits in course work other than dance) .................. 8–16

Terminal Projects 18 credits

Thesis (DAN 503)............................................. 9
M.F.A. Movement Project (DAN 612)................. 9

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 mid-B or better
   c. achieved a technical skill equivalent to the DAN 500 level in at least one idiometry. Studio classes taken to prepare for 500-level DAN courses must be passed with letter grades of mid-B or better

Students must achieve unconditional master’s classification before they have completed 36 credits of graduate work
2. Students must meet with a graduate adviser each term to draw up course advising contracts, which ensure that courses taken fulfill university and department requirements
3. Graduate teaching fellows (GTFs) must satisfactorily complete at least 9 graduate credits each term
4. DAN graduate courses must be passed with grades of P or B– or better. Courses may be retaken at the next scheduled offering if satisfactory grades are not received. The student may be dropped from the program if a grade of P or B– or better is not earned on the second try
5. 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 the first term they are offered during graduate study. Requests for exceptions are considered by the graduate committee after approval by the student’s adviser
7. Students must have a GPA of 3.00 or better in course work used to meet the requirements of a master’s degree
8. With the exception of Thesis (DAN 503), no more than one incomplete (I) may be earned each term and no more than two each year.

Students have one calendar year or less to complete at least 9 graduate credits each term
9. If satisfactory grades are not received. The student may be dropped from the program. More than one incomplete (I) may be earned

The course work used to meet the requirements of a student’s adviser
10.合格的研究生被允许参加舞蹈学士学位的课程，满足条件后，研究生的分类将改变为无条件的研究生。研究生必须完成36学分的研究生课程

2. 学生必须与研究生顾问每学期讨论课程建议，确保课程满足大学和部门要求
3. 研究生助理教师（GTFs）必须在至少9个研究生学分中成绩良好。
4. DAN研究生课程必须以P或B–或更好的成绩通过。如果在下一个学期重修，必须获得SAT成绩。
5. 技术和核心课程必须以信等级完成。至少24个研究生学分必须以信等级完成；剩余学分可能被标记为通过/不通过。P是B–等级的等价。
6. 舞蹈核心课程应在第一学期完成。

7. 学生必须在GPA为3.00或更高的课程中完成。
8. 除了论文（DAN 503），每个学期不得有超过一个未完成（I）。

9. 如果没有达到期望的分数，学生可能会被从课程中移除。

Not all courses can be offered every year. A list of courses offered each term is in the current class schedule. Each course requires payment of a laboratory fee.

1. Introductory Dance Courses I (1R)
2. Modern I, 171: Contact Improvisation
3. Ballet I, 175; Jazz I, 176; Tap I, 184; Ballroom I, 185: African. R twice for maximum of 3 credits each.

199 Special Studies: [Topic] (1–5R) Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.


399 Special Studies: [Topic] (1–5R) Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

Professional Dance Courses (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Generic courses are limited by faculty workload and availability. A list of courses offered each term is in the current class schedule.

190 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. Chatfield, Kennedy, Stoddart.

252 Fundamentals of Rhythm (3) Essential topics in rhythm and dance; how rhythm and dance relate in various cultures with an emphasis on concert modern dance choreography; introduction to the communication of personally created movement to other dancers. Cherry.

255 Dance Production I (3) Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Practical experience in Dougherty Dance Theatre. Craig.


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. Honka.


351 Dance Composition I (3) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DAN 252, DAN 271, DAN 370 or above. Craig, Chatfield, Kennedy, Stoddart.


355 Dance Production II (1–2R) Extended application of skills and procedures used in producing a concert. Practical backstage work; pre- and post-concert sessions. Prereq: DAN 253. R eleven times for maximum of 24 credits.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Chatfield.

394 Modern Dance Laboratory (1R) 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)

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. R 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.

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) Recent topics: Neuromuscular Bases of Dance, Topics in Technique, Composition III.

411 Senior Project (3)

412/512 Student Dance Concert (1–6R) Students apply ideas learned about concert choreography, production, and management. In a cooperative venture, students produce dance works in Dougherty Dance Theatre. Prereq: DAN 255, 352. R for maximum of 24 credits.

450/550 Choreographer and Composer Workshop (3R) Choreographers and composers collaborate to develop and explore skills for creating work in a supportive laboratory environment. R when topic changes. Prereq: MUS 440 or 640 for music students; DAN 352 or 606 for dance students. Cherry.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Prereq: DAN 251. Stoddart.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on dance in the United States. Prereq: DAN 251. Craig.

458/558 Music for Dancers (3) Surveys musical form, style, and expressive content as it relates to dance. Examines the interrelationship of elements of music and dance in significant works from around the world. Prereq: DAN 252. Cherry.


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.
Music

C. Brad Foley, Dean
(541) 346-3761
(541) 346-0723 fax
159 Music Building
Eugene OR 97403-1225

Faculty

Wayne Bennett, professor (orchestra, graduate-level instrumental conducting, clarinet); director, orchestral activities; conductor, University Symphony Orchestra. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas. (1978)
John Forcott, assistant professor (ethnomusicology). See Arts and Administration.
Gary Hobs, adjunct instructor (jazz drumset). (1998)
Helmut Rilling, Helmuth Rilling Chair at the Oregon Bach Festival; conductor in residence; courtesy professor. State Music Academy, Stuttgart; Conservatorio Santa Cecilia, Rome. (1970)
Douglas Scheuerell, adjunct instructor (tabla). B.Mus., 1971, Wisconsin, Madison. (1933)
Idit Shner, instructor (saxophone, jazz studies). B.M., Oklahoma City; M.M., Central Oklahoma. (2005)
Jeffrey Stolet, Philip H. Knight Professor of Music (music technology, intermedia collaboration); director, Future Music Oregon, CPU Concert Series. B.Mus., 1977, M.Mus., 1979, New Mexico; Ph.D., 1984, Texas at Austin. (1988)
Jeffrey Williams, professor (trombone, brass chamber music); associate dean; director, undergraduate studies; director, Brass Choir. B.Mus., 1965, North Texas; M.S., 1966, Illinois; D.M.A., 1974, North Texas. (1980)

Emeriti
• Exine Anderson Bailey, professor emeritus. B.S., 1944, Minnesota; M.A., 1945, professional diploma, 1951. Columbia. (1951)
Peter Bergquist, professor emeritus. B.S., 1958, Mannes College; M.A., 1960, Ph.D., 1964, Columbia. (1964)

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

Participating
• Leslie K. Bennett, OU Libraries

About the School

Facilities
The School of Music and Dance’s five-unit building complex includes the 550-seat Beall Concert Hall; separate band, choir, and orchestra rehearsal rooms with support facilities; more than thirty practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

Collier House—the second-oldest building on the OU campus—has been added to the list of the school’s facilities. Built in 1885–86 by the Collier family, it is a rare example of a late Victorian house in bracketed style, with an Italianate-style interior popular in the Northwest in the late 1800s. Both the house and grounds are listed on the Inventory of Historic Sites and Structures. It has been a residence for university administrators, a faculty club, a restaurant, and a meeting house–pub. In August 2004, music history faculty offices and the Early Music Program were moved to Collier House, and a variety of courses, seminars, meetings, and programs are held there.

Music Services, located on the third floor of Knight Library, has composers’ complete works, music reference resources, current and bound periodicals, interactive music CD-ROM programs, and a large collection of books and scores. The Douglass Listening Room holds recordings (LPs, cassettes, and compact disks). Facilities include

listening carrels with remote-control capability, individual listening rooms, and two group-listening rooms. The score and record collections’ strengths include music by Oregon composers, women composers, and contemporary publications provided by approval plans for recently published North American and European scores.

The book collection includes a large German-language collection as well as standard music resources and most university press publications.

Reference service to the collection is provided by Music Services. The complete music and recording collections are included in the OU Libraries online catalog, libweb.uoregon.edu.

The School of Music and Dance 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 Floutrop 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 ethnic 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 1988 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.

Kyi Taijun Jung 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 Kammerer 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 computer skills. 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 and Dance faculty (Faculty Artist Series), and more than twenty student ensembles. Other regularly scheduled concerts include performances by internationally famous artists sponsored by the Chamber Music Series and the World Music Series.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they teach, rehearse,
and record music composed for them by members of the Composers Forum. The biennial Music Today Festival, founded and directed by Robert Kyr, is a series of concerts and cultural events that celebrates 20th- and 21st-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists.

Jazz concerts and workshops by 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 1969 the School of Music and Dance has hosted 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 and Dance offers a Composers Symposium in conjunction with the Oregon Bach Festival.

THEME (Theory, History, Ethnomusicology, Music Education)—a group of faculty members and graduate students interested in music research—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, Allen Forte, Robert Gjerdingen, Douglas Hofstadter, Andrew Homzy, Mark Johnson, Harald Krebs, Henry Martin, Susan McClary, Bruno Nettl, Harold Powers, Jihad Racy, Carl Schachter, Steven Strunk, Michael Tenzer, and Keith Waters.

Student Organizations
The professional music fraternity, Mu Phi Epsilon, maintains a chapter 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, Repertoire Singers, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Campus Orchestra, Green Garter Band, Yellow Garter Band, University Symphony Orchestra, University Percussion Ensemble, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Brass Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, small jazz ensembles, University Gospel Ensemble, University Gospel Choir, Gospel Singers, Opera Ensemble, Pacific Rim Balinese Gamelan, Javanese Gamelan, Celtic Ensemble, 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 Assistance
See the Student Financial Aid and Scholarships section of this catalog for complete information about financial aid, including loans.

Scholarships
The University of Oregon School of Music and Dance gratefully acknowledges the generous contributions of individuals, foundations, businesses, and organizations that have established named endowed and annual scholarships for the benefit of music and dance students. More than $200,000 is awarded annually in music scholarships. While a large portion of them are allocated for undergraduate study, limited scholarship funding is also available for graduate students. Information on music scholarships is available from the Music Undergraduate and Music Graduate offices of the School of Music and Dance, on the school’s website, or by telephone, (541) 346-1164 or -5664.

Admitted undergraduate and graduate music majors are eligible for scholarships, which may be granted for more than one year. Most music awards are given on the basis of musical achievement and academic accomplishment. Some are given on the basis of financial need. To determine scholarship recipients, the music and dance faculty relies on the applicant’s academic record, application file, and an audition (for music performance applicants). The audition should be in person if possible, but by CD, DVD, cassette tape, or video recording when necessary.

Graduate Teaching Fellowships
A limited number of Graduate Teaching Fellowships are available to admitted graduate music majors and dance majors. In addition to the fellowship stipend, tuition and health insurance coverage is paid by the university. For more information, applicants should contact the Music Graduate Office at (541) 346-5664 or the Department of Dance at (541) 346-3386.

Fees
The fee for private performance studies (studio instruction) is $50 per credit, per term. Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Other Fees (per term) Dollars

<table>
<thead>
<tr>
<th>All music majors</th>
<th>100</th>
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<tbody>
<tr>
<td>Ensembles fee</td>
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<td>Rental of university instruments is based on use and value—maximum fee</td>
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<td>Short-term instrument rental (per week)</td>
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<td>Summer instrument rental</td>
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<td>Percussion studies instrument fee</td>
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<td>Use of organs and harpsichords</td>
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<td>Music education course fee</td>
<td>$20</td>
</tr>
<tr>
<td>Keyboard skills course fee</td>
<td>$10</td>
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</tbody>
</table>

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 a term. Students giving recitals must be enrolled in performance studies and may enroll in Reading and Conference (MUS 405 or 605) during the term of the recital. The number of credits, up to 4, for Reading and Conference is determined by the instructor. Prereqicitation are required to evaluate the student’s readiness for public performance. After the recital a faculty evaluation is required. If approval is given, the recital is formally acknowledged as a fulfilled degree requirement.

Enrollment in performance studies is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. Students who are not assigned to a faculty member may study with a graduate teaching fellow for credit at extra cost. Details concerning levels, repertory, and other matters are available upon request.

Piano studies 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 and School of Music and Dance policies and procedures. This information is found in several sections of this catalog, including About the School, earlier in this section of the catalog. See also the Registration and Academic Policies and Graduate School sections.

Undergraduate Studies
Nonmajors
Courses
The School of Music and Dance 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 125)
Rock History, 1965 to Present (MUS 265)
History of the Blues (MUS 270)
Themes in the Humanities (HUM 300)
American Ethnic and Protest Music (MUS 349)
History of Jazz, 1900–1950 (MU 350)
History of Jazz, 1940 to Present (MUS 351)
The Music of Bach and Handel (MUS 351)
Survey of Opera (MUS 353)
Beethoven (MUS 355)
Innovative Jazz Musicians (MUS 356)
Music in World Cultures (MUS 358)
Music of the Americas (MUS 359)
Music for Dancing (MUS 379)
Film: Drama, Photography, Music (MUS 380)
Art Film (MUS 381)
Introduction to Ethnomusicology (MUS 451)
Musical Instruments of the World (MUS 452)
Folk Music of the Balkans (MUS 453)
Music of India (MUS 454)
Native American Music (MUS 457)
Celtic Music (MUS 458)
African Music (MUS 459)
Music and Gender (MUS 460)
Courses are occasionally offered under Special Studies (MUS 490), Seminar (MUS 497), Experimental Course (MUS 410). These courses do not fulfill general-education requirements.
Ensembles
Course numbers through 499 are for undergraduates; 500-, 600-, and 700-level courses are for graduate students.
East European Folk Ensemble (MUS 390, 690)
Collegium Musicum (MUS 391, 691)
Chamber Ensemble—Brass Choir, Brass Ensemble, Celtic Ensemble, Studio Guitar Ensemble, Trombone Ensemble, Tuba Euphonium Ensemble, other ensembles as needed (MUS 394, 694)
Band—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—Campus Orchestra, Symphony Orchestra (MUS 396, 696)
Chorus—Chamber Choir, Concert Choir, Reper- toire Singers, University Gospel Choir, University Gospel Ensemble, Gospel Singers, University Singers (MUS 397, 697)
Percussion Master Class—Oregon Percussion Ensemble, University Percussion Ensemble (MUS 411/511)
Jazz Laboratory Band II (MUS 390, 690)
Jazz Laboratory Band II (MUS 391, 691)
Oregon Jazz Ensemble (MUS 392, 692)
Small Jazz Ensemble (MUS 395, 695)
Opera Workshop (MUS 398, 698)
Workshop: Javanese Gamelan (MUS 408/508)
Balinese Gamelan (MUS 490/590)

Minor Requirements
The School of Music and Dance 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
Performance and Ensemble. A maximum of 6 credits may be applied to the minor.
Theory. Understanding Music (MUS 125) or Music Theory I,II,III (MUS 131, 132, 133), Aural Skills I,II,III (MUS 134, 135, 136)
Western Art Music. Survey of Music History (MUS 267, 268, 269), Themes in the Humanities (HUM 300), The Music of Bach and Handel (MUS 351), Survey of Opera (MUS 353), Beethoven (MUS 355), Music and Gender (MUS 460)
World Music. Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454)

Other music courses approved by petition to the undergraduate committee
Minor in Music Education: Elementary Education
The minor in music education: elementary education requires 26 credits, 9 of which must be upper division, in addition to the prerequisites. As a component of this minor, students must complete 23 credits of prerequisites or pass waiver examinations. Nine credits may be transferred from another college or university at the discretion of the coordinator for the music education: elementary education minor. These credits must have been completed in the past seven years. Up to 6 credits in the minor program may be taken pass/no pass (P/N); letter-graded courses applied to the minor must be passed with grades of C– or higher. At least 18 credits must be taken at the University of Oregon.

Prerequisites 23 credits
Music Theory I,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
Music history: choose two courses from Survey of Music History (MUS 267, 268, 269), Themes in the Humanities (HUM 300).................. 8

Required Courses 9–10 credits
Basic Performance Studies: Voice (MUP 101) .... 2
Music for Early Childhood (MUE 428).................... 3
Music in Special Education (MUE 429).................... 3
Instrumental or choral ensemble.............................. 1–2

Electives 17–24 credits
Choose from Contemporary Methods (MUE 420); Music Classroom Management (MUE 430); technique courses or performance studies in piano, recorder, guitar, or another instrument; summer workshops in music education with the consent of the minor coordinator

Music Major Programs
A detailed checklist of requirements for each degree is available in the undergraduate office, 140 Music Building.

Bachelor’s Degrees Offered
Bachelor of Arts (B.A.) in Music
Bachelor of Science (B.S.) in Music
Bachelor of Music (B.Mus.)
Jazz Studies
Music Composition
Music Education
Music Performance

The bachelor of arts in music is primarily for students who want a broad liberal arts education while majoring in music. The bachelor of science in music is appropriate for those who want a broad education in the sciences or social sciences while majoring in music. Students who want strong preparation in music should work toward the bachelor of music degree.

Admission
Students who are eligible for admission to the university may apply to the School of Music and Dance for admission as music majors.

Auditions
The audition is the single most important factor in determining admission to the School of Music and Dance in most degree programs. Applicants to most music degree programs must audition or submit an audition tape as part of the admission process. Students who submit a tape are required to audition in person upon arrival on campus. Auditions, both for admission and for scholarships, are held in February each year or by appointment. A brochure describing the audition process is available from the undergraduate office.

Students who plan on seeking a B.A. with the history and literature option are not required to audition as part of the admission process, although an audition is required later for placement in performance studies. Admission to this degree program requires additional application materials. Details are available in the undergraduate office.

Admission to a Specific Degree Program
Initial admission to the School of Music and Dance is as a music major. Official admission to a degree program occurs after the student successfully completes two years of core studies.

Students who have been in residence for two years but have not successfully completed the two-year core are placed on probation as music majors. If these courses have not been completed by the end of the third year, the student is suspended from the major and must pay for lessons. Reinstatement to the major occurs automatically once the courses have been successfully completed.

Procedures and requirements for admission to specific degree programs in the School of Music and Dance vary significantly. Details are available from the undergraduate office. A brief summary follows:

Composition (B.Mus.). Successful completion of Composition I (MUS 240, 241, 242) with grades of B– or better.

Music Education (B.Mus.). Successful completion of Foundations of Music Education (MUE 326) with grade of B– or better. Application to degree program, audition, interview. Students who have not made satisfactory progress may apply one time only.
Music—Music History and Literature Option and Music Theory Option (B.A.). Thorough review of student’s record and interview.

Music—Technology Option (B.S.). Three audio recordings of recent compositions (cassette, DAT, or CD formats)—candidates who have completed MUS 443, 444 may submit two compositions; one- to two-page description of experience with electronic and computer musical instruments, audio recording or related software, and reasons for enrolling in this option; list of software and hardware in which the student has experience and the level of expertise with each.

Performance—Brass (B.Mus.). Successful jury to the MUP 386, 387, 388, 389, or 390 level.

Performance—Strings (B.Mus.). Successful jury to the MUP 375, 376, 377, or 378 level.

Performance—Voice (B.Mus.). Successful jury to the MUP 374 level and permission to present junior recital.

Placement Examinations

Placement examinations are required of first-year music majors and transfer students. The freshman placement examination determines the appropriate placement for students beginning college-level study in music theory, aural skills, and keyboard skills. Students are placed either in preparatory courses or in undergraduate core courses. The transfer placement examination determines the appropriate core courses for students who have some college-level study in music. Study guides for these examinations are available in the undergraduate office.

Performance Studies. Placement in performance studies requires an audition, which can be scheduled by appointment. Dates for auditions, usually held winter term, are available in the undergraduate office. 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 want to enter the program.

Program Requirements

Ensemble Requirements

There are two parts to the ensemble requirement: (1) each degree program requires the satisfactory completion of a specific number of terms of ensemble; (2) music majors enrolled in performance studies must enroll concurrently in a band, chorus, or orchestra, even if the ensemble requirement for their particular program has been completed. Students must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance.

In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, Chamber Choir, and Oregon Wind Ensemble. Assignments take into account the student’s preference, level of ability, major performance medium, educational and musical needs, and the needs of the school’s ensembles.

Exceptions may be considered by the ensemble personnel committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete a petition
3. Return the petition to the undergraduate office

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 Chamber Ensemble: Accompanying (MUS 394).

Exceptions to Ensemble Requirements

Students who meet one of the following exceptions are not required to audition for full term ensemble placement:

- Harp, classical guitar, harpsichord, and organ students may enroll in a chamber ensemble instead of the large conducted ensembles
- Jazz studies majors must enroll in three terms 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 (MUJ 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 three terms of gamelan in partial fulfillment of the requirement
- Studio guitar students may enroll in a chamber, studio guitar, or jazz ensemble instead of the large conducted ensembles

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 credits
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
Guided Listening (MUS 168) (optional).............1
Music Theory IV, V, VI (MUS 231, 232, 233)....6
Aural Skills IV, V, VI (MUS 234, 235, 236).....6
Keyboard Skills IV, V, VI (MUS 237, 238, 239)....3
Survey of Music History (MUS 267, 268, 269)....12
Two courses selected from Analysis (MUS 324, 325, 326)..............................................6
Guided Listening (MUS 168)..........................6
Student forum (attendance at thirty forums during the student’s undergraduate career)..................4

Two or more consecutive terms of nonenrollment may also be required to reapply for admittance to that specific degree program by their major department or area.

Satisfactory Progress toward the Degree

Satisfactory progress toward the degree is monitored every term by the director of undergraduate studies.

Majors must earn a C– or better in every course—including courses taken outside the School of Music and Dance—required for their degree program.

Students are allowed two attempts to earn a grade of C– or better in any course required for a music 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 probationary contract is dropped from the major.

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.

Undergraduate music majors reenrolling after two or more consecutive terms of nonenrollment (excluding summer session) are required to reaudition for MUP-level placement as a music major and may be required to take placement exams in theory, aural skills, and keyboard skills. Students studying abroad or in an approved exchange program are exempt from the reaudition requirement. In addition, undergraduate majors admitted to a specific degree program prior to being nonenrolled for two or more consecutive terms may also be required to reapply for admittance to that specific degree program by their major department or area.

Typical First-Year Program

Fall Term 15 credits
Music Theory I (MUS 131)..............................2
Aural Skills I (MUS 134)..............................2
Keyboard Skills I (MUS 137).........................2
Guided Listening (MUS 168).........................1
Performance Studies (studio instruction).........4
College Composition I (WR 121)....................4

Winter Term 16 credits
Music Theory II (MUS 132).........................2
Aural Skills II (MUS 135)............................2
Keyboard Skills II (MUS 138).......................1
Guided Listening (MUS 168).........................1
College Composition II or III (WR 122 or 123)...4

Spring Term 15 credits
Music Theory III (MUS 133).........................2
Aural Skills III (MUS 136)...........................2
Keyboard Skills III (MUS 139).....................1
Guided Listening (MUS 168).........................1
Performance Studies (studio instruction).......4
Music in World Cultures (MUS 358)..............4

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 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 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
In consultation with the major adviser, select three arts and letters group-satisfying courses .................................................. 12
Senior project: a scholarly work, extensive paper, recital, presentation, lecture or recital-rectal, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Enrollment in Senior Project (MUS 499) is optional when the project is a recital; consult adviser 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 MUP 140 or above .................................................. 6–12
Ensemble: at least three terms .................................................. 3–6
In consultation with the major adviser, select three arts and letters group-satisfying courses .................................................. 12
Upper-division music literature courses or seminars or a senior project completed under faculty guidance .................................................. 9
Optional enrollment in Reading and Conference (MUS 405); consult adviser for details and procedure

Music Theory Option credits

Performance Studies: at least three terms of MUP 171 or above .................................................. 6
Ensemble, six terms .................................................. 6–12
History of Western Art I,II,III (ARH 204, 205, 206) .................................................. 12
Counterpoint (MUS 433, 434, 435) .................................................. 9
Choose three courses from Schenkerian Analysis (MUS 430, 431, 432); Post-Tonal Theory I,II,III (MUS 416, 417, 418) .................................................. 9
Choose 10 credits from Composition I (MUS 240, 241, 242), Jazz Theory (MUJ 270), Music of the Americas (MUS 359), Scoring for Voices and Instruments (MUS 439), Electronic Music Techniques I,II,III (MUS 443, 444, 445), Advanced Electronic Composition (MUS 445), Piano Literature courses (MUS 464, 465, 466), History of Opera (MUS 474, 475), additional performance studies, additional ensembles, courses in the music of other cultures .................................................. 26
Senior project completed under faculty guidance. Enroll in Senior Project (MUS 499); consult adviser for details and procedure .................................................. 3–9

Bachelor of Music

B.Mus. in Jazz Studies

Candidates for the B.Mus. in jazz studies are not required to take the following core courses (listed under General Requirements on the preceding page): MUS 234, 235, 236, 237, 238, 239, 324, 325, 326.

credits

Small Jazz Ensemble (MUJ 395), nine terms .................................................. 15
Three terms of classical chamber ensemble, band, orchestra, or chorus (MUS 394, 395, 396, 397) .................................................. 3–6
Jazz Performance Laboratory (MUJ 180, 181, 182) .................................................. 6
Performance Studies (Studio Instruction, jazz) MUP 171 or higher, including three terms of MUP 271 or higher .................................................. 12
Jazz Theory (MUJ 270) .................................................. 4
Functional Jazz Piano (MUJ 371, 372) .................................................. 4
Jazz Improvisation I,II,III (MUJ 273, 274) .................................................. 4
History of Jazz (MUS 350 or 351) .................................................. 4
Jazz Repertoire I,II,III (MUJ 474, 475, 476) .................................................. 9
Advanced Jazz Ensemble I,II,III (MUJ 477, 478, 479) or Advanced Jazz Arranging I,II,III (MUJ 483, 484, 485) .................................................. 9
Jazz Arranging I,II,III (MUJ 486, 487, 488) .................................................. 9
Electives—suggested courses include Analysis (MUS 324, 325, 326), Workshop: Recording Techniques (MUS 408), Electronic Music Techniques I (MUS 443), Computer Music Applications (MUS 446) .................................................. 20
Senior recital: consult jazz studies adviser for details

Continuation in the jazz studies program requires successful completion of sophomore or junior proficiency examinations

A total of at least 125 music credits including electives and required courses

B.Mus. in Music Composition

credits

Composition I,II,III (MUS 240, 241, 242; 340, 341, 342, 440, 441, 442) .................................................. 27
Ensemble at least nine terms with concurrent enrollment in assigned ensemble 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,II (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 458), Music of India (MUS 454), Balinese Gamelan (MUS 490) .................................................. 2–4
Proficiency in piano at a level that allows enrollment in MUP 271, as determined by the piano faculty, or proficiency in piano (MUP 171) and in another instrument or in voice (MUP 171 or above)

Proficiency in conducting

A total of at least 121 music credits including electives and required courses

Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty

Final approval of the student’s recital and general qualifications by the composition faculty

B.Mus. in Music Education

credits

Foundations of Music Education (MUE 326) .................................................. 3
Approved course in adolescent development and behavior; Development (PSY 375) recommended .................................................. 4
Teaching Laboratory I (MUE 386, 387, 388) .................................................. 1–2
Choral Pedagogy (MUE 391) .................................................. 3
Instrumental Techniques (MUE 392), five to eight terms .................................................. 5–8
Seminars: Band Materials (MUE 407) .................................................. 3
Practicum: Early Field Experience (MUE 409), two to three terms .................................................. 2–3
Band Methods (MUE 411) or Secondary Choral Methods (MUE 413) .................................................. 3
Elementary Music Methods (MUE 412) .................................................. 3
Contemporary Methods (MUE 420) .................................................. 3
Music for Early Childhood (MUE 428) .................................................. 3
Scoring for Voices and Instruments (MUS 439) .................................................. 3
Choral Conducting and Literature (MUS 484) .................................................. 3
Instrumental Conducting (MUS 486) .................................................. 3
Teaching Laboratory II (MUE 486, 487, 488) .................................................. 2–3
Ensemble, at least twelve terms .................................................. 24
Performance Studies with concurrent enrollment in assigned ensemble .................................................. 18

A total of at least 125 music credits including required and elective courses

Minimum cumulative grade point average (GPA) of 2.50; at least two terms in residence. Students must achieve a B– or better in all MUE courses.

Individuals failing to do so must retake the course before enrolling in any subsequent MUE course.

MUE courses may be retaken once

Admission to the music education program, for which students typically apply at the end of their
have current requirements and information.

Students whose primary performance medium is piano or guitar must pass a minimum of three terms of piano performance studies at the MUP 344 level or above. They must also pass a minimum of three terms of voice performance studies at the MUP 174 level or above.

Students whose performance medium is a wind, percussion, or string instrument must pass a minimum of three terms of voice performance studies at the MUP 174 level or above.

Choral Option. Students whose primary performance medium is voice must pass a minimum of three terms of voice performance studies at the MUP 344 level or above. They must also pass a minimum of three terms of voice performance studies at the MUP 174 level or above.

Graduate Studies

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 School of Music and Dance for graduate admission.

Music 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 five-term program—summer through summer—combines an academic year of clinical experience in the public schools with course work at the university. During the fall and winter terms, students spend 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. Students are required to enroll in September Experience, which allows them to participate in the first few weeks of public school’s academic year before university classes begin fall term.

September Experience

Because the opening of the UO academic year does not coincide with the beginning of the K–12 school year, students in the music education licensure program miss the opportunity, as part of regularly scheduled practicums, to experience the beginning of the public school year, which typically begins the last week of August. Given that the preparation for and onset of these first weeks of instruction are a rich experience for preservice teachers, the School of Music and Dance requires students in the music education licensure program to enroll in September Experience.

The music education faculty designed this experience to augment learning acquired through other program activities and courses. However, since many program faculty members are not available for advising, coordination, or instruction during August and early September, the usual options of practicum and field study for such professional-practice experiences are not possible. Instead, this special enrollment opportunity offered during September Experience allows students to participate in these first few weeks of a typical school year without requiring supervision from the UO music faculty.

Using a course offered by the UO College of Education, Field Studies (MSEC 606), students enroll for 1 credit in fall term for full-time participation, typically four weeks. Grading is pass/no pass only. To comply with contract provisions of the Oregon University System, students are considered volunteers, and public school faculty members are free to assign them tasks that may be helpful during this busy period.

Areas of Emphasis

Candidates for the fifth-year program are required to establish an area of emphasis:

- Band
- Choir
- Early childhood and elementary general music
- Orchestra

More information is available from the chair of the music education area.

B.Mus. in Music Performance

Performance Studies: at least 36 credits including three terms at the MUP 400 level or above with concurrent enrollment in an assigned ensemble. Vocalists and instrumentalists may also specialize in more than one wind instrument. Consult studio teacher for details.

A total of at least 121 music credits including required and elective courses:

- Junior and senior recitals: credit may be earned in Reading and Conference: Recital (MUS 405); consult studio teacher for details.
- Areas of specialization are bassoon, cello, clarinet, classical guitar, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, string bass, studio guitar, trombone, trumpet, tuba, viola, violin, voice. Students may also specialize in more than one wind instrument. Consult studio teacher for details.
- Additional requirements for each option follow:
  - Voice Option. Proficiency in French, German, Italian 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 Diction (MUS 155, 156).

Piano Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 394) Piano Pedagogy I,II,III (MUS 471, 472, 473)

Practicum (MUS 409)

Prerecital auditions must be approved at least six weeks before the scheduled recital date.

Harpischord 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 411) and one term of Instrumental Techniques: Percussion (MUE 392) are required

Advanced methods I,II and licensure level (see fifth-year checklist)

Required core courses: Music in Special Education (MUE 529), Music Classroom Management (MUE 530), Music in School and Society (MUE 632), Technology of Teaching Music (MUE 637), Curricular Strategies in Music Education (MUE 638)................................. 15

Choose courses according to area of emphasis:

- Seminars: Band Materials (MUE 507), Band Methods (MUE 511), Elementary Music Methods (MUE 512), Secondary Choral Methods (MUE 513), Contemporary Methods (MUE 520), Music for Early Childhood (MUE 528), Teaching Singing in the Classroom (MUE 542), Choral Materials for Schools (MUE 544), Marching Band Methods (MUE 553), String Methods (MUE 556), Administration of School Music (MUE 636)...... 12–24

Field Studies: Music September Experience (MSEC 606).............................................. 1

Practicums (EDUC 609, MSEC 609) in music education, two or three terms .................... 15–19

Experiential courses (EDLD 610 and SPED 610).......................................................... 7

Supervised Field Experience (MUE 777), two terms, 1 credit each term........................ 2

Students must make satisfactory progress throughout the program. Two unsatisfactory grades will result in removal from the program.

Students may enroll concurrently in the fifth-year licensure program and the M.Mus. in music education program. Courses from the fifth-year program may be used to fulfill requirements for the M.Mus. in music education.

Master’s Degree Programs

Master’s Degrees Offered

- Master of Arts (M.A.)
- Musioleology
- Music Theory
- Master of Music (M.Mus.)
Admission

Applicants must satisfy general university, Graduate School, and School of Music and Dance requirements governing admission. See the Graduate School section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Submit an online Graduate Admission Application and a $50 (U.S.) nonrefundable application fee. The application admission can be printed out from the School of Music and Dance website at a link under the Admissions menu.

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: Sealed, official transcripts from all colleges or universities where you received a bachelor’s degree and all subsequent degrees. Transcripts must show degrees awarded. International students must file the International Student Financial Statement, admissions.uoregon.edu/apply/pdf/financial.pdf. In addition, if you are an international student from a non-English-speaking country and do not hold a degree from an American university, you must provide a TOEFL score of 575 or above (paper-based test) or 233 (computer-based test). The Office of Admissions will accept an electronic score or an official paper copy from the Educational Testing Service. You cannot be admitted without a qualifying TOEFL score. International students who hold degrees from English-speaking American, Canadian, or British universities are not required to provide a TOEFL score.

Send the following materials to Director of Graduate Studies, School of Music and Dance, 1225 University of Oregon, Eugene OR 97403-1225:

1. Sealed, official transcripts showing all college-level course work and degrees earned. If a degree is granted after the application is submitted, an additional transcript showing the posted degree must be submitted
2. Three written recommendations from people who know the applicant’s professional and personal qualifications, at least one of which should be from a professor in the proposed area of study
3. A statement of purpose for graduate study in music in which academic studies to date are summarized, the purposes of further study are described, and career goals are defined
4. A recent sample of the applicant’s scholarly writing, such as a term paper, major research project, or analysis paper
5. Copies of recent concert or recital programs (optional for music theory and piano pedagogy)

Following are additional admission requirements for specific programs:

M.A., Musicology. Two papers or research papers in history or ethnomusicology (one of which will satisfy number 4 above).

M.A., Music Theory. Two papers in theory, history, or ethnomusicology that exemplify the applicant’s scholarship and ability to develop a single, coherent line of reasoning (one of which will satisfy number 4 above). Of the two papers, at least one should demonstrate the applicant’s ability to analyze tonal or atonal music or both.

M.Mus., Composition. Portfolio, including a demonstration of marked ability and technical skill in composition through scores and tapes of original works for large and small ensembles and evidence of a senior recital of the applicant’s works, a list of compositions, and a list of performances of compositions. An interview arranged directly with a member of the composition faculty is encouraged.

M.Mus., Conducting. Videotape or live audition-interview and copies of programs conducted. Two years of successful conducting experience supported by letters of recommendation, a live audition or videotape of conducting skills and programs.

M.Mus., Intermedia Music Technology. Substantial department portfolio required. See intermedia music technology admission requirements sheet for necessary recordings list, statements, and technology list, darkwing.uoregon.edu/%7Egradmus/IMTrequirements.pdf.

M.Mus., Jazz Studies. Preliminary audition tape or CD and, if selected, a live audition and repertoire list. In addition, for the jazz arranging emphasis, representative scores and recordings of arrangements, jazz compositions, or both. See the jazz studies requirements sheet, darkwing.uoregon.edu/%7Egradmus/jazzreq.pdf.

M.Mus., Music Education. Copies of programs conducted, a résumé, and a videotape of teaching. A campus visit and evidence of teaching experience are recommended. In addition, a statement describing whether the applicant intends to pursue the master of music full time, part time, as part of licensure, or only during summer sessions.

M.Mus., Performance. Tape, CD, or live audition, and repertoire list (see the Graduate Entrance Audition Requirements sheet, darkwing.uoregon.edu/%7Egradmus/Gradaudreq.pdf); proficiency to enter MUP 670-691. Any student admitted on the basis of a recorded performance must perform a live placement audition upon arrival on campus to begin studies.

M.Mus., Performance, Multiple Woodwind or Brass Instruments. In addition to the items required for M.Mus., Performance, proficiency to enter MUP 621-630 in two secondary instruments.

M.Mus., Piano Pedagogy. Tape, CD, or live audition, and repertoire list (see the Graduate Entrance Audition Requirements sheet, listed above); proficiency to enter MUP 641. Any student admitted on the basis of a recorded performance must perform a live placement audition upon arrival on campus to begin studies.

Entrance Examinations

Students who are admitted into a master’s degree program, either conditionally or unconditionally, must take entrance examinations in music theory and musicology before their first term of enrollment. These examinations are given on or before the first day of classes each term. Students who do not pass the examinations (or portions of them) must complete the relevant review courses the first time they are offered.

Program Requirements

Detailed information about graduate degrees and the Procedures and Policies for Music Graduate Students booklet are available in the graduate office, 154 Music Building.

Ensemble Requirements

There are two parts to the ensemble requirement: (1) each degree program requires the satisfactory completion of a specific number of terms of ensemble; (2) for the M.Mus. in music performance, students enrolled in performance studies must enroll concurrently in a band, chorus, or orchestra, even if the ensemble requirement for their particular program has been completed. Students must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance. In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, Chamber Choir, and Oregon Wind Ensemble. Assignments take into account the student’s preference, level of ability, major performance medium, educational and musical needs, and the needs of the school’s ensembles. Exceptions may be considered by the graduate committee and the ensemble personnel committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete a petition
3. Return the petition to the graduate office

Exceptions to Ensemble Requirements

Students who meet one of the following exceptions are not required to audition for fall term ensemble placement:

- Students studying piano, collaborative piano, harpsichord, organ, harp, or classical guitar may enroll in The Collaborative Pianist (MUS 521, 522, 523), Reading and Conference: Instrumental Duo (MUS 605), Collegium Musicum (MUS 691), or Chamber Ensemble: Accompanying (MUS 694) instead of large conducted ensembles
- 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 9 credits must be taken in 600- or 700-level courses. Degree candidates must give the coordinator of graduate studies a copy of the terminal project—written and audio or video
Master of Arts

M.A. in Musicology

 credits
Performance Studies, at least three terms .......... 6
Thesis (MUS 503) .............................................. 9
Research Methods in Music (MUS 611) .......... 4
Appropriate ensemble, at least three terms ....... 3–6
Choose four of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) .......... 12
Three seminars in music history
(MUS 507, 607) .................................................. 9–12
One graduate course in ethnomusicology ...... 3–4
One course in music history, theory, ethnomusicology, or approved area other than music .......... 3–4
A total of at least 49 graduate credits

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study, one year of German for Reading Knowledge (GER 327, 328, 329), or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 49 total credits.

Completion requirements: an oral examination reviewing the thesis and degree course work

M.A. in Music Theory

 credits
Performance Studies, at least three terms ......... 6–12
Appropriate ensemble, at least three terms .......... 3–6
Thesis (MUS 503) .............................................. 9
Post-Tonal Theory I, II, III (MUS 516, 517, 518) .... 9
Schenkerian Analysis (MUS 530, 531, 532) .... 9
Research Methods in Music (MUS 611) .......... 4
Group Option. Choose three courses from Score Reading (MUS 554), Counterpoint (MUS 533, 534, 535), Seminar: Music Theory (MUS 607) ......................... 9–12
Choose two from Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) .......... 6
A total of at least 56 graduate credits

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study, one year of German for Reading Knowledge (GER 327, 328, 329), 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
Choose one course from Post-Tonal Theory I (MUS 516), Post-Tonal Theory III (MUS 518), Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664) .......... 3
Advanced Electronic Composition (MUS 545) .... 18

Reading and Conference: History of Electroacoustic Music (MUS 605) ......................... 3
Terminal Project (MUS 609) ......................... 9
Research Methods in Music (MUS 611) .......... 4
Music in the 20th Century (MUS 665) .......... 3
Choose four courses from Documentary Television Production (J 521), Principles of Design in the Theater (TA 540), The Philosophy of Art (PHIL 541), Cinematic Representations (COLT 550), Lighting for the Stage (TA 567), Installation (ART 583), Avant-Garde Theater (TA 631), Aesthetic Bases for Dance in Art and Education (DAN 693), or other courses approved in advance by the adviser ...................... 14
A total of at least 55 graduate credits

In addition to the final oral examination, three examinations are associated with the degree: proficiency exam, a juried demonstration of the student’s mastery of specific software (Pro Tools, Cubase, Peak, Kyma, and Max); technical exam, a four-hour written examination on theoretical aspects of music technology; intermedia essay, a take-home 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; final oral examination, reviewing the terminal project and degree course work

M.Mus. in Jazz Studies

Composition-Arranging Emphasis

 credits
Computer Music Applications (MUS 446) .......... 3
Advanced Jazz Arranging I, II, III (MUS 583, 584, 585) ......................... 9
Research Methods in Music (MUS 611) .......... 4
Pedagogy and Practicum: Jazz Studies (MUE 639) ......................... 3
Music in the 20th Century (MUS 665) .......... 3
Jazz Laboratory Band I or II (MUS 690 or 691) or Oregon Jazz Ensemble (MUS 692), two terms ....... 2
Small Jazz Ensemble (MUS 695) .......... 9
If at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Workshop: Instrumental Conducting (MUS 508), Schenkerian Analysis (MUS 530, 531, 532), Digital Audio and Sound Design (MUS 547), Introduction to Ethnomusicology (MUS 531), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590) .......... 14
Electives at the 500 level or above chosen in consultation with adviser
A total of 54 graduate credits including 18 in the area of emphasis and 18 in other music courses Completion requirements: two full-length public recitals, one of which demonstrates mastery of improvisation in historically significant styles. Each recital must have prior approval from the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

M.Mus. in Music: Conducting

Choral Emphasis

 credits
Seminar: Choral Conducting (MUS 607), three terms .......... 6
Practicum (MUE 609), three terms ..................... 6
Choral literature courses (MUS 607), two terms .......... 6
Performance Studies: Voice (MUP 614 or 644), at least three terms .......... 6
Chorus: Chamber Choir or University Singers (MUS 607), three terms .......... 6
Research Methods in Music (MUS 611) .......... 4
Music history courses selected from MUS 661–665 .......... minimum of 6
Instrumental Conducting Master Class (MUS 686) .......... 3
Choose from Seminar: Master Class in Conducting (MUS 607) (associated with the Oregon Bach Festival); Performance Practices before 1850 (MUS 687, 688) .......... 3
Electives in the area of emphasis, chosen in consultation with an adviser, to complete 54 graduate credits

Three consecutive terms in residence, excluding summer sessions Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), piano proficiency examination, final oral examination that covers degree course work

Orchestral Emphasis

 credits
Orchestral Music (MUS 571, 572) .......... 4
Research Methods in Music (MUS 611) .......... 4
Bibliography in Instrumental Conducting (MUS 620) .......... 3
Instrumental Conducting Laboratory (MUS 624), three terms .......... 6
Performance Studies (MUP 641 or above), three terms .......... 6
Two courses in music history chosen from MUS 660–664 .......... 6
Instrumental Conducting Master Class (MUS 686) .......... 3
Performance Practices before 1850 (MUS 687 or 688) .......... 3
Orchestra (MUS 696), three terms .......... 6
Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits

Completion requirements: academic year in residence, final oral examination that covers degree course work, juryed rehearsal, juryed conducting
Advanced Composition Studies (MUS 640, 641, 642), six terms .............................................. 18
Choose one course from MUS 660–664 ................................ 3
Music in the 20th Century (MUS 665) .............................. 3
Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus ........................................... 9
A total of at least 73 graduate credits

Proficiency in notation

Proficiency in orchestration

Proficiency in piano (MUP 271) or proficiency in piano (MUP 171) and proficiency in another instrument or in voice (MUP 171 or above)

Public performance—usually a graduate recital lasting fifty minutes—of works composed under the guidance of a composition faculty member Final oral examination reviewing the thesis and degree course work

M.Mus. in Music Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis

Choral music education

Elementary general music education

Instrumental music education: band

Institutional music education: orchestra

Other areas of emphasis within or outside the School of Music and Dance can be arranged (consult music education chair and graduate committee)

Research Methods in Music (MUS 611) ......................... 4
Research Methods in Music (MUS 613) ......................... 3
Curricular Strategies in Music Education (MUE 632) .............. 3
At least 9 credits in music history, literature, theory, or composition at the 500 level or above ........................................... 9
At least 12 credits in courses related to the degree emphasis area at the 500 level or above ........................................... 12
Professional education courses .......................................................... 9
Ensemble: at least three terms ........................................... 3–6
Performance Studies: at least three terms .............................. 6–12
Elocutions, chosen with an adviser, within or outside the School of Music and Dance to complete 52 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 (MUE 601) and oral examination

3. Major project consisting of a recital (if performance studies is MUP 641–649 or above) with emphasis on history, literature, and pedagogy of the primary and secondary instruments

Final oral examination reviewing the thesis and degree course work

M.Mus. in Music Composition

Credits

Appropriate ensemble, at least three terms ........................................... 3–6
Post-Tonal Theory I (MUS 516) ........................................... 3
Choose one course from the following: Post-Tonal Theory II or III (MUS 517 or 518), Schenkerian Analysis (MUS 531), Schenkerian Analysis (MUS 530) ......................... 3
Counterpoint (MUS 533, 534, 535) ........................................... 12
Composers Forum (MUS 538), at least four terms ................................. 4
Choose one course in electronic music from Advanced Electronic Composition (MUS 545), Digital Audio and Sound Design (MUS 547), Interactive Media Performance (MUS 548) ........................................... 3–4
Choose one course in ethnomusicology from Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Chinese Gamelan (MUS 590), two terms ................................. 4
Reading and Conference: Thesis Proposal (MUS 605) ......................... 1
Research Methods in Music (MUS 611) ........................................... 4

Performance Studies (MUP 670–691) ........................................... 12
Appropriate ensemble, at least three terms 
(except for collaborative piano option) .................................. 3–6
College Musicucum (MUS 591) ........................................... 1
Seminars or courses in music history, theory, or literature at the 500 level or above approved by an adviser (except for voice and piano accompanying options) .................................. 12–16
Elections, approved by an adviser, to total 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

Seminole Woodwind or Brass Instruments 

Credits

Reading and Conference: Wind Instrument Music (MUS 605) ........................................... 3
Performance Studies (MUP 621–630), at least 3 credits in each secondary instrument ........................................... 6
Pedagogy and Practicum: Woodwinds or Brass (MUE 639) ......................... 3

Composition 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

Percussion

Credits

Percussion Master Class (MUS 511) ........................................... 3–6

Piano

Credits

Piano Literature (MUS 564, 565, 566) ........................................... 9

Collaborative Piano

Credits

Performance Studies: Piano (MUP 671) ........................................... 4
Chamber Ensemble (MUS 694), four terms ........................................... 4
Reading and Conference: Music for Chamber Ensemble (MUE 531) .............. 2
Solo Vocal Music (MUS 567, 568) ........................................... 6
Lyric Diction (MUS 555, 556) ........................................... 6
The Collaborative Pianist (MUS 521, 522, 523) ........................................... 6
Seminars or courses in music history, theory, or literature at the 500 level or above approved by an adviser ........................................... 6

Elections, approved by an adviser, to total at least 51 graduate credits

Two public recitals: consult adviser for procedures

Violin and Viola Performance

and Pedagogy

Credits

Violin Pedagogy I: Suzuki Method (MUE 560), two terms ........................................... 6
Violin Pedagogy II: Suzuki Method (MUE 561), two terms ........................................... 6
Pedagogy Methods: Violin and Viola (MUE 563) ........................................... 2
Seminars: CMI Internship (MUE 507), five terms ........................................... 5
Choose one course from Music for Early Childhood (MUE 528), Music Classroom Management (MUE 530), Early Childhood and Preadolescent Development (EDST 541) ........................................... 3

Voice

Credits

Lyric Diction (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 660–665) ........................................... 6
Elections, approved by an adviser, to total at least 54 graduate credits
Graduate School

Applicants must satisfy general university, conditional admission available from the graduate office.

Doctoral candidates in music must complete one primary area and one supporting area. Details are available from the graduate office.

Admission

Conditional Admission

Applicants must satisfy general university, graduate school, and School of Music and Dance requirements governing admission. See the Graduate School section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

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Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: Sealed, official transcripts from all colleges or universities where you received a bachelor’s degree and all subsequent degrees. Transcripts must show degrees awarded. International students must file the International Student Financial Statement, admissions.uoregon.edu/apply/pdf/ifinancial.pdf. In addition, if you are an international student from a non-English-speaking country and do not hold a degree from an American university, you must provide a TOEFL score of 600 or above (paper-based test) or 250 (computer-based test). The Office of Admissions will accept an electronic score or an official paper copy from the Educational Testing Service. You cannot be admitted without a qualifying TOEFL score. International students who hold degrees from English-speaking American, Canadian, or British universities are not required to provide a TOEFL score.

Send the following materials to Director of Graduate Studies, School of Music and Dance, 1225 University of Oregon, Eugene OR 97403-1225:
1. Sealed, official transcripts showing all college-level course work and degrees earned. If a degree is granted after the application is submitted, an additional transcript showing the posted degree must be submitted
2. Three written recommendations from people who know the applicant’s professional and personal qualifications, at least one of which should be from a professor in the proposed area of study
3. A statement of purpose for graduate study in music that includes the primary and supporting areas to which the applicant wishes to be admitted (chosen from the list above), a summary of academic studies to date, the purpose of further study, and a definition of career goals and plans for career development
4. A recent sample of the applicant’s scholarly writing, such as a term paper, major research project, or analysis paper
5. Copies of recent concert or recital programs (optional for music theory and piano pedagogy)
6. Any other materials the applicant believes will be of interest to the School of Music and Dance graduate admission committee (i.e., résumé or curriculum vitae)

Additional requirements for admission to specific programs:

Supporting area in arts administration: administered by the Arts and Administration Program in the School of Architecture and Allied Arts. For more information, visit the website for the Arts and Administration Program, aad.uoregon.edu.

Primary or supporting area in composition: portfolio, including representative scores and recordings of original compositions, list of compositions, and list of performances of compositions.

Supporting area in conducting (choral or instrumental focus): evidence of two years’ experience as a conductor, a conducting audition, and, if available, a videotape of conducting skills.

Primary or supporting area in musicology, ethnomusicology, or historical performance practice: two writing samples exemplifying the applicant’s scholarship and research ability. One of these documents may serve as the sample of writing requested in number 4 above. Also, for historical performance practice, a recent high-quality tape or CD recording of performance (optional).

Supporting area in intermedia music technology: see the admission requirements sheet, darkwing.uoregon.edu/%7Egradmus/IMTreq.pdf, for additional necessary recordings list, statements, and technology list.

Supporting area in jazz studies: preliminary audition tape or CD, and, if selected, a live audition; for Jazz arranging emphasis: representative scores and recordings of arrangements, jazz compositions, or both. See additional jazz studies requirements sheet, darkwing.uoregon.edu/%7Egradmus/jazzreq.pdf.

Primary area in music education: evidence of three years of successful full-time music teaching in either elementary or secondary school or both, a video recording of teaching, an audio or video recording of performances, where applicable, and an interview with members of the faculty.

Supporting area in music education: evidence of two years of successful full-time music teaching in either elementary or secondary school or both, a video recording of teaching, an audio or video recording of performances, where applicable, and an interview with members of the faculty when visiting the UO for primary area.

Primary or supporting area in music theory: two papers (one of which will satisfy number 4 above) exemplifying the applicant’s scholarship and ability to develop a single, coherent line of reasoning, and the applicant’s ability to analyze tonal or atonal music or both.

Primary or supporting area in performance: proficiency to enter MUP 741–794, a personal audition or recent high-quality tape or CD recording of performance, and a list of repertoire (see the Graduate Entrance Audition Requirements sheet, darkwing.uoregon.edu/%7Egradmus/Gradaudreq.pdf). Students admitted on the basis of a recording will be required to perform a live audition during registration week upon arrival on campus.

Supporting area in piano pedagogy: proficiency to enter MUP 641; a tape, CD, or live audition; and a list of repertoire (see the Graduate Entrance Audition Requirements sheet, listed above). Students admitted on the basis of a recording will be required to perform a live audition during registration week upon arrival on campus.

Entrance Examinations

Students who are admitted into a graduate degree program must take entrance examinations in music theory and music scholarship and musicology 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 the appropriate review course or courses the next time they are offered; successful completion satisfies the requirement.

General Degree Requirements

In addition to the Graduate School’s requirements for doctoral degrees, the School of Music and Dance has the following core and general requirements:

Core Requirements

credits
Seminar in repertoire and analysis (MUS 607) ................................................................. 3
Research Methods in Music (MUS 611) ................................. 4
College Music Teaching (MUE 641) ............................................. 3
Two period survey courses chosen from MUS 660–685 .................................................. 6

Other Courses. Eight credits of nonmusic courses (excluding basic language courses taken to fulfill the language requirement) chosen in consultation with the faculty advisor. Students in the Ph.D. program in music education are exempt from this requirement.

Students with a primary area in composition must take Music in the 20th Century (MUS 665).

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 performance must enroll in three consecutive terms of band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students with a primary area in voice may substitute Opera Workshop (MUS 698) for chorus.

In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra.
University Singers, Chamber Choir, 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.

**Specific Area Requirements**
In addition to the general requirements of the Graduate School and the School of Music and Dance for doctoral degrees, the following are specific requirements for primary and supporting areas. Courses used to fulfill primary requirements may also be used to fulfill supporting-area requirements if approved by the supporting-area adviser.

**Collaborative Piano**

**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
Pedagogy and Practicum (MUS 639) .......................... 3
Piano Accompanying (MUP 670), at least three terms.............................................................. 9
Chamber Ensemble (MUS 694), at least four 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
Pedagogy and Practicum (MUS 639) .......................... 3
Piano Accompanying (MUP 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 (MUP 670) the term before and the term of the degree recital. The recital must be performed on the OU campus.

**Arts Administration**

Offered through the School of Architecture and Allied Arts.

**Supporting Area**

Credits
Experimental Course: Artistic Administration in the Performing Arts (AAD 510)......................... 4
Experimental Course: Cultural Administration (AAD 510).......................................................... 4
Experimental Course: Performing Arts Administration (AAD 510).................................................. 4
Art in Society (AAD 550)................................................................. 4
Cultural Policy in Art (AAD 562).......................... 4
Marketing the Arts (AAD 565).......................... 4
Research (AAD 601)................................................................. 3
Practicum (AAD 609)................................................................. 3
Capstone synthesis or research paper and public presentation

**Choral Conducting**

Supporting Area

Credits
Supervised College Music Teaching (MUE 602), or Instrumental Conducting Master Class (MUS 686).............................................................................. 3
Seminar: Choral Conducting (MUS 607), three terms.......................................................... 6
Choral literature courses (MUS 607), two terms.......................................................... 6
Choose from Seminar: Master Class in Conducting (MUS 607), Performance Practices before 1850 (MUS 687, 688), or Performance Practice (MUP 609)......................................................... 6
Pedagogy and Practicum (MUE 639)......................................................... 3
Chorus ensemble (MUS 697), three terms.......................................................... 6
Piano proficiency, demonstrated by examination
One public choral conducting performance (faculty approval required)
Diction proficiency in French, German, Italian, and Latin: may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination

**Etnnomusicology**

Supporting Area

Credits
Music in World Cultures (MUS 358).......................................................... 4
Introduction to Ethnomusicology (MUS 551).......................................................... 4
Choose at least three courses from Music of the Americas (MUS 539), Colitic Music (MUS 450), Seminars: Local Field Work, Research in Native American Music, Oral Tradition in American Music (MUS 507), 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 605), East European Folk Ensemble (MUS 690).......................................................... 12
Pedagogy and Practicum (MUE 639)......................................................... 3

**Historical Performance Practice**

Supporting Area

Credits
One art history course chosen in consultation with adviser................................................. 4
Counterpoint (MUS 533 or 534)................................................................. 3
History of Rhetoric and Composition (ENG 592) or History of Theory I or II (MUS 630 or 631)......................................................... 3
Pedagogy and Practicum (MUE 639)......................................................... 3
Notation of Medieval and Renaissance Music (MUS 643 or 644)......................................................... 3
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 Era (MUS 663)................................................................. 3
Performance Practices before 1850 (MUS 687, 688)......................................................... 6
At least four terms of Collegium Musicum (MUS 691)......................................................... 4
One undergraduate or graduate course or seminar in English, French, German, Italian, Latin, or Spanish literature before 1800, chosen in consultation with adviser................................................. 3–4
Proficiency in Performance Studies courses

**Intermedia Music Technology**

Supporting Area

Credits
Computer Music Applications (MUS 446)......................................................... 3
Digital Audio and Sound Design (MUS 547)......................................................... 4
Interactive Media Performance (MUS 548)......................................................... 3
Advanced Electronic Composition (MUS 543), three terms.......................................................... 9
Pedagogy and Practicum (MUE 639)......................................................... 3

Choose one additional course in consultation with the adviser
A final lecture-recital

**Jazz Studies**

Supporting Area

**Jazz Performance Emphasis credits**

Jazz Repertoire I, II, III (MUS 574, 575, 576)......................................................... 9
Pedagogy and Practicum (MUE 639)......................................................... 3
Small Jazz Ensemble (MUS 695), three terms......................................................... 6
Juried solo recital

**Jazz Arranging Emphasis credits**

Jazz Arranging I, II, III (MUS 580, 581, 582)......................................................... 9
Pedagogy and Practicum (MUE 639)......................................................... 3
Jazz Laboratory Band I, II (MUS 690, 691)......................................................... 4
Oregon Jazz Ensemble (MUS 692)......................................................... 2
Juried 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 (MUP 621-625 or 651-655), 6 terms......................................................... 12–24
Reading and Conference (MUS 605); 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 adviser for that area......................................................... 6
Pedagogy and Practicum (MUE 639)......................................................... 3

Following the completion of six hours study on an instrument, a juried 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 juried 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 interdisciplinary music technology, ethnomusicology, music education, music history, or music theory. D.M.A. candidates choose from collaborative piano, choral conducting, jazz studies, multiple woodwinds, music performance, orchestral conducting, piano pedagogy, violin and viola pedagogy, or wind ensemble conducting.

**Primary Area credits**

Post-Tonal Theory I (MUS 516)......................................................... 3
Choose one course in music theory: Post-Tonal Theory II or III (MUS 517 or 518), Schenkerian Analysis (MUS 531)......................................................... 3
Schenkerian Analysis (MUS 530)......................................................... 3
Counterpoint (MUS 533, 534, 535)......................................................... 12
Composers Forum (MUS 538), at least four terms......................................................... 4

Choose one course from Advanced Electronic Composition (MUS 545), Digital Audio and Sound Design (MUS 547), Interactive Media Performance (MUS 548)......................................................... 3–4
Choose one course from Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590), or two terms………………2–4

Choose one seminar or course in music history or theory (MUS 500- or 600-level courses)……3–4

Dissertation (MUS 603)……………………………………………………18

Reading and Conference: Composition

Dissertation Proposal (MUS 605)……………………………………1

Pedagogy and Practicum (MUE 639)…………………………………3

Advanced Composition Studies (MUS 640, 641, 642), six terms………………………………………18

Proficiency in notation

Proficiency in orchestration

Public performance of at least sixty minutes 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

Counterpoint (MUS 533, 534, 535)………………………………4

Composers Forum (MUS 538), four terms………………………………4

Pedagogy and Practicum (MUE 639)…………………………………3

Advanced Composition Studies (MUS 640, 641, 642), four terms…………………12

Music in the 20th Century (MUS 665)………………………………3

Proficiency in notation

Proficiency in orchestration

Public performance of at least thirty minutes on the University of Oregon campus of compositions completed during doctoral study that have been approved by the music composition faculty

Supporting Area credits

Music Classroom Management (MUE 530)……………………3

Dissertation proposal research (MUE 601)………………………3–6

Dissertation (MUE 603)……………………………………………………18

Research Methods in Music (MUS 613)………………………………3

Music in School and Society (MUE 632)……………………………3

Curricular Strategies in Music Education (MUE 633)……………………3

Quantitative or qualitative research methods……………………………………………………………3–4

Additional research course approved by adviser……………………………………………………………3

Additional graduate MUE courses in specialty area……………………………………………………6

Supporting Area credits

Statistical methods (see adviser for list of appropriate courses), one term………………………………………3

Research Methods in Music (MUS 613)………………………………3

Pedagogy and Practicum (MUE 639)…………………………………3

Additional graduate MUE courses………………………………9

Performance Studies, three terms……………………………6–12

Musicology

Primary Area credits

Choose two courses from Schenkerian Analysis (MUS 530, 531, 532), History of Theory II,III (MUS 630, 631, 632)…………………………6

Introduction to Ethnomusicology (MUS 551)……………………4

Dissertation (MUE 603)……………………………………………………18

Introduction to Musicology (MUS 614)……………………………4

Five music history surveys or seminars (at least one 607)………………9–12

Pedagogy and Practicum (MUE 639)…………………………………3

Notation of Medieval and Renaissance Music (MUS 643 or 644)………………………………………3

Performance Practices before 1850 (MUS 687 or 688)…………………3

Collegium Musicum (MUS 691)………………………………………1

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

One public lecture (subject to faculty approval) given on the University of Oregon campus

Supporting Area credits

Introduction to Ethnomusicology (MUS 551)…………………………4

Introduction to Musicology (MUS 614)………………………………4

Pedagogy and Practicum (MUE 639)…………………………………3

Music in the Middle Ages (MUS 660)……………………………3

Music in the 20th Century (MUS 665)………………………………3

Seminar in Western art music (MUS 507, 607)…………………………3–4

One course selected from Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), History of Opera (MUS 574 or 575), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Performance Practices before 1850 (MUS 687 or 688); a seminar in jazz; or other course approved by the adviser…………………………………3–4

Music Performance

Primary Area credits

Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses)…………………………………6

Pedagogy and Practicum (MUE 639)…………………………………3

Performance Studies (MUP 771–791), six terms……………………………24

D.M.A. students must 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 predoctoral approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Supporting Area credits

Pedagogy and Practicum (MUE 639)…………………………………3

Performance Studies (MUP 741–761), three terms……………………………12

Two public performances (subject to predoctoral approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Music Theory

Primary Area credits

Choose at least three courses from Seminar: Advanced Keyboard Harmony (MUS 507), Counterpoint (MUS 533, 534, 535)…………………………8–12

Post-Tonal Theory I,II,III (MUS 516, 517, 518)……………9

Three music theory seminars………………………………………9

Schenkerian Analysis (MUS 530, 531, 532)…………………………9

Pedagogy and Practicum (MUE 639)…………………………………3

Dissertation (MUE 603)……………………………18

History of Theory II,III (MUS 630, 631, 632)…………………………9

One public lecture (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

Three music theory seminars………………………………………9

Advanced Keyboard Harmony (MUS 507), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535)………………………………………8–12

Pedagogy and Practicum (MUE 639)…………………………………3

In addition to primary area requirements, at least one graduate-level course or seminar in music history or music theory……………………………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

Pedagogy and Practicum (MUE 639)…………………………………3

Instrumental Conducting Master Class (MUS 686)…………………………………3

Performance Practices before 1850 (MUS 687 or 688)…………………………………3

Orchestra (MUS 696), three terms…………………………………6

Performance Studies (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 (609), three terms…………………………………3

Pedagogy and Practicum (MUE 639)…………………………………3

Performance: 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

Choose one course from the following, or other course approved by adviser: Music Classroom Management (MUE 530), Early Childhood and Preadolescent Development (EDST 541)…………………………………3

Violin Pedagogy I: Suzuki Method (MUE 560), two terms…………………………………6

Violin Pedagogy II: Suzuki Method (MUE 561), two terms…………………………………6

Pedagogy Methods: Violin and Viola (MUE 563)……………………………2

Seminar: CMI Internship (MUE 607), five terms…………………………………5

Pedagogy and Practicum (MUE 639)…………………………………3

A ninety-minute public master class

Wind Ensemble Conducting

Supporting Area credits

Bibliography in Instrumental Conducting (MUS 620)…………………………………3

Wind Repertoire (MUS 621, 622, 623)…………………………………9

Instrumental Conducting Laboratory (MUS 624)…………………………………3

Pedagogy and Practicum (MUE 639)……………………………3

Instrumental Conducting Master Class (MUS 686), to terms……………………………3

Band: Wind Ensemble (MUS 695), three terms……………………………6

Performance Studies (MUP 611–791), three terms…………………………………6–12

A juried rehearsal and a juried conducting performance

Program Requirements

Comprehensive Examinations

A core examination of the student’s knowledge of music history and skills in music analysis is required. The examination may be taken after completion of the residency requirement, formal
admission to the doctoral program, and completion of all core course work.
Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:
1. Completion of core examination
2. Satisfaction of all general degree requirements
3. Completion of all course work in the examination area
4. Approval from adviser
Additional information about comprehensive examinations is available from the graduate secretary and the area chair.

Advancement to Candidacy
Advancement to candidacy is based on successful completion of comprehensive examinations, approval by the advisory committee of the dissertation or lecture-document proposal, 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 end of the term of matriculation to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Research [MUS 601], Dissertation [MUS 603], and Reading and Conference [MUS 605] are available during summer session only with adviser’s consent.

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 and Dance music curriculum is divided into four general categories, each designated by a different subject code:
MUS: music courses and ensembles
MUJ: jazz studies
MUE: music education
MUP: performance studies

Music Courses (MUS)

125 Understanding Music (4) Presents the basic elements of music, historical style periods of Western art music, development of jazz and popular music. Grose, Wagoner.
129 Basic Guitar Theory (2) Develops skills to visualize and “think” on the fingerboard. Chords, scales and arpeggios, note location. Interval identification, chord spelling, and scale harmonizations. Students must provide own instrument. Amplifier provided. Basic music reading skills recommended. Extra fee. Latarski.
130 Sightreading Strategies on Guitar (2R) Assesses the issues faced by guitarists in reading music and presents a systematic approach to solving these issues. Basic familiarity with music notation strongly advised. R to continue skill development. Latarski.
131, 132, 133 Music Theory I, II, III (2.2.2) Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Goesser Kolb.
134, 135, 136 Aural Skills I, II, III (2.2.2) Elementary ear training through sight singing, dictation, and related activities. Pack.
153, 155 Introduction to Lyric Diction (2.2) Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. 155: English, Italian, Spanish. 156: German, French. Coreq: Performance Studies: Voice (MUP 174 or above).
168 Guided Listening (1) Guided listening experience designed to aid in acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music.
198 Workshop: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
231, 232, 233 Music Theory IV, V, VI (2.2.2) Continuation of MUS 131–133. Prereq: MUS 133 or equivalent proficiency. Rodgers.
234, 235, 236 Aural Skills IV, V, VI (2.2.2) Continuation of MUS 134–136. Prereq: MUS 136 or equivalent proficiency. Pack.
237, 238, 239 Keyboard Skills IV, V, VI (1.1.1) Continuation of MUS 137–139. Prereq: MUS 139 or equivalent proficiency. Keyboard lab fee. Kerner.
240, 241, 242 Composition I (3.3.3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form, contemporary techniques; emphasis on student’s own beginning creative work. Prereq: MUS 132, 135 or equivalent. Crumb.
250 Popular Musics in Global Context (4) Surveys the global popular music landscape of the 20th and 21st centuries, with an emphasis on identity and cultural mixture. Penn.
267, 268, 269 Survey of Music History (4.4.4) Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121, MUS 133, pass Listening Repertoire Identification Exam. Kruckenberg, McLucas, Smith, Vanscheeuwijk.
270 History of the Blues (4) Traces blues music from its African and African American roots through its 20th-century history and its influence on the values of jazz, rhythm and blues, and country music. Woideck.
322 Music Fundamentals (3) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Laboratory fee. Johnson, Noel, Pengelly.
324, 325, 326 Analysis (3.3.3) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods. Prereq: MUS 232, 235, 238, 267, 268, 269; or equivalent proficiency. Boss, Rodgers, Stolet.
327 Analysis (3R) Techniques of analysis in various types of music. Prereq: MUS 233, 236, 239. R when topic changes.
340, 341, 342 Composition II (3.3.3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency. Smith.
349 American Ethnic and Protest Music (3) Social change and ethnicity reflected by music of and about Native Americans, African Americans, and women as well as songs of protest and Spanish-speaking groups. Offered summer session only.
351 The Music of Bach and Handel (4) Compositions by Bach and Handel such as organ chorales, cantatas, oratorios, operas, and masses; cultural context in Germany, France, Italy, and England for the development of their styles. 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 tumultuous events of postrevolutionary Europe. Works include piano sonatas, symphonies, and quartets. Smith.
356 Innovative Jazz Musicians: [Topic] (4R) Covers one or two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and critical reception. R twice when topic changes for maximum of 12 credits. Woideck.
358 Music in World Cultures (4) African, East European, and Indonesian musics in sociocultural context. Emphasis on listening skills, relationships between music and culture, aesthetics, styles, genres, music structures and forms, and participatory music making. Levy.
359 Music of the Americas (4) African American, 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. Penn.
360 Film: Drama, Photography, Music (4) Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis.
390 East European Folk Ensemble (2R) Performance ensemble in which instrumentalists and singers learn village-style folk dance music from Bulgaria, Macedonia, Serbia, Greece, and neighboring regions of Eastern Europe. Levy. R twice for maximum of 6 credits.
391 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive


398 Opera Workshop (2R) Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Prereq: audition.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–4R) Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

407/408 Seminar: [Topic] (1–5R)

408 Workshop: [Topic] (1–21R) A recent topic is Javanese Gamelan.

409 Supervised Tutoring (1–21R)

410/411 Experimental Course: [Topic] (1–5R)


413 Music History Review (3R) Review of music history from the medieval period to the present. Prereq: placement examination.


419/519 MIDI for Musicians (2) Concepts, uses, applications, and practical experience with using the personal computer to make music. Includes MIDI (musical instrument digital interface), digital audio, web-based music, and sequencing. Latarski.

420/520 Audio Recording Techniques (3) Basics of audio recording; includes microphone selection and usage, mixing techniques, use of signal processors, and digital audio concepts. Latarski.

421/521, 422/522, 423/523 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. Prereq: MUP 271 or above. R once each, with instructor’s consent, for maximum of 4 credits per course. Riley.

430/530, 431/531, 432/532 Schenkerian Analysis (3,3,3) Analytical techniques developed by Heinrich Schenker, studied through application to music of all periods and styles. Prereq: MUS 326. Boss, Larson.


438/538 Composers Forum (1R) Formulation of a two- or three-concert series of student composition sessions with visiting composers and UO performers, and listening projects related to these residencies. R eleven times for maximum of 12 credits. Kyr.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 232, 236. Wagener.


446 Computer Music Applications: [Topic] (3R) Use of computers for music notation, education, analysis, performance, research, and other applications. R three times when topic changes for maximum of 12 credits.

447/547 Digital Audio and Sound Design (4R) Examines concepts of digital audio representa- tion, encoding, sampling, considerations audio mixing, basic synthesis, and sound modification techniques and fundamentals of electroacoustic composition.

448/548 Interactive Media Performance (3R) Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software.

451/551 Introduction to Ethnomusicology (4) World musics studied in their social and cultural contexts. Compares the varied approaches, ideas, and methods of selected American and European researchers since 1980. Levy, McLucas.


453/553 Folk Music of the Balkans (4) Forms and styles of folk musics and dances in their cultural contexts in southeastern Europe: Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia. Levy.

454/554 Music of India (4) 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.


457/557 Native American Music (4) Survey of ceremonial, powwow, folk, and contemporary music; women’s musical traditions; Native American film music. Powwow drumming and singing in indigenous languages taught by a Native American. Offered summer session only.

458/558 Celtic Music (4) Explores music and culture of Ireland, Scotland, Wales, and Brittany. History, culture, and modern and old performance styles studied. McLucas.

459/559 African Music (4) Authentic musical instruments, repertoire, and recordings illustrate how different societies use music to express identity, create a contemporary and ever-changing Africa. Traditional and recent popular styles. Offered summer session only.

460/560 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West. McLucas.

462/562 Popular Musics in the African Diaspora (4) Examines social and historical contexts of popular musics in the African diaspora from the 20th century on. Geographic focus is North America, the Caribbean, and Africa. Penn.

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. Dosin. Offered alternate years; not offered 2008–9.

467/567, 468/568 Solo Vocal Music (3,3) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of forms for artistic performance and scores. Critical judgment through study of text, voice, and accompaniment. Prereq: MUS 269 or equivalent. Vargas. Offered 2008–9 and alternate years.

474/574, 475/575 History of Opera (4,4) Critical study of the musical and dramatic content of operas forming the standard international repertoire. 474/574: Monteverdi to Mozart.

475/575: Mozart to the present. Prereq: MUS 269 or equivalent. Smith.

484/584 Choral Conducting and Literature (3R) Choral conducting, gesture and communication, rehearsal technique, and choral literature appropriate for secondary school choral music programs (grades 6–12), community youth choirs, and collegiate ensembles. R once for maximum of 6 credits. Prereq: MUP 140; coreq: MUS 397 (any select choir).

486 Instrumental Conducting (3R) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Prereq: major standing. R once for a maximum of 6 credits. T. Paul, Ponto.

490/590 Balinese Gamelan (2R) Pacific Rim Gamelan ensemble. Performance of original

499 Senior Project (3R) Projects in music history, analysis, theory, composition, performance, or related disciplines designed by the student in consultation with the instructor. R twice for maximum of 9 credits.

Thesis, Research, Dissertation, and Reading and Conference are available during summer sessions with adviser'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] [1–4R]

Prereq: completion of all regularly scheduled courses related to the topic.

607 Seminar: [Topic] [1–5R] Extra fee for Oregon Bach Festival seminars.

608 Workshop: [Topic] [1–16R]

609 Terminal Project [1–16R]

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

611, 613 Research Methods in Music (4,3) 611: use of reference, research, and bibliographical sources in musical research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. Price.

614 Introduction to Musicology (4) Introduces musicology and several of its subfields; includes current and recent arguments. Prereq: major standing. McLucas, Schach.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. Ponto.


624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. Ponto. R twice for maximum of 6 credits.

629 Repertoire and Analysis (3R) Analytical interpretations of musical works in a context that focus on repertoire rather than on particular analytical methodologies. The pieces studied vary each time the course is offered. R with varying repertoire. Rodgers.

630 History of Theory I (3) Examination and evaluation of theories of music from ancient times to the 16th century, including Aristides Quintilianus, Boethius, Hucbald, Guido, Franco, Tintorius, Ramis, and Aron. Kruckenborg. Offered alternate years; not offered 2008–9.

631 History of Theory II (3) Examination and evaluation of theories of music from the 16th to 19th centuries, including Glarean, Zarlino, Descartes, Rameau, Tartini, Kirnberger, C. P. E. Bach, Fétis, Sechter, and Helmholtz. Pack. Offered alternate years; not offered 2008–9.

632 History of Theory III (3) Theories of harmony and structure ranging from the mid-19th century to the present, including Hauptmann, Riemann, Schenker, Schoenberg, Hindemith, Babbitt, Forte, Lewin, Straus, and Lerdahl. Boss. Offered alternate years; not offered 2008–9.


643, 644 Notation of Medieval and Renaissance Music (3,3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Kruckenborg. Offered 2008–9 and alternate years.

660 Music in the Middle Ages (3) Sources of Western European music in musical notation and the Near East; sacred monophony, secular monophony; development of polyphony. Kruckenborg. Offered alternate years; not offered 2008–9.

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. Kruckenborg. Offered 2008–9 and alternate years.

662 Music in the Baroque Era (3) Musical genres in Italy, France, Germany, Austria, Britain, the Netherlands, Spain, Mexico, and South America in historical, social, political, and cultural contexts—early 17th century through Bach and Handel. Vanscheeuwijk. Offered 2008–9 and alternate years.

663 Music in the Classical Period (3) Study of galant, Empfindsamkeit, and classical styles from c. 1730 to Boccherini, Haydn, and Mozart. Offered alternate years; not offered 2008–9.


666 Instrumental Conducting Master Class (3) Advanced conducting techniques as applied to band and orchestral music with emphasis on baton technique and rehearsal strategies; includes score preparation. W. Bennett. Offered summer session only.


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.


696 Orchestra: [Topic] (2R) See MUS 396.

697 Chorus: [Topic] (2R) See MUS 397.

698 Opera Workshop (2R) See MUS 398.

Jazz Studies Courses (MUJ)

180, 181, 182 Jazz Performance Laboratory (2,2,2) Drills and practical application of scales, chords, harmonic progressions, rhythm patterns, and approach-note groups for development of skills in small jazz ensembles. S. Owen.

270 Jazz Theory (2) Introduction to jazz harmony; chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Prereq: MUS 132. Denny, S. Owen.


280, 281, 282 Jazz Performance Laboratory (1.1,1.1R) Not offered 2008–9.

350 History of Jazz, 1900 to Present (4) History, biography, multiculturalism, and racism in early jazz and swing through modern jazz. Includes Louis Armstrong, Duke Ellington, Charlie Parker, Dizzy Gillespie, Miles Davis. Denny, Woideck.

351 History of Jazz, 1900 to Present (4) History, biography, multiculturalism, and racism in modern jazz and free jazz to present. Includes Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Ornette Coleman, Woideck.

390 Jazz Laboratory Band III (1R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. R six times for maximum of 7 credits. S. Owen.

391 Jazz Laboratory Band II (1R) See MUJ 390. R six times for maximum of 7 credits.

392 Oregon Jazz Ensemble (1–2R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Prereq: audition. S. Owen.


405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–2R)


483/583, 484/584, 485/585 Advanced Jazz Arranging I,II,III (3,3,3) Composition, arrangement, and performance of works for large and chamber jazz ensembles. Preparation of works for senior and graduate degree recitals. Prereq: MUJ 482/582. S. Owen.

503 Thesis [1–16R]

605 Reading and Conference: [Topic] (1–4R)
Music Education Courses (MUE)

199 Special Studies: [Topic] (1–5R)

326 Foundations of Music Education (3) Professional orientation for prospective school music teachers; curricular, historical, philosophical, and social foundations of music education; ethical, professional, and social aspects of teaching; comprehensive field experience. Extra fee. P. Paul.

386, 387, 388 Teaching Laboratory I (1,1,1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education. P. Paul, Wilshire.

391 Choral Pedagogy (3) Introduction to choral music: group vocal technique, fundamentals of choral conducting, ensemble intonation, diction, blend and balance, rhythmic diction, choral score analysis, and teaching strategies for the choral conductor. Prereq: MUP 140, MUE 326; coreq: MUS 397 (Concert Choir).


401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–4R) Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–4R)

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

411/511 Band Methods (3R) Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. Prereq: admission to the MUP 300 level in primary instrument or voice; MUE 392, MUS 486; coreq: MUE 409; 386 or 486; MUS 395 or 695; R once for a maximum of 6 credits. Wilshire.

412/512 Elementary Music Methods (3) Introduction to a variety of skills and techniques necessary for successful music teaching in elementary school settings. Laboratory fee. Prereq: admission to music education; admission to the MUP 300 level; MUE 411/511, 413/513; coreq: Practicum: Elementary School Music (MUE 409), MUE 486. P. Paul.

413/513 Secondary Choral Methods (3) Secondary choral music curriculum, teaching methods, sight-singing and music literacy, developing independent musicianship, philosophical and social foundation of vocal music education in the public schools. Prereq: admission to the MUP 300 level in primary instrument or voice; MUE 391, MUS 484/584; coreq: MUE 386 or 486; MUS 397 or 697; MUE 409 or 609.


429/529 Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. P. Paul.

430/530 Music Classroom Management (3R) Techniques in classroom management: crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations. R twice for a maximum of 9 credits. P. Paul.

442/542 Teaching Singing in the Classroom (3) Methods for teaching group vocal technique in the classroom with emphasis on elementary, mid-level, and emerging adult voices. Concentration on development of the adolescent changing voice. Prereq: MUP 274, MUE 391, MUS 413/513, MUS 484/584; coreq: MUS 397 or 697.

444/544 Choral Materials for Schools (3) Repertoire for choral groups in secondary schools; choral music from early historical periods to the avant-garde; criteria for selection of choral music; instructional program and concert planning. Prereq: admission to the MUP 300 level in voice; MUE 391 and 413/513, MUS 484/584; coreq: MUS 397 or 697.

447/547 Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music. Price.


456/556 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools.


463/563 Pedagogy Methods: Violin and Viola (2) Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland, Straka, Lucktenberg.


491/591 Advanced Pedagogy: [Topic] (3R) Topics include Piano. R twice in different topics for maximum of 9 credits.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–4R) Prereq: completion of all regularly scheduled courses related to the topic or equivalent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Field Experience, Thesis Organization.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–4R) Prereq: knowledge and competence in the substance of the activity and in curricular planning.

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


636 Administration of School Music (3) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising, public relations, concert preparation, and group travel. T. Paul.

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. Price.

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. Price.
Performance Studies Courses (MUP)

Extra fee for all MUP courses; additional maintenance fees for harpsichord, organ, and classical percussion

MUP 140–791 coreq for majors: enroll in major ensemble; no coreq for jazz lessons

Percussion studies (MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 411/511, enroll in major ensemble

100–105 Basic Performance Studies: [Topic] (2R)

108 Intermediate Guitar Skills (2R) Beginning-level group instruction in music reading, chording techniques, improvisation, scales, and simple theory. Listening is an important part of the course. R once for maximum for 4 credits. Latarski.

109 Basic Performance Studies: Jazz Guitar (2R) Studio instruction. R twice for maximum of 6 credits.


120 Beginning Guitar I (3R) Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice skills. Students must provide own instruments. R twice for maximum of 9 credits. Case.

121 Beginning Guitar II (3R) Chord voicings, finger-style playing, and arranging. Requires music reading and barré-chord skills. Group instruction. Students must provide own instruments. Prereq MUP 120. R twice for maximum of 9 credits. Case.

122 Funk Guitar (2R) Fundamental techniques and theory used by guitarists to play in a funk style of music. Group instruction. Students must provide own instruments. R twice for maximum of 6 credits. Latarski.

127 Blues Guitar I (2R) Introduction to blues chords, scales, songs, and related techniques. Designed for beginners; students must provide own instruments. Group instruction. R once for maximum of 6 credits. Latarski.


77 Performance Studies: [Topic] (1–5R) Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Tuba and Euphonium Routine, Breathing Technique.


671 Performance Studies: Piano Accompanying (2–4R) Studio instruction. Concentration on vocal and instrumental repertoire. Prereq: 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
als.uoregon.edu

The Center for Academic Learning Services provides academic support to UO students through courses, workshops, tutoring, and individual consultations.

Courses for Credit. Students concerned about their reading, research, writing, critical thinking, and general study skills may benefit from a variety of full-term and short courses, ranging from 1 to 4 credits.

Noncredit Workshops. Among those 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. For a fee, small-group tutoring is available for entry-level undergraduate courses. Students wanting individual appointments may hire private tutors, whose names are available from the center’s tutorial registry. Writing and math tutors are available weekdays, 9:00 a.m.–4:00 p.m., on a no-cost, drop-in basis in the writing and mathematics laboratories, located in 72 Prince Lucien Campbell Hall.

Special Population Programs. The center also houses programs that address the needs of specific student populations. They include two Trio programs: Student Support Services, which provides nontraditional students with free services to help them complete bachelor’s degrees, and the McNair Scholars Program, which helps undergraduates prepare for graduate school and Ph.D. programs. In addition, the center supervises the Undergraduate Support Program, which provides academic support to students preselected for this program on their admission to the university.

Individual Consultations. Instructors are available to discuss issues related to studying, learning, and academic performance.

Academic Learning Services Courses (ALS)

101 Introduction to University Study (3) Helps students learn, adapt, and apply effective study skills, including strategies for time management, note taking, critical reading, writing, and test preparation.

199 Special Studies: [Topic] (1–5R) Topics include time management, reading, writing, testing, presentation skills, and math strategies.  R twice per topic for maximum of 6 credits.

399 Special Studies: [Topic] (1–5R) Topics include grammar and style, research skills, critical thinking, communication, and speed reading.

408/508 Workshop: [Topic] (1–4R) R for maximum of 6 credits.

409 Practicum: [Topic] (1–4R) R for maximum of 6 credits.

608 Workshop: [Topic] (1–4R) R for maximum of 6 credits.

609 Practicum: [Topic] (1–4R) R for maximum of 6 credits.

A maximum of 12 credits in ALS courses may be applied to the total credits required for a bachelor’s degree.

AHA International
Anne Haberkern, Executive Director
(503) 295-7730
(800) 634-2051
70 NW Couch St., Suite 242
Portland OR 97209
annah@uoregon.edu
www.ahastudyabroad.org

AHA International, an academic program of the university, operates study-abroad programs in Western Europe, Latin America, Oceania, and Africa. Headquartered in Portland, AHA serves students from universities and university consortia across the United States. More than 49,000 students have benefited from AHA International’s programs since 1957, enhancing intercultural competency and academic experience. Complete program and application information is available online.

Air Force ROTC
(541) 737-3291
(800) 633-7352
Lane Community College
Flight Technology Department
28715 Airport Rd.
Eugene OR 97402
AFROTC Detachment 685
300 McAlexander Field House
Oregon State University
Corvallis OR 97331
lanecc.edu/flight
oregonstate.edu/dept/afrotc

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 University of Oregon as elective credits. Students may complete a degree in any field while in the program. Students are responsible for tuition and fees as assessed by Oregon State University.

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 terms. Sophomores may enter at the start of the fall term and take the freshman- and sophomore-level courses concurrently.

Before enrolling in the professional officer course during the last two years of the program, the student must meet AFROTC qualification standards and requirements.

Two-Year Program
Entry is competitive. Application should be made early in the fall term of the student’s sophomore year. Participants must attend Field Training (AS 306) for six 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. Interested high school students should apply on or before the December 1 date prior to the academic year for which the student is applying. University students in the four-year AFROTC program can compete for scholarships twice a year. Special scholarship programs are also available to students who are majoring in critical-demand areas deemed necessary by the U.S. Air Force. Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, $900 a year for textbooks, and as much as $500 as a monthly stipend.

For students who are not selected for any other scholarship program, the Air Force offers special incentives to students in academic major during their junior and senior years. More information about these programs is available from Air Force ROTC at Oregon State University.

Alliances, Uniforms, Textbooks
Students enrolled in the professional officer course are paid as much as $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 six 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 and law students.

For more information about Air Force ROTC programs, write to the department mailing address or visit the Oregon State University AFROTC website.

American English Institute
Cynthia Kieffer and Peggy Dame, Codirectors
(541) 346-3945
(541) 346-3917 fax
107 Pacific Hall
5212 University of Oregon
Eugene OR 97403-5212, USA
aei@uoregon.edu
aei.uoregon.edu

The American English Institute provides English as a second language (ESL) instruction to nonnative speakers of English. It offers training, teaching, 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 Linguistics section of this catalog.

Army ROTC
See Military Science

Continuation Center
Curtis D. Lind and Ronald E. Trebon, Codirectors
(541) 346-4231
(800) 524-2404 in Oregon
1277 University of Oregon
Eugene OR 97403-1277

Community Education
Sandra Gladney, Program Director
(541) 346-5614
1234 University of Oregon
Eugene OR 97403-1234
ced.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) 346-4231
Baker Downtown Center
975 High St., Suite 110
center.uoregon.edu

Continuing Education is a program through which the University of Oregon offers educational activities in the Eugene area and throughout Oregon. Activities include for-credit and noncredit lectures, conferences, seminars, workshops, and formal courses with opportunities to earn a variety of credentials, spanning from nondegree certificates of completion to a graduate degree. Topics cover such diverse subjects as information management, arts management, festival and event management, sustainability practices, teacher education, and educational administration. This division also provides support to multiple lifelong learning program sites and administers services for other nontraditional learning formats.

Academic Programs
Applied Information Management (AIM)
Master’s Degree
aimdegree.com

This interdisciplinary master of science degree is designed to engage midcareer professionals in relevant studies in information management, information design, business management, and applied research. Course work is available on-site in downtown Portland or online. See the Graduate Studies section of this catalog for complete program description.

Distance Education
de.uoregon.edu

Distance Education’s online format provides both admitted and Community Education students the flexibility of completing course work outside the traditional classroom setting. Courses follow the academic term schedule. Delivery format and assessment methods vary by course but all require frequent access to e-mail and a web browser. Testing services are administered by the Social Science Instructional Laboratories for courses utilizing testing assessments. Typical subjects offered include arts administration, astronomy, economics, geology, linguistics, physics, and political science.

Professional Development
Education 2000+
ed2000.uoregon.edu

This program offers a series of one- and two-day workshops on educational innovations that enhance learning. Workshops meet licensure requirements for K–12 educators. Recent topics include literacy strategies, guided writing instruction, teaching scientific inquiry, art education, and brain-friendly instructional techniques. Academic credit from the UO College of Education is available for most sessions.

Festival and Event Management
festival.uoregon.edu

This program offers a series of one- and two-day workshops, held in downtown Portland, addressing current trends and best practices for administering community festivals and special events. Typical topics include sponsorships and marketing events, events as fundraisers, volunteer management, booking entertainment, and green events. A certificate of completion option is available.

Sustainability Leadership
sustain.uoregon.edu

This program offers a series of one and two-day workshops, held in downtown Portland, designed to give both a theoretical foundation and practical application tools to produce sustainable economic, social, and environmental outcomes for both public and private sectors. Recent topics include zero waste, fleet management, procurement, supply-chain development, and sustain-
ability indicators and assessment. A certificate of completion option is available. Academic credit from the School of Architecture and Allied Arts is available for most sessions.

Lifelong Learning
Ruth Heller, Program Director
Osher Lifelong Learning Institute
oshier.uoregon.edu

This noncredit, self-support program is designed to meet the educational interests of mature adults in the communities of Eugene-Springfield (established in 1993 as Learning in Retirement), central Oregon (established in 2003 as the Silver Sage Society), and Portland. Member-led committees develop program site policies and educational activities. The curriculum covers topics in the humanities, sciences, current affairs, and the arts through lectures, study and discussion groups, and special activities. No previous college experience is required. An annual fee allows members to participate in a variety of events and classes.

Elderhostel
center.uoregon.edu/elderhostel

Elderhostel Inc. is an international nonprofit organization that provides high-quality, short-term learning opportunities for people fifty-five and older, offering in-depth and behind-the-scenes learning experiences. The University of Oregon offers two Elderhostel programs: two-weeklong sessions held in conjunction with the prestigious Oregon Bach Festival; and a one-week session, “Track Town, U.S.A.,” focusing on Eugene as the birthplace of modern track and field and the site of the 2008 and 2012 U.S. Olympic Team Trials in track and field.

Other Services
Customized Training
Courses can be designed to meet the needs of a particular group or organization at the local, regional, or national level, for business, industry, public utilities, and education.

Conferences and Special Programs
Administrative support is provided for a variety of conferences and noncredit workshops, including events offered by academic departments and individual faculty members, academic societies, association regional meetings, and nonacademic community-interest programs.

Summer Session
Ronald E. Trebon, Director
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(800) 524-2404 toll free in Oregon
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Eugene OR 97403-1279
ussummer.uoregon.edu

Enrollment during summer session does not require formal admission to the university. Summer courses carry university credit and begin throughout the summer. Most academic departments, schools, and colleges at the university offer courses in summer. Enrollment in summer is about 40 percent of academic year enrollment, which results in smaller classes. Detailed information about summer courses, fees, and registration is available on the summer session website in early March.

The dates for the eight-week 2008 summer session are June 23–August 15. Registration begins May 5. Selected eleven-week courses begin June 23 and end September 5. Students may also register the first day of class.

Financial Aid. The university can assist students with loans, grants, and part-time work during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree. A student must be in good academic standing to receive financial aid. Additional information and application forms are available on the UO financial aid website.

Housing. Single- and multiple-occupancy rooms in university residence halls are abundant in summer. Student family housing is limited because most units are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

Asia Pacific Education and Professional Training Program
Dicken Yung, Program Director
Since 1991, this noncredit, self-supporting program has provided professional training and educational programs to employees of public and private organizations throughout the Asia Pacific region. Professional development workshops, seminars, and courses related to a variety of topics associated with administering a comprehensive organization or agency are offered on site overseas and on campus during summer session and throughout the year.

Information Services
Donald Harris, Vice Provost for Information Services and Chief Information Officer
(541) 346-4403
(541) 346-4307 fax
250A Computing Center, 151 McKenzie Hall
1212 University of Oregon
Eugene OR 97403-1212
it.uoregon.edu

Information Services (IS) supports the information technology 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 services for the faculty, students, and staff, and conduct research in advanced technologies—all in support of instruction, research, and administration.

Administrative Systems
The administrative services staff provides programming and database administration support for enterprise-wide administrative applications, including Banner, DuckWeb, document imaging, the Degree Audit Reporting System, the College of Arts and Sciences, the schedule of classes, and the data warehouse. In addition, the group provides application hosting and development for the University Health Center, Printing and Mailing Services, and the Office of University Housing.

The staff is also responsible for identity management, including central authentication services and administering computer accounts for UO students and members of the faculty and staff. These accounts utilize the uoregon.edu system for e-mail, web, statistical program access, wireless access, dial-in access, virtual private network (VPN), Blackboard, and site-licensed software.

Systems and Operations
The systems and operations staff administers and supports the servers for both central administrative and academic computing, including e-mail and shell services. In addition to security for the systems, the staff provides routing systems maintenance and backups, performance monitoring, and test-scanning services.

Academic Services
Academic services staff members provide a variety of services to the university community, including assistance with and coordination of emerging technologies, site-licensed software, help-desk services, technical support in open-access and instructional labs, and a number of student project centers:
• Help desk and hardware repair (151 McKenzie Hall)
• IS Collaboration Center (175 McKenzie Hall)
• IS McKenzie Lab (101 McKenzie Hall)
• IS Klamath Labs (13 and 26 Klamath Hall)
• IS Millrace Lab (113 Millrace Studio I)
• IS EMU Lab (22 Erb Memorial Union)

Telecommunications
The telecommunications services department provides local, long distance, and cellular telephone and cable television service to faculty and staff members, as well as to students living in university housing. They also provide pager and two-way radio service for UO staff and faculty members. Operator and directory services are available in person, online, and through Ernestine, a phonetic directory system. Video conferencing technical support and a video conference system are also available for campus use.

Network Services
The network services staff provides central data communication and networking services to the UO community. Network services oversees UOnet, high-speed modems, and VPN software that facilitate remote dial-in access to campus computers and networks. The group also develops and maintains the wireless network infrastructure for the campus. All network hardware and software that supports the campus network is installed and maintained by the network team, who provide troubleshooting and diagnostic services for the campus. The UO security team is also part of network services. It is responsible for detecting data and network security breaches and deploying appropriate protection systems.

Oregon Gigapop
The University of Oregon is home to the Oregon Gigapop, a high-speed research network that connects to Internet2 through a partnership with Oregon State University and the Network for Education and Research in Oregon, the University
of Oregon acts as a managing partner of the Gigapop. As Internet2 extends its new national research network infrastructure, the Oregon Gigapop will be one of only a select number of sites that will offer connectivity for higher-education institutions.

The Network for Education and Research in Oregon (NERO)  
NERO is part of the Oregon University System Chancellor’s Office, and is under the management of the University of Oregon’s chief information officer. It provides the network backbone for the Oregon University System, the State of Oregon Department of Administrative Services, and the Oregon Public Education Network. This backbone provides network connectivity for K–12 schools, higher education, and state government agencies. These organizations are then able to communicate with each other, the commercial Internet, and Internet2.

Research and Service  
The Advanced Network Technology Center is engaged in research, engineering, and development of next-generation Internet technologies. Projects include research into 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).

The Network Startup Resource Center (NSRC) provides education and support for the deployment of networks in developing countries around the world. Through offering workshops and providing educational materials, the center is able to assist network engineers and build communities that are able to support ongoing efforts in these developing areas. The NSRC draws from the network services team as well as the Advanced Network Technology Center for instructors for these workshops and educational endeavors.

International Affairs  
Stephen W. Durrant, Vice Provost for International Affairs and Outreach  
(541) 346-5851  
330 Oregon Hall

The university enrolls approximately 1,300 international students from nearly 90 countries, and sponsors study-abroad programs in more than 80 countries. More than 900 students participate in study or internships abroad each year. International Affairs provides services to both international students and scholars as well as students and faculty members who study, intern, teach, or research abroad. The office is also the official university liaison for several international agencies including the Institute of International Education and the Council for International Exchange of Scholars.

Mills International Center  
Sonja Rasmussen, Coordinator  
(541) 346-0887

The Mills International Center, located in the Erb Memorial Union, is supervised by the International Affairs office. The center organizes international cultural programs for the campus and community and provides travel resources, international newspapers and magazines, and computer and Internet access. More than 15,000 visitors take part in the scores of events held at the center each year.

International Student and Scholar Services  
Magid Shirzadegan, Director  
(541) 346-3206  
330 Oregon Hall

International Student and Scholar Services provides advising to international students and scholars regarding visa matters, questions about the Student and Exchange Visitor Information System, admission inquiries, housing options, employment opportunities, tax issues, and scholar-ship aid. In addition, confidential academic and personal counseling is offered to help students adjust to life in the United States.

Each term, this unit organizes a comprehensive orientation event to help familiarize students with the university and community. More than 400 students participate in the orientations each year. The Friendship Foundation for International Students, a community organization that works in concert with International Student and Scholar Services, provides short home-stay programs for students participating in the largest orientation event in September. The office also helps coordinate the International Friend Program, which introduces international students to local families, and the Conversation Friend Program, in which students can practice their English skills one on one with an American.

This unit also administers several scholarship programs for international students including the International Cultural Service Program, in which thirty-five students each year receive scholarship assistance in exchange for providing cultural programming to the larger Eugene-Springfield community. International students share their culture through music, games, and stories at K–12 schools, nonprofit organizations, and organized cultural night events on campus.

Study-Abroad Programs  
Kathy Poole, Director  
(541) 346-3207  
330 Oregon Hall

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 Experience the World and IE, Global Internships, available in the International Affairs office.

A key to the acronyms that follow: 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, Ethiopia, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Tunisia, Uganda, and Zimbabwe. Programs include language study, home stay, field meth-
and area studies courses, students may take Danish language courses. Students may attend either fall or spring semester and summer

**Ecuador, Quito.** Students with at least two years of college-level Spanish can spend a semester or a full year at Pontificia Universidad Católica del Ecuador or at the Universidad San Francisco de Quito. Language and culture courses are offered, and students with sufficient competence in the language may enroll in regular university courses in most fields of study. Students live with host families.

**England, Bristol.** One student is accepted into this yearlong exchange program at the University of Bristol. It is open to UO students who concentrate their course work in mathematics or the sciences. Students attend regular university courses and are assisted by a Study Abroad Programme academic adviser. Housing is in the university residence halls.

**England, London.** Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated with academic work to provide a balanced educational experience. Students live with British families. The program is offered fall, winter, and spring terms.

**England, London.** Every other spring, graduate and undergraduate students may study the performing arts in London. Accompanied by a UO professor, participants attend more than forty performances. Course credits apply to UO graduation requirements.

**England, Norwich.** This academic exchange program between the University of East Anglia and the University of Oregon is based in the School of English and American Studies. Students may take courses across disciplinary lines, but at least half of the courses taken during the year must be in the School of English and American Studies.

**Finland, Tampere.** UO students without Finnish may enroll in a variety of business, social science, and humanities courses offered in English at the University of Tampere. Students with sufficient Finnish enroll in regular university courses. Instruction is available in beginning to advanced Finnish language courses.

**France, Angers.** Students in this program study the French language and culture in a language institute at the Université Catholique de l’Ouest, which has a variety of language levels. Students may choose to spend one to three summer months, a fall term, a spring semester, or the academic year in Angers. One term of French is required. Excursions are part of the program, and students live with French families.

**France, Lyon.** Students with intermediate or advanced training in French language may choose the yearlong program in Lyon. Students who have taken three or more years of college-level French may enroll in regular university courses at Lyon I, II, III, and the Faculté Catholique. Students who have two years of French enroll in a language institute at Lyon II. Housing is arranged for students.

**France, Poitiers.** This one-year academic program is for students who have studied at least two years of college-level French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers courses. Housing is arranged for students.

**Germany, Baden-Württemberg.** Students in this yearlong program may study at any one of the participating universities at Freiburg, Heidelberg, Hohenheim, Karlsruhe, Konstanz, Mannheim, Stuttgart, Tübingen, or Ulm. Instruction is in German; students with sufficient competence in German may enroll in regular university courses in most fields of study. At least two years of college-level German is required.

**Germany, Tübingen.** Students with two terms of first-year German language are eligible for this intensive language program offered each year from April to July. By the end of the program, participants will have completed the entire second-year German sequence.

**Greece, Athens.** Organized by the Athens Center, this fall and spring-term program showcases Athens’ rich historical and cultural resources. Excursions for one course in modern Greek, all courses are taught in English. Excursions and field trips are important parts of the program.

**Hungary, Budapest.** Participants in this CIEE-sponsored program may take courses in Hungarian language, culture, history, politics, and economics. Students live in apartments or with host families. This program is offered fall or spring semester or summer.

**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, Dehli or Jaipur.** These semester-long, field-based programs, sponsored by SIT, focus on culture and development or arts and culture. They include Hindi language study, home stay, a field methodology course, thematic seminar, and an independent study project. These programs are offered fall and spring semesters.

**Israel, Jerusalem.** Historic Jerusalem is the site of a one-year or semester program. Course work focuses on the social sciences and humanities with special concentrations in international, religious, and Middle East studies. Students live in campus dormitories. There is no foreign-language prerequisite.

**Italy, Macerata.** Students who have one term of Italian-language study may participate in this fall- or winter-semester program. Course offerings include Italian language, social sciences, and humanities. Italian language is taught at beginning, intermediate, and advanced intermediate levels. Excursions are an integral part of the program.

**Italy, Pavia.** One student is accepted into this yearlong program each year. Advanced undergraduate or graduate students with at least three years of college-level Italian take course work in Italian at the University of Pavia.

**Italy, Perugia.** 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.

**Italy, Rome.** Each summer the UO School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group.

**Italy, Siena.** Italian language, humanities, and the social sciences are emphasized in this program. Intensive Italian language is taught at Siena’s University for Foreigners. All other courses are taught in English. Field trips complement classroom work. One term of college-level Italian is required. The program is offered fall, winter, and spring terms.

**Japan, Nagoya.** The Daido Institute of Technology and the University of Oregon have had an active faculty exchange program since 1978. Daido students study language and culture at the UO each summer.

**Japan, Tokyo—Meiji University.** One or two students with advanced skills in Japanese have the opportunity to study a wide range of subjects. Students enroll in regular Japanese university classes, and instruction is in Japanese. This year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

**Japan, Toyko—Senshu University.** Senshu offers a program of intensive language, culture, history, and business studies for prebusiness, business administration, and other UO majors. This program is offered during summer and fall terms. One term of college-level Japanese is 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.** Hanyang, Yonsei, and Ewha universities each offers UO students semester or yearlong programs in business, Korean, and Asian studies. There is no language requirement, but previous study of Korean is recommended.

**Mexico, Monterrey.** Students with two years of college-level Spanish can spend a semester or full year at 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.** Fall and spring semesters or summer programs are available. The programs cover second-, third-, and fourth-year Spanish course work in Mexican literature, art history, and civilization. Home stays, excursions, and student services are provided by the Interamerican University Studies Institute.

**Nepal, Kathmandu.** This semester-long, field-based program, sponsored by SIT, focuses on natural and human environment seminar, home stay, a field methodology course, excursions, and an independent-study project. The program is offered fall and spring semesters.
New Zealand, Dunedin. The University of Otago’s courses integrate well with course offerings at the University of Oregon. Students may participate in this exchange program for one semester or an academic year. Students attend regular university classes at Otago and follow the New Zealand academic calendar, which begins in February and ends in November.

Norway, Bergen. Students with sufficient knowledge of Norwegian can enroll in regular University of Bergen courses for one semester or one academic year. Others can study Scandinavian history, politics, and culture, all taught in English. Norwegian language courses are offered at every level of proficiency.

Poland, Warsaw. Participants in this CIEE-sponsored program may take courses in Polish language, history, culture, politics, economics, and business. Students live in university dormitories and may be reimbursed for tickets to the theater, ballet, opera, film, and some second-class train travel in Poland. This program is offered spring semester.

Russia, Moscow, St. Petersburg, Vladimir, or cities in Eurasia. 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 hosts this yearlong exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in university dormitories.

Spain, Oviedo. This fall- or spring-term or summer program sponsored by NCSA, offers courses in Spanish language, history, and art. All courses are taught in Spanish. The program offers excursions to various Spanish locations and students live with host families.

Spain, Seville. A semester- or yearlong program is available through CIEE. Business, language, and culture courses are offered in Spanish at the University of Seville.

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 development and environment issues. Students spend the last month of the program conducting a field-study project. It is offered fall and summer semesters.

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 International Affairs office.

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.

Study Abroad, Grants and Scholarships

Because students are registered at the University of Oregon while participating in study-abroad 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 advisor by mid-October. International Affairs has reference books on other overseas scholarship opportunities. For more information, request the pamphlet Scholarships and Loans for Overseas Study and Research.

Study-Abroad Courses

Each subject code below is unique to a single overseas study program; the X88 numbers signify study abroad 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
6=graduate

Participating students register in courses with the subject codes, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic overseas-study information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the student’s permanent UO academic record as OLAT 388 HIST: Australia in the 19th Century 5 [credits].

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 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 Overseas Studies: Vienna, NCSA Program (1–12R)
China
OBEI 288, 388, 488 Overseas Studies: Beijing, Central Institute for Nationalities (1–12R)
The Czech Republic
OCH 188, 288, 388, 488 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 Overseas Studies: Quito, Catholic University of Ecuador (1–12R)
England
OBRI 188, 288, 388, 488 Overseas Studies: Bristol, Bristol University (1–12R)
OBRK 388, 688 Overseas Studies: London (1–12R)
OLON 188, 288, 388, 488 Overseas Studies: London, NCSA Program (1–12R)
OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1–12R)
Finland
OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1–12R)
France
OANG 188, 288, 388, 488 Overseas Studies: Angers, NCSA Program (1–12R)
OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers (1–12R)
Germany
OSIP 188, 288, 388, 488 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 Overseas Studies: Budapest, Budapest University of Economic Sciences (1–12R)
Israel
OHUJ 188, 288, 388, 488 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1–12R)
Italy
OPAV 188, 288, 388, 488, 688 Overseas Studies: Pavia, University of Pavia (1–12R)
OPFR 188, 288, 388, 488, 688 Overseas Studies: Perugia, Italian University for Foreigners (1–12R)
OROM 488, 688 Overseas Studies: Rome, Summer Architecture Studio (1–12R)
OSIE 188, 288, 388, 488 Overseas Studies: Siena, NCSA Program (1–12R)
Labor Education and Research Center
Robert Bussel, Director
[541] 346-5054
[541] 346-2790 fax
1675 Agate St.
1289 University of Oregon
Eugene OR 97403-1289
www.uoregon.edu/~lerc

Faculty
Barbara Byrd, senior instructor; coordinator, Portland Center, B.A., 1971, Rice; M.S., 1978, Massachusetts at Amherst; Ph.D., 1988, Texas at Austin. (1994)

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

About the Center
The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. It was founded to serve the educational and research needs of Oregon workers and their organizations. The center 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.
The center 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. The center publishes a regular monograph series and occasional working papers. A workplace health and safety program conducts research on a wide array of issues associated with occupational health and safety and produces research, publications, and programs on that subject. The center is advised by a committee of representatives from state 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. The center conducts a participatory learning experience for undergraduate students—an intensive internship with Oregon labor unions on research and related projects. Students earn 4 credits each term of the internship.
Students may be eligible to participate in field studies or special seminars through the center. These courses are limited to students who have made acceptable arrangements for study with individual center faculty members; they are subject to the approval of the director. The center’s faculty members work with a student to determine how a LERC course fits into his or her academic program. 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 service to the metropolitan area through general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 SW 2nd Avenue in Portland; telephone (503) 725-3295.
The Labor Education and Research Center is a member of the United Association for Labor Education and the Pacific Northwest Labor History Association.

Labor Education and Research Center Courses (LERC)
401 Research: [Topic] (1–21R)
405 Reading and Conference: [Topic] (1–21R)
406 Supervised Field Study: [Topic] (1–21R)
Supervised activity related to areas such as labor education, local union administration, and job safety and health.
407/507 Seminar: [Topic] (1–5R) Recent topics include Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, Unions and Workforce Development, Workers’ Compensation. Only a few seminars can be offered each year.
408/508 Workshop: [Topic] (1–21R)
The University of Oregon Libraries supports the instructional and research programs of the university and is open to the general public. The range of support provided to the faculty and students is broad, including reference and research assistance, access to collections, interlibrary loan and reserve reading programs, credit and noncredit library courses, access to computers and electronic resources, instructional technology support and training, media-rich classroom facilities, wireless access, and campuswide classroom technology support.

The University of Oregon Libraries comprises Knight Library, four on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the John E. Jaqua Law Library, located in the Knight Law Center; the Science Library, located in the science complex; the Mathematics Library, in Fenton Hall; and the Architecture and Allied Arts Library, in Lawrence Hall. Off-campus libraries include the Loyd and Dorothy Rippey Library at the Oregon Institute of Marine Biology in Charleston, Oregon, and the Portland Library. All libraries are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call (541) 346-1818.

The first official library at the University of Oregon was established in 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 Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913. Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as “exotic . . . a combination of modernized Lombardy and Greco-Roman with art deco details.” The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places. Additions to 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.

The University of Oregon Libraries comprises Knight Library, four on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the John E. Jaqua Law Library, located in the Knight Law Center; the Science Library, located in the science complex; the Mathematics Library, in Fenton Hall; and the Architecture and Allied Arts Library, in Lawrence Hall. Off-campus libraries include the Loyd and Dorothy Rippey Library at the Oregon Institute of Marine Biology in Charleston, Oregon, and the Portland Library. All libraries are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call (541) 346-1818.

Library Courses (LIB)
101 Introduction to Library Research (1) Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections.
199 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. R when topic changes.
323 Research Strategies: [Topic] (4) Discusses strategies for locating, retrieving, and evaluating information in the modern information environment within a topical context. Examines sociopolitical issues of information access.
399 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. R when topic changes.
405 Reading and Conference: [Topic] (1–2R)
407 Seminar: [Topic] (1–5R) Topics are Library Resources, Bibliography.
409 Practicum: [Topic] (1–12R)
410/510 Experimental Course: [Topic] (1–5R)
605 Reading and Conference: [Topic] (1–16R)

History
The first official library at the University of Oregon was established in 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 Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913. Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as “exotic . . . a combination of modernized Lombardy and Greco-Roman with art deco details.” The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places. Additions to 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.

About the Libraries
The University of Oregon Libraries supports the instructional and research programs of the university and is open to the general public. The range of support provided to the faculty and students is broad, including reference and research assistance, access to collections, interlibrary loan and reserve reading programs, credit and noncredit library courses, access to computers and electronic resources, instructional technology support and training, media-rich classroom facilities, wireless access, and campuswide classroom technology support.

Facilities and Resources
The University of Oregon Libraries comprises Knight Library, four on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the John E. Jaqua Law Library, located in the Knight Law Center; the Science Library, located in the science complex; the Mathematics Library, in Fenton Hall; and the Architecture and Allied Arts Library, in Lawrence Hall. Off-campus libraries include the Loyd and Dorothy Rippey Library at the Oregon Institute of Marine Biology in Charleston, Oregon, and the Portland Library. All libraries are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call (541) 346-1818.

Borrowing
UO faculty and staff members and students who are currently enrolled or registered may borrow books, videos, and other materials from the UO Libraries. They may also borrow materials and receive online article deliveries from any of the other libraries with which the UO Libraries has reciprocal lending agreements. A number of document delivery programs are available, including special programs for distance-education students. Through its course reserves program, the library provides students with access to course textbooks and readings, which can be checked out or read online. Information on access to user accounts and other services is available on the library’s website.

Oregon residents who are sixteen years and older may apply for borrowing privileges under the Oregon Card program. Current members of the UO Alumni Association also enjoy borrowing privileges.

Online Periodicals
Online periodical indexes, newspapers, e-books, and e-journals. An integrated FindText service allows users to easily locate the full text of e-journal articles during a search.

The library provides a connection to Summit, a union catalog of the Orbis Cascade Alliance, a consortium of thirty-three public and private college and university libraries in the Pacific Northwest. A Summit search retrieves information on any of the 28 million items held in the cumulative collections of all member libraries. Material borrowed through Summit arrives by courier within three days.

The website also provides convenient access to growing collections of digitized print and nonprint material.

Services
The UO Libraries assists faculty members in developing research and instructional projects with digital and multimedia components through the library’s Center for Educational Technologies; managing and maintaining the UO Scholars’ Bank, an online archive of the scholarly output of the campus community; and administrative support for Blackboard, the university’s online course management system.

The library’s instructional programs include technology workshops on demand, in-class presentations by librarians, and credit courses on research and information access. These programs reach more than 10,000 students and faculty members each year.

The library provides a full range of instructional technology services, including instructional and promotional television services, interactive television, satellite uplink and reception, graphic art services for conventional and electronic presentations, and instruction and consulting on educational technology for faculty and graduate teaching fellows. The library also provides scheduling and maintenance for instructional technology equipment in more than one hundred classrooms across campus.

Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call the liaison for patrons with disabilities, (541) 346-1818.

History
The first official library at the University of Oregon was established in 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 Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913. Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as “exotic . . . a combination of modernized Lombardy and Greco-Roman with art deco details.” The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places. Additions to 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
Gifts from alumni and friends help strengthen library collections, purchase new technology, employ student assistants, and preserve Oregon’s rich history. Library donors receive the annual publication Building Knowledge. For more information, call the library administration office, (541) 346-3056.
Military Science
William I. Fox III, Department Head
(541) 346-3102
(800) 542-3945
(541) 346-2813 fax
1679 Agate St.
1297 University of Oregon
Eugene OR 97403-1297
goldbar@uoregon.edu
uoregon.edu/~army

Courtesy Faculty
William I. Fox III, professor; lieutenant colonel, U.S. Army.
Matthew R. Kelley, courtesy instructor; captain, U.S. Army.
Darren L. McMahon, courtesy instructor; captain, U.S. Army.
James L. Miller, courtesy instructor; captain, U.S. Army.
L. Joelle Rankins Goodwin, courtesy instructor; major, U.S. Army.

Special Staff
Donald J. Rummer, courtesy instructor; sergeant first class,
The date in parentheses at the end of each entry is
the first year on the University of Oregon faculty.

About the Department
The Department of Military Science, an instruc-
tional department that reports to the senior vice
president and provost, offers four years of military
science courses, lower and upper division. The
300- and 400-level courses are open to contracted
ROTC cadets pursuing commissions as officers in
the United States Army. The 100- and 200-level
courses are open to interested students.

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 cause
military leaders to succeed or fail

Lower Division. Lower-division (100- and 200-
level) courses are offered for 1 or 2 credits each.
The 100-level courses are offered to freshmen.
The 200-level courses are offered to sophomores
and upperclassmen. These courses provide the
basic framework of knowledge and emphasize
basic military terms, leadership, organization,
and military history.

Upper Division. Upper-division (300- and 400-
level) courses primarily are offered for 4 credits
each. These courses are offered only to contracted
cadets, or those in the process of contracting, who
have satisfactorily completed the two three-course
sequences Military Science I (MIL 121, 122, 123)
and II (MIL 221, 222, 223). They provide the
advanced leadership, decision-making, commu-
nication, ethics, and tactical education to prepare
the student to become a commissioned officer in
the U.S. Army.

Military Science Courses (MIL)
121, 122, 123 Military Science I (2,2,2) 121:
constitutional beginnings, organization, and role
of today's army: physical fitness; introduction
to equipment and small-unit operations. 122:
operational and survival skills, 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.

131 Physical Training (1–5R) Participatory
physical training program that follows the U.S. Army's
physical fitness program. Prepares students for
the rigors of military activities through a system-
atic physical conditioning process.

141 Ranger Challenge (3R) Course training
focuses on basic infantry individual and team
skills. Course culminates in squad-sized teams
competing against other schools in the region.

151 Marauders (3R) Designed to increase student
proficiency in tactical leadership skills as well as
enhance performance potential at various leader-
ship levels in army operations.

191 Leadership Laboratory (1R) Laboratory for
practical experience. Assesses cadet leadership
potential, communication, problem-solving, and
decision-making skills. One field-training exercise
a term. R five times for maximum of 6 credits.

199 Special Studies [Topic] (1–3R) A current
topic is Physical Fitness Training. R six times for
maximum of 6 credits.

221, 222, 223 Military Science II (2,2,2)
221: basic leadership and technical military
skills—map reading, first aid, and communication
skills. Focus is individual abilities and building
effective teams. 222: purpose, roles, and obliga-
tions of commissioned officers; organizational
values and their application to the decision-
making process; military tactics in small-unit
operations. 223: self- and team development in
Army operations; comprehension and use of the
five-paragraph Operations Order; tactics; land
navigation.

321, 322, 323 Military Science III (4,4,4) Courses,
labatory, field training exercises. 321: teaches
the sixteen leadership dimensions and applica-
tion to infantry tactics, operation orders, and
orienteeering. Pre- or coreq: MIL 223 or equivalent.
322: strengthens individual abilities with
experience in marksmanship, drill, and tactics.
323: evaluates leadership abilities in tactical
and non-tactical settings. Prereq for 322 and 323:
MIL 223 or equivalent.

331 Physical Training (1–5R) Emphasizes
physical fitness and overall good health. Focus
is on the intensity, duration, and frequency of
fitness training, resulting in improved health and
physical fitness.

405 Reading and Conference: [Topic] (1–3R)
410 Experimental Course: [Topic] (1–4R)
421, 422, 423 Military Science IV (4,4,4) Courses,
labatory, and field training exercises. 421: plan-
nning, evaluating, and conducting unit training
and practical exercises. 422: study of judicial
and nonjudicial proceedings and administrative
actions available to commanders. 423: duties and
responsibilities of a lieutenant; ethical decision
making, counseling subordinates, evaluation
reports, transition to active duty. Prereq: MIL 323
or equivalent.

About ROTC
The U.S. Army supports Reserve Officers Training
Corps (ROTC) programs at colleges and universi-
ties throughout the country. Students who take
military science courses may also participate, by
contractual arrangement with the Department of
the Army, in the process that leads to a commis-
sion. Each cadet must take, in addition to military
science courses, a course in military history and
in written communication. Most of these courses
count toward general-education group require-
ments for a bachelor's degree.

The U.S. Army sponsors two-, three-, and four-year
federal scholarships, awarded competitively by
the Army to students who seek a commission. It
is possible for undergraduate students to obtain
a commission through either a two-, three-, or
four-year program of instruction. Graduate
students who meet age requirements and have
two academic years remaining at the UO may also
pursue a commission through ROTC. Students
interested in pursuing a commission, a scholar-
ship, or both should contact the department.

Multicultural Academic Support
Linda Liu, Interim Director
(541) 346-3479
(541) 346-3416 fax
164 Oregon Hall
uoregon.edu/~omas

The Office of Multicultural Academic Support
is dedicated to helping self-identified students
of color who are U.S. citizens or permanent
residents successfully complete their University
of Oregon education. The office strives to meet
this responsibility by providing an honest and
caring atmosphere sensitive to students. Specific
goals are to
• help self-identified African American, Asian
American–Pacific Islander, Chicano or Latino,
Native American, and multiracial students
achieve academic success and eventual gradu-
ation.
• work with the Career Center to facilitate place-
ment 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

The office’s support services include
• academic advising
• a 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 190), Calculus for Business and Social Science I/II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

The Office of Multicultural Academic Support 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 a fall orientation retreat for new students of color.

Services are free. All students, in particular students of color, are encouraged to use the Office of Multicultural Academic Support.

Museums

Jordan Schnitzer Museum of Art
Jill Hartz, Director
1430 Johnson Lane
(541) 346-3027
(541) 346-0976 fax
1223 University of Oregon
Eugene OR 97403-1223
jsma.uoregon.edu

The Jordan Schnitzer Museum of Art is a valuable visual arts resource for visitors on campus and around the region. Among the museum’s 12,500 works of art is a renowned collection of Asian art, which principally represents the cultures of China, Japan, and Korea. A strong collection of paintings and sculpture by American and regional artists includes the largest public collection of works by Morris Graves. The museum also has works from European traditions and a collection of Russian icon paintings.

Visitors now experience a vibrant new museum, which reopened in January 2005 after completion of a major renovation and expansion project. Collection galleries featuring American, European, Chinese, Japanese, and Korean art are enhanced with a provocative series of special exhibitions and a full complement of programs designed to engage audiences. Educational facilities include an interactive discovery gallery, art-making studio, and lecture hall. In addition to the beloved Campbell Memorial Courtyard, gathering places include the Marché Museum Café, two courtyards, and spaces for special events.

As a university museum, the Jordan Schnitzer Museum of Art is an important teaching resource. Its exhibitions and programs are based creatively on the multidisciplinary curricular and extracurricular needs of university and community audiences. Museum faculty and staff members lecture, teach, and lead museum tours for UO students and others in the community. Student involvement is encouraged at several levels, ranging from internships and volunteer opportunities to research for undergraduate and graduate projects.

Admission is free for museum members, UO students, and members of the UO faculty and staff. University identification is required. The museum hours are Wednesday through Sunday, 11:00 a.m. to 5:00 p.m., with extended evening hours every Wednesday until 8:00 p.m.

Museum of Natural and Cultural History
Jon M. Erlandson, Director
(541) 346-3024
(541) 346-5334 fax
1680 E. 15th Ave.
1224 University of Oregon
Eugene OR 97403-1224
mnh@uoregon.edu
natural-history.uoregon.edu

The Museum of Natural and Cultural History links research and teaching activities with public programs and exhibits on the natural sciences and cultural history, including extensive research on Oregon archaeology, geology, history, and natural history.

The museum holds important collections of anthropological, archaeological, biological, and palaeontological materials. These include the world’s oldest shoes, 10,000-year-old sagebrush bark 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.

The Condon Collection, part of the Museum of Natural History, is free for all on Wednesdays. Exhibits and the Condon Collection are free for students of color. Admission is free for museum members, UO students, and members of the UO faculty and staff. Admission is required. The museum hours are Tuesday through Sunday, 11:00 a.m. to 5:00 p.m., with extended evening hours every Wednesday until 8:00 p.m.

The Museum of Natural and Cultural History collection, includes geological specimens collected by Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907, his extensive personal collection of fossils, which he used for teaching, became the permanent possession of the university. Since 1907 the collection has been added to by various people, particularly A. J. Shotwell during the 1950s and 1960s. The collection includes approximately 85,000 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.

Physical Education and Recreation

Dennis Munroe, Director
(541) 346-4153
181 Esslinger Hall
perec.uoregon.edu

Faculty

James Blanchard, senior instructor (outdoor pursuits).
Janice Radcliffe, instructor (fitness management).
Greg Smith, instructor (racket sports). B.S., 1975, Texas at Austin. (2001)

Emerita

Becky L. Sisley, professor emerita; athletic liaison.

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 Physical Education and Recreation 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. The department comprises Physical Education, Recreational Programs, and Facilities Operations.

**Employment.** Students who are interested in physical activity and sports are good candidates for the many part-time jobs generated by the variety of programs and services offered by the department 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 Programs**
**Brent Harrison, Associate Director**

**Rec Sports (Intramurals).** The intramural program provides opportunities for members of the university community to participate in a variety of sports and recreational activities. Superior skills or sports experience is not a prerequisite for participation; there is a place for everyone, from the novice to the advanced competitor. Some of the most popular activities are flag football, basketball, soccer, volleyball, softball, and ultimate Frisbee. For more information, call (541) 346-4113.

**Rec Aerobics and Group Cycling.** Recreational aerobics and group cycling provide high-quality, inexpensive exercise without academic pressure. Rec Aerobics offers body sculpting, stretch and flex, basic step aerobics, and kick boxing. Group Cycling utilizes specially designed stationary bikes, motivational music, and participatory coaching techniques to provide students of all athletic levels a challenging, rewarding, and fun cardiovascular workout. For more information, call (541) 346-4113.

**Open Recreation.** The Student Recreation Center may be used for open recreation when no classes or programs are scheduled. Students must show a current UO identification card to use the facilities. Faculty and staff members, alumni, and sponsored community members may purchase a facility user pass, valid for a single term or a full year. Passes are sold at the main desk in the Student Recreation Center. For more information, call (541) 346-4183. For information on family recreation, call (541) 346-1059.

**Fitness Services.** Personal trainers, certified by the American Council on Exercise, are available to make fitness assessments and create individualized training programs. Each session includes a risk assessment and goal-setting consultation, personalized workout program, and training session to refine the participant’s technique and form. It is recommended that new members of the center take a free facility and fitness orientation. For more information, call (541) 346-1364.

More information on other recreational opportunities can be found on the Department of Physical Education and Recreation website.

**Recreational Facilities**
**Associate Director**

This component of the department 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, fitness and weight rooms, 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 gymnasia primarily used for physical education and intramurals. The Student Tennis Center is located behind McArthur Court and features six courts. In addition, six new outdoor courts are located near the corner of East 18th Avenue and Onyx Street. Two lighted artificial turf fields are located east of the Student Recreation Center, with two natural grass fields to the south. For more information about facilities and court reservations, call (541) 346-4183.

**Physical Education**
**Peg Rees, Associate Director**

The physical education 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 140 courses are offered each term in a variety of activity areas—aerobics, aquatics, leadership, skills, improvement in physical fitness levels, and certification optional. Certification included. Fees and fee-refund schedules are available with current certification; training is provided for other positions. Most positions require certification in first aid and CPR.

**Practicum (1–3 credits)................................. 10–57**

Some courses require additional fees to pay for equipment, transportation, contract expenses, 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 Comments column in the online class schedule. Because not every course listed here can be offered every year, students should consult the current class schedule.

**Aerobics (PEAE)**


199 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)

**Aquatics (PEAQ)**

101–198 Aquatics (PEAE) 121: Aqua Aerobics I, 122: Aqua Aerobics II. R once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)

**Aquatics—Scuba (PEAS)**

199 Special Studies: [Topic] (1–2R)

301–398 Aquatics Scuba: [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) (2) 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] (1–3R)

408 Workshop: [Topic] (1–5R)

**Fitness (PEF)**

101–198 Fitness: [Topic] (1–2R) 111: Stretch and Flex I.

199 Special Studies: [Topic] (1–5R)

301–398 Fitness: [Topic] (1–2R) 301: Core and Stretch.

310 Nutrition and Performance (3) 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.

340 Personal Trainer (1–2) Lecture and lab experiences for administering fitness assessments in individual and group settings. Prepares the student for the American Council on Exercise Personal Trainer Certification Exam.

399 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R)

Individual Activities (PEI)


399 Special Studies: [Topic] (1–2R)

Intercollegiate Athletics (PEIA)


399 Special Studies: [Topic] (1–2R)

Physical Education Leadership (PEL)

199 Special Studies: [Topic] (1–5R) 399 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R) Professional topics in physical education.

409 Practicum: [Topic] (1–3R) Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education. R six times, for a maximum of 6 credits.

399 Special Studies: [Topic] (1–2R)

Martial Arts (PEMA)


399 Special Studies: [Topic] (1–2R)


399 Special Studies: [Topic] (1–2R)

Mind-Body Courses (PEMB)


399 Special Studies: [Topic] (1–2R)

Outdoor Pursuits—Land (PEOL)


399 Special Studies: [Topic] (1–2R)


453 Environmental Education (3) Introduces students to the natural history of the area, emphasizes how to teach effectively in the outdoor environment. Prereq: PEOL 285.

455 Principles of Outdoor Leadership (3) Preparatory for leading safe and environmentally responsible outdoor pursuits courses. Topics include field leadership, risk management, and emergency procedures. Prereq: PEOL 285, backpacking experience, instructor’s consent.

493 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)


399 Special Studies: [Topic] (1–2R)

Racquet Sports (PERS)


399 Special Studies: [Topic] (1–2R)

Running (PERU)


399 Special Studies: [Topic] (1–2R)

Team Sports (PETS)


399 Special Studies: [Topic] (1–2R)

Weight Training (PEW)


399 Special Studies: [Topic] (1–2R)

Undergraduate Studies

Karen U. Sprague, Vice Provost for Undergraduate Studies

Academic Advising

Hilary Geldes, Director

(541) 346-3211
(541) 346-6048 fax
364 Oregon Hall
advising.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. The 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 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. 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 200 public colleges and universities throughout the country with membership in the National Student Exchange. Participating campuses are located in all 50 states, several territories, and Canada. 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 United States and Canada and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a UO student must have a 2.50 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, karenc@uoregon.edu.

Peer Advising. The Peer Advising Program supplements faculty advising for undergraduate students in many departments. Trained students assist their peers in using academic advising appointments to the best advantage.

Disability Services

Steve Pickett, Director

(541) 346-1155
(541) 346-6013 fax
164 Oregon Hall
disasrv@uoregon.edu
ds.uoregon.edu

The University of Oregon is dedicated to the principles of equal opportunity in education and recognizes disability as an aspect of diversity integral to the university and to society. Disability Services collaborates with students, instructors, staff members, and the community to create an educational environment that is usable, equitable, sustainable, and inclusive for all members of the university community. Universal design is promoted as a viable and necessary approach to creating that environment.

Disability Services is a resource to the university community on issues related to disability and access. Students, parents, and community members are encouraged to contact the office with questions, concerns, or requests regarding full participation in university classes, programs, and offerings.

The office provides consultation, outreach, training, and direct support and services in the form of academic accommodations under guidance from the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. These include, but are not limited to, academic advising, adaptive technology assistance, classroom relocation, alternative testing procedures, instructor notification, note taking, and sign-language interpreting. Disability Services meets with students to discuss individual access needs, and when necessary requests paperwork or other documentation to establish eligibility for services.

The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. Modifications to academic requirements are made when needed to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified applicant or student.

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

Engineers 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) preengineering is the first two to three years of coursework work before admission to a professional engineering program, and (2) professional engineering is the last two years of coursework work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want to complete their first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University, available in the Department of Physics office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first year at the university. Physics and chemistry courses are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering Advising Guide, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (541) 737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals (ENGR 221) are available from the Science Department at Lane Community College. Full-time UO preengineering students are eligible to take these courses. 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 47 credits

*Calculus I,II,III (MATH 251, 252, 253) ............ 12
*Foundations of Physics I (PHYS 251) ............. 12
*Introductory Physics Laboratory (PHYS 290) .... 3
College Composition I (WR 121) ................. 4
*Concepts of Computing: Algorithms and Programming (CIS 122) ......................... 4
*Humanities and social science .................... 12

Sophomore Year 48 credits

*Introduction to Differential Equations (MATH 256) ..................................................... 4

330 Academic Resources
Mathematics. One course in college-level mathematics, MATH 112 or higher. Additional mathematics and statistics courses are strongly recommended
In addition, a course in medical terminology is highly recommended

Admission Information
Information may be obtained by writing Clinical Laboratory Science–Medical Technology Program, Oregon Health and Science University, 3181 SW Sam Jackson Park Road, MTGH, Portland OR 97239-3098; by telephone, (503) 494-8696; or from the program’s website.

Dentistry, Preparatory
Karen Cooper, Adviser
(541) 346-3211

Predental Curriculum
The university offers a predental program that satisfies the requirements for admission to the Oregon Health and Science University (OHSU) School of Dentistry in Portland and to many other accredited dental schools.
Although a bachelor’s degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree. All requirements should be taken graded.

Science Requirements
The following courses are required at most dental schools in the United States:
Mathematics (MATH 111 and above), 12 credits
One-year general chemistry sequence with laboratories (CH 221–223 with CH 227–229)
Organic chemistry (CH 331, 332 or CH 331, 335, 336) with laboratories (CH 337, 338). Although the OHSU School of Dentistry accepts CH 331, 332, many dental schools require the full year of organic chemistry, CH 331, 335, 336
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). The latter sequence is recommended
General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
Additional requirements for OHSU’s dental program include
Physiological Biochemistry (CH 360)
Human Anatomy I and II with laboratories (ANAT 311, 312, 314, 315)
Human Physiology I and II with laboratories (HPHY 313, 314, 316, 317)

Admission
Admission to the OHSU School of Dentistry is competitive. The mean grade point average (GPA) of the entering class of 2007 was 3.66.
The Dental Admission Test should be taken no later than fall term one year before admission. A pamphlet describing the test and places where it will be given is available in the Office of Academic Advising, 364 Oregon Hall. More information is available online.
Three letters of recommendation are required by the OHSU School of Dentistry, one each from teachers of biology, chemistry, and physics. If the information is to be of any value to the admis-
sions committee, it is important for predental students to have references from teachers who have worked with them. The evaluation should be obtained immediately following the conclusion of a term’s work.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses are suggested in human anatomy, developmental biology, microbiology, genetics, physical chemistry, mathematics, second language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable, and their counsel should be sought regularly.

Forensic Science, Preparatory
Deborah B. Exton, Head Adviser
(541) 346-4629
uoregon.edu/~dexton/fsadvising.html

Forensic science is the application of scientific principles and technological practices to the study and resolution of criminal, civil, and regulatory issues. The role of the forensic scientist is twofold: to analyze physical evidence and to provide expert testimony in a court of law. This information is helpful in determining the innocence or guilt of the suspect. The University of Oregon provides advising and course work for students interested in pursuing a career or graduate study in the forensic science field, but does not offer a degree in forensic science. The majority of positions in crime laboratories require a minimum of a bachelor’s degree in a physical science. The choice of major depends on your interests and the area of forensic science in which you plan to seek employment. Advanced degrees are useful for career advancement and may be required for certain positions. Employment opportunities exist in law enforcement agencies at the local, state, and national level as well as in the private sector. Employment can also be found within such agencies as the U.S. Food and Drug Administration, Environmental Protection Agency, Fish and Wildlife Service, and Drug Enforcement Administration.

Minimum Requirements
Bachelor’s degree in any discipline, although biology, chemistry, computer and information science, general science, or physics are most appropriate.
For graduate programs, 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 labora-
Admission

OHSU School of Medicine requires applicants to have a bachelor’s degree prior to admission. Premedicine is not an academic major. Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the nonscience major in the selection process. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of residency. Specific requirements for various majors are found in this catalog under department and program headings. 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. 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 the test. Applicants must take the test at least one full year before anticipated admission.

Three to five letters of recommendation from college or university instructors are generally required. Most schools request that two of these letters come from science instructors. The importance of these letters cannot be overemphasized. A letter of recommendation should be requested at the conclusion of a course while the student’s performance is fresh in the instructor’s mind. Most schools also require volunteer or work experience and a letter of recommendation from someone who works in a health-related field.

The university sponsors an academic and service society, the 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.

Naturopathic medical schools require many of the same science courses.

Nursing, Preparatory

Lori Manson, Head Adviser
(541) 346-3211

The College of Arts and Sciences offers preparation designed to meet the general requirements for admission to bachelor’s degree programs in nursing. One to three years of prenursing 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. in nursing is offered by Oregon Health and Science University (OHSU) in Portland. OHSU also administers programs at Eastern Oregon University in La Grande, Oregon Institute of Technology in Klamath Falls, and Southern Oregon University in Ashland. Six Oregon community colleges offer the B.S. degree in nursing, administered by OHSU. Visit the OHSU website for more information.

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 OU 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.

Prerequisite courses vary by program. The following are courses that may be required by one or more programs. Students are urged to speak with the prenursing adviser to discuss a course plan.

World Cultures (ANTH 161)
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) with laboratory (BI 331)
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)
Mind and Brain (PSY 201) or Mind and Society (PSY 202)

One course in developmental psychology over the human life span
One literature course
Two speech courses
Nutrition
College Composition I, II (WR 121, 122)
Registered nurses who want to complete the B.S. degree in nursing should call OHSU for information, (503) 494-7725.

Pharmacy, Preparatory

Lori Manson, Head Adviser
(541) 346-3211

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy Pharm.D. degree program and to most other accredited pharmacy schools. Pharmacy Schools Admission Requirements is available online 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)

The College of Arts and Sciences offers preparation designed to meet the general requirements for admission to bachelor’s degree programs in nursing. One to three years of prenursing course work followed by two or three years of professional course work at a school of nursing leads to a bachelor of science degree in nursing (B.S.N.). Satisfactory completion of the prenursing requirements does not guarantee admission to a nursing
Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)

General Biology I,II,IV (BI 211, 212, 214) or Foundations I,II,III (BI 251, 252, 253); Cell Biology (BI 322) recommended

Human Anatomy: Musculoskeletal (ANAT 311)
Human Anatomy: Internal Organ Systems (ANAT 312) with laboratories (ANAT 314, 315)

Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317)
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)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

A course in interpersonal communications (CPSY 410, Crisis Intervention)

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 scores from the Pharmacy College 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 this campus. Majors in biology, chemistry, and general science are most readily adapted to prepharmacy studies. Students admitted to OSU without a bachelor’s degree must complete bachelor’s degree requirements by the end of their second year at OSU.

Applications are available through the online application service, PharmCAS. Check the OSU website or PharmCAS for application deadlines.

**Physician Assistant, Preparatory**

Karen Cooper, Adviser

(541) 346-3211

The University of Oregon offers the courses required for admission to the Oregon Health and Science University physician assistant program as well as other U.S. programs. Completion of the twenty-six-month program earns the master of physician assistant studies degree.

Applicants to the program must have completed a bachelor’s degree with a minimum cumulative GPA of 2.80. The average GPA for 2007 matriculants was 3.48, with a science GPA of 3.43.

Required prerequisites include

Introduction to Methods of Probability and Statistics (MATH 243)

Mind and Brain (PSY 201) or Mind and Society (PSY 202) or Child Development (PSY 376)

General biology sequence (BI 211–214) or biology foundations sequence (BI 251–253)

Human Anatomy I,II (ANAT 311, 312) with laboratories (ANAT 314, 315) and Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317) completed within the last seven years; Microbiology (BI 330) 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 the following fall. Additional information may be obtained visiting the OSHU website or by calling (503) 494-1409.

**Veterinary Medicine, Preparatory**

Karen Cooper, Head Adviser

(541) 346-3211

The University of Oregon offers course work that prepares students for admission to the veterinary program offered by Oregon State University and for other 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, 346 Oregon Hall. Some schools maintain informational websites.

Most veterinary schools request scores from the Graduate Record Examinations as well as veterinary medical exposure and animal experience. Requirements should be evaluated early so that they can be fulfilled prior to admission.

**Requirements**

Completion of 120 credits including 72–76 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) (CH 237, 238, 239)

Organic chemistry sufficient to meet requirements for upper-division biochemistry courses (CH 331, 332) or (CH 331, 335, 336); laboratories (CH 337, 338) recommended

Upper-division biochemistry (CH 461–463); Calculus for the Biological Sciences I (MATH 246) or Calculus I (MATH 251)

College Algebra (MATH 111), Elementary Functions (MATH 112), and Introduction to Methods of Probability and Statistics (MATH 243)

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)

Human Anatomy I,II (ANAT 311, 312) with laboratories (ANAT 314, 315)

Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317)

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

College Composition I (WR 121, 122)

Courses in developmental psychology over the human life span, abnormal psychology, and other social sciences

Courses in the humanities, such as literature, religion, philosophy, or ethics

One course in medical terminology

Courses in communication, such as debate or public speaking

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 Human Physiology is recommended.

Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

The only occupational therapy program in Oregon is a master’s degree program at Pacific University. Information on other programs and requirements can be obtained by visiting the Office of Academic Advising.

Individual inquiries are welcomed by the American Occupational Therapy Association, 4720 Montgomery Lane, PO Box 31220, Bethesda MD 20824-1226; (800) 377-8555; or visit their website.

Optometry, Preparatory
Karen Cooper, Head Adviser
(541) 346-3211

The university offers courses that satisfy admission requirements for seventeen United States schools and colleges of optometry. Although specific requirements vary, all schools require the following courses:

One sequence of general biology (BI 251–253 or BI 211–214)
General Chemistry (CH 221–223) with laboratories (CH 227–229)
General Physics (PHYS 201–203) with laboratories (PHYS 204–206)
College Composition I,II (WR 121, 122)
Courses in mathematics (MATH 111, 112, or higher; statistics recommended)
Mind and Brain (PSY 201) and Mind and Society (PSY 202)

Recommended sequence in Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)

Many schools require additional courses in anatomy and human physiology, microbiology, and biochemistry, as well as the humanities, history, and political science.

Applicants must take the Optometry Admission Test (OAT). 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 20850, or visit their website.

Physical Therapy, Preparatory
Lori Manson, Head Adviser
(541) 346-3211

The university operates 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 human physiology. Students should check with individual schools or consult the physical therapy adviser for specific course requirements. The following list comprises most of the common prerequisites for admission:

- 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)
- General Biology I,II,IV (BI 211, 212, 214) or Foundations I,II,III (BI 251, 252, 253)
- 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) with laboratory (BI 331)
- General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)
- Mind and Brain (PSY 201) and Mind and Society (PSY 202)
- Child Development (PSY 376)
- College Composition I,II (WR 121, 122)
- Courses in arts and letters such as humanities, religion, foreign language
- Courses in social sciences such as sociology, history, philosophy
- 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 Human Physiology 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 during fall term a year in advance. Applicants may write to the American Association of Physical Therapy Admissions Committees (AAPTAC) for specific deadlines.

The only physical therapy program in Oregon is a doctoral degree program at Pacific University. For more information on physical therapy, students may write to the American Physical Therapy Association, 1111 N Fairfax St., Alexandria VA 22314; telephone (800) 999-2782; or visit their website.

Podiatry, Preparatory
Lori Manson, Adviser
(541) 346-3211

The university offers courses that satisfy admission requirements for the eight accredited colleges of podiatric medicine in the United States. Admission requirements are very similar to medicine. See the Medicine, Preparatory section for specific course requirements, or visit 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.

Law, Preparatory
Andrew Wahlstrom, Head Adviser
(541) 346-3211
364 Oregon Hall

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 following courses would be appropriate. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

- College Composition I,II,III (WR 121, 122, 123)
- Advanced Composition (WR 423)
- Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)
- United States (HIST 201, 202, 203)
- Introduction to Accounting I,II (ACTG 211, 212) or Accounting: Language of Business Decisions (BA 215)
- Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308), Logic, Inquiry, and Argumentation (PHIL 325), Introduction to Philosophy of Law (PHIL 344), Law and Society (PHIL 446)
- Introduction to the Tradition of Political Theory (PS 208), Legal Process (PS 275), upper-division political theory (PS 430, 431, 432), Constitutional Law (PS 470), United States Supreme Court (PS 484)
- Literature and additional expository writing courses
- Journalism (J 201, 385)
- 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 career. Additional information about prelegal study and law school admission is contained in the Official Guide to U.S. Law Schools, available at the Office of Academic Advising, the School of Law admissions office, and the campus bookstore. Also consult the law services website. 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 term, workshops are scheduled for students interested in preparing for law school. Information about these workshops is available on the Office of Academic Advising website.

Social Work, Preparatory
Terrie Minner, Head Adviser
(541) 346-3211
364 Oregon Hall
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 for the Eugene- or Portland-based M.S.W. program or programs in other states. For a list of nationally accredited programs, visit www.cswe.org. 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, family and human services, 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. Volunteer 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
Lori Manson, Head Adviser
(541) 346-3211
364 Oregon Hall
Several options are available to UO students who want teaching careers. Students who want elementary teaching licenses may earn a bachelor's degree in educational studies 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 and Dance.

Admission to any of the graduate programs (graduate elementary, middle-secondary, or programs at other schools) is competitive and requires a strong academic record. The University of Oregon offers graduate programs in teaching such subjects as early childhood, communication disorders, early intervention, special education, and music. Others schools offer graduate programs for teaching agricultural science, art, drama, educational media, general business, health education, family and consumer science, marketing, physical education, and instruction for the visually impaired. Applicants are expected to have tested their interest in teaching through various experiences with young people. It is important for prospective candidates to make early and regular contact with graduate programs at the university or other schools to keep abreast of application timetables 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.

Composed of faculty members from the College of Arts and Sciences, 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
(541) 346-6204 fax
470 Oregon Hall
firstyear.uoregon.edu
The University of Oregon’s nationally recognized first-year programs for freshmen offer:
• coherent, high-quality class experiences shaped by the student’s interests and 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

Freshman Interest Groups (FIGs). In a FIG, up to twenty-five freshmen jointly take two group-satisfying courses and a faculty-led College Connections seminar during fall term. The small class size enables personal attention and advising from faculty members. Some FIGs are designed for specific majors or career interests; others are more general, giving students a chance to explore a broader curriculum. Each group has a FIG academic assistant—an advanced undergraduate student—who assists in the seminar to help new students navigate the university. There are more than fifty FIGs to choose from each year. In residential FIGs, the participants live near other students from their FIG in a university residence hall.

Freshman Seminars. These small discussion-oriented courses (eighteen to twenty-three students) are taught by some of the university’s most respected faculty members. Offered fall, winter, and spring terms to first-year students, freshman seminars provide opportunities for intellectual challenge in a supportive environment.

Transfer Seminars. Transfer students may elect to take a one-credit upper-division seminar, limited to twenty-five students, which introduces them to faculty members, internship and research opportunities. Seminars offer specialized advising. Some are specific to particular disciplines (journalism, business) and are linked to certain courses in those majors. Others are cross-disciplinary and open to students in all majors. Transfer seminars are offered fall and winter terms.

College Scholars 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.
Orientation
Cora Bennett, Director, Student Orientation Programs
(541) 346-1167
(541) 346-6204 fax
465 Oregon Hall
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 9:30 a.m. and 12:30 p.m. Monday through Friday and at 10:30 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 students coordinate programs that offer information about the University of Oregon’s academic programs and support services. New students meet with an academic adviser and register for fall term courses. During the visit, participants live in the residence halls, become familiar with campus, and acquire college survival skills before Week of Welcome activities in September.

Week of Welcome. This 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.

University of Oregon in Portland
(503) 412-3696
70 NW Couch St.
Portland OR 97209
portland.uoregon.edu

Although the UO main campus has always been in Eugene, the affiliation between the University of Oregon and the city of Portland dates back to the founding of the university. Recent renovations merged three historic Portland buildings into a single complex, the White Stag Block. This renovation created the opportunity to unite the academic and community-outreach units from separate locations into one facility with additional space to host lectures, exhibits, and other public events.

The School of Architecture and Allied Arts partners with the city of Portland through its teaching, research, and service activities. Professional education in the arts, planning, and design requires access to national and international examples in urban design, regional planning, sustainability, community development, arts and culture, and historic preservation. The school frequently joins with citizens, neighborhood organizations, and city officials to
• Explore urban design and planning ideas
• Design housing, arts, and commercial centers
• Plan new transportation systems
• Create new artwork, digital video, or animations
• Sponsor community designs or symposiums
• Study historic buildings
• Research energy efficiency in buildings
• Establish professional internship experiences for students

Portland’s urbane architectural strengths make the area a first-class laboratory for University of Oregon design students.

The School of Architecture and Allied Arts offers a graduate-level first professional degree program in architecture. For more information, see the Architecture section in this catalog.

Beginning fall 2008, the Department of Art’s digital arts major program will offer a five-year bachelor of fine arts degree in Portland, offering courses in animation, design, and the use of emerging technologies to create art. For more information, visit the program website at darts.uoregon.edu.

Beginning fall 2008, a new bachelor of fine arts degree in product design will be offered in Portland. The degree is designed for students continuing their schooling from a design-related four-year B.A. or B.S. program or earning a second bachelor’s degree. For information, visit the program website at pd.uoregon.edu.

The research projects of the Energy Studies in Buildings Laboratory are directed at understanding how buildings and related transportation and land-use systems determine energy or resource use. The lab’s goals are to develop new materials, components, assemblies, and whole buildings, and to assist designers, builders, developers, and communities in improving building and systems performance. Design tools have been developed by the lab to enable professionals to design more efficient communities and buildings. The staff includes architects, engineers, and computer scientists with experience on a broad range of projects. As a UO research center, the lab also can draw on other university faculty members in physics; planning, public policy and management; business; economics; landscape architecture; architecture; and other research groups as necessary to address the unique requirements of each project. The facilities include a computer simulation laboratory, two artificial skies, a heliodon, and a boundary-layer wind tunnel.

The Watzek House is one of two houses in Portland that constitute the John Yeon Center for Architectural Studies. The center is a program designed to foster research and appreciation of architecture, interior design, historic preservation, art, and landscape architecture by students, faculty members, professional architects, and designers. The John Yeon Center was founded in 1995 by Richard Louis Brown with the gift of the Watzek House to the University of Oregon.

The Shire—the John Yeon Preserve for Landscape Studies—is a unique landscape, sensitively designed by John Yeon, which occupies a seventy-five-acre waterfront site in Skamania County, Washington, in the heart of the scenic Columbia River Gorge, directly across from Multnomah Falls. The Shire is a carefully designed landscape with a sculpted lawn, a series of meadows, wetlands, vista points, river bays, and walking paths that John Yeon created over three decades. The John Yeon Trust donated the Shire to the University of Oregon in 1993.

The Shire, while being preserved as an example of landscape design, is a center for Pacific Northwest landscape studies. It provides an educational site for the study of landscape preservation, design, ecology, and management that creates opportunities for individuals and study groups to engage in research and discussion of landscape architecture, planning, conservation, and preservation issues associated with the Columbia River Gorge, the Pacific Northwest region, and the nation.

The School of Journalism and Communication’s George S. Turnbull Portland Center provides academic and professional programs in the state’s media center. Workshops and classes are taught by UO faculty members, Oregon professionals, and visitors from around the world.

The Turnbull Center is actively engaged in the Portland community by
• Serving working professionals with a series of strategic communication workshops
• Offering Eugene-based University of Oregon students a senior experience that includes internships at Portland businesses and nonprofits combined with late-day classes
• Bringing journalists of note to the table for discussions of the important issues of the day
• Providing new professional development opportunities to Portland’s communication professionals
• Joining forces with other Portland organizations to host speakers and lecture series

The School of Law, which opened in Portland in 1884, maintains business offices in the White Stag Block to facilitate its outreach to the Portland legal and business community. The law school offers summer courses at the center, hosts Portland-area law conferences and open houses, and oversees student job placement, externships, and the activities of the law school’s Appropriate Dispute Resolution Program.

Charles H. Lundquist College of Business. The University of Oregon, in partnership with Oregon State University and Portland State University, offers the Oregon Executive Master of Business Administration Program, featuring the combined benefits and resources of three top business schools. The degree program is designed for mid- to senior-level professionals and business leaders.

The Continuing Education program delivers a varied range of educational opportunities including academic programs, professional development workshops, lifelong learning activities, and other special programs. For more informa-
tion, see the Continuing Education section of this catalog. The curriculum for the interdisciplinary studies: applied information management M.S. degree is designed to give midcareer professionals relevant skills in information management, information design, business management, and applied research. Courses may be taken in Portland or online. For more information, see the Graduate School section of this catalog.

Library and Learning Commons. The University of Oregon Libraries supports students and faculty members in all UO Portland programs through its Portland Library and Learning Commons branch, located in the White Stag Block. A virtual library is accessible through the website and online catalogs.

Services include integrated access to traditional print resources and electronic resources, professional help in locating and retrieving relevant material through library consortium networks, and technical assistance in using information technology.

The Portland Library and Learning Commons provides members of the university community with the powerful hardware and software tools required for university-level research and multimedia presentations.

AHA International offers students, faculty members, and institutions opportunities to develop intercultural competence through international experience and education. AHA provides programs in twenty cities and fourteen countries in Western Europe, Oceania, Latin America, and Africa. The programs combine rigorous academic inquiry with the rich opportunity for experience provided by study abroad.

The Career Center in Portland builds recruiting relationships with employers to assist students with career opportunities, internships, and summer jobs. Services to employers include the Career Center Partners Program, consultations to maximize recruiting efforts on campus, and networking events.

The Labor Education and Research Center 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. The center’s Portland-area activities consist of extension-education courses, 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, Portland faculty members conduct applied research and provide technical assistance to workers and unions.

The Child and Family Center is an Oregon University System research institute. Research scientists, interventionists, and staff members are located in Eugene as well as in the center’s office in Portland.

Currently, there are two active research projects; both are referred to as Project Alliance. The first is a follow-up study of 998 young adults and their families who participated in family-centered services in Portland school district middle schools in 1996 through 1998. The second involves a sample of 650 middle school students and families in the Portland school district, the focus of which is to enhance services for families of color.

The Duck Athletic Fund and Oregon Club of Portland both contribute to Portland’s University of Oregon athletic spirit. The White Stag Block’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 Duck Store has the largest selection of University of Oregon sportswear and gifts in Portland. The Duck Store also offers academically priced computers and software. Students can purchase textbooks and course materials and may choose from a large array of architectural supplies; the new location in the White Stag Block also serves coffee and offers an assortment of snacks and sandwiches. Proceeds from the Duck Store help support the University of Oregon.Consult the university website for hours of operation.
Services for Students

Robin H. Holmes, Vice President for Student Affairs; Laura Blake Jones, Interim 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 Health Center, and the University Counseling and Testing Center provide emergency aid to students during regular office hours—8:00 a.m. to 5:00 p.m., Monday through Friday.

Staff members from the Office of Student Life and the Department of Public Safety are available twenty-four hours a day to assist students. In case of emergency, call 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) 346-6203 TTY
(541) 346-4168 fax
474 Oregon Hall
aaeo.uoregon.edu

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, gender identity, gender expression, 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. Staff members of the Office of Affirmative Action and Equal Opportunity are available to answer any questions about this policy and to confidentially assist members of the university community who believe they may have been treated in a manner inconsistent with this policy.

Associated Students of the University of Oregon

(541) 346-3724
Erb Memorial Union, Suite 4
asuo.uoregon.edu

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. Its network of committees, 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 many aspects 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. Funding committees include the Programs Finance Committee (PFC), Athletic Department Finance Committee (ADFC), and the Erb Memorial Union Board (EMU Board).

Members of the senate and certain members of the PFC, ADFC, and EMU Board are elected. The remaining members of these bodies and the Constitution Court justices are appointed. Together these bodies provide governance, leadership, and representation for students.

ASUO Executive. The ASUO Executive comprises an elected president, a vice president, and hired staff members. The executive works on a variety of campaigns, projects, and events throughout the year.

The ASUO Executive office offers many opportunities for students to participate in programs, student government, and other aspects of university life. As the recognized voice of UO students, the ASUO administers more than 130 programs funded by incidental fees and more than twenty programs without such funding. A list of these programs can be found on the ASUO website.

Students also may get involved in student government by applying to the ASUO’s internship program. They intern with the ASUO Executive and receive academic credit. For more information, e-mail the internship coordinator: asuointer@uoregon.edu.

Students also may apply for any of the eighty positions on twenty-six faculty-student committees. Those who are interested in sitting on one of these committees should request a list from the university affairs coordinator: asuount@g.uoregon.edu.

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 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 winter term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive. Once the budget has been approved, it is sent to the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education.

The Student Senate also hears special requests throughout the year on the use of surplus or over-realized funds. Six student senators serve as active members of the University Senate, the faculty body that sets general university policies.

ASUO Programs Finance Committee. This seven-student-member committee acts on matters related to the allocation and appropriation of incidental fees to ASUO programs, contracts, and some university departments. These groups submit their budget requests and, after public hearings on these proposals, the committee presents its recommendations to the Student Senate.

ASUO Athletic Department Finance Committee. This five-student-member committee negotiates a contract with the UO Department of Intercollegiate Athletics for the purchase of student tickets for athletic events, then presents a budget recommendation to the Student Senate.
EMU Board. This fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for allocating budgets to EMU programs and services and presenting its budget recommendation to the Student Senate. The board also allocates space in the EMU and advises staff members on its management and administration.

Constitution Court. The Constitution Court is a five-member body appointed by the ASUO president. It serves as the court of appeals for the ASUO and has the authority to rule on questions arising from 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.

Bookstore
James L. Williams, General Manager
(541) 346-4331 895 E. 13th Ave. uoduckstore.com
The Duck Store (formerly the University of Oregon Bookstore), located just west of the campus, is open daily Monday through Thursday, 7:45 a.m. to 7:00 p.m.; Friday, 7:45 a.m. to 6:00 p.m.; Saturday, 10:00 to 6:00 p.m.; and Sunday, noon to 6:00 p.m. Special hours apply during term breaks and holidays. Check the website for exceptions.

The Duck Store comprises four divisions: the Literary Duck (bookstore); the Digital Duck (computer supplies); the Creative Duck (art supplies); and the Spirit Duck (UO-related apparel).

History
The Duck Store was established in 1920 as a cooperative and is now run as a nonprofit organization owned by UO students and members of the faculty and classified staff. Policy is decided by a board of directors comprised of eight students, two faculty members, and one classified staff member. The directors are selected in annual elections by the membership.

General Services
The Duck Store offers no-charge check cashing, ATM machines, free notary public service, key making, postage stamp sales and a mail drop, self-service photo copiers, one-hour and standard film processing, bus passes, UPS package service, and outgoing fax service. The bookstore also provides the university community with graduation regalia and announcements. Public restrooms are located in the lower lobby, and benches and bicycle parking are located just outside.

University of Oregon students, faculty, and staff receive 10 percent off the publisher’s list price on all course books. Students may resell their books at any time. For the best prices, however, bring books in during the scheduled Finals Buyback. Dates are posted on the bookstore website. Each year the board of directors reviews the book discount. Since 1973, the bookstore has returned more than $12 million to its members through this discount. More than 350 book award and school supply scholarships have been awarded since 2003. For more information on the awards program, visit the website.

The Literary Duck offers more than 40,000 general book titles for reading pleasure, and specializes in books seldom found in other bookstores. The staff is always ready to make recommendations or place a special order if a book is not in stock.

Author events. The bookstore hosts literary events within the store and in the campus community. These events are often free and open to the public. Times, dates, locations, authors, and event summaries can be found on the website.

Fiction Book Club. The bookstore’s Fiction Book Club brings together book lovers in the community to read and discuss fine literature. Club members receive a 20 percent in-store discount on featured books.

Art and school supplies. The Creative Duck in the store basement houses school and office supplies and a wide variety of art and architecture materials. Local artists frequent the bookstore for its extensive selection of art supplies and the personal service from its knowledgeable staff. The art and school supplies department hosts workshops with experienced local and regional artists. The workshops require preregistration and prepayment. Times, dates, locations, artists, and event summaries can be found on the website.

Stop-in Studios are free art demonstrations for students and members of the faculty, staff, and community. Local artists share their trade secrets and experience, and special sales are offered on the day of the demonstration.

Computers and software. The Digital Duck provides computers, software, and technology solutions for the UO community. Low educational prices on hardware and software are available for UO students, faculty, and staff. A full service photo department provides one-hour service and output from digital media.

The Duck Stop gourmet coffee and espresso counter features specialty coffee drinks, food, and snacks.

Sportswear, gifts, and cards. The Spirit Duck carries the latest UO sportswear, gifts, and Oregon memorabilia. Duck Store outlets are located at Autzen Stadium, Valley River Center, and selected retail malls. Profits return to campus and support the discount on course materials, and help other campus units provide benefits for UO students and alumni. Visit the bookstore main floor for a fun selection of unusual gifts, greeting cards, and magazines.

Knight Law Center
The bookstore serves the John E. Jaqua Law Library with the Court Café, selling coffee, beverages, and food. Students can pick up law course packets and selected books, send faxes, and have film developed. Court Café hours can be found on the bookstore website.

University of Oregon in Portland, Washington Square, and the Old Mill District in Bend
For the convenience of Portland-area alumni and friends of the university, the Duck Store sells university sportswear and insignia merchandise at the new University of Oregon in Portland facility and in Tigard at the Washington Square mall. Some supplies required for the Portland architecture program are also available there. In summer 2006, the seventh Duck Store location was opened at the Old Mill District in Bend. For contact and location information, visit the website.

Internet Store
A great resource for reserving course books, ordering merchandise and gifts from the online Duck Store, subscribing to free newsletters, and much more.

Career Center
Deborah T. Chereck, Director
(541) 346-3235 220 Hendricks Hall 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 clarify career goals. Individual counseling and career assessment services are available to help students select majors to advance their goals.

The career library houses an extensive collection of career and employment resources. Information is provided about local, regional, and national internship programs.

Employment Services. Each year more than 14,000 jobs—part-time, full-time, work-study, summer, international, internship, and education—are listed in the UO-JobLink system. Students activate their record in UO-JobLink and access all opportunities online. In addition, job search agents can be set to match opportunities with student interests and resumes can be reviewed online. Campus Recruiting brings more than 150 employers to campus each year, and six career fairs are held annually.

Workshops and seminars teach résumé writing, interview skills, and job-search strategies. Panels of industry experts demystify the world of careers and employment and offer job-search advice. 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
Shelly Kerr, Interim Director
(541) 346-3227 (541) 346-2842 fax
University Health, Counseling, and Testing Center Building, Second Floor 1590 E. 13th Ave. counseling.uoregon.edu
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 health 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 and Chinese, French, German, Spanish, and Japanese languages. Credit by Examination programs are coordinated through this office, which provides test descriptions; reading lists for preparation; and administration, scoring, and reporting of the results. The testing office is a computer-based test site that offers national testing for such programs as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOEFL), and Pre-Professional Skills Test (PPST). Information about other paper-and-pencil and computer-based national test programs, registration materials, and information are available in the office. The testing center, located in 270 University Health, Counseling, and Testing Center Building, is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with some extended hours for computer-based testing. Tests are administered by appointment. To register for a computer-based test, call (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: 346-4488.** The crisis line, a telephone service supervised by the counseling center, operates evenings from 5:00 p.m. to 8:00 a.m., Monday through Friday, and twenty-four hours a day on weekends during the academic year.

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**Erb Memorial Union**

Charles Miller, Director
(541) 346-3705
1222 E. 13th Ave.

The Erb Memorial Union (EMU) is committed to providing programs and activities for the educational, cultural, and recreational enrichment of the university community. Through a combination of programs, services, and facilities, the EMU strives to make students’ extracurricular activities an integral part of their education.

The University Scheduling and Events Office located in the EMU has event coordinators available to help groups and individual plan meetings and programs at the EMU. For more information, contact the office at (541) 346-6000.

The EMU houses a variety of food service options, student lounges, a pool hall, the Mills International Center, the Campus Copy Center, a ticket office, the photo ID office, a branch of the U.S. Postal Service, a computer lab, art galleries, automated teller machines, the university lost-and-found, a convenience store, and an information center.

Student media offices housed in the EMU include the Oregon Daily Emerald campus newspaper, KWVA-FM radio station, The Oregon Commentator, Oregon Voice, and The Insurgent.

The Associated Students of the University of Oregon (ASUO) office is located on the ground floor of the EMU. The ASUO recognizes over 130 student programs. Many of these programs have offices in the building, including the Women’s Center, Multicultural Center, Survival Center, Men’s Center, Designated Driver Shuttle, and the Nontraditional Student Union. For more information, see the Associated Students of the University of Oregon section of this catalog.

The Erb Memorial Union is primarily 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 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, and the EMU.

**Board of Directors.** The board of directors is responsible for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students and appointed students and faculty members.

**Club Sports**

This competitive, recreational program offers more than forty sports during the academic year for UO students, faculty, and staff. 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 offers a comprehensive arts program open to University of Oregon students, faculty, and staff members, and Eugene community members.

The center is both educational and recreational, and encourages all levels of interest from beginning hobbyist to serious artist. With well-equipped studios and extensive workshops offered each term in most areas of the visual arts, the center augments and complements the educational opportunities available at Oregon. For more information, call (541) 346-4361 or visit the website at craftcenter.uoregon.edu.

**Cultural Forum**

The Cultural Forum is a student program board of the University of Oregon. Students plan and coordinate a broad cross-section of events in music, performing arts, film, contemporary issues, and the visual arts. Programs reflect a diverse scope of artistic expression and encourage social exchange. For more information, call (541) 346-4373 or visit the website at culturalforum.uoregon.edu.

**Greek Life (Fraternities and Sororities)**

The Greek Life program is a leadership and social development initiative housed in the Holden Leadership Center. UO fraternities and sororities offer a wide range of opportunities for student leadership development and involvement. The values of fraternal organizations focus on scholarship, leadership, and service. The Greek Life program supports the community in creating programming to reflect these values. Since all chapters are self-governing, members can gain experience in a variety of leadership roles. For more information, call (541) 346-1146.

**Holden Leadership Center**

The Holden Leadership Center develops and coordinates leadership education for the UO community. It serves as a support service for students seeking to gain leadership experience and participate more fully in campus life. For more information, call (541) 346-1146.

**KWVA 88.1 FM**

KWVA-FM is the student radio station broadcasting twenty-four hours a day, 365 days a year to the Eugene-Springfield community. KWVA programming is composed of music of all genres and news, including campus-produced news and syndicated programs such as Democracy Now! and Free Speech Radio News.

Students and nonstudents are welcome to participate as DJs and news, production, and marketing volunteers. No experience is necessary. For more information, call (541) 346-4091 or e-mail kwva@uoregon.edu.

**Moss Street Children’s Center**

Child-care services are provided in the Moss Street Children’s Center, located on the edge of campus at 1685 Moss St. Care is available for children between the ages of three months and eleven years.

Priority for child-care services is given to enrolled students; however, members of the UO faculty and staff as well as community families may also enroll, if space is available. Scheduling is sensitive to academic changes (e.g., breaks, finals) and flexible to accommodate course work. The Moss Street Children’s Center is state licensed and nationally accredited. Many students work in the program as employees or volunteers, and receive practicum credit through various departments.

**Outdoor Program**

The Outdoor Program offers low-cost, cooperative activities such as hiking, rafting, kayaking, backpacking, rock climbing, skiing, and snowboarding. The program hosts on-campus films, lectures, slide presentations, and instructional workshops. The resource room has maps, guidebooks, and information handouts that are free to use and photocopy. For more information, call (541) 346-4371.

The Outdoor Program’s equipment facility and gear rental program is located five blocks from the EMU, at the corner of University Street and East 18th Avenue. Call (541) 346-4365 or visit the website at outdoorprogram.uoregon.edu.

**The Break**

The Break, located on the ground floor of the EMU, is a recreation center that includes billiards, snooker, table tennis, board games, and a television lounge. It also houses the university’s lost and found office. For information about activities, call (541) 346-5711.

**Women’s Center**

The Women’s Center is a community of women dedicated to creating social change through
diverse perspectives in educational endeavors and social events. The center provides information and drop-in referral services for academic resources, counseling, legal assistance, child care, financial aid, sexual violence, safety, and women’s health and well-being.

**University Scheduling and Information Services**
This office is responsible for scheduling nonacademic events and activities in the EMU, classrooms, Gerlinger Hall Alumni Lounge, and outdoor areas for university departments, student organizations, and off-campus users. Event coordinators are available to help groups and individuals plan meetings and programs at the EMU. For more information, call (541) 346-6000.

**The Flight**
(541) 346-5710
120 Agate Hall
flight@uoregon.edu

The Flight is an association of students led by students that maintains University of Oregon traditions and serves the greater community. As the student arm of the UO Alumni Association, the organization seeks to:

- generate excitement surrounding university activities and devise new traditions that will create a legacy of student involvement
- increase the career opportunities of students by providing opportunities for them to network with alumni and members of the campus community
- provide leadership opportunities for students in the organizing of campus and community events

In collaboration with other student organizations, the Flight hosts such distinctive events as Homecoming, Family Weekend, Day with the President, and the Civil War Blood Drive. Yearly membership in the association includes benefits that include discounts and original gifts.

**Health Services**
**Michael Eyster, Director**
(541) 346-2770
University Health, Counseling, and Testing Center Building, First Floor
East 13th Avenue and Agate Street
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, a dentist, 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
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-promotion services
14. Travel clinic
15. Health insurance program

**Hours of Operation.** The University Health Center is open from 8:00 a.m. to 5:30 p.m., Monday, Wednesday, Thursday, and Friday; from 9:00 a.m. to 5:30 p.m., Tuesday; and from 10:00 a.m. to 2:00 p.m., Saturday, fall through spring terms. Summer session hours are 8:00 a.m. to 4:30 p.m., Monday, Wednesday, Thursday, and Friday; from 9:00 a.m. to 4:30 p.m. The health center is closed between terms.

**Appointments.** Students should make appointments for outpatient care by calling (541) 346-2770 during weekday hours.

**Urgent Care.** Students who need immediate attention can use the urgent care service whenever the health center is open, including weekends. 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; call (541) 346-2770.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed (see below under Charges).

**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 use medical services outside the center 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 an itemized statement for insurance purposes, but the center does not bill insurance companies.

**Measles and Mumps Immunization Requirement.** Students born after December 31, 1956, must show proof of two MMR vaccinations or other acceptable proof of immunity to measles and mumps. 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 and mumps 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, patients’ 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**
**Pat Kilkenny, Director**
(541) 346-4481
Len Casanova Athletic Center
2727 Leo Harris Parkway

**Head Coaches**
Kathy Aarendsen, softball
Mike Bellotti, football
George Horton, baseball
Jim Moore, volleyball
Chuck Kearney, wrestling
Ernie Kent, men’s basketball
Jen Larsen, women’s lacrosse
Casey Martin, men’s golf
Shannon Rouillard, women’s golf
Nils Schyllander, men’s and women’s tennis
Bev Smith, women’s basketball
Vin Lananna, men’s and women’s cross-country, track and field
Tara Erickson, 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 Team Trials in track and field, and will host the Olympic trials again at Hayward Field in 2008 and 2012. In addition, the University of
Services for Students

Oregon has hosted nine NCAA meets and six U.S. national championships.

Men’s and women’s teams in various sports 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 fifty-two Academic All-Americans, four NCAA Top-Eight awards, and twenty-six NCAA postgraduate scholarship recipients.

The university fields eight sports for men and ten for women. Men’s sports are basketball, cross-country, football, golf, tennis, indoor and outdoor track and field, and wrestling. Women’s sports include basketball, cross-country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Lacrosse is the latest addition to the women’s side; intercollegiate competition began during 2004–5 as one of only five Division I programs west of the Rocky Mountains. 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 championship sports in the 1981–82 season. The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

The UO football program—participants in twenty-one bowl games since the 1916 season—has been selected for fifteen postseason appearances in the last nineteen years, including the 2002 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. Home offices are in the Len Casanova Athletic Center on the UO campus; call (541) 346-5433. There are branch offices in Bend and at the University of Oregon in Portland. The Bend branch is at 425 Powerhouse Dr., Suite 201; call (541) 318-9983. The University of Oregon in Portland is at 70 NW Couch St.; call (503) 725-3825.

Public Safety

Kevin H. Williams, Director

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 1998 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 three 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. Call 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 7:30 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 or the information kiosk at East 13th Avenue and Beech Street.

Special Services

High School Equivalency Program

Armando I. Bravo, Recruiter

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 critical-thinking 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

Gail Unruh, Director

The McNair Scholars Program assists qualifying undergraduates in using the rich resources of the university to prepare for the challenges of graduate study leading to Ph.D. degrees. Eligible students (low-income, first-generation, or under-represented ethnic group members) receive academic and financial advising, tutoring, and paid research internships with faculty mentors. In addition, through seminars and individual conferences, students research and select graduate schools, prepare for the Graduate Record Examination, conduct research, write and edit academic papers, and participate in scholarly presentations. The program also offers scholarships to help participants complete their undergraduate programs and funds to travel to conferences or visit prospective graduate schools. Supported by a federal Trio grant, the McNair Scholars Program is part of the Center for Academic Learning Services.

Speech-Language-Hearing Center

Director

(541) 346-3593

Clinical Services Building

The Speech-Language-Hearing Center offers a full range of clinical and consultative speech, language, and hearing 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 service and clinical 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 practicums for communication disorders and sciences majors.

Student Support Services

Deb Casey, Director

65 Prince Lucien Campbell Hall

(541) 346-3226

(541) 346-2184 fax

als.uoregon.edu

Student Support Services offers an integrated program of resources—tutoring, academic and financial advising, noncredit workshops, credit courses, and personal counseling—to students who meet qualifying criteria, who are committed to earning bachelor’s degrees, and who could benefit from program services to reach their academic goals.

Funded by a federal Trio grant, Student Support Services aids students who have a variety of skill and challenge levels, from those experiencing significant academic difficulties to others planning to attend graduate or professional schools. Eligibility is determined by parents’ educational levels, financial situations, disability factors, and academic need. Student Support Services, located in the Center for Academic Learning Services, is open weekdays, 8:30 a.m. to 5:00 p.m.

Veterans Affairs

Herbert R. Chereck, University Registrar

(541) 346-3119

220 Oregon Hall

veterans.uoregon.edu

The Office of Veterans Affairs, in the Office of the Registrar, helps eligible student veterans and
Nontraditional Student Programs
Coordinator

Nontraditional students—older students, students who are reentering the university after a break, student parents, and veterans—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 members of the lesbian, gay, bisexual, and transgender community; offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies; and acts as a liaison between the university administration and the lesbian, gay, bisexual, and transgender community.

Sexual Violence Prevention and Education

Sheryl Eyster, Assistant Dean and Associate Director

The Office of Student Life coordinates the Alliance 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 Conduct and Community Standards

Carl Yeh, Director

The university’s student judicial affairs program protects the rights, health, safety, and well-being of every member of the university community while protecting 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.

Copies of the Student Conduct 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 student life website; follow the programs and student judicial affairs links.
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 in alcohol and drug abuse education, prevention, and intervention.

Work and Family Services
Karen Logvin, Administrator

(541) 346-2962
(541) 346-2548 fax
463 Oregon Hall
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 child-care options, resources for families and elder care, and university policies related to children and families. Staff members are available to consult with students and faculty members about parenting, child care, and other family issues.

ASUO Student Child-Care Subsidy. Funded by student incidental fees, the program pays a percentage of child-care expenses for low-income students. UO-affiliated and licensed community child-care expenses are covered. More information and applications are available from the ASUO Executive office, E2b Memorial Union, Suite 4; call (541) 346-9632.

Family and Lactation Support Rooms
231B William W. Knight Law Center
30 Prince Lucien Campbell Hall
64 University Health, Counseling, and Testing Center Building
(541) 346-2962

Three family and lactation support rooms each provide a private, intimate space for student, faculty, and staff mothers to nurse or express 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 Child-Care Programs
Co-op Family Center
(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 member families, 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.

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.

Moss Street Children’s Center
(541) 346-4384

This program accepts children who are between the ages of three months and eleven 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 a comprehensive program of early-childhood 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.
Enrollment Statistics      345
Enrollment by Major and Classification Fall 2007
College of Arts and Sciences
Anthropology....................................................
Applied Physics...............................................
Asian Studies...................................................
Biochemistry.....................................................
Biology..............................................................
Chemistry..........................................................
Chinese ............................................................
Classical Civilization.......................................
Classics ............................................................
Comparative Literature ...................................
Computer and Information Science ...............
Creative Writing ..............................................
East Asian Languages and Literatures.............
Economics........................................................
English..............................................................
Environmental Science....................................
Environmental Sciences, Studies, and Policy.
Environmental Studies....................................
Ethnic Studies .................................................
Exercise and Movement Science ....................
General Science................................................
General Science (Bend)....................................
General Social Science (Bend)........................
Geography. . .....................................................
Geological Sciences . ......................................
Germanic Languages and Literatures..............
History..............................................................
Humanities ......................................................
Human Physiology ..........................................
Independent Studies .......................................
International Studies.......................................
Japanese. . ........................................................
Judaic Studies..................................................
Latin..................................................................
Linguistics........................................................
Marine Biology.................................................
Mathematics.....................................................
Mathematics (Bend).........................................
Mathematics and Computer Science . ............
Medieval Studies.............................................
Philosophy........................................................
Physics..............................................................
Political Science. . ...........................................
Precomputer and Information Science............
Preengineering.................................................
Premarine Biology............................................
Premathematics and Computer Science..........
Psychology. . ....................................................
Psychology (Bend). .........................................
Religious Studies. ...........................................
Romance Languages ........................................
French..............................................................
Italian...............................................................
Spanish............................................................
Russian.............................................................
Russian and East European Studies................
Sociology .........................................................
Theater Arts . . .................................................
Undeclared.......................................................
Women's and Gender Studies. . ......................
Total ...................................................................
Professional Schools
Architecture and Allied Arts...........................
Education.........................................................
Journalism and Communication.....................
Law...................................................................
Lundquist College of Business........................
Music................................................................
Total ....................................................................
Other
National Student Exchange.................................
Unclassified Graduates........................................
Interdisciplinary Studies....................................
Total All Majors and Classifications . ...............

Freshman
24
0
4
26
153
33
3
3
3
3
1
0
0
55
107
34
0
30
5
0
22
0
0
5
2
7
94
14
113
1
0
12
0
0
19
0
33
0
0
3
12
20
105
46
24
26
5
219
0
3
7
7
0
24
0
0
26
36
1,613
3
2,985

Admitted Undergraduates
Sophomore
Junior
Senior
34
65
88
0
0
0
4
4
10
21
25
33
120
145
157
26
24
40
3
9
6
1
0
2
2
2
9
8
12
6
4
17
37
0
0
0
0
0
0
42
109
152
107
152
172
13
21
29
0
0
0
31
50
41
2
10
13
0
1
0
17
45
86
0
1
2
0
0
2
7
29
42
11
16
14
6
8
11
85
104
160
13
8
16
95
121
149
0
0
0
2
19
68
13
30
35
2
1
3
0
0
0
16
19
32
0
0
4
30
43
52
0
0
2
0
1
4
4
5
2
22
29
35
19
16
30
142
199
266
33
24
7
9
5
0
18
12
7
5
4
2
211
268
268
0
0
1
9
5
17
9
15
23
6
10
17
3
4
6
31
60
93
1
0
2
0
2
1
48
142
199
31
21
43
951
431
122
4
7
8
2,271
2,350
2,626

103
105
307
0
854
66
1,435

155
111
316
0
578
56
1,216

252
196
356
0
494
57
1,355

515
235
389
0
695
108
1,942

15
21
4
0
13
6
59

459
392
67
31
205
90
1,244

4
186
25
0
27
59
301

8
5
1
537
1
0
552

1,511
1,251
1,465
568
2,867
442
8,104

0
0
0
4,420

0
0
0
3,487

0
0
0
3,705

0
0
0
4,568

0
0
0
244

0
0
72
1,664

0
0
0
1,066

0
17
1
577

22
17
732
20,376

Summary of Degrees Granted: Fall 2006 through Summer 2007
Bachelor’s Degrees
Male
Female
Bachelor of Arts...............................................
551
934
Bachelor of Science..........................................
1,082
917
Bachelor of Architecture..................................
42
32
Bachelor of Education......................................
16
57
Bachelor of Fine Arts.......................................
23
25
Bachelor of Interior Architecture....................
0
15
Bachelor of Landscape Architecture...............
7
12
Bachelor of Music............................................
19
15
Total ....................................................................
1,740
2,007
Advanced Degrees...............................................
Master of Arts...................................................
60
78
Master of Science.............................................
130
165
Master of Accounting.......................................
16
15
Master of Architecture.....................................
38
26
Master of Business Administration.................
49
21

Total
1,485
1,999
74
73
48
15
19
34
3,747
138
295
31
64
70

Postbaccalaureate
3
0
0
0
21
9
2
0
2
0
5
0
0
15
2
1
0
4
0
0
8
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1
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7
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10
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5
1
1
12
2
31
0
185

Admitted Graduates
Master
Doctor
12
16
5
0
5
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0
0
13
69
23
87
0
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0
5
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2
22
19
31
23
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4
13
6
38
18
62
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7
16
4
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3
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12
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5
0
0
39
5
12
0
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0
0
348
765

Male
Master of Community and Regional Planning
11
Master of Education......................................
61
Master of Fine Arts.......................................
12
Master of Interior Architecture.....................
0
Master of Landscape Architecture................
5
Master of Music.............................................
11
Master of Public Administration..................
11
Doctor of Education......................................
1
Doctor of Philosophy....................................
81
Doctor of Musical Arts..................................
2
Doctor of Jurisprudence................................
96
Total..................................................................
584
Total Degrees Granted........................................
2,324

Other
0
0
0
0
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1
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7

Female
15
140
18
7
10
14
17
7
74
5
73
685
2,692

Totals
242
5
27
105
678
242
23
6
23
53
114
24
17
418
622
98
7
171
30
1
178
3
2
118
76
44
472
52
531
1
115
91
6
1
148
4
215
2
5
15
134
165
760
112
38
63
16
1,062
1
36
77
46
17
225
4
9
467
150
3,148
22
11,537

Total
26
201
30
7
15
25
28
8
155
7
169
1,269
5,016


Retention and Graduation Rates for Freshmen Entering from High School

Pursuant to Public Law 94-432 (Section 132 of the Education Amendments of 1976 to the Higher Education Act of 1963), the university must prepare and disseminate selected information to students. Required information includes a statement about the retention of students at the university. The following data are presented in compliance with this requirement.

<table>
<thead>
<tr>
<th>Term of Entry</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students in Entering Class</td>
<td>2,184</td>
<td>2,305</td>
<td>2,642</td>
<td>2,870</td>
<td>3,126</td>
<td>2,729</td>
<td>2,963</td>
<td>2,947</td>
<td>3,133</td>
</tr>
<tr>
<td>Percentage Enrolled the Following Fall Term</td>
<td>82.0%</td>
<td>81.8%</td>
<td>82.4%</td>
<td>83.9%</td>
<td>83.0%</td>
<td>85.5%</td>
<td>84.1%</td>
<td>84.0%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Percentage Graduated after Four Years</td>
<td>37.5%</td>
<td>39.0%</td>
<td>39.6%</td>
<td>41.6%</td>
<td>41.9%</td>
<td>46.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Graduated after Five Years</td>
<td>58.2%</td>
<td>59.8%</td>
<td>59.6%</td>
<td>62.3%</td>
<td>62.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Graduated after Six Years</td>
<td>63.6%</td>
<td>64.5%</td>
<td>64.7%</td>
<td>66.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic Affairs

Most tenured faculty members are listed under academic departments and programs in sponsoring colleges or schools. The following people are assigned to academic affairs as their administrative unit.

Faculty

Emeriti


Christine Leonard, assistant professor emerita. B.S., 1981, Oregon. (1968)


Margaret J. Wiese, associate professor emerita 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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron, Laura</td>
<td>214</td>
</tr>
<tr>
<td>Abbott, D. Tyler</td>
<td>296</td>
</tr>
<tr>
<td>Abbott, Max G.</td>
<td>260</td>
</tr>
<tr>
<td>Abia-Smith, Lisa</td>
<td>214</td>
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Living in Eugene

Eugene is paradoxical: It’s a midsized city (population 148,595) 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, Margaret Cho, Steve Earle, Herbie Hancock, B. B. King, Diana Krall, Jonny Lang, Lyle Lovett, Bonnie Raitt, String Cheese Incident, and James Taylor; touring companies have presented such stage shows as Hairspray, Miss Saigon, The Sound of Music, and Mamma Mia! The Hult is also the performance home for the Dance Theatre of Oregon, Eugene Ballet Company, Eugene Concert Choir, Eugene Opera, Eugene Symphony, Oregon Bach Festival, Oregon Festival of American Music, and Oregon Mozart Players. Cuthbert Amphitheater in Alton Baker Park is the venue for popular music concerts on warm summer evenings. Museums, theaters, art galleries and festivals, music clubs, and concerts in the parks provide ample diversion.

Eugene is multicultural: The birthday of Martin Luther King Jr. is celebrated with a long list of events. The Oregon Asian Celebration, Fiesta Latina–Cinco de Mayo, the Asian Kite Festival, and the Japanese Obon and Taiko Drum Festivals are all held in Eugene, while Springfield hosts the Ukrainian Day Festival, and Junction City, the Scandinavian Festival.

Eugene is active and athletic: Bodies are in motion—hiking, biking, skating, canoeing, rafting, kayaking, running, swimming, rock climbing, and fishing—and that’s just in town. Skiers and snowboarders test the powder at Willamette Pass, about an hour away. When people slow down long enough, they watch the UO Ducks play football at Autzen Stadium and cheer the basketball team at McArthur Court. Track-and-field enthusiasts check out Olympic contenders at Hayward Field, while baseball lovers follow the Eugene Emeralds at Civic Stadium.

Eugene is quirky, colorful, fun, different: The Slug Queen reigns over the Eugene Celebration, a weekend when downtown streets are blocked to traffic for a parade, exotic food booths, music, and athletic events; it’s a time for celebrating life in all its diversity. The open-air Saturday Market is a minicelebration 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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Robert Parker and Megan Smith, codirectors, Community Service Center
David W. Etherington, director, Computational Intelligence Research Laboratory
Allen D. Malony, director, Computational Science Institute; director, Neuroinformatics Center
Michael Hibbard, director, Institute for Policy Research and Innovation
Robert G. Ribe, director, Institute for a Sustainable Environment
Frances J. White, director, Institute of Cognitive and Decision Sciences
Bruce Boerwan, director, Institute of Molecular Biology
Terry Takahashi, director, Institute of Neuroscience
James Isenberg, director, Institute of Theoretical Science
Jeff Sprague and Hill M. Walker, codirectors, Institute on Violence and Destructive Behavior
Scott H. Frey, director, Lewis Center for Neuroimaging
Mark Lonergan, director, Materials Science Institute
Janne Underriner, director, Northwest Indian Language Institute
Hailin Wang, director, Oregon Center for Optics
Barbara Altmann, director, Oregon Humanities Center
Craig M. Young, director, Oregon Institute of Marine Biology
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