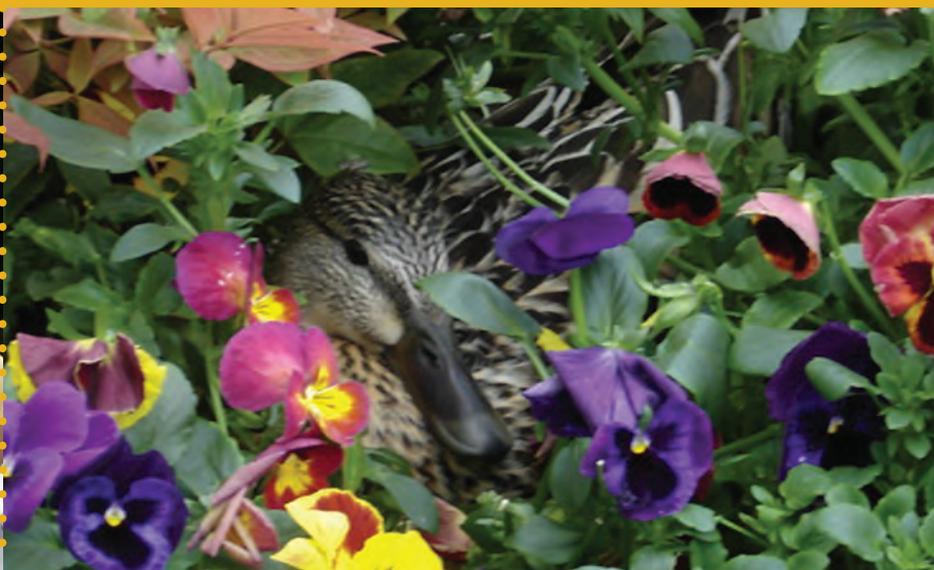




UNIVERSITY OF OREGON

2009-10 CATALOG

Information
for undergraduate and
graduate students



University of Oregon

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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

Cover photographs

Jack Liu

Front cover: *Deady Hall*

Back cover: *Lorry I. Lokey Laboratories; UO graduates at commencement*

Inside photographs

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O

UNIVERSITY OF OREGON

W E L C O M E



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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Copies are sold on campus at the Duck Store.

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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 and faculty members, who serve two-year terms. The names of the members follow; expiration date for each term is June 30 of the year shown.

Executive Committee

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James L. Francesconi, Portland, 2012, vice president

Antone “Tony” Van Vliet, Corvallis, 2009, vice president

Hannah R. Fisher, Portland, 2009
Dalton Miller-Jones, Portland, 2010

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John E. von Schlegell, Portland, 2009
David Yaden, Portland, 2012

Administrative Staff

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Ryan Hagemann, legal counsel and secretary
Marcia Stuart, associate board 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
Christopher Maples, 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
Richard Lariviere, 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 842 full-time and 441 part-time faculty members—and 1,315 graduate teaching and research assistants—serve as mentors, colleagues, and friends to the 21,507 undergraduate and graduate students enrolled at the university.

Although most students are from Oregon, 31 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 \$115 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 experience 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 the present, with ongoing construction for the new alumni center and sports arena.

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.

The UO Libraries, a member of the Association of Research Libraries, is an important research facility for scholars throughout the Northwest. The free Oregon Card Program allows Oregon residents who are sixteen or older to borrow from the libraries' 3-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 Association of Museums
- 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

- To receive an undergraduate degree, a student must have satisfied, at the time of graduation, all requirements for the degree listed in one of the following:
 - the unexpired catalog in effect when the student was first admitted and enrolled at the University of Oregon

or

 - any subsequent catalog that has not yet expired
- To fulfill major or minor program requirements, a student must complete the requirements in effect:
 - when the student first declared the major or minor

or

 - 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

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

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

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

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
HC	Robert Donald Clark Honors College
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 (A&AA) B.A., B.S., B.F.A.
 Art history (A&AA) B.A.
 Asian studies (CAS) B.A.
 Biochemistry (CAS) B.A., B.S.
 Biology (CAS) B.A., B.S.
 Business administration (BUS) B.A., B.S.
 Ceramics (A&AA) B.F.A.
 Chemistry (CAS) B.A., B.S.
 Chinese (CAS) B.A.
 Classical civilization (CAS) B.A.
 Classics (CAS) B.A.
 Communication disorders and sciences (ED) B.A., B.S.
 Comparative literature (CAS) B.A.
 Computer and information science (CAS) B.A., B.S.
 Dance (MUS) B.A., B.S.
 Digital arts (A&AA) B.A., B.S., 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.
 Human physiology (CAS) B.A., B.S.
 Independent study (CAS) B.A.
 Interior architecture (A&AA) B.I.Arch.
 International studies (CAS) B.A., B.S.
 Italian (CAS) B.A.
 Japanese (CAS) B.A.
 Journalism (J&C) B.A., B.S.
 Journalism: advertising (J&C) B.A., B.S.
 Journalism: communication studies (J&C) B.A., B.S.
 Journalism: public relations (J&C) B.A., B.S.
 Judaic studies (CAS) B.A.
 Landscape architecture (A&AA) B.L.A.
 Latin (CAS) B.A.
 Latin American studies (CAS) B.A.
 Linguistics (CAS) B.A.
 Marine biology (CAS) B.A., B.S.
 Material and product studies (A&AA) B.A., B.S.
 Mathematics (CAS) B.A., B.S.
 Mathematics and computer science (CAS) B.A., B.S.
 Medieval studies (CAS) B.A.
 Metalsmithing and jewelry (A&AA) B.F.A.
 Music (MUS) B.A., B.S.
 Music composition (MUS) B.Mus.
 Music education (MUS) B.Mus.
 Music: jazz studies (MUS) B.Mus.
 Music performance (MUS) B.Mus.
 Painting (A&AA) B.F.A.
 Philosophy (CAS) B.A., B.S.
 Photography (A&AA) B.F.A.
 Physics (CAS) B.A., B.S.
 Planning, public policy and management (A&AA) B.A., B.S.
 Political science (CAS) B.A., B.S.
 Printmaking (A&AA) B.F.A.
 Product design (A&AA) B.F.A.
 Psychology (CAS) B.A., B.S.
 Religious studies (CAS) B.A., B.S.
 Romance languages (CAS) B.A.
 Russian and East European studies (CAS) B.A.
 Sculpture (A&AA) B.F.A.
 Sociology (CAS) B.A., B.S.
 Spanish (CAS) B.A.
 Theater arts (CAS) B.A., B.S.
 Women's and gender studies (CAS) B.A., B.S.

Undergraduate Minors

African studies (CAS)
 Anthropology (CAS)
 Architecture (A&AA)
 Art (A&AA)
 Art history (A&AA)
 Biochemistry (CAS)
 Biology (CAS)
 Business administration (BUS)
 Chemistry (CAS)
 Chinese (CAS)
 Communication studies (J&C)
 Community arts (A&AA)
 Comparative literature (CAS)
 Computer and information science (CAS)
 Computer information technology (CAS)
 Dance (MUS)
 East Asian studies (CAS)
 Economics (CAS)
 English (CAS)
 Environmental studies (CAS)
 Ethnic studies (CAS)
 European 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)
 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&AA)
 Political science (CAS)
 Psychology (CAS)
 Queer studies (CAS)
 Religious studies (CAS)
 Russian and East European studies (CAS)
 Scandinavian (CAS)
 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.Actg., 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&AA) M.Arch.
 Art (A&AA) M.F.A.
 Art history (A&AA) M.A., Ph.D.
 Arts management (A&AA) M.A., M.S.
 Asian studies (CAS) M.A.; M.S. *inactive*
 Biology (CAS) M.A., M.S., Ph.D.
 Ceramics (A&AA) M.F.A.
 Chemistry (CAS) M.A., M.S., Ph.D.
 Classics (CAS) M.A.
 Communication and society (j&c) M.A., M.S., Ph.D.
 Communication disorders and sciences (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
 Community and regional planning (A&AA) M.C.R.P.
 Comparative literature (CAS) M.A., Ph.D.
 Computer and information science (CAS) M.A., M.S., Ph.D.
 Conflict and dispute resolution (LAW) M.A., M.S.
 Counseling, family, and human services (ED) M.A., M.S., M.Ed.
 Counseling psychology (ED) D.Ed., Ph.D.
 Creative writing (CAS) M.F.A.
 Critical and sociocultural studies in education (ED) Ph.D.
 Curriculum and teacher education (ED) M.S.
 Curriculum and teaching (ED) M.Ed.
 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&AA) 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&AA) M.F.A.
 Finance (BUS) M.A., M.S., Ph.D.
 Folklore. See Interdisciplinary studies: individualized program
 French (CAS) M.A.
 General Business (BUS) M.B.A.
 Geography (CAS) M.A., M.S., Ph.D.
 Geological sciences (CAS) M.A., M.S., Ph.D.
 German (CAS) M.A., Ph.D.
 Historic preservation (A&AA) M.S.
 History (CAS) M.A., Ph.D.
 Human physiology (CAS) M.S., Ph.D.
 Human resources and industrial relations (BUS) M.H.R.I.R. *inactive*
 Interdisciplinary studies: applied information management (GRAD) M.S.
 Interdisciplinary studies: individualized program (GRAD) M.A., M.S. (e.g., folklore, religious studies)
 Interdisciplinary studies: teaching: one subject (ED) M.A. *inactive*
 Interior architecture (A&AA) M.I.Arch.
 Intermedia music 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&AA) M.L.A., Ph.D.
 Law (LAW) J.D.
 Linguistics (CAS) M.A., Ph.D.
 Management (BUS) M.A., M.S., Ph.D.
 Marketing (BUS) M.A., M.S., Ph.D.
 Mathematics (CAS) M.A., M.S., Ph.D.
 Metalsmithing and jewelry (A&AA) M.F.A.
 Music composition (MUS) M.Mus., D.M.A., Ph.D.
 Music: conducting (MUS) M.Mus.
 Music education (MUS) M.Mus., 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&AA) M.F.A.
 Philosophy (CAS) M.A., Ph.D.
 Photography (A&AA) M.F.A.
 Physics (CAS) M.A., M.S., Ph.D.
 Political science (CAS) M.A., M.S., Ph.D.
 Printmaking (A&AA) M.F.A.
 Psychology (CAS) M.A., M.S., Ph.D.
 Public administration (A&AA) 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 (ED) M.A., M.S., M.Ed., Ph.D.
 Sculpture (A&AA) 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.
 Strategic communication (j&c) M.A., M.S.
 Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.

Certificates

Communication disorders (ED) graduate
 Communication ethics (j&c) graduate
 Continuing administrator—superintendent (ED) graduate
 Early childhood (ED) graduate *inactive*
 Early childhood—elementary special education (ED) graduate
 Early intervention—early childhood special education (ED) graduate
 Ecological design (A&AA) 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&AA) graduate
 Music education (ED) graduate
 Nonprofit management (A&AA) 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&AA) 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, or 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 section contains information about the academic calendar, admission, registration, tuition and fees, financial aid and scholarships, employment, housing, and academic and career planning. The second (or curriculum) section describes all the university's academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section begins with **Graduate Studies** and ends with the six professional schools and colleges. The final 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 helpful 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 500 and above are graduate or professional.

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

Endorsement. An affirmation of teaching competency by the Teacher Standards and Practices Commission.

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 class 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 study-abroad 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
AFR	African Studies
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	Education 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

GRK	Greek
HC	Honors College
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
MIL	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]
OBEL	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
OEWB	Overseas Studies: Seoul, Ewha Womans University [Korea]
OHAN	Overseas Studies: Hanoi, Hanoi University [Vietnam]
OHUJ	Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
OINT	Overseas Studies: Internship program
OKKU	Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]

OLAT	Overseas Studies: La Trobe University [Australia]	PEF	Physical Education: Fitness
OLEG	Overseas Studies: Legon, University of Ghana	PEI	Physical Education: Individual Activities
OLON	Overseas Studies: London, NICSA Program [England]	PEIA	Physical Education: Intercollegiate Athletics
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]	PEL	Physical Education: Leadership
OMAL	Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia]	PEMA	Physical Education: Martial Arts
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]	PEMB	Physical Education: Mind-Body
OPAV	Overseas Studies: Pavia, University of Pavia [Italy]	PEOL	Physical Education: Outdoor Pursuits—Land
OPER	Overseas Studies: Perugia, Italian University for Foreigners	PEOW	Physical Education: Outdoor Pursuits—Water
OPOI	Overseas Studies: Poitiers, University of Poitiers [France]	PERS	Physical Education: Racquet Sports
OQUE	Overseas Studies: Querétaro, Summer Study in Mexico	PERU	Physical Education: Running
OQUI	Overseas Studies: Quito, Catholic University of Ecuador	PETS	Physical Education: Team Sports
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]	PEW	Physical Education: Weight Training
OSEN	Overseas Studies: Tokyo, Senshu University [Japan]	PHIL	Philosophy
OSIE	Overseas Studies: NICSA Program [Italy]	PHYS	Physics
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]	PORT	Portuguese
OSTP	Overseas Studies: Russia	PPPM	Planning, Public Policy and Management
OSVL	Overseas Studies: Seville, University of Seville [Spain]	PS	Political Science
OTAM	Overseas Studies: Tampere, University of Tampere [Finland]	PSY	Psychology
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]	REES	Russian and East European Studies
OUEA	Overseas Studies: Norwich, University of East Anglia [England]	REL	Religious Studies
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]	RL	Romance Languages
OVIE	Overseas Studies: Vienna, NCSA Program [Austria]	RUSS	Russian
OWAR	Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]	SAPP	Substance Abuse Prevention Program
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]	SBUS	Sports Business
OXAF	Overseas Experimental Program: Africa	SCAN	Scandinavian
OXAO	Overseas Experimental Program: Asia and Oceania	SOC	Sociology
OXEU	Overseas Experimental Program: Europe	SPAN	Spanish
OXLA	Overseas Experimental Program: Latin American	SPED	Special Education
OXME	Overseas Experimental Program: Middle East	SPSY	School Psychology
OYON	Overseas Studies: Seoul, Yonsei University [Korea]	SWAH	Swahili
PD	Product Design	SWED	Swedish
PEAE	Physical Education: Aerobics	TA	Theater Arts
PEAQ	Physical Education: Aquatics	WGS	Women's and Gender Studies
PEAS	Physical Education: Aquatics SCUBA	WR	Expository Writing
PEC	Physical Education: Certification		

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.

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

Course Numbering System

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

1–99

Remedial, terminal, semiprofessional, or noncredit courses that do not apply to degree requirements

100–299

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

300–499

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

500–599

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

600–699

Courses for graduate students only

2009–10 Academic Calendar

Fall Term 2009

Initial registration
May 18–28

Week of Welcome
September 23–27

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 12, 2009–January 3, 2010

Winter Term 2010

Initial registration
November 16–25

Classes begin

January 4

Last day to drop courses without
recorded “W”
January 11

Last day to register or add courses
January 13

Martin Luther King Jr. Day holiday

January 18

Winter term final examinations

March 15–19

Spring vacation

March 20–28

Spring Term 2010

Initial registration
February 22–March 3

Classes begin

March 29

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

Last day to register or add courses
April 7

Memorial Day holiday

May 31

Commencement Day

June 5

Spring term final examinations

June 7–11

Summer Session 2010

Initial registration
May 3–7

Classes begin

June 21

Independence Day holiday

July 5

Eight-week session ends

August 11

Summer session final exams

August 12–13

Summer Commencement

August 14

Eleven-week session ends

September 3

Labor Day holiday

September 6

Fall Term 2010

Initial registration
May 17–27

Week of Welcome

September 22–26

Classes begin

September 27

Last day to drop courses without
recorded “W”
October 4

Last day to register or add courses
October 6

Thanksgiving vacation

November 25–26

Fall term final examinations

December 6–10

Winter vacation

December 11, 2010–January 2, 2011

2009

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	31

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					

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		

2010

January

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

February

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						

March

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			

April

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	

May

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					

June

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			

July

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

August

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				

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
31						

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				

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

Entering the University

Admissions

Brian Henley, 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 University of Oregon.

Application Deadlines

Student Classification	Winter 2010 Enrollment
All classifications	October 15, 2009
	Spring 2010 Enrollment
All classifications	February 1, 2010
	Summer 2010 Enrollment
Freshman	March 1, 2010
Transfer	April 15, 2010
Postbaccalaureate nongraduate or graduate	April 15, 2010
Graduate	April 15, 2010
International	March 15, 2010
	Fall 2010 Enrollment
Freshman, early notification	November 1, 2009
Freshman, standard notification	January 15, 2010
University scholarship	January 15, 2010
Transfer, early notification	March 1, 2010
International freshman	March 15, 2010
Transfer, standard notification	May 15, 2010
International transfer	May 15, 2010
Postbaccalaureate nongraduate or graduate	Thirty days before the start of the term
Graduate	Set by individual departments
	Fall 2010 Reenrollment
Graduate and undergraduate	May 10, 2010

The following majors require a separate application in addition to the university application and have strictly enforced deadlines for admission. Students who plan to enter the university as majors in architecture, art, interior architecture, landscape architecture, product design, or music should be aware of the special admission requirements and the application deadlines (given below). Details are in the departmental sections of this catalog.

Fall Term 2009	Departmental Application Deadline
Architecture, Interior Architecture, Product Design	January 15, 2010
Digital Arts	February 1, 2010
Landscape Architecture	February 15, 2010
Art	March 1, 2010

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

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 ACT college entrance examination 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 Oregon University System website.

Application Review

Applications 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. Cocurricular 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.

Standard Admission Requirements

To be considered for admission to the University of Oregon, students must have

1. Graduated from a standard or regionally 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*

Automatic Admission

Applicants who have earned at least a 3.40 cumulative GPA on a 4.00 scale and sixteen academic units with a grade of C– or better qualify for automatic admission.

Alternative Admission Requirements

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.

Second-Language Proficiency. Students who took the GED in June 1997 or after must demonstrate second-language proficiency to be admitted to the University of Oregon. See Freshman Admission Prerequisites for more information.

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 are reviewed by the admissions committee. For information about this option, write or visit the Office of Admissions.

Transfer Admission

Students who have completed between 12 and 35 quarter credits of college work must meet the freshman requirements outlined above and the transfer requirements described here. Students who have completed 36 or more quarter credits (or 24 or more semester credits) of college work, 24 of which must be graded, are considered for admission based only on a review of their college-level courses. 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; 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 applications for admission are 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), 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 also may 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
- 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 international application for admission and a nonrefundable \$50 application fee
2. Official transcripts of all schoolwork taken beyond the eighth year of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy
3. An official test score report from one of the English proficiency tests described above
4. 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 department'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 Success, 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 an 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. 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.

(2) An Oregon resident is a financially independent person who, prior to the term for which Oregon resident 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 of 12 consecutive months in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily 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; and

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

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

(a) Voting or registration to vote;

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

(c) The lease of living quarters;

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

(e) Automobile registration;

(f) Public records, 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.

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

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) Melochundum 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 Indian Nation.

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

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.

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

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

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

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

580-010-0045

Review of Residence Classification Decisions by IRC

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

(2) Residence cases of unusual complexity, especially where there may be conflict of rules, may be

referred by an institution residence classification officer to the IRC for decision.

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

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

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

580-010-0047

Residents Under WICHE

A certification officer, designated by the Board, shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the Vice Chancellor for Academic Affairs pursuant to OAR 580-010-0045(4).



Registration and Academic Policies

Susan M. Eveland, 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 freshman 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 2009–10 *University of Oregon Catalog*, is a statement of university rules, regulations, and calendars that goes into effect at the opening of fall term 2009. Changes to the university curriculum that were made through winter term 2009 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 2009.

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.

Incompletes 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 incompletes 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 incompletes not needed for degree requirements must be submitted within the above deadlines but no later than thirty days after the degree is awarded. Incompletes 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.

Incompletes 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 incompletes awarded winter term 2005 and after must be submitted on DuckWeb no later than the Friday following exam week of the graduating term. Incompletes awarded winter term 2005 or later will be automatically changed to a grade of F or N prior to conferral 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.

Incompletes Assigned to Graduate Students.

Graduate students must convert graduate course incompletes 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 incompletes 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.

X (no grade reported). Registrar-initiated mark. The instructor did not report a grade for the student.

Y (no basis for grade). Instructor-initiated mark. There is no basis for evaluating the student's performance.

Grade Point Average

The grade point average (GPA) is computed for all work done at the University of Oregon, including courses for which credit is deducted for repetition. Four points are assigned for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.

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

Application for an Undergraduate Degree

Undergraduates who plan to receive a bachelor's degree from the University of Oregon must submit an application through the university's online information system, DuckWeb, by the fourth week of classes in the **term preceding** the term of anticipated graduation.

Advance notice to the Office of the Registrar of the intent to graduate permits timely updating of degree audits, allowing students to plan or change their final term's course schedule to ensure completion of all requirements.

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Academic records are sealed thirty days after the conferral of a degree; no changes to the record will be made following that date.

Students who do not apply to graduate will not receive retroactive degrees even if degree requirements were completed at an earlier date.

Applications for graduate degrees are available from the Graduate School.

Bachelor's Degree Requirements

*Students who were admitted before fall term 2002 and who graduate fall 2009 or after must satisfy fall 2002 requirements. See Catalog Expiration and Requirements Policies in the **Contents** section of this catalog.*

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

University Requirements

Credits

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

Concurrent Degrees

Concurrent degrees are awarded under the following conditions:

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

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

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

Written English

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

Requirements for Bachelor of Arts and Bachelor of Science

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

Bachelor of Arts Requirements

The bachelor of arts (B.A.) degree requires proficiency in a second language. The second-language requirement may be met in one of the following ways:

1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C– or better or P
2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study
3. For students whose native language is not English: providing high school or college transcripts to the Office of Admissions as evidence of formal training in the native language **and** completion of WR 121 and either WR 122 or 123 with grades of C– or better or P

Bachelor of Science Requirements

The bachelor of science (B.S.) degree requires proficiency in mathematics or computer and information science or a combination of the two. The requirement may be satisfied in one of the following ways, depending on the student's experience in mathematics. Courses must be completed with grades of C– or better or P.

1. Students with a limited background in mathematics can complete the requirement with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising for other possible combinations.
 - MATH 105, 106, 107, 111 (any three)
 - MATH 105, 111, 243 (105 *cannot* be taken after 243)
 - MATH 111, 241, 242
2. Students who placed above the MATH 111 level on the mathematics placement test may complete the requirement with any two courses chosen from the following:
 - MATH 112, 241, 425
 - CIS 111, 122, 170
3. Students who have MATH 111 skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:
 - MATH 231, 242, 246, 251, 261
 - CIS 210, 211, 212
4. Satisfactory completion of MATH 211, 212, 213

Group Requirements

To promote educational breadth, bachelor's degree candidates are required to complete work in each of three groups representing comprehensive fields of knowledge: arts and letters, social science, and science. Approved group-satisfying courses must be at least 3 credits each.

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

“One Course” Restriction. Students may use only one course that has the same subject code as their major to fulfill group requirements.

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 monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a worldview—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th- and 21st-century United States.

Students who participate in UO-sponsored study-abroad programs with a minimum of five weeks in length may qualify to satisfy Category C requirements.

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 junior or community college; of this, only 90 credits may be transferred from an international junior college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
 - a. Lower-division professional-technical courses
 - b. Physical education and dance activity courses
 - c. Studio instruction in music, except for majors in music
5. For music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the B.A. or B.S. degree
7. A maximum of 12 credits in ALS (academic learning services) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree

8. University of Oregon academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made
9. Undergraduate credits earned through credit by examination (course challenge), advanced placement (Advanced Placement Program), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of bachelor's degree requirements except residency and the 45 UO credits graded A, B, C, D. The university grants pass credit for successful completion of advanced placement and CLEP examinations
10. Courses cannot be repeated for credit unless designated as repeatable (**R**) by the University of Oregon Committee on Courses. Credit for duplicated courses is deducted, but grades for these courses are included in the GPA
11. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course
12. Students may not receive credit for courses that are prerequisites for courses in which they are currently enrolled
13. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit
14. Students must be enrolled with degree-seeking status in order to earn a certificate

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 earned at the University of Oregon, or 23 credits if at another institution
4. At least 75 percent of all course work required in the major for the second degree must be completed after the conferral of the first degree
5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English 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 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 UO term GPA is lower than 2.00, even if the UO cumulative 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 students 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 the notation "Academic Probation" is recorded on the student's academic transcript whenever the following conditions exist:

1. When the UO cumulative GPA is lower than 2.00. Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. Students on academic probation whose UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remain on academic probation
2. When the student's three most recent UO term GPAs are lower than 2.00, even if the UO cumulative GPA is above a 2.00

Students on academic probation are limited to a study load of no more than 15 credits. Incoming students may be admitted on academic probation and are notified when such action has been taken; these students may be subject to disqualification after a single term of probation.

Academic disqualification. Academic disqualification is earned and the notation "Disqualification" is recorded on the student's academic transcript whenever the following conditions exist:

1. Students on academic probation for having a UO cumulative GPA lower than 2.00 who earn a UO term GPA lower than 2.00 in their next term
2. Students on academic probation for having their three most recent terms of UO term GPAs lower than 2.00 and who earn less than a 2.00 term GPA for the fourth consecutive term

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. The student may enroll during the academic year only if the Scholastic Review Committee allows the student to continue on probationary status. Students may enroll for summer classes without being reinstated.

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 freshman students 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 2008 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 per term 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, (541) 346-5614; or at the Baker Downtown Center, 975 High St., Suite 110, (541) 346-4231.

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 2008–9, 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 2009–10.

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 micro-computer laboratories, medical attention at the University Health Center at reduced rates, and use of gymnasium equipment and laundry service for physical activity courses. Additional fees may be 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 free from the UO School of Law. Health services and some incidental fee benefits are not available to students enrolled in the Community Education Program.

Tuition is paid by students under the standard conditions of undergraduate or graduate study, and it is payable as specified in 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 2008–9. Increases proposed for 2009–10 had not been confirmed at publication.

Tuition Schedule

Undergraduate Tuition	Resident	Nonresident
1 credit	\$436	\$781
2 credits	568	1,259
3 credits	701	1,737
4 credits	834	2,215
5 credits	966	2,693
6 credits	1,099	3,171
7 credits	1,231	3,649
8 credits	1,365	4,127
9 credits	1,498	4,605
10 credits	1,630	5,083
11 credits	1,763	5,561
12 credits	1,896	6,039
13 credits	2,019	6,508
14 credits	2,082	6,586
15 credits	2,145	6,664
16 credits	2,207	6,742
17 credits	2,331	7,211
18 credits	2,455	7,680
19 credits	2,578	8,149
20 credits	2,702	8,618
21 credits	2,826	9,087
Each additional credit beyond 21	124	469

Graduate Tuition	Resident	Nonresident
Full-time registration (one term):		
9–16 credits	\$4,048	\$5,722
Part-time registration:		
1 credit	800	986
2 credits	1,205	1,577
3 credits	1,611	2,169
4 credits	2,017	2,761
5 credits	2,423	3,353
6 credits	2,830	3,946
7 credits	3,237	4,539
8 credits	3,643	5,131
Each additional credit beyond 16 is \$390 for residents and \$576 for nonresidents.		

Graduate assistant (9–16 credits) 150 150

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 credit 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: \$31 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: \$31 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.

Budgets established for financial aid purposes are based on average expense. Some students have higher costs in some categories. For example, students in the School of Architecture and Allied Arts, the School of Music and Dance, and some of the science departments have expenses ranging from \$30 to \$500 a year for equipment, supplies, and field trips in addition to books. Students living alone in an apartment or in university housing may spend more than the budgeted amount for meals and housing.

Residence hall room and board for 2008–9 ranged from \$7,944 to \$14,256. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were higher.

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

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

The figures in the following table are the 2008–9 tuition and fees for an undergraduate student enrolled in 15 credits and a graduate student enrolled in 9 credits. Tuition schedules are subject to revision by the Oregon University System. See the **Tuition and Fees** section of this catalog.

Student Classification	One Term	Three Terms
Undergraduate resident	\$2,177	\$6,531
Undergraduate nonresident	6,647	19,941
Graduate resident	4,029	12,087
Graduate nonresident	5,703	17,109

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	One Term	Three Terms
Student commuter living with parents	\$1,020	\$3,060
Student living on or off campus	2,745	8,235

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

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

Books and Supplies	One Term	Three Terms
Graduates and undergraduates	\$350	\$1,050
Law (semester)	525	1,050

Miscellaneous Personal Expenses	One Term	Three Terms
Undergraduates	\$804	\$2,412
Graduates	838	2,514
Law	1,278	2,556

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) online. The official website is www.fafsa.ed.gov
2. List the University of Oregon, code number 003223, on the FAFSA application 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, 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 or Federal Stafford Loan, Supplemental Loan for Students, Federal Graduate PLUS Loan, or Parent Loan for Undergraduate Students programs for attendance at any institution
2. The student has borrowed in excess of federal (Title IV) loan limits
3. The student owes a refund on grants previously received for attendance at any institution under 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 Oppor-

tunity 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, or the student's and spouse's if applicable. The university disburses the money.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal supplemental grants, which do not need to be repaid, are for undergraduates with exceptional need. To be eligible, a student must be admitted to the university in a program leading to a degree and enrolled full time in good standing. The amount a student receives is determined by university policy and fund availability.

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

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 undergraduate Oregon residents who complete the 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.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

The TEACH grant program is a non-need-based form of financial aid that provides up to \$4,000 a year to students who are enrolled in an eligible education program and who agree to teach in a high-need field at a low-income elementary or secondary school for at least four years within eight years of completing the program for which the grant was awarded.

Federal Work-Study Program

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

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

University departments and offices, as well as off-campus nonprofit agencies that 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 an academic year for the remaining years of undergraduate study. Graduate and law students are limited to \$8,500 at the maximum per year. 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 5.6 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 the subsidized Federal Direct Stafford Loan. The interest rate for the Federal Direct Unsubsidized Stafford Loan is fixed at 6.8 percent. The student must pay the interest that accrues during in-school, grace, and authorized deferment periods.

The federal government has set loan limits: \$2,000–\$5,500 for the first academic year of undergraduate study (up to 44 credits); \$2,000–\$6,500 for the second academic year (45–89 credits); and

\$2,000–\$7,500 an academic year for the remaining years of undergraduate study. A student's financial need determines the amount of the loan offered.

Graduate and law students may borrow up to \$20,500 a year depending on their financial need.

Additional Federal Direct Unsubsidized Stafford Loan

Independent undergraduate students and dependent undergraduate 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. 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: \$31,000 (only 23,000 may be subsidized) as a dependent undergraduate; \$57,500 as an independent undergraduate (only \$23,000 of this amount may be subsidized); \$138,500 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 servicer, 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 prepay 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)
- economic hardship (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 federal regulations, any refundable amount used to pay tuition and fees or for university housing is returned to the appropriate financial aid sources. Students may also be required to pay the *unearned* portion of assistance that was directly disbursed to them.

Debt Management and Default Reduction

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

National and Community Service Trust Act

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

Private Loans

Privately funded loans are not based on need, and no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of education minus other financial aid. Interest rates and repayment terms vary, but are generally less favorable than those provided through the federal direct lending program. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need.

Bank Trust Student Loans

Lending institutions are sometimes named as trustee for funds that were established by bequest and that have certain provisions. Amounts,

interest rates, and repayment terms vary. Contact the trustee for application forms.

Academic Progress

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

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

Students may receive financial assistance as undergraduates only as long as the cumulative number of attempted credits, including any transfer credits, is less than 150 percent of the number required for the completion of the bachelor's degree (180 credits for four-year programs; 220, 225, or 231 credits for five-year programs). Students who want consideration for assistance beyond this limit must submit a petition to the Office of Student Financial Aid and Scholarships.

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

Scholarships

Scholarships Awarded by a Department or School

Undergraduate and graduate students who have selected a major field of study should consult the appropriate school or department about possible scholarships and application procedures and requirements.

Graduate assistantships and fellowships, which include an instructional fee waiver, a monthly salary, and health insurance benefits, are offered to outstanding graduate students by many departments. Each year the College of Arts and Sciences solicits and screens applicants for Rhodes, 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

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.

Prospective students entering from high school need only to apply for admission by the January 15 deadline to be considered for scholarships in this group. For students transferring from another college, the deadline to apply for admission and submit a scholarship application and supporting documents is February 15. Continuing UO students must apply by February 15 as well.

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 2008–9 were \$6,500 a year for four years (twelve terms).

Incoming resident freshmen must submit the Presidential Scholarship application (available on the financial aid office website)—in addition to applying for admission—by January 15.

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-remission 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 2008–9 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

Allen Gidley, Acting Director, Office of University Housing

(541) 346-4277

Walton Complex
1220 University of Oregon
Eugene OR 97403-1220
housing@uoregon.edu
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—one-, 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 fall 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 with cash or debit/credit cards for meals at any of housing's dining venues. 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 24, 2009, through June 11, 2010, 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 or 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



divided into three installments. Charges are uploaded to the UO's revolving charge account program and are listed along with tuition and other university fees. Rates vary based on room type and meal plan.

2009–10 Annual Residence Hall Rates

All rates are for the 2009–10 academic year with a standard meal plan. Actual rates for 2009–10 may vary. Deluxe rooms feature a private bathroom.

Double Rooms

Double.....	\$8,620
Double with sink.....	\$9,047
Enhanced double.....	\$9,047
Enhanced double with sink.....	\$9,260
Deluxe double.....	\$10,326
Enhanced deluxe double.....	\$12,885

Single Rooms

Small single.....	\$9,473
Single.....	\$10,753
Single with sink.....	\$11,393
Enhanced single.....	\$11,393
Enhanced single with sink.....	\$11,628
Deluxe small single.....	\$13,312
Deluxe single.....	\$14,804

Application

Housing is generally awarded on a first-come, first-served basis, and housing is not guaranteed. Applying as early as possible after applying for admission to the University of Oregon is strongly encouraged. Housing applications received after the halls have reached full occupancy are accepted, but applicants are added to a waiting list and will only be offered housing if space is available.

Students must first apply for admission to the University of Oregon. Within a few weeks of applying, undergraduate applicants automatically receive by mail a brochure and housing application detailing residence 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.

Dates and deadlines for residence hall housing may be found online at housing.uoregon.edu/reshalls/apply.php.

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.

2009–10 Monthly Rental Rates

Apartments

Studio.....	\$519–\$529
One-bedroom.....	\$529–\$657
Two-bedroom.....	\$635–\$801
Three-bedroom.....	\$749

Houses

Studio to five bedrooms.....	\$412–\$1,000
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Application

Students must first apply for admission to the University of Oregon. Within a few weeks of applying, graduate applicants automatically receive an application and a brochure detailing housing options. Undergraduate applicants are mailed family housing information on request. Students also may apply online via DuckWeb or print an application form from 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 applications for students who have not yet applied for admission. To be eligible for a housing assignment, students must be enrolled and maintain full-time status at the university. Applications for Family Housing and University Apartments must be accompanied by a \$30 nonrefundable application fee. A \$75 security deposit and prorated first month's rent are required at the time of assignment.

Affiliated Housing

Fraternities and Sororities

(541) 346-1153
greeklife.uoregon.edu

Information about fraternities and sororities affiliated with the university is available from the Leadership Resource Office, Room 17, Erb Memorial Union.

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

Costs are comparable to university residence hall rates. Fifteen to twenty meals a week are cooked and served family style. Quiet sleep and study

areas are available along with living and recreational areas. Room, meals, and social fees vary from house to house with yearly costs averaging \$5,500. In addition, there is a one-time fee of approximately \$100 the first year. Members may pay monthly or quarterly.

Students planning to participate in fall recruitment should call or write the Interfraternity Council (men) or Panhellenic Council (women) in Room 17, Erb Memorial Union; (541) 346-1153; greek@uoregon.edu. Information is also available from the Leadership Resource Office. Students who do not participate in fall recruitment may join a sorority or fraternity at other times of the year through informal recruitment.

Housed sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Gamma, Gamma Phi Beta, Kappa Delta, Kappa Kappa Gamma, and Pi Beta Phi. All UO sororities are substance free and have resident house directors.

All thirteen fraternities emphasize leadership and scholarship by making their chapter houses substance free and requiring live-in adult supervisors: Alpha Epsilon Pi, Beta Theta Pi, Chi Psi, Delta Sigma Phi, Delta Tau Delta, Delta Upsilon, Lambda Chi Alpha, Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, Sigma Pi, and Theta Chi. Phi Delta Theta has an established colony.

Nonuniversity Housing

The best time to find housing for fall is at the end of spring term.

Houses and duplexes are probably the most difficult type of housing to find, especially near campus; rents start at around \$700. The average rent in January 2009 for a one-bedroom apartment was \$771; for a two-bedroom, \$919; three-bedroom, \$1,096. The average rent for a studio apartment in January 2009 was approximately \$500.

Students who choose to live as members of a cooperative household are in charge of the maintenance, food buying and preparation, and various household chores. Members may also serve in leadership roles by being elected to the board of directors or house government positions. For more information, call (541) 683-1112.

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 first year
5. A second language, whether required or elective, should also be started in the first 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 Semi-

nars, 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:

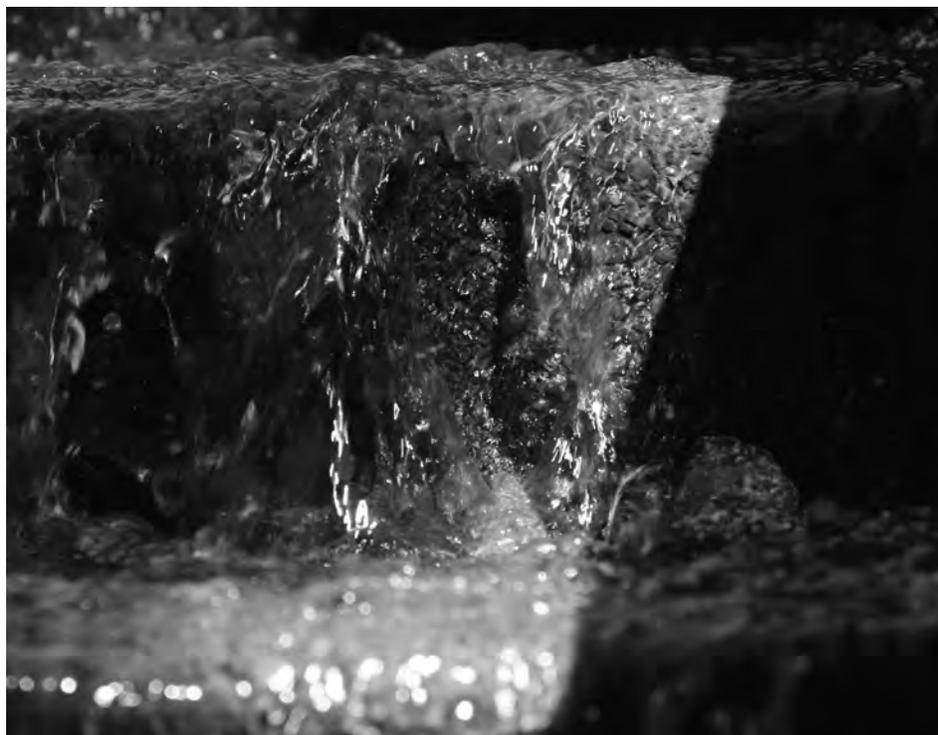
The career library has information on more than 40,000 career areas organized for easy exploration. The Career Center's website provides links to career resources and opportunities.

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 Studies

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

Graduate School

**Marian Friestad, Vice
Provost for Graduate Studies;
Associate Dean of the
Graduate School**

**Sandra Morgen,
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

Christian Cherry, dance
Li-Shan Chou, human physiology
Mary-Lyon Dolezal, art history
Marian Friestad, Graduate School
(ex officio)
Michael Hames-García, ethnic studies
Lynn R. Kahle, marketing
Richard Linton, Graduate School
(ex officio)
Karen McPherson, Romance languages
Benedict T. McWhirter, counseling
psychology and human services
Sandra Morgen, Graduate School (ex
officio)
Madonna L. Moss, anthropology
John T. Russial, journalism and
communication
Kim Sheehan, journalism and commu-
nication
Mark R. Watson, UO Libraries
(ex officio)
Anita M. Weiss, international studies
Yuan Xu, mathematics

Advanced Degrees and Certificates

Through the Graduate School, the University of Oregon offers study leading to advanced degrees in the liberal arts and sciences and in the professional areas of architecture and allied arts, business, education,

journalism and communication, and music. Program offerings are listed below. The advanced degree or certificate granted is noted next to the degree program. Where no degree is listed, the subject is an area of focus within the college, school, or department.

For information about law degrees, see the **School of Law** section of this catalog.

Specific program requirements for most of these degrees appear in the departmental sections of this catalog; general requirements of the Graduate School are stated in this section.

College of Arts and Sciences

Anthropology: M.A., M.S., Ph.D.
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
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
 Statistics
 Topology
 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.
 Ecological design: certificate
 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.L.A., Ph.D.
 Design theory
 Landscape history
 Landscape planning
 Landscape ecology
 Planning, public policy and management
 Community and regional planning: M.C.R.P.
 Nonprofit management: certificate
 Public administration: 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.
 Management: M.A., M.S., Ph.D.
 Business: M.B.A.
 Marketing: M.A., M.S., Ph.D.

College of Education

Communication disorders: certificate
 Communication disorders and sciences: M.A., M.S., M.Ed., D.Ed., Ph.D.
 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.
 Critical and sociocultural studies in education: Ph.D.
 Curriculum and teacher education: M.S.
 Curriculum and teaching: M.Ed.
 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: M.A., M.S., M.Ed., D.Ed., Ph.D.
 Special education: rehabilitation: D.Ed., Ph.D.

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.
 Strategic communication: 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.
 Musicology: 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

500–599

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

600–699

Graduate courses for graduate students only.

700–799

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

503, 507, 508, 510, 601–610, 704–710

Graduate and professional courses that may be repeated for credit under the same number.

General Requirements and Policies

Course Registration Requirements and Limits

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

International students should request information from the International Affairs office about Immigration and Naturalization Service regulations and minimum credit requirements.

Graduate students working toward an advanced degree must be enrolled continuously until all the degree requirements are completed (see Continuous Enrollment). Furthermore, students who use faculty assistance, services, or facilities must register each term for at least 3 graduate credits to compensate for usage. This includes students who are taking only comprehensive or final examinations or presenting recitals or terminal projects.

In the term in which a degree is granted, the student must register for at least 3 graduate credits. If the student is completing a master's degree thesis in this final term, registration must include 1 to 3 credits in Thesis (503). If a doctoral dissertation is being completed, registration must include at least 3 credits in Dissertation (603).

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

Various on- and off-campus agencies and offices have their own course-load requirements. For example, some agencies that offer student loans set registration requirements. The Office of the Registrar can only certify the number of credits for which a student has officially registered. Because the minimum registration requirements for the Graduate School may not satisfy some agency requirements, it is the student's responsibility to register for the required number of credits.

Course Enrollment for Faculty and Staff Members

Faculty and staff members who want to take graduate courses should refer to the *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 student must be a matriculated UO graduate student in an advanced degree program and registered for UO courses the same term the JC 610 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Joint campus course work counts toward the 24 graded credits required for the master's degree. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

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

The University of Oregon has a graduate WICHE program in historic preservation. For information, write to the listed coordinator: M.S. in historic preservation—Kingston Heath, School of Architecture and Allied Arts, 5249 University of Oregon, Eugene OR 97403-5249.

Grade Requirements

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

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

Other Graduate Classifications

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

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

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

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

Incompletes

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

Students may request more time for the removal of the incomplete by submitting a petition for approval by the dean of the Graduate School. The petition must be signed by the instructor and state the course requirements that were not initially completed. Prerequisites for allowance of additional time include, but are not limited to, enrollment in a current term, adherence to the seven-year time allocation, and a minimal remaining quantity of work. This policy does not apply to incompletes assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (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. Master's degree candidates, except summer-only students, may apply for a maximum of three academic terms of on-leave status during the course of study for the degree.

Doctoral candidates may apply for a maximum of three academic terms of on-leave status 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 2008–9 academic year was as follows:

Credits	Resident	Nonresident
3	\$1,611	\$2,169
4	2,017	2,761
5	2,423	3,353
6	2,830	3,946
7	3,237	4,539
8	3,643	5,131
9–16	4,048	5,722
Each credit over 16	390	576

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 2009–10, minimum-level stipends at 0.49 full-time equivalent (FTE) range from \$11,329 to \$13,514 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.

Nonnative 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 Kit (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 [IS:IP].) 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.

Courses that do not qualify: 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).

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.

Only theses that meet the standards of style and form discussed in that manual are accepted

3. Find out at the Graduate School the exact number of copies of the thesis to submit
4. Submit three copies of an abstract (150-word maximum) to the Graduate School

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

Research Compliance

See Research Compliance in the **Doctoral Degrees** section of this catalog.

Summary of Graduate School Requirements

The following outline lists minimum Graduate School requirements for master's degrees.

Specific departmental requirements must also be met before the student is awarded an advanced degree. Credit requirements listed below must be met with graduate credits.

Language requirement.....	M.A. only
Minimum GPA	3.00
Minimum thesis credits	9 credits
Time limit for program completion....	seven years
Total credit minimum	45 credits
Registration minimum per term	3 credits
Minimum graded credits taken	
in residence	24 credits
Minimum 600-level credits in	
residence	9 credits
Minimum credits in major	30 credits
Minimum credits in residence.....	30 credits

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

Interdisciplinary Master's Degree Programs

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

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

Interdisciplinary Studies Courses (IST) 503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

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

606 Special Problems: [Topic] (1-16R)

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

608 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic] (1-16R)

609 Terminal Project (1-16R)

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

A student interested in an interdisciplinary program approved by the Graduate Council should direct inquiries to the appropriate program: applied information management, folklore, or individualized program. Interdisciplinary programs are described below.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for a departmental master's degree, except those requirements relating to primary or secondary fields. For the M.A. degree, the student must show knowledge of a second language equivalent to satisfactory completion of the second-year college sequence either with the College Level Examination Program test or with adequate undergraduate course work. As with all work for the master's degree, language competence must be demonstrated within the overall seven-year time limit.

Applied Information Management Program

Linda F. Ettinger, Director

(541) 346-4231

(800) 824-2714

Baker Center, 975 High Street, Suite 110

Eugene OR 97401

aim@uoregon.edu

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Advisory Board and Associates

Janet Cormack, applied information management

Linda F. Ettinger, applied information management

Melinda Geist, Intel 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 University of Oregon in Portland and online, leads to a master of science (M.S.) degree from the Interdisciplinary Studies Program offered by the Graduate School.

The AIM Program offers innovative graduate study in management education, 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.

Graduate Study in Applied Information Management.

To earn a master of science degree in interdisciplinary studies: applied information management—either at the University of Oregon in Portland 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), or a minimum International English Language Testing System (IELTS) score of 7.5. 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 Eugene.

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 law, 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 preparation of electronically processed and print information that increase attention and understanding.

656 Information Design Trends (3) Examines information design trends, as they affect standards and website implementation, from a project manager's perspective.

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 department requirements of residence and study must be satisfied. The requirements for Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this catalog. It is recommended that a student not take all undergraduate and all graduate work at the university.

Residency and Credit Requirements

For the Ph.D. degree, the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree. At least one academic year—the residency year—must be spent in residence on the Eugene campus after the student has been classified as a conditionally or 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 is 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 (1) the student has been officially awarded the master's degree, (2) the doctoral degree program immediately follows the master's degree program, and (3) 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—four signed, one unsigned—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 no signed approval form is received by the Graduate School within two weeks following the scheduled oral examination, another oral examination must be scheduled for defense of the dissertation.

Time Limit

The seven-year time limit for completing a doctoral degree begins with the first term of admission as a conditional 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 seventh 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 fines and petition fees.

Doctor of Education

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

General Requirements

Candidates for the D.Ed. degree must meet the requirements established by the College of Education. In addition to a primary specialization, the student's plan of study should include work in supporting areas of education, such as 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 comple-

tion 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 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) 346-0802 fax
 110 Gerlinger Hall
 1246 University of Oregon
 Eugene OR 97403-1246
 caps@uoregon.edu
 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, Director

(541) 346-4532
 (541) 346-2364 fax
 ceeb.uoregon.edu

Members

Brendan J. M. Bohannon, biology
 William E. Bradshaw, biology
 Scott Bridgham, biology
 George C. Carroll, biology
 Richard W. Castenholz, biology
 William A. Cresko, biology
 Jessica L. Green, biology
 Patrick C. Phillips, biology
 Bitty A. Roy, biology
 Joseph W. Thornton, biology
 Daniel Udovic, biology

A. Michelle Wood, biology

Associates

Patrick J. Bartlein, geography
 John S. Conery, computer and information science
 Alan Dickman, biology
 Richard B. Emler, biology
 Stephen R. Frost, anthropology
 Daniel Gavin, geography
 Warren Holmes, psychology
 Samantha S. B. Hopkins, honors college
 Qusheng Jin, geological sciences
 Bart Johnson, landscape architecture
 John H. Postlethwait, biology
 Gregory J. Retallack, geological sciences
 Joshua J. Roering, geological sciences
 Alan Shanks, biology
 J. Josh Snodgrass, 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. Coadvising 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

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, education studies
 Jon M. Erlandson, 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, education studies

John Shuford, Center on Diversity and Community
Rennard 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 people
- 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

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340 Hendricks Hall
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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
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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
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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 Cuny, computer and information science
Sarah A. Douglas, computer and information science
Roger Haydock, physics
James N. Imamura, physics
Michael E. Kellman, chemistry
Eugene M. Luks, computer and information science
Allen D. Malony, computer and information science
Warner L. Peticolas, 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

Alan Dickman, environmental studies
Kenneth M. Doxsee, chemistry
Michael Hibbard, planning, public policy and management
David Hulse, landscape architecture
Patricia F. McDowell, geography
Gregory McLauchlan, sociology
Michael V. Russo, management
Robert F. Young, planning, public policy and management

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 Resource Innovations. 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 Arow, 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 Scaliese 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 Neuroscience and the UO Center for the Cognitive Neuroscience of Attention.

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

Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the institute. Students 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

(541) 346-5151
297 Klamath Hall
www.molbio.uoregon.edu

Members

Alice Barkan, biology
Andy Berglund, chemistry
Bruce A. Bowerman, biology
Chris Q. Doe, biology
Karen J. Guillemin, biology
Diane K. Hawley, chemistry
Victoria Herman, biology
Eric A. Johnson, biology
Brian W. Matthews, physics
Bradley Nolen, chemistry
Kenneth E. Prehoda, chemistry
Stephen J. Remington, physics
Eric Selker, biology
George F. Sprague Jr., biology
Tom H. Stevens, chemistry
Peter H. von Hippel, chemistry
Hui Zong, biology

Associates

Victoria J. De Rose, chemistry
Marina G. Guenza, chemistry
Andrew Marcus, chemistry
Raghuveer Parthasarathy, physics

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 signalling

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 Biotechnology Center of Excellence at the University of Oregon.

Institute of Neuroscience

Terry Takahashi, Director

(541) 346-4544
224 Huestis Hall
1254 University of Oregon
Eugene OR 97403-1254
www.neuro.uoregon.edu

Members

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
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

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 cellular 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.

The Institute of Neuroscience is part of the Biotechnology Center of Excellence initiative.

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

Institute of Theoretical Science

James A. Isenberg, Director

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uoregon.edu/~its

Members

Dietrich Belitz, physics
Paul L. Csonka, 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. Imamura, physics
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
Graham Kribs, physics
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Jens Nöckel, physics
Davison 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 associations, usually funded by the U.S. Department of Energy and the National Science Foundation.

Lewis Center for Neuroimaging

Scott H. Frey, Director

(541) 346-0337
(541) 346-0345 fax
lcni.uoregon.edu

The Robert and Beverly Lewis Center for Neuroimaging, a component of the Brain, Biology, and Machine Initiative at the university, supports interdisciplinary research in cognitive neuroscience and biological imaging. The center has a Siemens Allegra 3T magnetic resonance imaging unit and facilities for the design and fabrication of specialty radio frequency coils to support a broad range of research needs. Current areas of research include studies of the neural bases of perception, cognition, and action; mechanisms underlying recovery of function following brain or bodily injuries; and muscle metabolism.

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

Materials Science Institute

Mark Lonergan, Director

(541) 346-4307
(541) 346-3422 fax
163 Willamette Hall
materials.science.uoregon.edu

Members

Dietrich Belitz, physics
J. David Cohen, physics
Miriam Deutsch, physics
Kenneth M. Doxsee, chemistry
Stephen Gregory, physics
Marina G. Guenza, chemistry
Michael M. Haley, chemistry
Roger Haydock, physics
James E. Hutchison, chemistry
Darren W. Johnson, chemistry
David C. Johnson, chemistry
Stephen D. Kevan, physics
Heiner Linke, physics
Dean W. Livelybrooks, physics
Mark Lonergan, chemistry
Catherine J. Page, chemistry
Raghuvue Parthasarathy, physics
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. Toner, 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 neuroimaging and the processing of neurological information. Research projects include development of fast electroencephalogram (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

P. Lowell Bowditch, classics
James R. Crosswhite, English
Lori Kruckenberg, music
Jeffrey S. Librett, German and Scandinavian
Craig Parsons, political science
Jennifer Presto, comparative literature
F. Regina Psaki, Romance languages
Elizabeth Reis, women's and gender studies
William Rossi, English
John Schmor, theater arts
Ying Tan, art
Richard P. Taylor, physics
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 humanistic research. Its program of Oregon Humanities Center Research Fellowships supports full-time research in residence for university faculty members. Its various endowed lectureships and Distinguished Visiting Lecturer program bring 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 also hosts a weekly television interview program, *UO Today*, on which UO faculty members and visiting scholars, authors, and artists discuss their work.

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 B. Emler, biology
Janet Hodder, Oregon Institute of Marine Biology
Svetlana Maslova, biology
Alan Shanks, biology
Nora B. Terwilliger, biology
A. Michelle Wood, biology
Craig M. Young, biology

Associates

Patricia Mace, geography
Steven S. Rumrill, Oregon Institute of Marine Biology
George von Dassow, 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 molecular biology, 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 Elzeiyadi, architecture
Alison G. Kwok, architecture
David K. McDaniels, 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

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:

College of Arts and Sciences—anthropology; biochemistry; biology; chemistry; Chinese; classics; comparative literature; computer and information science; economics; English; environmental science; environmental studies; French; general science; geography; geological sciences; German; history; humanities; human physiology; international studies; Italian; Japanese; linguistics; mathematics; philosophy; physics; political science; psychology; religious studies; Romance languages; Russian and East European studies; sociology; Spanish; theater arts.

School of Architecture and Allied Arts—art history; planning, public policy and management.

Charles H. Lundquist College of Business—accounting; business administration.

College of Education—educational studies.

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.

Honorarys 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 Neutzman, 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.

Honorarys 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 T. Thompson, Adviser
(541) 346-4336

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 scholastic 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

Martin Klebes, Adviser
(541) 346-2818

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
(503) 412-3659

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 Adviser

(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

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) 346-3880

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) 346-4554

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)
Frohnmayr Award (fifth-year senior)
John Moore Scholarship (lesbian, gay, bisexual, and transgender concerns)
Gerlinger Cup (junior woman)
Gerty-Moore Nontraditional Student Scholarship
Global Citizen Award (any student)
Golda Parker Wickham Scholarship (any student)
Graduate Service Awards (master's or doctoral students)
Jackson Athletic Trophy (senior woman athlete)
Jewel Hairston Bell Award (person of color)
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)
Osher 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 Department of Women's and Gender Studies 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.





College of Arts and Sciences

Scott Coltrane, Dean

(541) 346-3902

114 Friendly Hall

cas.uoregon.edu

About the College

The College of Arts and Sciences is the academic and intellectual hub of the University of Oregon, providing a core liberal arts curriculum to the vast majority of UO undergraduates—even those who will go on to earn a degree in one of the professional schools such as journalism or business.

The University of Oregon was founded in 1876 on a liberal arts curriculum, which has evolved over time to meet the needs of contemporary students. Owing to the breadth and depth of the curriculum provided by the College of Arts and Sciences, the University of Oregon is known as the premier liberal arts institution among the state's public universities.

The fundamental academic mission of the college is to foster a solid and broad general education, which includes the cultivation of quantitative, analytical, and communication skills; an understanding of social and intellectual history; an appreciation of literary and artistic expression; and habits of creative and critical thinking.

Building on its foundational undergraduate curriculum, the college offers forty-seven major degree programs in the humanities, social sciences, and natural sciences. Moreover, the College of Arts and Sciences is the heart of the university's research enterprise. The college has nearly 500 faculty members, all of whom are engaged in active research programs and make original contributions to their respective fields of knowledge. Because of this, students have the opportunity to learn from leading researchers while receiving a liberal education that prepares them to be successful global citizens in the twenty-first century.

Liberal Education

Social, political, and economic change is accelerating at a phenomenal pace. Many careers exist today that did not exist ten or even five years ago, and the U.S. Department of Labor predicts that young people today will have had ten to fourteen jobs by the time they are thirty-eight years old. Those best prepared for the future will be those who have developed a capacity for resourcefulness, judgment, analysis, leadership, clear communication, and an informed global perspective—in other words, the skills and knowledge that come from a liberal arts education.

Even students who plan to move into specialized postgraduate careers will benefit from an educational foundation that emphasizes how values, history, and context combine with creative thought and informed inquiry to determine the best way forward, in both professional and civic life. Thus a liberal arts education provides an essential framework for a lifetime of work and growth in a world where many professions are undergoing profound, sweeping transformations.

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 is the student's major. Many students find it advantageous to complete a minor or certificate in an area of specialization that complements the major. Some minor programs offer a student whose major is in the College of Arts and Sciences the

chance to gain expertise in subjects offered by a professional school.

Preparatory Programs. The college 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. Unlike many research universities, the University of Oregon does not have schools of agriculture, engineering, medicine, pharmacy, public health, or veterinary medicine. Because it is smaller than most public research universities, it can offer a learning environment scaled for faculty-student interaction that is more like a private liberal arts college than a large research institution.

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 undeclared students are assigned academic advisers by the director of college advising and the Office of Academic Advising.

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 an internship that entails at least 100 hours of experience.
4. **Career Workshops.** 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/site.

Honors Program

Society of College Scholars

The Society of College Scholars provides an opportunity for high-achieving and motivated students to enrich their undergraduate education through intensive interaction with some of the college's finest faculty members, unique course offerings, and specialized research. The society attracts and challenges academically strong and gifted students, and 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 enroll in 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 comparable performance on standard tests such as SAT or ACT. A student may apply for admission any time before spring term of the sophomore year. Students who enter later in their university careers may 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. Students need to complete two of these colloquia during their first year at Oregon.
- **General-Education Courses.** College scholars have the opportunity to enroll in special courses that satisfy UO general-education requirements needed for graduation. These courses are typically limited to thirty-five students and taught by esteemed members of the research faculty. Participants are expected to enroll in four of these special general-education courses during their first two years at Oregon.

- **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. Students need to complete two of these seminars during their second year at Oregon.
- **Internships.** Scholars have access to a variety of paid internships both on and off campus, in the United States and overseas. For more information, please visit the program website listed below.
- **Department Honors.** College scholars participate in a departmental honors program, which typically includes completion of a research project or other capstone project. Students who complete the departmental requirements graduate with honors.

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 who completes all requirements of the program receives a commendation from the dean of the College of Arts and Sciences, a certificate of completion, and the distinction of wearing a Society of College Scholars cord at commencement.

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

(1R) 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 (1R)

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

(1R) 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
africa.uoregon.edu

Participating Faculty

Yvonne A. Braun, sociology
 André Djiffack, Romance languages
 Jenifer P. Craig, dance
 John Fenn, arts and administration
 Stephen R. Frost, anthropology
 Dennis C. Galvan, international studies
 Ibrahim J. Gassama, law
 Lisa M. Gilman, English
 Rita Honka, dance
 Karen McPherson, Romance languages
 Dayo Nicole Mitchell, honors college
 Doris L. Payne, linguistics
 H. Leslie Steeves, 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
 Anthony Hicks, law
 Gwen Meyer, special education and clinical sciences,
retired
 Kathy Poole, international affairs
 Greg Ringer, planning, public policy and management
 John E. Russell, library

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 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, Cameroon, Ethiopia, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Tunisia, and Uganda. Financial aid is available for all these programs. For more information, call the International Affairs office, (541) 346-3207.

Students in all 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. Students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the IE₃ Global Internships program. Financial aid is available. Information may be requested from the International Affairs office.

African Language Study

The UO offers first- and second-year Arabic and Swahili as part of the university's 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, comprising 28 graded credits and either the study of an African language or a study-abroad or internship opportunity in Africa:

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, such as 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, such as the following: Exploring Other Cultures: African Masks and Meanings (ANTH 310), Anthropological Perspectives on Africa (ANTH 327), African Languages: Identity, Ethnicity, History (LING 331), African Women's History (HIST 416), Comparative Tribalisms (INTL 447), 20th-Century Literature: Postcolonial Africa (FR 490)

Electives (12 credits). Must be upper division; 8 credits must be at the 400 level. Recommended courses include any of the courses listed above, or the following: Dance and Folk Culture: Africa

and the Diaspora (DAN 301), Social Issues and Movements (SOC 313), Music in World Cultures (MUS 358), Francophone Literature and Culture (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). A complete list of recommended courses may be found on the African Studies Program website (africa.uoregon.edu) under the AFRICAN STUDIES MINOR link. Substitutions must be approved by an African studies minor adviser.

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. For study abroad, courses will be evaluated for UO credit on a case-by-case basis through the standard International Affairs procedures for assigning credit and course equivalency. Students consult with the faculty member who is sponsoring their study-abroad experience 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 experience; (b) a reflective journal on the student's activities and cross-cultural experiences; and (c) a final paper integrating preparatory readings with the 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 100-level courses or 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,

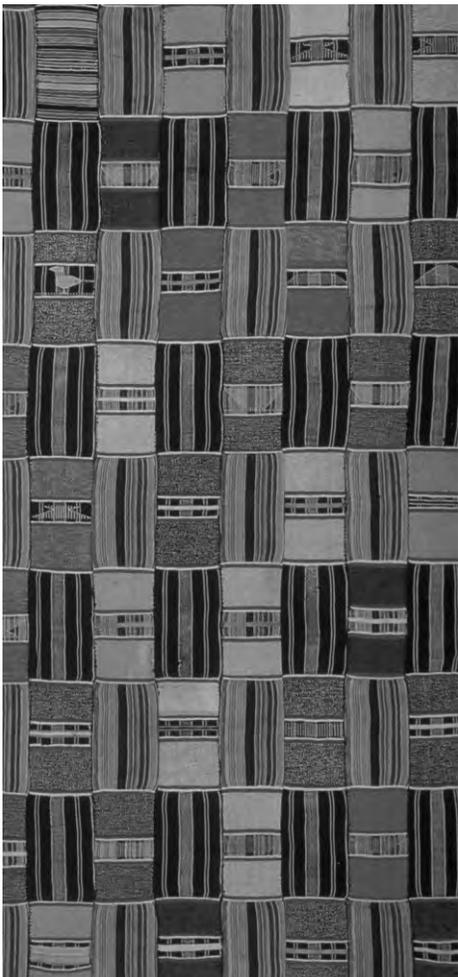
history, international studies, linguistics, political science, and sociology have faculty members with expertise and strong interest in this area.

African Studies Courses (AFR)

- 196 Field Studies: [Topic] (1–5R)
 198 Workshop: [Topic] (1–5R)
 199 Special Studies: [Topic] (1–5R)
 399 Special Studies: [Topic] (1–5R)
 401 Research: [Topic] (1–12R)
 403 Thesis: [Topic] (1–12R)
 404 Internship: [Topic] (1–12R)
 405 Reading and Conference: [Topic] (1–12R)
 406 Field Studies: [Topic] (1–12R)
 407/507 Seminar: [Topic] (1–5R)
 408/508 Workshop: [Topic] (1–12R)
 409 Supervised Tutoring (1–4R)
 410/510 Experimental Course: [Topic] (1–5R)

Swahili Courses (SWAH)

- 101, 102, 103 First-Year Swahili (5,5,5) Introduction to Swahili with emphasis on speaking, reading, writing, and comprehension. Sequence.
 201, 202, 203 Second-Year Swahili (5,5,5) Continued development of Swahili language skills with emphasis on African culture. Sequence. Prereq for 201: SWAH 103 or equivalent.
 399 Special Studies: [Topic] (1–5R)



Anthropology

Carol T. Silverman, Department Head

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

Faculty

- William S. Ayres, professor (Pacific islands and Southeast Asian archaeology, chiefdoms, archaeometry). B.A., 1966, Wyoming; Ph.D., 1973, Tulane. (1976)
 Diane B. Baxter, adjunct assistant professor (politics of identity and gender, ethnographic writing, Middle East). B.A., 1976, California, Los Angeles; M.A., 1982, California State, Northridge; Ph.D., 1991, California, Los Angeles. (1996)
 Aletta Biersack, professor (New Guinea, historical anthropology, political ecology). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. (1982)
 Jon M. Erlandson, Philip H. Knight Professor of Liberal Arts and Sciences (New World archaeology, coastal adaptations, Pacific Coast of North America). B.A., 1980, M.A., 1983, Ph.D., 1988, California, Santa Barbara. (1990)
 Stephen R. Frost, assistant professor (human and primate evolution and paleontology, morphometrics, Africa). B.A., 1994, California State, Long Beach; Ph.D., 2001, City University of New York, City College. (2004)
 Lamia Karim, assistant professor (cultural anthropology). B.A., 1984, Brandeis; M.A., 1993, Michigan; Ph.D., 2001 Rice. (2003)
 Douglas J. Kennett, associate professor (evolutionary ecology, Mesoamerican prehistory, archaeometry). B.A., 1990, M.A., 1994, Ph.D., 1998, California, Santa Barbara. (2001)
 Brian Klopotek, assistant professor (cultural anthropology, ethnic studies). See **Ethnic Studies**.
 Gyoung-Ah Lee, assistant professor (paleoethnobotany, archaeology, East Asia). B.A., 1992, Seoul National; M.Sc., 1997, Ph.D., 2003, Toronto. (2007)
 John R. Lukacs, professor (biological and dental anthropology, paleoanthropology, South Asia). A.B., 1969, M.A., 1970, Syracuse; Ph.D., 1977, Cornell. (1976)
 Sarah B. McClure, assistant professor (behavioral ecology, political economy, coastal societies). B.A., 1997, Albert-Ludwigs-Universität; M.A., 1999, Ph.D., 2004, California, Santa Barbara. (2008)
 Geraldine Moreno Black, professor (biological and biocultural anthropology, nutritional anthropology, human ecology). B.A., 1967, State University of New York, Buffalo; M.A., 1970, Arizona; Ph.D., 1974, Florida. (1974)
 Sandra L. Morgen, professor (gender, race, and class; women and health); associate dean, Graduate School. B.A., 1972, Texas, Austin; M.A., 1974, Ph.D., 1982, North Carolina, Chapel Hill. (1991)
 Madonna L. Moss, professor (Northwest Coast, gender and archaeology, zooarchaeology). B.A., 1976, William and Mary; M.A., 1982, Ph.D., 1989, California, Santa Barbara. (1990)
 Theresa D. O'Neil, associate professor (cultural anthropology, psychological and medical anthropology, native North America). B.A., 1981, Notre Dame; A.M., 1985, Ph.D., 1992, Harvard. (1998)
 Philip W. Scher, associate professor (Caribbean, politics of culture, transnationalism). B.A., 1987, Brown; M.S., 1991, Ph.D., 1997, Pennsylvania. (2002)
 Carol T. Silverman, professor (performance, Eastern Europe, gender). B.A., 1972, City University of New York, City College; M.A., 1974, Ph.D., 1979, Pennsylvania. (1980)
 J. Josh Snodgrass, assistant professor (human biology, human nutrition and energetics, skeletal biology). B.A., 1995, California, Santa Cruz; M.A., 1998, Florida; Ph.D., 2004, Northwestern. (2005)

Lynn Stephen, distinguished professor (ethnicity and political economies, gender, U.S. Latinos and Latin America). B.A., 1979, Carleton; Ph.D., 1987, Brandeis. (1998)

Lawrence S. Sugiyama, associate professor (evolutionary psychology, behavioral ecology, biocultural anthropology). B.A., 1985, M.A., 1991, Ph.D., 1996, California, Santa Barbara. (1996)

Frances J. White, associate professor (evolution of primate behavior, Africa). B.A., 1980, M.A., 1984, Cambridge; Ph.D. 1986, State University of New York, Stony Brook. (2001)

Stephen R. Wooten, assistant professor (economy and culture, sociocultural change, Africa). See **International Studies**.

Emeriti

- C. Melvin Aikens, professor emeritus. B.A., 1960, Utah; M.A., 1962, Ph.D., 1966, Chicago. (1968)
 Don E. Dumond, professor emeritus. B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D., 1962, Oregon. (1962)
 Paul E. Simonds, professor emeritus. B.A., 1954, M.A., 1959, Ph.D., 1963, California, Berkeley. (1962)
 Harry F. Wolcott, professor emeritus. B.S., 1951, California, Berkeley; M.A., 1959, San Francisco State; Ph.D., 1964, Stanford. (1964)
 Philip D. Young, professor emeritus. B.A., 1961, Ph.D., 1968, Illinois. (1966)

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
 Pamela E. Endzweig, Museum of Natural and Cultural History
 Dennis L. Jenkins, 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 studies 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:

	48 credits
World Archaeology (ANTH 150)	4
World Cultures (ANTH 161)	4
Introduction to Biological Anthropology (ANTH 270)	4
Upper-division course in a archaeology 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 fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **College of Education** section of this catalog.

Graduate Studies

Three advanced degrees are offered in anthropology: the master of arts (M.A.), the master of science (M.S.), and the doctor of philosophy (Ph.D.). These degrees entail work in the following subfields: archaeology, cultural 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 I (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 (4) Introduction to archaeology and cultural change from the earliest times to the advent of state-level societies.

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

165 Sexuality and Culture (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 (4) *Homo sapiens* as a living organism; biological evolution and genetics; fossil hominids. Frost.

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

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

175 Evolutionary Medicine (4) Focuses on the application of evolutionary thinking to the study of human health and disease.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R)

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

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

280 Introduction to Language and Culture (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 (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 (4) Cross-cultural exploration of the expressive and artistic realm of women's lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music. Silverman.

320 Native North Americans (4) Interpretive approach to accomplishments, diversity, and survival of precontact, postcontact, and present-day American Indian peoples. Impact of Euro-American stereotypes on politics and identity. Prereq: ANTH 161. Klopotek, O'Neil.

322 Anthropology of the United States (4) Explores the culture and the political economy of the contemporary United States, with a particular focus on race, class, and gender relations. Pre- or coreq: ANTH 161. Offered alternate years.

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

327 Anthropological Perspectives on Africa (4) Thematic, comparative exploration of the contours of life in contemporary Africa. Promotes a critical historical perspective on the anthropology of the continent. Wooten.

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

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.

350 Olmec, Maya, and Aztec Societies (4) Rise and fall of various ancient Mesoamerican societies such as Olmecs, Maya, Toltecs, and Aztecs, and their cultural antecedents.

352 The Ancient Maya (4) Introduction to the Ancient Maya, one of the most intriguing and enduring societies in Mesoamerica. Focus is origins of 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 170 or 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 170 or 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. 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. Frost.

368 Scientific Racism: An Anthropological History (4) Origin and evolution of the concept of race. Scientific perspectives on race from 1800 to the present from an anthropological viewpoint. Prereq: ANTH 170 and 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 170 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 Politics, Ethnicity, Nationalism (4) Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity construct and reproduce each other. Prereq: junior standing. Scher.

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'Neil.

417 Field Methods in Cultural Anthropology (4) Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities. Prereq: ANTH 161. Stephen, Sugiyama.

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. Pre- or coreq: 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'Neil.

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, 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.
- 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.
- 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 sources 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.
- 443/543 North American Archaeology (4)** Survey of interdisciplinary research applied to prehistoric cultures and environments in North America. 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 sociosymbolic 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 archaeological 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 additional upper-division course in archaeology or prehistory. Moss.
- 450 The Anthropology Museum (3)** Operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding. Prereq: ANTH 150. Krier.
- 451/551 Ethnoarchaeology (4)** Examines relationships between archaeology and ethnography and how archaeologists study material culture in a living context. Examples are from various world areas. Prereq: ANTH 150.
- 452/552 Postcolonialism and Globalization: [Topic] (4R)** Examines issues of policies and culture presented by globalization; includes inquiry into the problem of globalization itself. Prereq: 110, 161, or 260. **R** once when topic changes for maximum of 8 credits.
- 455/555 Historical Anthropology (4)** Surveys various approaches (Marxist, symbolic, practice theoretical, archaeological) and topics (colonialism, representation, subaltern studies, the invention of tradition) in historical anthropology. Prereq: junior standing. Offered alternate years.
- 460/560 Nutritional Anthropology (4)** Human nutrition and adaptation. Evolution of human diet; diet-related disease patterns in different populations; biological, social, economic, political, and historical factors in human nutrition. Prereq: ANTH 270. Moreno Black.
- 462/562 Primate Evolution (4)** The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition. Prereq: ANTH 270. Frost.
- 463/563 Primate Behavior (4)** Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and organizations. Prereq: ANTH 171 or 270. White.
- 465/565 Gender Issues in Nutritional Anthropology (4)** Gender differences in nutritional status, dietary requirements, and diet-related diseases. Topics include food, politics, economics, policies. ANTH 365 recommended.
- 466/566 Primate Feeding and Nutrition (4)** Evaluates primate feeding and foraging behavior, diet, and nutrition. Explores anatomical, physiological, and behavioral solutions to feeding challenges, both ecological and evolutionary. Prereq: ANTH 171 or 270.
- 467/567 Paleocology and Human Evolution (4)** Relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins. Prereq: ANTH 270. Frost.
- 468/568 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.
- 470/570 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 anthropology. Prereq: MATH 243 or 425 or equivalent. Offered alternate years.
- 471/571 Zooarchaeology (4)** Analysis and interpretation of bone and shell animal remains from archaeological sites. Seminar, laboratory. Prereq: ANTH 150.
- 472/572 Primate Conservation Biology (4)** Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance. Prereq: ANTH 171 or 270. White.
- 474/574 Human Paleopathology (4)** Methods and techniques of paleopathology, the disease process, and how hard tissues are affected by them. Pivotal anthropological issues in which paleoanthropology plays a key role. Prereq: ANTH 270. Lukacs.
- 481/581 Principles of Evolutionary Psychology (4)** Investigates how understanding of our evolutionary history is used to further understanding of the human mind. Prereq: ANTH 170 or 270. Sugiyama.
- 482/582 Human Behavioral Ecology (4)** Addresses behavioral strategies humans use to respond contingently to environmental variability within and across cultures. Prereq: ANTH 170 or 270. Sugiyama.
- 487/587 Bioanthropology Methods (4)** Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations. Prereq: ANTH 270. Offered alternate years.
- 488/588 Foundations of Social Theory (4)** Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought. O'Neil.
- 493/593 Anthropology and Popular Culture (4)** Offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals. Prereq: junior standing. Scher.
- 503 Thesis (1-16R)**
- 601 Research: [Topic] (1-16R)**
- 602 Supervised College Teaching (1-5R)**
- 603 Dissertation (1-16R)**
- 605 Reading and Conference: [Topic] (1-16R)**
- 606 Special Problems: [Topic] (1-16R)**
- 607 Seminar: [Topic] (1-5R)**
- 608 Workshop: [Topic] (1-16R)**
- 609 Practicum: [Topic] (1-16R)**
- 610 Experimental Course: [Topic] (1-5R)**
- 611 Ethnographic Research: Epistemology, Methods, Ethics (4)** Various techniques in ethnographic research. Examines the relationships between methods, theory, and ethics. Stephen.
- 615 Proseminar in Anthropology (2)** Presents the department's structure, program, and faculty; introduces research, writing, and funding resources. Biersack.
- 680 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.
- 681 Archaeology and Anthropology (5)** Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data.
- 683 Anthropological Linguistics (5)** Topics include linguistic relativity; language, cognition, and social practice; distinctiveness of human language; role of reference in linguistic structures; creation of social and cultural forms.
- 685 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.
- 688, 689 Social Theory I,II (5,5)** Survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

Asian Studies

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 Aletta Biersack, anthropology (Southeast Asia and Pacific islands)
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 Kathie Carpenter, international studies (Southeast Asia)
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 Maram Epstein, East Asian languages and literatures (China)
 Alisa D. Freedman, East Asian languages and literatures
 Noriko Fujii, East Asian languages and literatures (Japan)
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 Bryna Goodman, history (China)
 Sangita Gopal, English (South Asia)
 Alison Groppe, East Asian languages and literatures (Chinese culture)
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 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)
 Eileen M. Otis, sociology (China)
 Roxann Prazniak, honors college (China)
 Tze-Lan Sang, East Asian languages and literatures (China)
 Mark T. Unno, religious studies (East Asian religions)
 Tuong Vu, political science (Southeast Asia)
 Yugen Wang, East Asian languages and literatures (China)
 Anita M. Weiss, international studies (South Asia)
 Kyu Ho Youm, 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 (8 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 regu-

larly 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 (8 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:

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 Asian language or disciplinary training must take appropriate preparatory courses, for which no graduate credit is earned.

Required materials for admission and financial aid are 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. 8 credits in a region other than the primary focus. Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612) may be counted toward this cross-regional focus
4. 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.

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)

609 Practicum: [Topic] (1–16R) See description for ASIA 409.

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.

Biology

George F. Sprague Jr., Department Head

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Faculty

Alice Barkan, professor (molecular genetics). B.S., 1978, Massachusetts Institute of Technology; Ph.D., 1983, Wisconsin, Madison. (1991)

Brendan J. M. Bohannon, associate professor (microbial ecology and evolution). B.S., 1991, Humboldt State; Ph.D., 1997, Michigan State. (2006)

Bruce A. Bowerman, professor (developmental genetics, regulation of the cytoskeleton in *C. elegans*). B.A., 1981, Kansas State; Ph.D., 1989, California, San Francisco. (1992)

William E. Bradshaw, professor (evolutionary ecology and evolution). B.S., 1964, Princeton; M.S., 1965, Ph.D., 1969, Michigan. (1971)

Scott D. Bridgman, professor (ecosystem ecology, plant community dynamics). B.A., 1980, B.A., 1982, Maine; M.S., 1986, Minnesota; Ph.D., 1991, Duke. (2002)

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

William A. Cresko, assistant professor (evolutionary developmental genetics). B.A., 1992, Pennsylvania; Ph.D., 2000, Clark. (2005)

Alan Dickman, senior instructor with title of research associate professor (forest ecology, science education); curriculum director. B.A., 1976, California, Santa Cruz; Ph.D., 1984, Oregon. (1986)

Chris Q. Doe, professor (development of the nervous system, neural stem cells, asymmetric cell division). B.A., 1981, New College, Sarasota; Ph.D., 1987, Stanford. (1998)

Judith S. Eisen, professor (development and function of the nervous system). B.S., 1973, M.S., 1977, Utah State; Ph.D., 1982, Brandeis. (1985)

Richard B. Emlet, professor (evolution and development of marine invertebrates). B.S., 1977, Duke; Ph.D., 1985, Washington (Seattle). (1992)

Jessica L. Green, assistant professor (applied theoretical ecology). B.S., 1992, University of California, Los Angeles; M.S., 1994, Ph.D., 2001, University of California, Berkeley. (2007)

Karen J. Guillemin, associate professor (bacterial pathogenesis, bacterial-host interactions in development). B.A., 1991, Harvard-Radcliffe; Ph.D., 1998, Stanford. (2001)

Victoria Herman, assistant professor (development and function of nervous system in *Drosophila*). B.A., 1989, Harvard-Radcliffe; Ph.D., 1998, Massachusetts Institute of Technology. (2003)

Janet Hodder, associate professor with title of program coordinator (ecology of marine birds and mammals, science education). B.S., 1997, Liverpool; Ph.D., 1986, Oregon. (1986)

Eric A. Johnson, associate professor (*Drosophila* genetics, genomics and cellular physiology). B.A., 1990, Grinnell; Ph.D., 1996, Iowa. (2001)

Alan J. Kelly, instructor (molecular and transmission genetics, microbiology). B.S., 1981, California, Irvine; Ph.D., 1994, Oregon. (1994)

Shawn R. Lockery, professor (invertebrate neurobiology and neural networks). B.A., 1981, Yale; Ph.D., 1989, California, San Diego. (1993)

V. Pateson Lombardi, senior instructor with title of research assistant professor (human biology, medical physiology); director, undergraduate advising. B.A., 1977, M.A.T., 1979, North Carolina at Chapel Hill; Ph.D., 1984, Oregon. (1984)

Svetlana Maslakova, assistant professor (evolution, development and systematics of marine invertebrates). B.A., 1998, M.S., 1999, Moscow State; Ph.D., 2005, George Washington. (2008)

Peter M. O'Day, senior research associate with title of associate professor (cellular signaling). B.A., 1970, Canisius; M.S., 1972, Maine at Orono; Ph.D., 1977, State University of New York, Albany. (1985)

Patrick C. Phillips, professor (evolution, genetics, complex traits). B.A., 1986, Reed; Ph.D., 1991, Chicago. (2000)

John H. Postlethwait, professor (molecular genetic regulation and evolution of development and vertebrate genome evolution). B.S., 1966, Purdue; Ph.D., 1970, Case Western Reserve. (1971)

William Roberts, professor (calcium signaling). B.A., 1970, Harvard; Ph.D., 1979, California, San Diego. (1989)

Bitty A. Roy, professor (evolution, pathogen-host interactions, plant population ecology). B.S., 1982, Evergreen State; M.S., 1985, Southern Illinois; Ph.D. 1992, Claremont Graduate School. (2001)

Eric Selker, professor (epigenetic mechanisms). B.A., 1975, Reed; Ph.D., 1980, Stanford. (1985)

Jeanne M. Selker, research associate (mitochondrial ultrastructure). B.A., 1974, Middlebury; M.A., 1976, Montana; Ph.D., 1981, Stanford. (1985)

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

George F. Sprague Jr., professor (genetic regulatory mechanisms in yeast). B.S., 1969, North Carolina State; Ph.D., 1977, Yale. (1981)

Karen U. Sprague, professor (control of gene expression in eukaryotes). B.A., 1964, Bryn Mawr; Ph.D., 1970, Yale. (1977)

Carl A. Stiefbold, instructor (science laboratory education). B.S., 1971, Portland State. (1987)

Terry Takahashi, professor (analysis of neural circuitry). B.S., 1975, California, Irvine; Ph.D., 1981, State University of New York, Downstate Medical Center. (1988)

Joseph W. Thornton, associate professor (evolutionary genomics). B.A., 1987, Yale; M.A., 1997, M.Phil., 1998, Ph.D., 2000, Columbia. (2002)

Nathan J. Tublitz, professor (peptidergic regulation of behavior in insects and cephalopod mollusks). B.A., 1975, Reed; Ph.D., 1984, Washington (Seattle). (1986)

Philip E. Washbourne, assistant professor (molecular neurobiology, synapse formation). B.Sc., 1995, Imperial College; Ph.D., 2000, Padua. (2004)

Janis C. Weeks, professor (neurophysiology, endocrinology, and development). B.S., 1975, Massachusetts Institute of Technology; Ph.D., 1980, California, San Diego. (1989)

Monte Westerfield, professor (molecular genetics of nervous system development). A.B., 1973, Princeton; Ph.D., 1977, Duke. (1981)

Peter B. Wetherwax, senior instructor with title of research assistant professor (pollination ecology, tropical ecology, science education). B.A., 1980, California, Los Angeles; M.A., 1985, Humboldt State; Ph.D., 1993, Oregon State. (1991)

A. Michelle Wood, professor (microbial ecology and evolution, biological oceanography). B.A., 1973, Corpus Christi; Ph.D., 1980, Georgia. (1990)

Craig M. Young, professor (marine ecology, deep-sea biology, invertebrate embryology); director, Oregon Institute of Marine Biology. B.S., 1975, M.S., 1978, Brigham Young. Ph.D., 1982, Alberta. (2002)

Hui Zong, assistant professor (mouse molecular and cellular genetics). B.S., 1993, M.S., 1996, Fudan; Ph.D., 2001, Indiana-Purdue (Indianapolis). (2006)

Courtesy

Steven S. Rumrill, courtesy research associate (estuarine ecology and management, larval biology of marine invertebrates). B.A., 1981, M.S., 1983, California, Santa Cruz; Ph.D., 1987, Alberta. (1991)

David H. Wagner, courtesy associate professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes). B.A., 1968, Puget Sound; M.S., 1974, Ph.D., 1976, Washington State. (1976)

Emeriti

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

Howard T. Bonnett Jr., professor emeritus. B.A., 1958, Amherst; Ph.D., 1964, Harvard. (1965)

Richard W. Castenholz, professor emeritus. B.S., 1952, Michigan; Ph.D., 1957, Washington State. (1957)

George C. Carroll, professor emeritus. B.A., 1962, Swarthmore; Ph.D., 1966, Texas. (1967)

Peter W. Frank, professor emeritus. B.A., 1944, Earlham; Ph.D., 1951, Chicago. (1957)

Charles B. Kimmel, professor emeritus. B.A., 1962, Swarthmore; Ph.D., 1966, Johns Hopkins. (1969)

Frederick W. Munz, professor emeritus. B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles. (1959)

Paul P. Rudy, professor emeritus. B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (1968)

Eric Schabtach, senior instructor emeritus. B.S., 1963, McGill. (1969)

Lynda P. Shapiro, professor emerita. B.A., 1960, M.S., 1963, Arkansas; Ph.D., 1974, Duke. (1990)

Franklin W. Stahl, professor emeritus. A.B., 1951, Harvard; Ph.D., 1956, Rochester. (1959)

Nora B. Terwilliger, professor emerita. B.S., 1963, Vermont; M.S., 1965, Wisconsin, Madison; Ph.D., 1981, Oregon. (1972)

Daniel Udovic, professor emeritus. B.A., 1970, Texas; Ph.D., 1973, Cornell. (1973)

Norman K. Wessells, professor emeritus; provost emeritus, academic affairs. B.S., 1954, Ph.D., 1960, Yale. (1988)

James A. Weston, professor emeritus. B.A., 1958, Cornell; Ph.D., 1963, Yale. (1970)

Herbert P. Wisner, senior instructor emeritus. B.A., 1949, M.A., 1950, Syracuse. (1966)

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

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 more 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 Advanced General Chemistry Laboratory (CH 237, 238, 239)
3. Mathematics, to include Calculus for the Biological Sciences I,II (MATH 246, 247) or Calculus I,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 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-

ment are available in the Biology Advising Center and from its website.

Emphasis Areas for the Biology Major

Fulfilling the requirements for an undergraduate degree in biology provides a solid, general foundation in the discipline. Some biology majors may want to concentrate their studies in one of five emphasis areas: ecology and evolution; human biology; marine biology; molecular, cellular, and developmental biology; or neuroscience and behavior. The requirements listed for each emphasis may be fulfilled 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 ANTH 470 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), Conservation Biology (BI 374), 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 Field Study (BI 479)..... 4–5

At least three courses selected from Research (BI 401); Experimental Courses: Biology Politics, Life in Extreme Environments, Marine Microbiology: Phytoplankton Ecology, Theoretical Ecology (BI 410); Algae and Photosynthetic Bacteria (BI 431); Mycology (BI 432); Systematic Botany (BI 442); Population Ecology (BI 471); Community Ecology (BI 472); Terrestrial Ecosystem Ecology (BI 476); Neotropical Ecology (BI 478); Molecular Evolution (BI 484); Population Genetics (BI 486); 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. Paleoprimateology (ANTH 462), Primate Behavior (ANTH 463), Paleoecology and Human Evolution (ANTH 467), Evolutionary Theory (ANTH 468)

Geography. Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Biogeography (GEOG 423), Vegetation History and Ecosystem Dynamics (GEOG 431)

Geological Sciences. Paleontology I,II (GEOL 431, 432), Paleobotany (GEOL 433), Paleopedology (GEOL 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 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, Life in Extreme Environments, Neural Plasticity (BI 410); Cellular Basis of Learning and Memory (BI 420); Protein Toxins in Cell Biology (BI 422); Human Molecular Genetics (BI 423); Bacterial-Host Interactions (BI 433); Systems Neuroscience (BI 461); Developmental Neurobiology (BI 466); Hormones and the Nervous System (BI 467); Evolution of Development (BI 480); Molecular Phylogenetics (BI 487); 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), Paleoprimateology (ANTH 462), Primate Behavior (ANTH 463), Paleoecology and Human Evolution (ANTH 467), Anthropological Perspectives of Health and Illness (ANTH 469)

Human Physiology. Human Physiology I,II (HPHY 313, 314), Human Physiology I,II: Laboratory (HPHY 316, 317), Motor Control (HPHY 333), Motor Development (HPHY 335), Physiology of Exercise (HPHY 371), Biomechanics (HPHY 381); Experimental Course: Exercise Testing and Prescription (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 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 Form and Function (BI 354), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356) 4–5

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

Course work selected from Experimental Course: Marine Microbiology: Phytoplankton Ecology (BI 410), Invertebrate Zoology (BI 451), Marine Molecular Physiology (BI 453), Estuarine Biology (BI 454), Marine Birds and Mammals (BI 455), Marine Biology (BI 457), Biological Oceanography (BI 458), Marine Ecology (BI 474) 13

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

Molecular, Cellular, and Developmental Biology credits

Molecular Genetics (BI 320)..... 4

Cell Biology (BI 322) 4

Developmental Biology (BI 328) 4

Course work selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331); Vertebrate Evolution and Development (BI 355); Neurobiology (BI 360); Evolution (BI 380); Cellular Basis of Learning and Memory (BI 420); Protein Toxins in Cell Biology (BI 422); Human Molecular Genetics (BI 423); Advanced Molecular Genetics (BI 424); Developmental Genetics (BI 428); Bacterial-Host Interactions (BI 433); Biochemistry (CH 461, 462, 463); Developmental Neurobiology (BI 466); Biochemistry Laboratory (CH 467); Evolution of Development (BI 480); Molecular Evolution (BI 484); Genomic Approaches and Analysis (BI 493) 20

Neuroscience and Behavior credits

Cell Biology (BI 322) 4

Neurobiology (BI 360) 4

Introduction to Methods of Probability and Statistics (MATH 243) or Research Methods in Psychology (PSY 302) or Earth and Environmental Data Analysis (GEOL 418) or Statistical Methods I (MATH 425) or Statistical Analysis of Biological Anthropology (ANTH 470) or Quantitative Ecology (BI 473) 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

Three courses selected from Experimental Courses: Computational Neurobiology, Neural Plasticity, (BI 410); Cellular Basis of Learning and Memory (BI 420); Protein Toxins in Cell Biology (BI 422); Human Neuropsychology (PSY 449); Systems Neuroscience (BI 461); 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-, P, 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 407) 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 cumulative 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
5. Complete a minimum of 9 credits in Research (BI 401) during three consecutive terms
6. Complete a thesis based on laboratory research or the equivalent that is approved by the biology honors committee and the faculty adviser
7. Defend the thesis in a public forum

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

Special Opportunities for Biology Undergraduates

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

- 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
- At least 16 credits of biology applied to the minor must be taken at the University of Oregon
- 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 the department's K–12 education adviser, Peter Wetherwax; see also the **College of Education** section of this catalog.

Graduate Studies

The department offers graduate work leading to the degrees of master of arts (M.A.), 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:

- Molecular and cellular biology
- Neuroscience and development
- Ecology and evolution
- Marine biology

Interdisciplinary opportunities are available among the programs in biology as well as between biology and other departments, e.g., chemistry, human physiology, 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. For information, see Reservation of Graduate Credit in the **Graduate School** section of this catalog.

Ph.D. Degree. During the first year, students take courses in their area of interest and participate in a laboratory rotation program. The rotations provide direct exposure to research activities in three laboratories and are therefore invaluable in choosing a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all their efforts to research. These activities culminate in the public defense of a dissertation.

Admission

Information on applying to the graduate program may be obtained from the department's website or from the department office. Requirements for admission to the graduate program include the following:

- A completed online application
- Three letters of recommendation
- Transcripts of all college work
- Scores on the quantitative, verbal, and analytical sections of the Graduate Record Examinations
- TOEFL score of 600 (paper-based test) or 100 (Internet-based test) or better for international students

The completed application, 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 1, 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 doctor of philosophy (Ph.D.) degree in environmental sciences, studies, and policy. Students choose courses offered in appropriate disciplines to design a program that meets individual goals. More information is available in the **Environmental Studies** section of this catalog.

Biology Courses (BI)

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. An extra fee may be charged for courses that have laboratories or field trips.

120 Reproduction and Development (4) Intended to help nonscientists understand biomedical information encountered in daily life. 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, laboratories.

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, laboratories.

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. Lectures, discussions.

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 Introduction 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: CH 111 or 113 or 221 or 224H.

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.

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.

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

307 Forest Biology (4) Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, 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 252.

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 or 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 mechanics 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.

330 Microbiology (3) Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O₂-producing photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Prereq: BI 214 or 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: BI 330; prereq: BI 214 or 252.

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

355 Vertebrate Evolution and Development (4) Comparisons of vertebrate organs and tissues with emphasis on evolutionary trends, development, and diversification. How origins of novel structures may arise by changes in regulatory gene activities. Prereq: BI 214 or 253.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Lectures, 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.

375 Biological Diversity (4) Patterns of global diversity in space and time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Prereq: BI 213 or 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.

390 Animal Behavior (4) How and why animals behave, and how animal behavior is studied.

Mechanisms of behavior, behavioral ecology, and sociobiology. Prereq: BI 213 or 253.

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

410/510 Experimental Course: [Topic] (1–16R)

Prereq: BI 212 and 213 and 214 or BI 253.

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 scalpels 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 328.

431/531 Algae and Photosynthetic Bacteria (5)

Structure, cytology, life history, and ecology of representative freshwater and marine algae. Lectures, laboratories. Prereq: BI 214 or 253.

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.

442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification

procedures, recognition of common families in native flora. Lectures, laboratories, field trips. Prereq: BI 213 or 253.

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.*

452/552 Insect Biology (4) Anatomy, physiology, systematics, and behavior of insects. Insect societies. Lectures, laboratories. Prereq: BI 213 or 253.

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.*

457/557 Marine Biology: [Topic] (4–8R) Content varies. Topics include comparative embryology, environmental issues, biology of fishes, and other subjects related to marine biology. Lectures, laboratories, field trips. Prereq: BI 213 or 253. **R** when topic changes. *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.

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

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

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 underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 320 and 328.

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**.

469/569 Ecological Restoration (4) Examines the basics of ecological restoration through restoration projects in the field and evaluation of scientific literature. Prereq: introductory ecology course.

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

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

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 freshwater 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 organisms. 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 252.

487/587 Molecular Phylogenetics (4) A critical introduction to the concepts and techniques of modern molecular phylogenetic analysis—the inference of evolutionary relationships from gene sequence data. Prereq: BI 380.

489/589 Evolutionary Biology of Infectious Disease (4) Infectious disease shapes the ecology and evolution of all organisms. Examines resistance, virulence, tolerance, transmission, speciation, and life history evolution of parasites and pathogens. Prereq: BI 380.

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.

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

609 Practicum: [Topic] (1–3R)

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

Canadian Studies

Patricia M. Dewey and Susan W. Hardwick, Committee Cochairs

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175 Condon Hall
canadianstudies.uoregon.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 Martinez, journalism and communication
Debra L. Merskin, journalism and communication
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 Committee

The University of Oregon does not have a formal department of Canadian studies. However, the Canadian studies committee is active within the Oregon Consortium for International and Area Studies at the University of Oregon.

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 cochairs or on the committee website.

Chemistry

Michael M. Haley, Department Head

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Faculty

Andy Berglund, associate professor (biochemistry). B.A., 1992, Colorado, Boulder; Ph.D., 1997, Brandeis. (2002) Jeffrey A. Cina, professor (physical). B.S., 1979, Wisconsin, Madison; Ph.D., 1985, California, Berkeley. (1995)

Victoria J. De Rose, professor (bioinorganic). B.A., 1983, Chicago; Ph.D., 1990, California, Berkeley. (2006)

Kenneth M. Doxsee, professor (organic, materials science). B.S., 1978, M.S., 1979, Stanford; Ph.D., 1983, California Institute of Technology. (1989)

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

Deborah B. Exton, senior instructor. B.S., 1987, Metropolitan State College of Denver; Ph.D., 1992, Denver. (1993)

Marina G. Guenza, associate professor (physical). Laurea, 1985, Università degli Studi di Genova; Ph.D., 1989, degree granted by consortium of universities of Torino, Genova, and Pavia. (1998)

Julie A. Haack, senior instructor. B.S., 1986, Oregon; Ph.D., 1991, Utah. (2000)

Michael M. Haley, professor (organic, materials science). B.A., 1987, Ph.D., 1991, Rice. (1993)

Diane K. Hawley, professor (biochemistry). B.A., 1976, Kansas; Ph.D., 1982, Harvard. (1986)

David R. Herrick, professor (physical). B.S., 1969, Rochester; M.S., 1971, Ph.D., 1973, Yale. (1975)

James E. Hutchison, Lokey-Harrington Endowed Chair in Pure and Applied Chemistry; professor (organic, materials science). B.S., 1986, Oregon; Ph.D., 1991, Stanford. (1994)

Darren W. Johnson, assistant professor (organic). B.S., 1996, Texas, Austin; Ph.D., 2000, California, Berkeley. (2003)

David C. Johnson, Rosaria P. Haugland Foundation Chair in Pure and Applied Chemistry; professor (inorganic, materials science). B.A., 1978, Rutgers; M.S., 1980, Ph.D., 1983, Cornell. (1986)

Michael E. Kellman, professor (physical). B.S., 1971, California, Berkeley; Ph.D., 1977, Chicago. (1989)

Michael Koscho, instructor (organic). B.S., 1993, Purdue; Ph.D., 1999, Illinois at Urbana-Champaign. (2006)

Shih-Yuan Liu, assistant professor (organic). B.S., 1997, Technische Universität Wien; Ph.D., 2003, Massachusetts Institute of Technology. (2006)

Mark Lonergan, associate professor (physical, materials science); director, Materials Science Institute. B.S., 1990, Oregon; Ph.D., 1994, Northwestern. (1996)

Andrew Marcus, associate professor (physical, materials science). B.A., 1987, California, San Diego; Ph.D., 1993, Stanford. (1996)

Catherine J. Page, associate professor (inorganic, materials science). B.A., 1980, Oberlin; Ph.D., 1984, Cornell. (1986)

Kenneth E. Prehoda, associate professor (biochemistry). B.A., 1991, California State, Sacramento; Ph.D., 1997, Wisconsin, Madison. (2001)

Geraldine L. Richmond, Richard M. and Patricia H. Noyes Professor of Chemistry (physical, materials science). B.S., 1975, Kansas State; Ph.D., 1980, California, Berkeley. (1985)

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



David R. "Randy" Sullivan, instructor. B.S., 1982, M.S., 1989, North Texas. (2001)

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

Gregory M. Williams, adjunct professor. B.S., 1977, California, Los Angeles; Ph.D., 1981, Princeton. (2001)

Special Staff

John Hardwick, courtesy senior instructor and senior research associate (molecular physics). A.B., 1966, Princeton; Ph.D., 1972, Georgia Institute of Technology. (1985)

Emeriti

Ralph J. Barnhard, senior instructor emeritus. B.S., 1959, Otterbein; M.S., 1965, Oregon. (1966)

Bruce P. Branchaud, professor emeritus. B.S., 1976, Massachusetts; M.A., 1981, Dartmouth; Ph.D., 1981, Harvard. (1983)

Frederick W. Dahlquist, professor emeritus. B.A., 1964, Wabash; Ph.D., 1969, California Institute of Technology. (1971)

Thomas R. Dyke, professor emeritus. B.A., 1966, Wooster; Ph.D., 1972, Harvard. (1974)

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

John F. W. Keana, professor emeritus. B.A., 1961, Kalamazoo; Ph.D., 1965, Stanford. (1965)

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

Robert M. Mazo, professor emeritus. A.B., 1952, Harvard; M.S., 1953, Ph.D., 1955, Yale. (1962)

Warner L. Peticolas, professor emeritus. B.S., 1950, Texas Technological; Ph.D., 1954, Northwestern. (1967)

John A. Schellman, professor emeritus. A.B., 1948, Temple; M.A., 1949, Ph.D., 1951, Princeton. (1958)

Peter H. von Hippel, professor emeritus. B.S., 1952, M.S., 1953, Ph.D., 1955, Massachusetts Institute of Technology. (1967)

Raymond G. Wolfe Jr., professor emeritus. A.B., 1942, M.A., 1948, Ph.D., 1955, California, Berkeley. (1956)

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

Undergraduate Studies

The Department of Chemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation.

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 to 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, pharmacy, 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, safety management, market research, patent law, and financial analysis. The alumni newsletter, *Chemistry News*, has examples of careers UO majors have chosen. Follow the links 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
General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239)	6
Organic Chemistry I,II,III (CH 331, 335, 336)....	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339).....	10
Physical Chemistry (CH 411, 412, 413).....	12
Physical Chemistry Laboratory (CH 417, 418, 419)	12
Advanced electives described below	9–12
Instrumental Analysis (CH 429)	5

	38 credits
Calculus I,II,III (MATH 251, 252, 253)	12
Introduction to Differential Equations (MATH 256), Several-Variable Calculus I (MATH 281)	8
Foundations of Physics I (PHYS 251, 252, 253) or General Physics (PHYS 201, 202, 203)	12
Foundations of Physics Laboratory (PHYS 290) or Introductory Physics Laboratory (PHYS 204, 205, 206)	6

Advanced Electives

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

	credits
Research (CH 401)	minimum of 6
Physical Chemistry (PHYS 412, 413)	8
Inorganic Chemistry (CH 431, 432, 433)	12
Quantum Chemistry (CH 441)	4
Quantum Chemistry and Spectroscopy (CH 442, 443)	8
Chemical Thermodynamics (CH 444)	4
Statistical Mechanics (CH 445).....	4
Chemical Kinetics (CH 446).....	4
Advanced Organic-Inorganic Chemistry (CH 451)	4
Advanced Organic Chemistry—Stereochemistry and Reactions (CH 452).....	4
Advanced Organic Chemistry—Synthesis (CH 453)	4
Biochemistry (CH 461, 462, 463).....	12
Research Instruments (CH 470)	minimum of 4
Thermodynamic Geochemistry (GEOL 471) or Aqueous Geochemistry (GEOL 472) or Isotope Geochemistry (GEOL 473).....	3–4

Sample Program for Chemistry Majors

	49 credits
Freshman Year	
Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry (CH 237, 238, 239)	6
Calculus I,II,III (MATH 251, 252, 253)	12
College Composition I, II or III (WR 121 and WR 122 or 123)	6
Electives	13

	49–52 credits
Sophomore Year	
Organic Chemistry I,II,III (CH 331, 335, 336)....	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339).....	10
Foundations of Physics I (PHYS 251, 252, 253) or General Physics (PHYS 201, 202, 203)	12
Foundations of Physics Laboratory (PHYS 290) or Introductory Physics Laboratory (PHYS 204, 205, 206)	6
Electives.....	9–12

	41–44 credits
Junior Year	
Physical Chemistry (CH 411, 412, 413).....	12
Physical Chemistry Laboratory (CH 417, 418, 419)	12
Introduction to Differential Equations (MATH 256).....	4
Several-Variable Calculus I (MATH 281)	4
Electives.....	9–12

	32–35 credits
Senior Year	
Advanced electives and/or Research (CH 401)	9–12
Instrumental Analysis (CH 429)	5
Electives.....	18

Biochemistry Major

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

Courses taken to satisfy major requirements must be passed with grades of C– or better. Variations

in courses and order may be worked out in consultation with an adviser.

Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed. Students who plan to apply to medical schools should investigate the need for a physics laboratory course that is not included in this curriculum.

Requirements

85 or 88 credits

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229)	6
Organic Chemistry 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 467)	4
Advanced electives described below	9–12

Related Science Requirements 42 credits

Calculus I,II,III (MATH 251, 252, 253)	12
Introduction to Differential Equations (MATH 256).....	4
General Physics (PHYS 201, 202, 203) or Founda- tions of Physics I (PHYS 251, 252, 253)	12
Foundations of Biology I,II: Biochemistry and Cell Physiology, Genetics and Molecular Biology (BI 251, 252)	10
Molecular Genetics (BI 320).....	4

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

Honors General Chemistry (CH 224H, 225H, 226H) or General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229)	6
College Composition I,III (WR 121, 123)	6
Calculus I,II,III (MATH 251, 252, 253)	12
Foundations of Physics I (PHYS 251, 252, 253) or General Physics (PHYS 201, 202, 203)	12
Electives.....	4

Sophomore Year 44–48 credits

Molecular Genetics (BI 320).....	4
Foundations of Biology I,II: Biochemistry and Cell Physiology, Genetics and Molecular Biology, (BI 251, 252)	10
Organic Chemistry I,II,III (CH 331, 335, 336) or comparable lower-division sequence.....	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339).....	10
Electives.....	8–12

Junior Year 31–41 credits

Introduction to Differential Equations (MATH 256).....	4
Biochemistry (CH 461, 462, 463).....	12
Biochemistry Laboratory (CH 467)	4
Advanced elective.....	3–9
Electives.....	8–12

Senior Year 31–41 credits

Advanced electives or Research (CH 401) or a combination of Research and electives	3–9
Physical Chemistry (CH 411, 412, 413).....	12
Two from Physical Chemistry Laboratory (CH 417, 418, 419)	8
Electives.....	8–12

Honors Program

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

- Grade point average (GPA) of at least 3.50 in all graded courses
- Suitable accomplishment in undergraduate chemical or related research. Specifically, the student must pursue a research problem for one academic year or longer and be recommended as worthy of honors by the faculty supervisor. Positive accomplishment and publishable results are expected but not required
- Endorsement for a major with honors by a member of the university faculty
- Completion of all course requirements for the B.S. degree in chemistry. Waivers or substitutions allowed with the chemistry faculty's approval

Chemistry Minor

A minor in chemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional upper-division courses. Five possible 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

General chemistry sequence	12
General chemistry laboratories.....	6

Upper Division 20 credits

Organic Chemistry I,II (CH 331, 335)	8
Biochemistry (CH 461, 462).....	8
Biochemistry (CH 463) or Biochemistry Laboratory (CH 467)	4

Other courses may be submitted for consideration and approval by the department. At least 12 credits for the biochemistry minor must be completed at the University of Oregon. All courses applied to the minor must be completed with grades of C– or better. Credits earned in Seminar (CH 407), Reading and Conference

(CH 405), 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 advisers, 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 biochemistry and molecular biology, biophysics, bioorganic and medicinal chemistry, environmental chemistry, inorganic and organometallic chemistry, materials chemistry, optics and spectroscopy, organic synthesis, polymer chemistry, physical chemistry, solid-state chemistry, statistical mechanics of liquids and complex fluids, surfaces and interfaces, and theoretical chemical physics. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction between these divisions is fostered through interdisciplinary research institutes. Chemical scientists may be interested in the Institute of Molecular Biology, the Institute of Theoretical Science, the Materials Science Institute, the Oregon Center for Optics, and the programs in cell biology and in molecular synthesis, structure, and dynamics.

First-year students are offered financial assistance through graduate teaching fellowships (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 environ-

ment. People who request the booklet also receive information about admission and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology

One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the program in cell biology. Eight members of the chemistry department are affiliated with these programs. Entering graduate students are in an excellent position to take advantage of the molecular-oriented avenues to study biological problems.

Biophysical Chemistry

Biophysical chemistry provides close collaboration and educational interaction among faculty members and students. Research groups that are developing and applying physical methods work closely with molecular and cellular biologists, neurobiologists, biochemists, and synthetic organic chemists. Most of the research programs in biophysical chemistry are interdisciplinary.

Another area of general interest is the nature of the excited electronic states of biopolymer components. This includes the use of the optical properties of biopolymers, such as their circular dichroism, as a probe of their conformational state; the relationship of excited state conformation changes to their resonance Raman spectra; and a fundamental interest in the nature of excited states.

Materials Science

The discipline of materials science seeks to understand the structures, properties, and structure-property relationships of condensed phase materials. It is by nature interdisciplinary, combining expertise from the fields of chemistry, physics, geology, and molecular biology. Most areas of chemistry can make an important contribution to materials science in the synthesis and characterization of various materials. Here the word *materials* generally means bulk crystalline solids but also includes low-dimensional materials such as thin solid films or nanoscopic "wires" as well as amorphous solids and some aspects of liquids. Much of the excitement of the research in this area derives from the discovery and the improved understanding of new materials that have potential technological applications.

The Materials Science Institute was created to foster collaboration among the materials-oriented research groups at the University of Oregon.

Members of the institute are active in the study of the structure, reactivity, and thermodynamics of materials in addition to the characterization of their electronic, magnetic, and optical properties. The chemistry and physics departments, dominant members of the institute, offer courses and seminars on the chemistry and physics of materials to foster the educational and research aspects of materials science. The list of active research

topics includes the application of novel synthetic strategies toward the preparation of metastable phases (including the use of thin-film superlattice composites, sol-gel synthesis, self-assembly, and electron beam lithography), ultra-high vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics of interfaces, characterization of electronic materials and devices, studies on the properties of amorphous and glassy materials, quantum size effects and fundamental limits of microelectronic devices, scanning force and scanning tunneling microscopy of modified surfaces and biological molecules, and electron transport across protein assemblies and biotechnological materials. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the Materials Science Institute. Collaboration between institute members and industrial and national research laboratories is also an important dimension of the program. See also Materials Science Institute in the **Research Institutes and Centers** section of this catalog.

Organic, Bioorganic, Inorganic, Organometallic, 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 methods 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.

113 The Chemistry of Sustainability (4) Illustrates how chemistry provides innovative materials, processes, and consumer products that support sustainable solutions to problems of energy utilization, global warming, and pollution prevention. Prereq: MATH 95; high school chemistry.

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

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

199 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 238 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.

332 Organic Chemistry of Biological Molecules (4) Not offered 2008–9.

335 Organic Chemistry II (4) Reactions and mechanisms of organic chemistry. Prereq: CH 331. Concurrent CH 338 recommended.

336 Organic Chemistry III (4) Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335. Concurrent CH 339 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 with grades 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, inte-

gration 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.

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit.

408/508 Workshop: [Topic] (1–21R)

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

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

411/511, 412/512, 413/513 Physical Chemistry (4,4,4) Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 201, 202, 203; MATH 253. MATH 256, 281, 282 strongly recommended.

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,4) Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy to illustrate theoretical principles. Pre- or coreq for 417: CH 411; Pre- or coreq for 418: CH 412; Pre- or coreq for 419: CH 413.

429 Instrumental Analysis (5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417.

431/531, 432/532, 433/533 Inorganic Chemistry (4,4,4) **431/531:** introduction to group theory for molecular symmetry; syntheses, structures, reactions, and reaction mechanisms of coordination complexes and organometallic complexes. **432/532:** bioinorganic chemistry: metals in biological systems; coordination chemistry, reactions, spectroscopy, metalloclusters, and synthetic modeling. **433/533:** solid-state inorganic chemistry: solid-state structure and its determination; the electrical, magnetic, and mechanical properties of materials and their physical description. Prereq: CH 413/513.

441/541 Quantum Chemistry (4) The principles of time-independent quantum mechanics and their application to model atomic and molecular systems. Prereq: CH 413/513 or equivalent.

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

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

445/545 Statistical Mechanics (4) Molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prereq: CH 413/513 or equivalent.

446/546 Chemical Kinetics: [Topic] (4R) Description and interpretation of the time evolution of chemical systems. Prereq: CH 413/513 or equivalent.

451/551 Advanced Organic-Inorganic Chemistry (4) Principles of organic-inorganic reaction dynamics; kinetics and mechanisms, linear free-energy relationships, isotope effects, substitution reactions, dynamic behavior of reactive intermediates, electron transfer chemistry. Prereq: CH 336 or equivalent.

452/552 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.

453/553 Advanced Organic Chemistry—Synthesis (4) Strategies and tactics for the synthesis of complex organic molecules. Prereq: CH 452/552.

461/561 Biochemistry (4) Structure and function of macromolecules. Prereq: CH 336. Exposure to calculus and physical chemistry recommended.

462/562 Biochemistry (4) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 461/561. *Students cannot receive credit for both CH 360 and 462.*

463/563 Biochemistry (4) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 462/562 or CH 336 and BI 253.

465/565 Physical Biochemistry (4) Physical chemical properties of biological macromolecules; forces and interactions to establish and maintain macromolecular conformations; physical bases of spectroscopic, hydrodynamic, and rapid-reaction investigative techniques. Prereq: MATH 253, CH 461. Offered alternate years.

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification.

470/570 Research Instruments (1–3R) Advanced experimental and theoretical concepts and the operation of instrumentation used in chemical research. Topics include Fourier transform nuclear magnetic resonance (FT-NMR), Fourier transform infrared spectroscopy (FT-IR), electron pair magnetic resonance (EPR), and computers.

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.

623 Organic-Inorganic Chemistry Journal Club (1R) Preparation and delivery of colloquium-style lectures in organic-inorganic chemistry based on papers from the literature. **R** for maximum of 12 credits.

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.

667 Polymers: Synthesis, Characterization, Processing (4) Methods of polymer synthesis and characterization; kinetics and mechanisms of the principal polymerization reactions. Introduction to mechanical properties and fabrication techniques.

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

P. Lowell Bowditch, associate professor (Latin literature, comparative literature, literary theory). B.A., 1984, California, Berkeley; M.A., 1989, Ph.D., 1992, Brown. (1993)

Cristina Calhoon, senior instructor (Latin literature, women in antiquity, Romans and barbarians). Laurea, 1978, Torino; M.A., 1983, Ph.D., 1994, California, Irvine. (1988)

Christopher Eckerman, assistant professor (Greek literature, lyric poetry, social history). B.A., 2000, California, Davis; M.A., 2002, Ph.D., 2007, California, Los Angeles. (2008)

Jeffrey M. Hurwit, professor. See **Art History**

Mary K. Jaeger, professor (Latin literature, historiography, rhetoric). B.A., 1982, Gustavus Adolphus; M.A., 1984, Ph.D., 1990, California, Berkeley. (1990)

John Nicols, professor. See **History**

Steven Shankman, professor. See **English**

Malcolm Wilson, associate professor (ancient philosophy, history of science). B.A., 1985, Western Ontario; M.A., 1986, Toronto; Ph.D., 1993, California, Berkeley. (1990)

Emeritus

C. Bennett Pascal, professor emeritus. B.A., 1949, M.A., 1950, California, Los Angeles; M.A., 1953, Ph.D., 1956, Harvard. (1960)

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

Participating

Martha J. Bayless, English

Marianne S. Nicols, 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..... 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

The honors program in classics provides an opportunity for a student to focus on an area of concentration in a written thesis. The requirements for a bachelor's degree with honors in classics are as follows:

1. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 or better in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee

Minor Requirements

Greek. The minor in Greek requires 24 credits distributed as follows:

- 8 credits in 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 adviser. The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the **College of Education** section of this catalog.

Preparatory Program for Classical Archaeology

With the existing curricular resources of the university, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the program, adding courses selected from the other two departments. The following are the three programs recommended for a specialization in classical archaeology. Approved seminars (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), Archaic 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), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427)

History. Departmental major, with an option in the history of Greece and Rome, to include Ancient 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) scores are required for international students
6. A sample of written work and a statement of academic purpose

Several graduate teaching fellowships are available each year for entering graduate students. Applicants seeking such fellowships must send an application postmarked by January 31.

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 authors
4. Complete surveys of Greek history (HIST 512) and Roman history (HIST 514). Equivalent courses taken as an undergraduate may fulfill this requirement
5. 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

6. 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 8th 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 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, homo- and heterosexuality, the family, and privacy. Bowditch, Calhoon, Jaeger.

321 Classic Myths (4) The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources. Calhoon, Wilson.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

503 Thesis (1–16R) 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)

609 Practicum: [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 (5,5,5) 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] (1–21R)

409 Practicum: [Topic] (1–21R)

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

411/511 Authors: [Topic] (4R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Aristophanes, lyric poetry, comedy, pastoral. **R** when topic changes.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–16R)

607 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)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

411/511 Authors: [Topic] (4R) Each term devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Ovid, Lucretius, comedy, philosophy, elegy, epic, satire. **R** when topic changes.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–21R)

609 Terminal Project (1–16R)

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



Comparative Literature

Lisa Freinkel, Program Director

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Faculty

Michael Allan, assistant professor (Arabic and Francophone literature, postcolonial studies, cinema). B.A., 2000, Brown; Ph.D., 2008, California, Berkeley. (2008)

Kenneth S. Calhoon, professor (18th- and 19th-century German and European literature and thought, psychoanalysis, cinema). B.A., 1979, Louisville; M.A., 1981, Ph.D., 1984, California, Irvine. (1987)

Lisa Freinkel, associate professor. See **English**.

Katya E. Hokanson, associate professor (Russian literature, travel literature, cultural studies). B.A., 1984, Williams; M.A., 1988, Ph.D., 1994, Stanford. (1995)

Dawn Marlan, adjunct assistant professor (history of the novel, gender studies, cinema). B.A., 1989, Bennington; M.A., 1992, Ph.D., 2000, Chicago. (2004)

Leah Middlebrook, associate professor (16th-century Spanish and French lyric, court culture, theories of the subject). B.A., 1989, Columbia; M.A., 1991, Ph.D., 1998, California, Berkeley. (2002)

Jenifer Presto, associate professor (Russian literature, poetry, modernism). A.B., 1985, Smith; M.A., 1988, Middlebury; M.A., 1989, Ph.D., 1996, Wisconsin, Madison. (2003)

Emeritus

Thomas R. Hart, professor emeritus. B.A., 1948, Ph.D., 1952, Yale. (1964)

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

Monique Balbuena, honors college

P. Lowell Bowditch, classics

Steven T. Brown, East Asian languages and literatures

Carl R. Bybee, journalism and communication

Suzanne Clark, English

James R. Crosswhite, English

Dianne M. Dugaw, English

Cecilia Enjuto Rangel, Romance languages

Maram Epstein, East Asian languages and literatures

Joseph G. Fracchia, honors college

Pedro García-Caro, 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 Leiwei Li, English

Jeffrey S. Librett, German and Scandinavian

Enrique Lima, English

Massimo Lollini, Romance languages

John McCole, history

Randall E. McGowen, history

Karen McPherson, Romance languages

Fabienne Moore, Romance languages

Dorothee Ostmeier, German and Scandinavian

Paul W. Peppis, English

Amanda W. Powell, Romance languages

F. Regina Psaki, Romance languages

Forest Pyle, English

Judith Raiskin, women's and gender studies

Ellen Rees, German and Scandinavian

Daniel Rosenberg, honors college

George Rowe, English

Cheyne C. Ryan, philosophy

Tze-Lan Sang, 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

Analisa 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 Apteckar, 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 Treat, Haiping Yan, Gang Yue, and Zhang Xudong.

Library holdings, which are strong in all areas of research in literature, include an outstanding collection of journals, many of which come to the library in exchange for *Comparative Literature*.

Undergraduate Studies

The undergraduate program offers a unique major that cuts across 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.

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).

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 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 28 credits

Four upper-division courses in primary national-linguistic tradition.....	16
Three upper-division courses in a secondary national-linguistic tradition (<i>language and culture</i>) or a nonliterary discipline (<i>disciplines in dialogue</i>).....	12

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 seminar leader and 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 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 compe-

tence 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 complete their language requirement, 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 course work includes Translation Pedagogy (COLT 613) and Graduate Studies in Comparative Literature (COLT 614, 615). Courses applied to the degree must be passed with a grade of B+ or better, and 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., postwar Japan) or a genre (e.g., German drama) or even an artistic movement (e.g., French postmodernism).

The student must complete five graduate-level courses in the primary field; at least three of the courses should share the same departmental subject code.

Secondary Field. This field complements the research within the primary field, either by providing counterpoint or a needed context. There are three ways to define one's secondary field. Most commonly, it represents a second national literature (e.g., Spanish literature) or linguistic-cultural tradition that crosses national boundaries (e.g., Latin American literature). In addition, where two or more national-linguistic traditions share a common literary history—for example, within a given region or artistic move-

ment—the secondary field may be defined in comparative terms (e.g., the Continental Renaissance, Caribbean literature, or East Asian film). Finally, the secondary field can eschew literary categories altogether in order to represent an alternative disciplinary focus (e.g., religious studies).

At least four graduate-level courses must be taken in the secondary field. Three of them should share the same departmental subject code. At the discretion of the director of graduate studies, the three courses with shared subject code may be spread out over the secondary, methodology, and elective fields.

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, comparative literature students work *across* disciplines; they encounter multiple and often competing research methods, starting assumptions, and terminologies, and must determine the relevance of any, all, or none of these for the work at hand. Thus, the interdisciplinary nature of comparative literature requires a vigilance and self-consciousness regarding matters of method. For this reason, at least three graduate-level courses must be taken in the methodology field.

The methodology field is distinct in nature from the other two research fields. The primary and secondary fields each designate a specific disciplinary focus, defining research content; the methodology field cuts across disciplinary boundaries and defines a research approach, one suitable for literary analysis and recognizable to a broad community of literary scholars (e.g., psychoanalysis, cultural studies, feminism, or translation theory). Students are expected to acquire a comprehensive understanding of their methodology, encountering not only contemporary texts and theorists but also the history of the field, including the central controversies, crucial debates and cultural contexts that have shaped its development.

This intensive focus on a specific research method should encourage students to investigate the plurality of different approaches to their subject matter.

Electives. Three of the program's required eighteen graduate-level courses are electives and should be chosen in consultation with an adviser. The electives may cover a wide range of interests or may be carefully distributed among the three research fields to fill gaps or achieve greater depth. Some students may wish to devote their electives to a fourth field of research (e.g., a third national literature). Students hoping to pursue this option are urged to meet with the director of graduate studies as soon as possible.

Timetable from Entrance to Examinations

The program is designed so that students may complete all necessary course work, all exams, and have their dissertation prospectus approved by the end of their fourth year of study.

Advisers. For their first two terms of study (fall and winter), students are advised by the director of graduate studies. By the beginning of the third term, each student formally identifies an interim

adviser—a faculty member who agrees to mentor the student through the completion of the second-year review.

By the time a student completes the second-year review, he or she should have identified an adviser of record who shares the student's primary research interests. This adviser mentors the student through the qualifying exam process and typically becomes the chair of the dissertation committee. In consultation with this adviser, the student selects the remaining two members of the qualifying examination committee.

Language Requirement. Work in at least three languages is expected at all phases of the program, from course work to the dissertation. The language requirement addresses this expectation by ensuring both linguistic proficiency and a minimum level of graduate course work in all three languages. As early as possible in the first year, students must demonstrate proficiency in at least one of the languages of which they are not native speakers. At the discretion of the director of graduate studies, proficiency may be demonstrated in one of the following ways: (1) by holding 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 graduate-level work in all three of their languages. The following guidelines apply for this requirement: (1) At least two graduate courses must be taken to meet this requirement for all three languages. In other words, one graduate course may satisfy this requirement for as many as two languages. (2) Courses satisfying this requirement preferably will be taught by a specialist in the target language and conducted in that language. Graduate courses taught in national literature departments automatically satisfy this requirement for the national language. (3) Courses taught outside of national literature departments may satisfy the requirement if all relevant texts are read in the target language. To qualify, the course syllabus must be submitted to and approved by the director of graduate studies. At the discretion of the director, students may be required to submit additional documentation (e.g., a term paper) of their work in the target language. Students are advised to check all syllabuses with the director of graduate studies before enrolling in a course presumed to satisfy this language course work requirement. 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 a given academic term should inform the graduate secretary during the first two weeks of that term. Arrangements for the exam will be made by the program office. Typically, 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. At the discretion of the director of graduate studies, proficiency in certain languages—Arabic, Cantonese, Mandarin, Korean, and Japanese, as well as some nonextant languages—may be tested by means other than a translation exam. 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 students' research languages and research fields, and indicate what linguistic study is necessary to complete the proposed course of study.

First-Year Conversation. In weeks six and seven 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. A brief memo summarizing the conversation, written by the student and submitted electronically by Wednesday of week eight to the graduate secretary, is circulated to all participants for further feedback before being placed in the student's permanent file.

Second-Year Review. By Monday of week two in 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 concerns about timely progress should also be addressed. The second-year review must be signed by the adviser of record and submitted by the beginning of week eight of spring term to the graduate secretary. Faculty members of the Comparative Literature Program review these reports, and small revisions and clarifications

may be required before they approve the document and place it in the student's permanent file.

From Examination to Dissertation

The program is designed so that students may complete all necessary course work and language requirements by the end of their third year. The fourth year is dedicated to the completion of the doctoral examinations and to the writing of the dissertation prospectus. Typically, students prepare for the exams over the summer and early fall, sit for the written and oral exams by the end of fall term, and complete their prospectus by the middle of spring term. The prospectus conversation must be held by the beginning of week ten of spring term in the fourth year, so that students may advance to candidacy in a timely manner at the end of spring term.

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. The third member also serves as chief mentor for a student's methodology field, advising him or her on the reading list inclusions from that field. All members must sign an agreement form to participate in the exam committee, and all must approve the exam statement and reading list. By Monday of week two in spring term of the third year, students must submit a graduate activity form designating their examination committee. 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. Each list should include approximately fifteen to twenty primary items (an item is an author and a work or works that represent the author's perspective as a whole). Each field list should also include a separate sublist of pertinent critical-secondary works. Your exam committee members can provide you guidance in defining these essential critical-secondary works.

After compiling the list, the students should also compose a six- to eight-page statement that defines the student's core interests, defends the examination fields, clarifies the scope of the reading list, and offers some indication of the future dissertation project and career aspirations for which this reading list provides the necessary comprehensive background and preparation. After being approved by all the examiners, the exam statement and reading list must be submitted to the graduate secretary by the end of week nine in spring term of the third year. At this point, students must also have completed all course work and language requirements for the program; if not, the examination process will be delayed. Prior to final approval, the exam statement and reading list is reviewed by comparative literature

faculty members, who may make additional small recommendations and queries. Occasionally, these recommendations may be substantive enough to require additions to or deletions from the list and a resubmission process. Changes to the statement and list may be made no later than four weeks prior to the first written exam and must be approved by both the director of graduate studies and the examination committee members.

Written Examination. In this phase, students compose three essays over three twenty-four-hour periods spread out over three weeks (weeks five, six, and seven of fall term in the fourth year). 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. For the primary and secondary field exams, students choose between two questions; for the comparative exam, they choose one of three questions. No exam will cover the methodology field. Instead, questions from the examiners will explore the full gamut of the student's reading list—questions designed to ascertain the student's mastery of his or her chosen methodology as applied to the primary and secondary fields.

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 in week nine of fall term.

Oral Examination. The oral examination is scheduled during week ten or eleven of fall term; it is proctored by the exam committee chair and usually runs two hours in length. The committee and the student revisit the written examination, discussing areas of strength and weakness. In addition, the examiners may explore the student's expertise more deeply by asking questions about reading list materials not covered during the written exams.

While no grade is assigned for performance on the oral exam, the committee may determine recommendations and even requirements for future study, including retaking the oral examination. Recommendations are communicated in person to the student at the conclusion of the exam and in writing to the director of graduate studies as part of the committee chair's report on the exam. If substantive requirements or concerns have been articulated, the director of graduate studies will determine any official course of action to be taken.

For students who have failed one or more parts of the written exam, no oral examination will be held; instead, the time designated for the oral will be dedicated to a meeting between the

student, the exam committee, and the director of graduate studies. Participants review the exam performance, discuss a possible retake exam, and/or review the advisability of a terminal master's degree.

Prospectus and Doctoral Candidacy. By the end of week five of winter term in the fourth year, students must submit a graduate activity form designating their dissertation committee, including the dissertation chair and outside reader. The director of graduate studies must approve this committee. For details concerning faculty eligibility, refer to the Graduate School's Dissertation Committee Policy at gradschool.uoregon.edu/?page=doctoralDegreeProcedures.

Committee members should be consulted during the process of writing the dissertation prospectus. A first draft of the prospectus should be submitted to the members of the dissertation committee by the end of winter term. A completed draft of the prospectus, approved by all four committee members, must be submitted to the graduate secretary by the end of week five of spring term in the fourth year. After final approval from the director of graduate studies, the prospectus conversation is scheduled between weeks seven and nine of spring term.

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 also should 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 conversation is scheduled between weeks seven and nine of spring term in the fourth year. This conversation includes the members of the dissertation committee, is 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 socioeconomic 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; not offered 2009–10.

304 Theories of Drama (4) Introduction to the study of drama and performance from a world perspective. Offered alternate years; not offered 2009–10.

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. Not offered 2009–10.

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 sociopolitical 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; not offered 2009–10.

450/550 Comparative Studies in Cinema: [Topic] (4R) Advanced consideration of the aesthetic (including literary) and cultural contexts of world film. **R** twice when topic changes for maximum of 12 credits. Calhoon.

460/560 Major Theorists: [Topic] (4R) Concentrates 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 2009–10.

461/561 Studies in Contemporary Theory: [Topic] (4R) Identifies issues in literary or cultural theory for close examination. **R** twice when topic changes for maximum of 12 credits. Not offered 2009–10.

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.

470/570 Studies in Identity: [Topic] (4R)

Advanced study of gender, ethnicity, and other identity formations in literature. **R** when topic changes. Offered every two to three years.

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.

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. Not offered 2009–10.

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.



Computer and Information Science

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Michal Young, associate professor (software engineering, software test and analysis). B.A., 1983,



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Courtesy

Janice Cuny, courtesy professor (computational science, domain-specific environments for high-performance computing). B.A., 1973, Princeton; M.S., 1974, Wisconsin; Ph.D., 1981, Michigan. (1993)

Emeritus

Eugene M. Luks, 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

Yannis Smaragdakis, University of Massachusetts, Amherst

Jeffrey Stolet, 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 doctoral degrees; in addition, two undergraduate minors and a selection of service courses are offered for students who want introductory exposure to computers and computer applications. The computer science programs at the university are continually evolving as the discipline matures and as students' needs change.

Facilities

The Department of Computer and Information Science is housed in Deschutes Hall, which holds faculty and graduate student offices and extensive laboratory space for research and instruction.

Undergraduate majors use a combination of computing labs staffed by CIS graduate students, undergraduate tutors, and lab assistants. Undergraduate majors taking upper-division courses and graduate students share a collaborative computing lab for exclusive use by CIS students. Research projects and hands-on systems and networking courses are held in the Intel Systems research and education laboratory, which houses specialized equipment including Intel multicore workstations, dual-boot PCs, and a variety of networking hardware resources. Graduate and undergraduate students engaged in active research also have access to the computing facilities of the associated research lab.

The human-computer interaction laboratory has specialized equipment for interactive-systems research. Usability studies are supported by a laboratory with video cameras and audio recorders.

The cognitive modeling and eye-tracking laboratory features multiple Eyegaze eye trackers, used to collect and analyze the eye movements people make during human-computer interactions, and to develop eye-controlled user interfaces for people with disabilities.

Research in high-performance computing and computational science is supported by multiprocessing and storage resources shared between the department, the Computational Science Institute, and the Neuroinformatics Center.

To complement these facilities, the CIS department added a visualization lab with a tiled LCD display wall, 3-D stereo, and a high-definition tiled rear-projection system.

The advanced integration and mining laboratory fosters research on finding useful patterns from the mountain of data on neuroscience, medicine, biology, and networking, and on integrating data from heterogeneous resources such as databases, the World Wide Web, and the Semantic Web.

The multimedia and internetworking research laboratory features an array of high-end servers and mass storages for development and testing of new network protocols as well as network measurement.

The network security laboratory features hardware and software facilities devoted to simulation of malicious network software (including Internet worms and phishing) and experimentation on defense countermeasures (such as Internet routing security).

The ubiquitous computing laboratory uses a mixture of custom-designed and commercial hardware to study the application of assistive software to everyday living. Researchers are particularly interested in the design of software for those with impairments that limit their use of commercial, off-the-shelf software.

In addition, the university is a member of Internet2, a high-speed network connecting major research institutions.

Additional institutes affiliated with the department can be found on the CIS website.

Careers

The undergraduate program is designed to prepare students for professional careers or graduate study. The field of computer science, which has become increasingly interdisciplinary

over the past decade, offers a rich array of opportunities in fields as disparate as medicine, manufacturing, and the media as well as the computer industry.

Graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and work effectively in dynamic, problem-solving teams. The master of arts (M.A.) or master 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 elective 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 Baccalaureate 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: 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

Calculus I,II,III (MATH 251, 252, 253) or Honors Calculus I,II,III (MATH 261, 262, 263); and 8 credits of mathematics electives selected from MATH 256, 281–282, 315, 341–342, 346, 351–352, 391–393, 411–415, 420–422, 431–433, 441, 444–446, 455–457, 461–466.

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 (PSY 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 and online) 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 **Foundations Track**.

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 and online) 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**.

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 443); 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 and online) 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 and online) 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,IV (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 and online) 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). 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 Introduction to Data Structures (CIS 313) and Computer Organization (CIS 314). 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 these 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 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 Juilfs Scholarship in Computer and Information Science, in honor of Erwin and Gertrude Juilfs, 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 Geoffery Eric Wright Outstanding Junior Award, in honor of CIS student Geoffery Wright, is a scholarship for students displaying high-quality academic performance, commitment to learning, and a promise of further outstanding achievement in computer and information science and its applications.

The Hubbard Scholarship, 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 must be completed with grades of B– or better. Upper-division courses must be taken in sequence and are offered only once a year. Upper-division courses must be completed with grades of C– or better.

Lower-Division Courses	12 credits
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 100 on the Internet-based option of the Test of English as a Foreign Language (TOEFL iBT) or a score of 7.5 on the International English Language Testing System (IELTS) for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the university's American English Institute or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships who score at least 26 on the speaking section of the TOEFL iBT will not have to take the Speaking Proficiency English Assessment Kit (SPEAK) test upon arrival at the university

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), Distributed 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 electives 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 the petition.

Degree Requirements

- 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.
 - 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
 - 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
 - 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
 - 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
- 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:
 - The definition and expected results of the project in the form of a Directed Research Project Contract
 - Delivery of the materials constituting the results of the project and oral presentation of the results
 - A private oral examination by the committee members
- 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
- 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.
- 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 survey of the area in the form of a position paper and an annotated bibliography
 - A public presentation of the position paper
 - A private oral examination by committee members
- 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
 - 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

- 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. CIS 110 recommended. Prereq: 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. CIS 110 recommended.

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. CIS 110 recommended. Prereq: 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 intelligence, and associated ethical issues. Prereq: MATH 111.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

210, 211, 212 Computer Science I,II,III (4,4,4) Basic concepts and practices of computer science. Topics include algorithmic problem solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithm and data structures. Prereq: programming course and MATH 112; coreq for CIS majors: MATH 231, 232, 233.

313 Intermediate 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.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming. Prereq: 2.60 GPA in lower-division core courses.

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

330 C/C++ and Unix (4) Practical software design and programming activities in a C/C++ and Unix environment, with emphasis on the details of C/C++ and good programming style and practices. Prereq: CIS 313, 323.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–4R) Prereq: CIS 313.

405 Reading and Conference: [Topic] (1–12R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Opportunity to study in greater depth specific topics arising out of other courses.

408/508 Workshop: [Topic] (1–21R)

409 Practicum (1–2R) The student assists other students who are enrolled in introductory programming classes. For each four hours of scheduled weekly consulting, the student is awarded 1 credit. Prereq: departmental consent. R for maximum of 4 credits.

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

413/513 Advanced Data Structures (4) Complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315.

415 Operating Systems (4) Principles of operating system design. Process and memory management, concurrency, scheduling, input-output and file systems, security. Prereq: CIS 313, 314, 323.

420/520 Automata Theory (4) Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes. Prereq: CIS 315, MATH 233.

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.

425 Principles of Programming Languages (4) Syntax and semantics. Scope rules, environments, stores, denoted and expressed values, procedures, and parameters. Definitional interpreters. Types, overloading, parametric polymorphism, and inheritance. Varieties of abstraction. Prereq: CIS 315.

427/527 Introduction to Logic (4) Basic notions of logic: propositional logic, first-order logic, Hilbert systems, sequent calculus, natural deduction. Soundness, completeness, undecidability. Current research in logic frameworks, automated deduction, Curry-Howard isomorphism. Prereq: MATH 233.

429/529 Computer Architecture (4) RISC (reduced instruction-set computer) and CISC (complex instruction-set computer) design, storage hierarchies, high-performance processor design, pipelining, vector processing, networks, performance analysis. Prereq: CIS 313, 314, 323.

432/532 Introduction to Networks (4) Principles of computer network design. Link technologies, packet switching, routing, internetworking, reliability. Internet protocols. Programming assignments focus on protocol design. Prereq: CIS 313, 314, 323. CIS 415 recommended.

433/533 Computer and Network Security (4) Security for various aspects of computers and networks. Elementary cryptography, program security, trusted operating systems, network security, privacy, and legal and ethical issues. Prereq: CIS 432/532.

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.

622 Theoretical Foundations: [Topic] (4R) Selected topics from computability and complexity theory. Prereq: CIS 621. R twice when topic changes for maximum of 12 credits.

624 Structure of Programming Languages (4) Introduction to axiomatic, operational, and denotational semantics. Environments, stores,

and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.

630 Distributed Systems (4) Principles of distributed computer 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)

281 Advanced Business Systems (4) Develop integrated office applications using Visual Basic for Applications and Microsoft Access, Excel, and Word. Requires computer-laboratory work in addition to regularly scheduled hours. Prereq: CIS 111.

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.

383 Enterprise Networks (4) Fundamentals of data communication and networks applied to enterprise networks and the Internet. Network management and security. Prereq: CIT 382.

Creative Writing

Karen J. Ford, Program Director

(541) 346-3944
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uoregon.edu/~crwrweb

Faculty

David H. Bradley, associate professor (fiction). B.A., 1972, Pennsylvania; M.A. 1974, London. (2001)

Gerri Doran, visiting assistant professor (poetry). B.A., 1986, Vassar; M.F.A., 1995, Florida. (2007)

Laurie Lynn Drummond, assistant professor (fiction). B.G.S., 1986, M.F.A., 1991, Louisiana State. (2004)

Ehud Havazelet, professor (fiction). A.B., 1977, Columbia; M.F.A., 1984, Iowa. (1999)

Garrett K. Hongo, professor (poetry). B.A., 1973, Pomona; M.F.A., 1980, California, Irvine. (1989)

Emeritus

Richard M. Lyons, professor emeritus. B.A., 1957, Brooklyn; M.F.A., 1962, Iowa. (1969)

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.

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** once for maximum of 8 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 nonfic-

tion. 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)

601 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.



East Asian Languages and Literatures

Tze-Lan Sang, Department Head

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Faculty

Steven T. Brown, associate professor (medieval Japanese literature, popular culture, critical theory). B.A., 1987, Illinois at Urbana-Champaign; M.A., 1988, Ph.D., 1993, Stanford. (1993)

Stephen W. Durrant, professor (classical Chinese language, early Chinese literature); vice provost for international affairs and outreach. B.A., 1968, Brigham Young; Ph.D., 1975, Washington (Seattle). (1990)

Maram Epstein, associate professor (Ming-Qing vernacular fiction). B.A., 1983, M.A., 1987, Ph.D., 1992, Princeton. (1994)

Alisa D. Freedman, assistant professor (modern Japanese literature). B.A., 1991, Wesleyan; M.A., 1995, Ph.D., 2002, Chicago. (2005)

Noriko Fujii, associate professor (Japanese language and linguistics). B.A., 1973, Wakayama University; M.A., 1978, Ph.D., 1985, Michigan. (1984)

Denise Gigliotti, senior instructor (Chinese language). B.A., 1995, National Taiwan; M.A., 1998, California, Los Angeles. (2002)

Alison Groppe, assistant professor (Chinese culture). B.A., 1989, Wellesley College; M.A., 1995, Ph.D., 2006, Harvard. (2008)

Reiko Hashimoto, senior instructor (Japanese language). B.A., 1982, Chukyo; M.A., 1992, Minnesota State, Mankato; Ph.D., 2000, Indiana, Bloomington. (2000)

Kaori Idemaru, assistant professor (linguistics). B.A., 1990, Osaka; M.A., 1992, Northern Iowa; Ph.D., 2005, Oregon. (2008)

Stephen W. Kohl, associate professor (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington (Seattle). (1972)

Wendy Larson, professor (modern Chinese language and literature); vice provost for Portland programs. B.A., 1974, Oregon; M.A., 1978, Ph.D., 1984, California, Berkeley. (1985)

Daisuke Miyao, assistant professor (Japanese film). B.A., 1993, M.A., 1995, Tokyo; M.A., 1997, Ph.D., 2003, New York University. (2005)

Naoko Nakadate, senior instructor (Japanese language). B.A., 1988, Tokyo University of Foreign Studies; M.A., 1992, Oregon. (1993)

Tze-Lan Sang, associate professor (Qing and modern Chinese literature). B.A., 1988, National Taiwan University; M.A., 1990, State University of New York, Albany; Ph.D., 1996, California, Berkeley. (1996)

Yugen Wang, assistant professor (Chinese literature). B.A., 1992, Anhui Normal; M.A., 1995, Peking; Ph.D., 2005, Harvard. (2005)

Jason Webb, assistant professor (Japanese literature). B.A., 1991, New College of Florida; M.A., 2000, Ph.D., 2005, Princeton. (2008)

Jean Yuanpeng Wu, senior instructor (Chinese language). B.A., 1982, China University of Geosciences; M.A., 1990, West Virginia; Ph.D., 1998, Michigan State. (1996)

Emeritae

Angela Jung-Palandri, professor emerita. B.A., 1946, Catholic University, Peking; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington (Seattle). (1962)

Yoko M. McClain, professor emerita. Diploma, 1950, Tsuda; B.A., 1956, M.A., 1967, Oregon. (1968)

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

Undergraduate Studies

The Department of East Asian Languages and Literatures offers undergraduate programs in Chinese and Japanese languages and literatures. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country.

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), Intermediate Language Strategies (CHN 420, 421, 422), Literary Chinese Texts (CHN 438), Advanced Language Strategies (CHN 440, 441, 442)

Japanese

Culture-Intensive Option. This option requires 47 graded credits, including

1. Third-Year Japanese (JPN 301, 302, 303)

2. 8 credits of upper-division Japanese language courses beyond the third-year level (which may include JPN 434, 435, 436, 437, 438, 439)

3. Two courses from Introduction to Japanese Literature (JPN 305, 306, 307)

4. 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 including

1. Third-Year Japanese (JPN 301, 302, 303)
2. Two courses from Introduction to Japanese Literature (JPN 305, 306, 307)
3. Two terms of Fourth-Year Spoken Japanese (JPN 411, 412)
4. Two terms of Fourth-Year Reading and Writing Japanese (JPN 414, 415)
5. 4 credits from an upper-division Japanese language or literature course, or 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

Chinese. The minor in Chinese requires 15 credits of modern Chinese language above the 200 level and two courses from History of Chinese Literature (CHN 305, 306, 307).

Upper-division language courses must be taken at the University of Oregon or through an Oregon University System program in China. Lower-division courses must be passed with grades of C– or better or P; upper-division courses must be passed with grades of C– or better.

Japanese. The minor in Japanese requires 15 credits of modern Japanese language above the 200 level and two courses from Introduction to Japanese Literature (JPN 305, 306, 307).

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 studies 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 history, law, linguistics, 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.

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 an 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 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 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 studies 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 studies
2. Two graduate courses in methodology-theory, preferably in the area of Japanese literature and film
3. Three seminars on Japanese culture or linguistics
4. The first term of Classical Japanese Literary Language (JPN 537) or Advanced Readings in Japanese Literature (JPN 534)

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, the relationship between 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) or equivalents—unless the student has already taken these courses
2. Choose one of the following options:
 - a. Demonstrate the ability to use a second foreign language substantively in research or pass a translation examination in the language
 - b. Demonstrate advanced knowledge of a particular methodology or theory by taking three graduate-level courses, including one course in Reading and Conference (CHN 605) for which the student writes a paper applying the methodology to Chinese literature
 - c. Complete three courses in a secondary literature

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 studies
2. One course in an interdisciplinary subfield
3. Two courses in methodology-theory, preferably in the area of Japanese studies
4. One course in Japanese linguistics or teaching methodology
5. Two courses to be chosen in consultation with the student's adviser

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 to candidacy and becomes eligible to enroll in Dissertation (CHN or JPN 603).

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)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

210 China: A Cultural Odyssey (4) Introduction to the distinctive features of China's linguistic, literary, artistic, and 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 for non-GTFs: 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 aesthetic and cultural values that shape Chinese narratives. Emphasis on traditional or modern novels. No background in Chinese necessary; taught in English.

151 Introduction to Chinese Film (4) Introduction to contemporary Chinese-language cinema; focused on family, gender, cultural difference, nationalism, transnationalism, identity, and film history. 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; discussing nationalism, globalization, identity, and gender. 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) Examines the changing constructions of gender and sexuality in premodern China. Topics include arranged marriage and concubinage, attitudes toward transgender play. No background in Chinese necessary; readings in English.

351 Gender and Sexuality in Modern Chinese Literature (4) Primary 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.

381 City in Chinese Literature and Film (4) Examines urbanization and urban culture in Chinese literature and film. Instruction in Chinese. Prereq: fluency in spoken and written Chinese. Offered alternate years.

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 (4,4R) 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: CHN 303 or 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.

438/538 Literary Chinese Texts: [Topic] (4R) Focus on a theme in classical Chinese texts. Topics change yearly. **R** once for maximum of 8 credits.

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: CHN 411, 412, 413, 421 or 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 arena.

454/554 Early Chinese Poetry: Scholar's Lament (4) Examines the archetype of the literature of long suffering. Readings from the *Shijing* and *Chuci* and on questions of thematic and linguistic transmission.

503 Thesis (1–6R)

601 Research: [Topic] (1–10R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R) **R** as student projects warrant.

606 Field Studies: [Topic] (1–16R)

607 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)

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.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Japanese (5,5,5) Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese. Prereq: JPN 103 or equivalent.

301, 302, 303 Third-Year Japanese (5,5,5) Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study. Prereq: JPN 203 or equivalent.

305, 306, 307 Introduction to Japanese Literature (4,4,4) Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, Haiku, Kawabata, and Mishima. Readings in English.

399 Special Studies: [Topic] (1–5R) **R** for maximum of 12 credits.

401 Research: [Topic] (1–4R) **R** for maximum of 12 credits.

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 Japanese literature or linguistics. Sources are in Japanese, 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, 413/513 Fourth-Year Spoken Japanese (4,4,4) Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: JPN 303 or equivalent.

414/514, 415/515, 416/516 Fourth-Year Reading and Writing Japanese (4,4,4) Development of

reading skills, vocabulary, and knowledge of *kanji*. Writing exercises include message writing, letter writing, and short essays. Prereq: JPN 303 or equivalent.

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.

434/534, 435/535, 436/536 Advanced Readings in Japanese Literature (4,4,4) Reading modern Japanese literature in Japanese. Students acquire proficiency in reading, writing, and translation as well as knowledge of literature. Prereq: JPN 416/516.

437/537 Classical Japanese Literary Language (4) Introduction to the basic principles and forms of classical Japanese literary language—style, syntax, and textuality. Selected readings of texts in classical Japanese from Nara through Edo periods. Prereq: JPN 303.

441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, case marking, typological characteristics, passives, and causatives. Prereq: LING 290 and 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.

455 Japanese Business Culture and Language (4) Provides extensive training in communication skills in all formats (oral and visual) in a business setting. The goal is a successful interview of local Japanese business people conducted in Japanese. Prereq: JPN 303 or equivalent.

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)

605 Reading and Conference: [Topic] (1–16R) R as approved by the faculty.

607 Seminar: [Topic] (1–6R) Studies and projects in Japanese literature, linguistics, or pedagogy. Sources in Japanese, English, or both. **R** when topic changes.

609 Practicum: [Topic] (1–4R) R for maximum of 18 credits.

655 Second-Language Acquisition of Japanese (4) Introduction to processes of acquiring Japanese as a second or foreign language. Prereq: LING 444/544.

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.

201, 202, 203 Second-Year Korean (5,5,5) Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters. Prereq for 201: KRN 103 or equivalent.

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

Bruce A. Blonigen, Department Head

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Faculty

- Bruce A. Blonigen, Philip H. Knight Professor of Social Science (applied econometrics, industrial organization, international trade). B.A., 1988, Gustavus Adolphus; M.A., 1992, Ph.D., 1995, California, Davis. (1995)
- Trudy Ann Cameron, Raymond F. Mikesell Professor of Environmental and Resource Economics (applied microeconomics, applied econometrics). B.A., 1977, British Columbia; Ph.D., 1982, Princeton. (2001)
- Shankha Chakraborty, associate professor (growth and development, macroeconomics). B.S., 1992, Presidency; M.A., 1994, Delhi School of Economics; Ph.D., 1999, California, Los Angeles. (1999)
- Timothy A. Duy, adjunct assistant professor (macroeconomics, monetary policy, international finance). B.A., 1991, Puget Sound; M.S., Ph.D., 1998, Oregon. (2002)
- Christopher J. Ellis, professor (applied economic theory, public economics, political economy). B.A., 1978, Essex; M.A., 1979, Ph.D., 1983, Warwick. (1983)
- George W. Evans, John B. Hamacher Professor of Economics (economics, macroeconomics). B.A., 1972, Oxford; B.A., 1974, M.A., 1976, Ph.D., 1980, California, Berkeley. (1994)
- Jo Anna Gray, professor (business cycle theory, open-economy macroeconomics). B.A., 1971, Rockford; A.M., 1973, Ph.D., 1976, Chicago. (1989)
- William T. Harbaugh, associate professor (public economics, economic behavior of children, environmental economics). B.S., 1983, M.S., 1986, Montana State; Ph.D., 1995, Wisconsin, Madison. (1995)
- Stephen E. Haynes, professor (international economics, applied econometrics). B.A., 1968, Ph.D., 1976, California, Santa Barbara. (1978)
- Van W. Kolpin, professor (microeconomic theory, game theory, social choice theory). B.A., 1982, Coe; M.S., 1983, M.A., 1984, Ph.D., 1986, Iowa. (1986)
- Peter J. Lambert, professor (public economics, income equality, tax and benefit systems). Ph.D., 1971, Oxford. (2002)
- Jason M. Lindo, acting assistant professor (labor economics, public economics, econometrics). B.A., 2004, M.A., 2005, California, Davis. (2009)
- Nicolas Magud, assistant professor (international finance, macroeconomics, development). B.A., 1995, Buenos Aires; M.A., 1997, Torcuato di Tella; M.A., 2001, Ph.D., 2004, Maryland, College Park. (2004)
- Jeremy M. Piger, associate professor (macroeconomics, econometrics). B.A., 1996, Seattle Pacific; M.A., 1988, Ph.D., 2000, Washington (Seattle). (2006)
- Larry D. Singell Jr., professor (public economics, labor, applied econometrics). B.A., 1983, Colorado, Boulder; M.A., 1984, Ph.D., 1988, California, Santa Barbara. (1988)
- Nicholas Sly, acting assistant professor (international trade, labor economics, applied microeconomics). B.A., 2004, Northern Iowa; M.A., 2005, Michigan State. (2009)
- Joe A. Stone, W. E. Miner Professor of Economics (international economics, labor economics, applied econometrics). B.A., 1970, Texas, El Paso; M.A., 1974, Ph.D., 1977, Michigan State. (1979)
- Mark A. Thoma, associate professor (economics, macroeconomics). B.A., 1980, California State, Chico; Ph.D., 1985, Washington State. (1987)
- Anne van den Nouweland, professor (game theory, microeconomic theory). B.A., 1984, M.A., 1989, Nijmegen; Ph.D., 1993, Tilburg. (1996)

Glen R. Waddell, associate professor (applied econometrics, industrial organization, labor economics). B.S., 1995, Trent; M.S., 1996, Miami; Ph.D., 2000, Purdue. (2001)

Wesley W. Wilson, professor (applied econometrics, industrial organization, transportation economics). B.S., B.A., 1980, North Dakota; M.A., 1984, Ph.D., 1986, Washington State. (1989)

Special Staff

Cathleen S. Leué, associate professor (econometrics, 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)

Richard M. Davis, professor emeritus. B.A., 1939, Colgate; M.A., 1941, Ph.D., 1949, Cornell. (1954)

Henry N. Goldstein, professor emeritus. B.A., 1950, North Carolina at Chapel Hill; M.S., 1953, Ph.D., 1967, Johns Hopkins. (1967)

Chulsoon Khang, professor emeritus. B.A., 1959, Michigan State; M.A., 1962, Ph.D., 1965, Minnesota. (1966)

Barry N. Siegel, professor emeritus. B.A., 1951, Ph.D., 1957, California, Berkeley. (1961)

Paul B. Simpson, professor emeritus. B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)

Robert E. Smith, professor emeritus. B.A., 1943, Southern California; Ph.D., 1963, California, Los Angeles. (1962)

W. Ed Whitelaw, professor emeritus. B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology. (1967)

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

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 such questions as the causes of inflation and unemployment; it applies to such areas as monetary development and international economics.

The Department of Economics offers an undergraduate major leading to a bachelor's degree. Undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also 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 an introductory calculus sequence and the combination of mathematics and computer and information science required for the bachelor of science degree, to be taken in the freshman or sophomore year. Suggested preparation for second-year college transfer students is (1) the

equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (2) the equivalents of either Calculus for Business and Social Science I,II (MATH 241, 242) or Calculus I,II,III (MATH 251, 252, 253) 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-advising 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 I,II (MATH 251, 252). Should be completed by the end of the sophomore year
3. Introduction to Methods of Probability and Statistics (MATH 243) **or** Econometrics (EC 423) for students who have completed MATH 253. Should be completed by the end of the sophomore year
4. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) **or** Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory

(EC 413). Should be completed by the end of the junior year

5. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424, with 425 also recommended). Should be completed by the end of the junior year
6. Additional 28 credits in economics courses numbered 300 or more, with at least 20 credits in courses numbered 400 or more. At least 12 of the 28 credits must be taken at this university, and no more than 8 of the 28 may be in courses numbered 401, 404, 405, or 408
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 480) **or** International Trade (EC 481)
2. Complete a minor or approved equivalent in business administration

Business Economics—Management, Marketing, and Accounting

1. Complete major requirements including
 - a. Labor Market Issues (EC 350) **or** 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

- Complete major requirements including
 - Resource and Environmental Economic Issues (EC 333) **or** Environmental Economics (EC 433)
 - Issues in Public Economics (EC 340) **or** Public Economics (EC 440)
 - Issues in Industrial Organization (EC 360) **or** Theories of Industrial Organization (EC 460)
- Complete the environmental studies minor or an approved equivalent

Graduate Preparation in Economics and Mathematical Economics

- Complete major requirements including
 - Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413)
 - Calculus I,II (MATH 251, 252)
 - Econometrics (EC 423, 424)
 - Games and Decisions (EC 427) **or** Behavioral and Experimental Economics (EC 428)
- Complete a minor in mathematics

International and Development Economics

- Complete major requirements including
 - International Finance (EC 480) and International Trade (EC 481)
 - 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)
 - Issues in Industrial Organization (EC 360) **or** Theories of Industrial Organization (EC 460) **or** Multinational Corporations (EC 484)
 - Money and Banking (EC 370) **or** Monetary Policy (EC 470)
- 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

- Complete major requirements including
 - Issues in Public Economics (EC 340) **or** Public Economics (EC 440)
 - Labor Market Issues (EC 350) **or** Labor Economics (EC 450)
 - Issues in Industrial Organization (EC 360) **or** Theories of Industrial Organization (EC 460) **or** Multinational Corporations (EC 484)
 - International Economic Issues (EC 380) **or** International Trade (EC 481)
 - Games and Decisions (EC 427)
- 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:

- Completion of upper-division economics courses with at least a 3.50 grade point average
- Completion of a research paper, written under the guidance of a faculty member, for 4 credits in Research (EC 401). A copy of the completed paper, approved by the faculty adviser, must be presented to the department by Friday of the week before final examinations during the term the student plans to graduate

Students who intend to satisfy these requirements should notify the director of undergraduate studies early in the term in which they intend to graduate.

Minor Requirements

A minor in economics requires 24 credits distributed as follows:

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:

- Scores on the general test of the Graduate Record Examinations (GRE) sent by the testing center
- Three letters of recommendation
- 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

Speaking Proficiency English Assessment Kit (SPEAK), Test of Spoken English (TSE) score, or TOEFL Internet-Based Test score. A brief statement of purpose or personal statement and a curriculum vitae or résumé are highly recommended.

Master's Degree

The Department of Economics offers a master's degree program to prepare students for consulting and applied research positions in private industry and government, teaching positions in two-year colleges, or study for a Ph.D. in economics.

The master's degree program consists of the following departmental requirements in addition to university and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. Each master's degree candidate chooses either the course work or the research option.

Credit Requirements. The course work option requires a minimum of 48 graduate credits. The research option requires a minimum of 45 graduate credits if the candidate writes a research paper or a minimum of 51 graduate credits if the candidate writes a thesis.

Course Requirements

- Three terms of Econometrics (EC 523, 524, 525) or equivalent to be completed by the end of the first full academic year. An average grade of B– or better must be achieved in these courses. Courses receiving grades less than B– must be retaken the following year
- Two terms of economic theory (EC 511, 513) to be completed by the end of the first full academic year. An average grade of B– or better must be achieved in these courses. Courses receiving grades less than B– must be retaken the following year
- Elective economics courses excluding EC 503, 601, 605, 609, and Ph.D.-level micro- and macroeconomics core courses (EC 607). Ph.D. students who transfer to the master's program and who have completed the micro- and macroeconomics core courses (EC 607) may apply those courses to master's degree requirements
 - Course Work Option.** Seven elective field courses, at least four of which must be at the 600 level and must include Seminar: Econometrics I (EC 607) or Seminar: Econometrics II (EC 607). The 600-level courses must be approved by the candidate's adviser before the course work option is begun
 - Research Option.** Five elective field courses, at least two of which must be at the 600 level. No more than 5 credits in EC 601 may be applied to the 45-credit minimum for the research paper and no more than 9 credits in EC 503 may be applied to the 51-credit minimum for the thesis
The thesis or research paper, on a topic from the area of economics in which a 600-level field course was taken, must be approved by two department faculty members. The candidate's committee must have approved a prospectus for the thesis or research paper before the term in which the thesis or research paper is approved
- Courses taken to satisfy master's degree requirements (except EC 503, 601, and 605) must be taken for letter grades and 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
6. A Ph.D. dissertation of significant contribution to the field must be completed in conjunction with at least 18 credits of Dissertation (EC 603). A formal, public defense must take place on the UO campus at a date set by the 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. Leu , 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, subsidizing 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. Leu , 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

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 choice, rules for evaluating 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.

333 Resource and Environmental Economic Issues (4) Economic analysis of replenishable and nonreplenishable natural resources; environmental issues and policies. Prereq: EC 201.

340 Issues in Public Economics (4) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. 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 inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201.

370 Money and Banking (4) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prereq: EC 202.

380 International Economic Issues (4) Exchange across international boundaries, theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy. 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) R 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)

411/511 Advanced Microeconomic Theory (4) Advanced theory of consumer and firm behavior, market structures. Prereq: MATH 253 or 263.

413/513 Advanced Macroeconomic Theory (4) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: MATH 253 or 263.

418, 419 Economic Analysis of Community Issues I,II (2,4) Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies. Prereq: EC 311, 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 setting; development of simultaneous equation estimating procedures. Prereq for 423/523: MATH 281, 341; MATH 282 and 461 strongly recommended. Prereq for 424/524: EC 423/523. Prereq for 425/525: EC 424/524.

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; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 311.

432/532 Economy of the Pacific Northwest (4) Locational factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning. Prereq: EC 311.

433/533 Resource and Environmental Economics (4) Appropriate time pattern of harvest for a replenishable resource and appropriate rate of exhaustion of a nonreplenishable resource. Issues in natural resource and environmental policies. Prereq: EC 311.

440/540 Public Economics (4) Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. 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.

450/550 Labor Economics (4) Supply and demand for labor, wage determination, minimum wage and worker exploitation, hedonic analysis of risk, human capital investments, labor market signaling and sorting, discrimination, uncertainty, and job matching. 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.

480/580 International Finance (4) Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open-economy" macroeconomic issues. Prereq: EC 311.

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) Economist's 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.

490/590 Economic Growth and Development (4) Experience of developed countries and theories of development. Analysis of specific development programs, role of agriculture, sources of investment, techniques and strategies of investment planning. Prereq: EC 311, 313.

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 econometrics; 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

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Faculty

Michael G. Aronson, assistant professor (film studies). B.A., 1994, Pennsylvania; M.A., 1997, Ph.D., 2002, Pittsburgh. (2003)

Martha J. Bayless, associate professor (Middle English literature). B.A., 1980, Bryn Mawr; M.A., 1984, Ph.D., 1990, Cambridge. (1989)

Elizabeth A. Bohls, associate professor (18th-century literature); director, graduate studies. B.A., 1979, Mount Holyoke College; Ph.D., 1989, Stanford. (1998)

Lara Bovilsky, assistant professor (16th- and 17th-century poetry; early modern colonialism; philosophy of mind). A.B., 1995, Brown; M.A., 1998, Ph.D., 2001, Duke. (2008)

Allison Carruth, assistant professor (literature and the environment, postmodern and contemporary literary studies, globalization studies). B.A., 1997, Grinnell; M.A., 2004, Ph.D., 2008, Stanford. (2008)

Suzanne Clark, professor (modernist studies, rhetoric, theory). B.A., 1961, M.A., 1965, Oregon; Ph.D., 1980, California, Irvine. (1990)

James R. Crosswhite, associate professor (rhetoric, writing, critical theory); director, composition program. B.A., 1975, California, Santa Cruz; M.A., 1979, Ph.D., 1987, California, San Diego. (1989)

Dianne M. Dugaw, professor (18th-century literature). B.A., 1971, Portland; M.A., 1976, Ph.D., 1982, California, Los Angeles. (1990)

James W. Earl, professor (Anglo-Saxon literature). B.A., 1967, Bucknell; Ph.D., 1971, Cornell. (1987)

Karen J. Ford, professor (poetry and poetics, modern poetry, American literature). B.A., 1978, California State, Sacramento; M.A., 1981, California, Davis; Ph.D., 1989, Illinois at Urbana-Champaign. (1992)

Lisa Freinkel, associate professor (Renaissance literature). B.A., 1987, Harvard; M.A., 1989, Ph.D., 1993, California, Berkeley. (1995)

John T. Gage, professor (rhetoric, writing, modern poetry). B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley. (1980)

Lisa M. Gilman, assistant professor (folklore). B.A., 1993, Oregon; M.A., 1996, Ph.D., 2001, Indiana. (2005)

Warren Ginsberg, College of Arts and Sciences Distinguished Professor and Philip H. Knight Professor of Humanities (medieval literature). M.A., 1971, State University of New York, Stony Brook; Ph.D., 1975, Yale. (2000)

Sangita Gopal, assistant professor (postcolonial literature). B.A., 1990, Calcutta; M.A., 1995, Ph.D., 2000, Rochester. (2004)

Michael Hames-García, associate professor (prison studies; Chicano, U.S. Latino, and African American literatures and cultures; race and sexuality). See **Ethnic Studies**.

Shari M. Huhndorf, associate professor (Native American literature, ethnic studies, cultural studies). B.A., 1985, Redlands; M.A., 1991, Ph.D., 1996, New York University. (1996)

Kathleen Rowe Karlyn, associate professor (film studies). B.A., 1969, Connecticut; M.L.A., 1973, Johns Hopkins; Ph.D., 1992, Oregon. (1994)

Linda Kintz, professor (20th-century literature). B.A., 1967, Texas Tech; M.A., 1969, Southern Methodist; Ph.D., 1982, Oregon. (1988)

C. Anne Laskaya, associate professor (medieval literature, women writers, composition). B.A., 1976,

Lawrence; B.Mus., Lawrence Conservatory of Music; M.A., 1978, Ph.D., 1989, Rochester. (1983)

David Leiwei Li, Collins Professor of the Humanities (Asian American literature and culture). B.A., 1982, Shanghai Foreign Languages Institute; M.A., 1986, Indiana University of Pennsylvania; Ph.D., 1991, Texas, Austin. (1999)

Enrique Lima, assistant professor (literature of the Americas). B.A., 2000, Oregon; Ph.D., 2006, Stanford. (2006)

Margaret L. McBride, senior instructor (business communications, expository writing, science fiction). M.A., 1975, Oregon. (1981)

Alexandra Neel, assistant professor (19th- and early 20th-century British literature; visual culture; gender studies). B.A., 1993, Smith College; M.A., 2005, Ph.D., 2007, Princeton. (2007)

Kathleen O'Fallon, senior instructor (Victorian literature, early 20th-century literature, film). B.S., 1972, M.S., 1980, Kansas State; M.A., 1984, Ph.D., 1998, Oregon. (1999)

Priscilla P. Ovalle, assistant professor (film, Latino cinema). B.S., 1998, Emerson College; M.A., 2001, California, Los Angeles; Ph.D., 2006, Southern California. (2006)

Paul W. Peppis, associate professor (modern British literature); associate department head. B.A., 1984, Williams; M.A., 1987, Ph.D., 1993, Chicago. (1995)

Forest Pyle, associate professor (romanticism, literary theory). B.A., 1980, M.A., 1983, Ph.D., 1988, Texas, Austin. (1988)

Mark Quigley, assistant professor (Irish literature, 20th-century literature). B.A., 1992, Stanford; M.A., 1997, Ph.D., 2003, California, Los Angeles. (2006)

William Rossi, associate professor (19th-century American literature); director of undergraduate studies. B.A., 1972, M.A., 1979, Missouri; Ph.D., 1986, Minnesota. (1989)

George Rowe, professor (Renaissance literature); editor, *Comparative Literature*. B.A., 1969, Brandeis; M.A., 1971, Ph.D., 1973, Johns Hopkins. (1985)

Benjamin D. Saunders, associate professor (Renaissance literature). B.A., 1991, East Anglia; M.Phil., 1992, Cambridge; Ph.D., 2000, Duke. (2000)

Gordon M. Sayre, professor (early American literature, 18th-century literature). B.A., 1988, Brown; Ph.D., 1993, State University of New York, Buffalo. (1993)

Steven Shankman, College of Arts and Sciences Distinguished Professor (18th-century literature, the classical tradition, comparative literature); UNESCO Chair in Transcultural Studies, Interreligious Dialogue, and Peace. B.A., 1969, Texas, Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1984)

Deborah L. Shapple, assistant professor (19th-century literature). B.A., 1993, Rochester; Ph.D., 2002, Pennsylvania. (2005)

Carol Stabile, professor (gender, race, and class in the media); director, Center for the Study of Women in Society. A.B., 1983, Mount Holyoke College; M.A., 1985, Ph.D., 1992, Brown. (2008)

Richard C. Stevenson, professor (English novel, Victorian literature). A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard. (1968)

Cynthia H. Tolentino, assistant professor (Asian American, African American, 20th-century literature). B.A., 1992, Hampshire; M.A., 1993, Ph.D., 2001, Brown. (2002)

David J. Vázquez, assistant professor (Latino literature, 20th-century literature, ethnic studies). B.A., 1988, South Florida; M.A., 1998, Ph.D., 2004, California, Santa Barbara. (2003)

Elizabeth A. Wheeler, associate professor (post-1945 literature, cultural studies). A.B., 1982, Bowdoin; M.A., 1988, City University of New York; Ph.D., 1996, California, Berkeley. (1996)

John C. Witte, senior instructor (creative writing). B.A., 1971, Colby; M.F.A., 1977, Oregon. (1979)

Daniel N. Wojcik, associate professor (folklore, popular culture). B.A., 1978, California, Santa

Barbara; M.A., 1986, Ph.D., 1992, California, Los Angeles. (1991)

Henry B. Wonham, professor (19th- and 20th-century American literature). B.A., 1983, Princeton; Ph.D., 1991, Virginia. (1995)

Mary E. Wood, associate professor (19th-century American literature). B.A., 1978, Yale; M.A., 1980, Ph.D., 1987, Stanford. (1987)

Emeriti

Roland Bartel, professor emeritus. B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)

James L. Boren, professor emeritus. B.A., 1965, San Francisco State; M.A., 1967, Ph.D., 1970, Iowa. (1970)

William Cadbury, professor emeritus. B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. (1961)

Edwin L. Coleman II, professor emeritus. B.A., 1961, M.A., 1962, San Francisco State; Ph.D., 1971, Oregon. (1971)

Marilyn Farwell, professor emerita. A.B., 1963, MacMurray; M.A., 1966, Ph.D., 1971, Illinois. (1971)

Thelma Greenfield, professor emerita. B.A., 1944, M.A., 1947, Oregon; Ph.D., 1952, Wisconsin, Madison. (1963)

Robert Grudin, professor emeritus. B.A., 1960, Harvard; M.A., 1963, Ph.D., 1969, California, Berkeley. (1971)

John A. Haislip, professor emeritus. B.A., 1950, Ph.D., 1965, Washington (Seattle). (1966)

Joseph A. Hynes Jr., professor emeritus. A.B., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. (1957)

Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)

Gloria E. Johnson, professor emerita. B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia. (1959)

Julia Lesage, professor emerita. M.A., 1962, Ph.D., 1972, Indiana. (1988)

Glen A. Love, professor emeritus. B.A., 1954, M.A., 1959, Ph.D., 1964, Washington (Seattle). (1965)

William Rockett, associate professor emeritus. B.A., 1961, M.A., 1963, Oklahoma; Ph.D., 1969, Wisconsin, Madison. (1966)

Ralph J. Salisbury, professor emeritus. B.A., 1949, M.F.A., 1951, Iowa. (1961)

Sharon R. Sherman, professor emerita. Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. (1976)

Richard L. Stein, professor emeritus. B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley. (1976)

Donald S. Taylor, professor emeritus. B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (1968)

Nathaniel Teich, professor emeritus. B.S., 1960, Carnegie-Mellon; M.A., 1962, Columbia; Ph.D., 1970, California, Riverside. (1969)

A. Kingsley Weatherhead, professor emeritus. M.A., 1949, Cambridge; M.A., 1949, Edinburgh; Ph.D., 1958, Washington (Seattle). (1960)

Louise Westling, professor emerita. B.A., 1964, Randolph-Macon Woman's; M.A., 1965, Iowa; Ph.D., 1974, Oregon. (1985)

George Wickes, professor emeritus. B.A., 1944, Toronto; M.A., 1949, Columbia; Ph.D., 1954, California, Berkeley. (1970)

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-1500minimum of 3
Two literature courses, 1500 to 1789minimum of 6
Two literature courses, 1789 to the presentminimum of 6
One literary theory or criticism course (not limited to ENG 300)minimum of 3
One folklore, ethnic literature, or women's literature course.....minimum of 3
Additional upper-division course work in literature or writing or a combination of both to total 36 credits. No more than 8 credits of ENG 401, 403, 405 or WR 408 or CRWR 405, 408 can be used to fulfill this requirement

Honors Program in English

The program provides qualified undergraduate majors with special educational opportunities. During the sophomore and junior years, honors students enroll in Seminar (ENG 407) on a topic announced at the beginning of each academic year. During the senior year, honors students work on an extended writing project of their own choosing, under the supervision of two faculty members. The honors program is fully compatible with courses and requirements in the department.

Honors Program Admission. Students are recommended by a faculty member for admission to the honors program during their sophomore year. However, admission is possible as late as the junior year. Entry into the program is determined by the honors program director after a review of the student's achievement in literature courses and other evidence of superior academic ability.

Honors Degree Requirements. Two or three honors seminars should be taken during the sophomore and junior years.

By the end of the junior year, a prospectus for the senior honors project should be submitted to the program director. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The senior honors project consists of a thirty- to forty-page essay, creative work, or the equivalent, and is due at the end of the second term of ENG 403. The thesis must be approved by the faculty adviser and a second faculty member after a formal presentation.

Minor in English

The English minor requires 24 credits of approved course work selected from the documents titled *University of Oregon English Major Requirements* and *Advising Supplement*, which 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 all upper-division courses must be taken in residence at the University of Oregon. Course work must be taken for letter grades and passed with grades of mid-C or better.

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. The submission of a score on the verbal section of the general test of the Graduate Record Examinations (GRE)

- 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

- 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
- 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
- Submit or have sent to the graduate secretary
 - An official record of GRE scores
 - Letters of recommendation from three people familiar with the applicant's academic background and intellectual abilities
 - A personal statement of background and objectives in pursuing the course of study
 - A writing sample that demonstrates the applicant's ability in literary or cultural studies

The application deadline for admission is December 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

- One 600-level film seminar in the Department of English
- Three 500-level film courses in the Department of English
- At least one 600-level seminar in theory, criticism, or 20th-century literature in the Department of English or the Folklore Program
- One Reading and Conference (ENG 605) course with a topic in media aesthetics and film theory. This course will be supervised by a faculty member specializing in film studies
- Two 600-level seminars in the School of Journalism and Communication
- At least one 500- or 600-level course in film studies (or a related subject) in another department
- One Reading and Conference (ENG 605) course for the student's thesis project

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

- 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)
- The submission of a score on the verbal section of the general test of the Graduate Record Examinations (GRE); the score on the subject test for literature in English is optional
- 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 December 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 exemption, or by waiver examination—early in their studies.

Exemptions. A score of 710 and better on the College Board (CB) recentered SAT I waives the first-term writing course. No credit is given for this waiver. A test 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 3, 4, or 5 on the Advanced Placement (AP) English Language and Composition examination receives credit for WR 121. 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) 346-3230. Call or visit the Testing Office to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either WR 121 or 122 placed on their 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 University Teaching and Learning Center.

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, 106 Introduction to Literature (4,4,4) Works representing the principal literary genres. **104:** fiction. **105:** drama. **106:** poetry. Bayless, Ford, Gage, Shapple, Witte, Wood.

107, 108, 109 World Literature (4,4,4) Reading and analysis of selected works in a global survey from ancient to modern. **107:** ancient literatures, 2500 B.C.E.–300 C.E. **108:** middle period, 300 C.E.–mid-17th century. **109:** late 17th century–present. Earl, Laskaya, Shankman.

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, Peppis.

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 present. Bovilsky, Laskaya, Quigley.

230 Introduction to Environmental Literature (4) Introduction to writing in the major literary genres 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.

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

265, 266, 267 History of the Motion Picture (4,4,4) The historical evolution of cinema as an institution and art form from its origins to present. Sequence. Aronson, Karlyn.

Introduction to Narrative Cinema Production (4) Focuses on basic theory and practice of digital video for narrative production.

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, deconstructionist, 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, Dugaw, Karlyn, 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. Dugaw, 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, Witte.

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, selection, 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 contexts. Ford, Tolentino.

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 contexts. Li, Tolentino.

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, Li, Sayre, Tolentino, Vázquez.

365 Anglophone Literature (4) Examination of non-U.S. and non-British authors writing in English in relation to the historical, cultural, and intellectual contexts of their native countries. Gopal, Shapple.

380 Film, Media, and History (4) Study of the history of institutions and industries that shape production and reception of film and media. Aronson, Karlyn, Ovalle.

381 Film, Media, and Culture (4) Study of film and media as aesthetic objects that engage with communities identified by class, gender, race, ethnicity, and sexuality. Aronson, Karlyn, Ovalle.

391, 392 American Novel (4,4) Development of the American novel from its beginnings to the present. **391:** beginnings to 1900. **392:** 1900 to present. Lima, O'Fallon, Sayre, Wood.

394, 395 20th-Century Literature (4,4) Modern literature from American, British, and European cultures. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments. **394:** 1890 to 1945.

395: 1945 to present. Gage, O'Fallon, Pyle, Quigley.

399 Special Studies: [Topic] (1–5R)

Junior standing is a prerequisite for 400-level courses.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–6R) On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses.

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)

411/511 Dramatic Screenwriting (4) Writing of dramatic screenplays for film and television. Prereq: ENG 260. Not offered 2009–10.

412/512 Literary Editing (4) Study of principles and practices of editing contemporary literature. Includes observation of editorial activities at *Northwest Review*. Witte.

413/513 Theories of Literacy (4) Approaches to literacy through literary theory, rhetoric, and cultural studies. Examines issues involved with school and community literacy. Pre- or coreq: ENG 404, 604 Community Literacy. Clark.

417/517 History of Literary Criticism (4) Studies in the theory and practice of literary criticism from Plato and Aristotle through the New Critics. Clark, Crosswhite, Pyle, Shankman. Not offered 2009–10.

419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Criticism. Crosswhite, Kintz, Pyle.

421/521 The Bible and Literature (4) The Bible, Old and New Testaments, as a model for and influence on secular literature. Earl. Not offered 2009–10.

423 The Age of Beowulf (4) A reading of Anglo-Saxon literature and culture as the intersection of Germanic, Celtic, and Christian traditions. Readings include Irish epic, Welsh romance, Norse mythology, and Icelandic saga. Earl. Not offered 2009–10.

425 Medieval Romance (4) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English. Laskaya.

427 Chaucer (4) Close textual study of selected *Canterbury Tales* in Middle English; instruction in the grammar and pronunciation of Chaucer's language. Bayless, Earl, Ginsberg, Laskaya.

428/528 Old English I (4) Introduction to the Old English language. Bayless, Earl.

429/529, 430/530 Old English II,III: [Topic] (4,4) **429/529:** 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 Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Petrarch, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Freinkel, 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. Not offered 2009–10.

434/534 Spenser (4) Examines the works of Edmund Spenser. Rowe. Not offered 2009–10.

436/536 Advanced Shakespeare (4) Detailed study of selected plays, poetry, or both. Freinkel, Rowe, Saunders. Not offered 2009–10.

438/538 Shakespeare's Rivals (4) Representative plays by Ben Jonson, Thomas Middleton, John Webster, and other early 17th-century dramatists. Rowe. Not offered 2009–10.

440/540 17th-Century Poetry and Prose (4) Poetry from the Metaphysicals and Jonson to the Restoration; prose from Burton and Bacon to Hobbes and Milton. Rowe, Saunders. Not offered 2009–10.

442/542 Milton (4) *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Not offered 2009–10.

446/546, 447/547, 448/548 Restoration and 18th-Century Literature (4,4,4) **446/546:** Restoration period. **447/547:** primarily Swift, Gay, Defoe, and Pope. **448/548:** Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France. Bohls, Dugaw, Shankman. Not offered 2009–10.

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.

452/552 19th-Century British Fiction: [Topic] (4R) Close study of selected novels. **R** once when topic changes for maximum of 8 credits. Shapple.

454/554, 455/555 English Romantic Writers (4,4) Romantic thought and expression. **454/554:** the first generation including Blake, Coleridge, Dorothy and William Wordsworth. **455/555:** the second generation including Byron, Keats, Mary and Percy Shelley. Neel, Pyle. Not offered 2009–10.

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 nonfictional prose; study of examples of the visual arts and popular culture. **R** when topic changes for maximum of 8 credits. Stein. Not offered 2009–10.

461/561 American Literature to 1800 (4) Readings in American poetry, nonfiction prose, drama, and fiction. Rossi, Sayre.

462/562 American Literature, 1800–1900 (4) Readings primarily in American poetry, nonfiction prose, drama, and fiction. Rossi, Wood.

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. Not offered 2009–10.

467/567 American Literature, 1900–Present (4) Readings in American poetry, nonfiction prose, drama, and fiction. Ford, Gage, Tolentino, Westling, Wickes. Not offered 2009–10.

- 468/568 Ethnic Literature: [Topic] (4R)** Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American. **R** twice when topic changes for a maximum of 12 credits. Ford, Huhndorf, Li, Sayre, Tolentino, Vázquez.
- 469/569 Literature and the Environment: [Topic] (4)** In-depth study of various topics related to literature and the environment including Nature and Myth, Idea of Wilderness, Rhetoric of Nature Writing. **R** thrice when topic changes for maximum of 16 credits. Crosswhite, Rossi, Westling. Not offered 2009–10.
- 471/571 Modern British Literature (4)** Historical survey of dominant British genres, movements, works, and authors from 1900 to the present. Gage, Peppis, Quigley, Wickes. Not offered 2009–10.
- 475/575 Modern Poetry (4)** 20th-century British and American poetry with emphasis on the modernist period, 1910–45. Representative authors include Yeats, Stein, Pound, Eliot, H. D., Williams, and Stevens. Ford.
- 476/576 Modern Fiction (4)** Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann. Peppis, Wickes. Not offered 2009–10.
- 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. Not offered 2009–10.
- 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, Ovalle. Not offered 2009–10.
- 482 Studies in Mythology (4)** Survey of comparative mythologies of many cultures through time, with attention to worldviews, theoretical schools of interpretation, and myth in literature. Not offered 2009–10.
- 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. Ovalle.
- 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. Not offered 2009–10.
- 488/588 Race and Representation in Film: [Topic] (4R)** Screening, interpretation, and analysis of films from developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. **R** twice for a maximum of 12 credits. Gopal, Huhndorf, Karlyn, Ovalle. Not offered 2009–10.
- 490/590 Film Directors and Genres: [Topic] (4R)** Aesthetic, historical, and theoretical analysis of films, video, and television. Aronson, Karlyn, Li, Pyle. Not offered 2009–10.
- 491/591 Rhetoric and Ethics (4)** Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments. Prereq: WR 122 or equivalent. Not offered 2009–10.
- 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. Not offered 2009–10.
- 493/593 Modern Rhetorical Criticism (4)** Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor. Clark, 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.
- 496/596 Feminist Film Criticism: [Topic] (4R)** Critical analysis of film and television texts from a feminist perspective. **R** when topic changes. Karlyn.
- 497/597 Feminist Literary Theory (4)** Current and/or historical schools of literary theory that depend primarily on gender analysis. Clark, Wood. Not offered 2009–10.
- 498/598 Studies in Women and Literature: [Topic] (4R)** Topics vary from year to year. The following list is representative: African American Women Writers, Gender of Modernism, Lesbian Literature and Theory, Renaissance Women, Women's Autobiography. Wood.
- 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 literacy-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 Potboilers, Renaissance Irrationalities. Freinkel, Rowe, Saunders.
- 645 18th-Century Literature: [Topic] (5R)** Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Bohls, Dugaw, Sayre, Shankman.
- 650 19th-Century Literature: [Topic] (5R)** Recent topics include Scottish Fiction and Cultural Nationalism, Heroine and the English Novel. Neel, Pyle, Shapple.
- 660 American Literature: [Topic] (5R)** Recent offerings include African American Women Writers, Evolutionary Theories and Narrative, Sentimental Novel, V. Deloria and Native American Cultural Values. Ford, Lima, Rossi, Vázquez, Westling, Wheeler, Wonham, Wood.
- 670 Modern Literature: [Topic] (5R)** Recent offerings include H. James, Modernist Politics. Gage, Kintz, Peppis, Quigley, Westling.
- 680 Folklore: [Topic] (5R)** Intensive study of selected topics in folklore. Recent offerings include Folk Art, Film and Folklore Fieldwork. Dugaw, Gilman, Sherman, Wojcik.
- 690 Introduction to Graduate Studies in English (5)** Examination of selected professional, methodological, and theoretical issues. Bohls.
- 691 Composition Theory: [Topic] (5R)** Intensive study of topics related to rhetorical theory and the teaching of writing. Crosswhite, Gage, Laskaya.
- 695 Film Studies: [Topic] (5R)** Intensive study of selected topics related to film studies and literature. Recent topics include Introduction to Film Theory; Feminism, Comedy, and the Carnavalesque; Melodrama. Aronson, Karlyn, Li, Ovalle.

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)

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: completion of UO writing requirement; junior standing.

321 Business Communications (4) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of UO writing requirement; junior standing. McBride.

399 Special Studies: [Topic] (1–5R) Prereq: sophomore standing.

408/508 Independent Writing Projects (1–3R) Supervised writing projects in nonfiction prose. Prereq: composition director's consent.

410 Experimental Course: [Topic] (1–5R) Prereq: junior standing.

423/523 Advanced Composition (4) Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines. Prereq: completion of UO writing requirement; junior standing. Crosswhite, Gage.



Environmental Studies

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Faculty

Adell L. Amos, assistant professor; director, Environmental and Natural Resources Law Center. See **School of Law**.

Brendan J. M. Bohannon, associate professor (microbial ecology). See **Biology**.

Scott D. Bridgham, professor (ecosystem ecology, climate change). See **Biology**.

Trudy Ann Cameron, Raymond F. Mikesell Professor of Environmental and Resource Economics (environmental economics). See **Economics**.

Matthew Dennis, professor. See **History**.

Alan Dickman, senior instructor with title of research associate professor. See **Biology**.

Kathryn A. Lynch, instructor (environmental leadership, tropical conservation, environmental education). B.S., 1992, California, Davis; M.A., 1995, Ph.D., 2001, Florida. (2005)

Patricia F. McDowell, professor (river management and restoration). See **Geography**.

Ronald B. Mitchell, professor. See **Political Science**.

Brook Muller, assistant professor (environmentally responsive architecture). See **Architecture**.

Joshua J. Roering, associate professor. See **Geological Sciences**.

Ted Toadvine, assistant professor (environmental ethics, ecophenomenology). See **Philosophy**.

Peter A. Walker, associate professor (environmental politics, political ecology). See **Geography**.

Louise Westling, professor (ecocriticism, environmental humanities). See **English**.

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

Participating Faculty

Susan C. Anderson, German and Scandinavian

William S. Ayres, anthropology

Patrick J. Bartlein, geography

Carol Ann Bassett, journalism and communication

Carla Bengtson, art

Ann Bettman, landscape architecture

Aletta Biersack, anthropology

Thomas H. Bivins, journalism and communication

James Blanchard, physical education and recreation
John E. Bonine, law

Gregory D. Bothun, physics

Chet A. Bowers, environmental studies

William E. Bradshaw, biology

G. Z. Brown, architecture

George C. Carroll, biology

Lawrence R. Carter, sociology

Katharine V. Cashman, geological science

Richard W. Castenholz, biology

Suzanne Clark, English

Shaul E. Cohen, geography

John S. Conery, computer and information science

William A. Cresko, biology

James R. Crosswhite, English

Edward Davis, Museum of Natural and Cultural History

Jerome Diethelm, landscape architecture

Rebecca J. Dorsey, geological science

Bryan T. Downes, planning, public policy and management

Michael C. Dreiling, sociology

James R. Elliott, sociology

Richard B. Emlet, biology

Paul C. Engelking, chemistry

Arthur M. Farley, computer and information science

John B. Foster, sociology

John T. Gage, English

Dennis C. Galvan, international studies

Daniel Gavin, geography

Daniel Goldrich, political science

Patricia A. Gwartney, sociology

William T. Harbaugh, economics

Susan W. Hardwick, geography

Kenneth I. Helphand, landscape architecture

Michael Hibbard, planning, public policy and management

Richard G. Hildreth, law

Derrick Hindery, international studies

Janet Hodder, Oregon Institute of Marine Biology

Garrett K. Hongo, creative writing

Samantha Hopkins, honors college

Carl J. Hosticka, planning, public policy and management

David Hulse, landscape architecture

James E. Hutchison, chemistry

Renee A. Irvin, planning, public policy and management

Bart Johnson, landscape architecture

Mark Johnson, philosophy

Douglas J. Kennett, anthropology

Lauren J. Kessler, journalism and communication

Gyoung-Ah Lee, anthropology

Glen A. Love, English

John T. Lysaker, philosophy

Bonnie Mann, philosophy

W. Andrew Marcus, geography

Richard D. Margerum, planning, public policy and management

Theresa May, theater arts

Gregory McLauchlan, sociology

Jerry F. Medler, political science

Robert Z. Melnick, landscape architecture

Debra L. Merskin, journalism and communication

Geraldine Moreno Black, anthropology

Cassandra Moseley, Institute for a Sustainable Environment

Madonna L. Moss, anthropology

Alexander B. Murphy, geography

Lise Nelson, geography

Jeffrey Ostler, history

Robert G. Parker, planning, public policy and management

Max Nielsen-Pincus, Institute for a Sustainable Environment

Stephen E. Ponder, journalism and communication

Daniel A. Pope, history

David C. Povey, planning, public policy and management

Scott L. Pratt, philosophy

Mark H. Reed, geological sciences

Gregory J. Retallack, geological sciences

John S. Reynolds, architecture

Robert G. Ribe, landscape architecture

William Rossi, English

Leland M. Roth, art history

Bitty A. Roy, biology

Michael V. Russo, management

Gordon M. Sayre, English
 Marc Schlossberg, planning, public policy and management
 Alan Shanks, biology
 Lynda P. Shapiro, biology
 Paul Slovic, psychology
 Michael Strong, physical education and recreation
 Lawrence S. Sugiyama, anthropology
 Richard P. Suttmeier, political science
 Nora B. Terwilliger, biology
 Joseph W. Thornton, biology
 Dennis Todd, honors college
 Douglas R. Toomey, geological sciences
 Daniel Udovic, biology
 Peter Warnek, philosophy
 Peter B. Wetherwax, biology
 Ray J. Weldon, geological sciences
 W. Ed Whitelaw, economics
 A. Michelle Wood, biology
 Mary C. Wood, law
 Yizhao Yang, planning, public policy and management
 Richard York, sociology
 Philip D. Young, anthropology
 Robert F. Young, planning, public policy and management

About the Program

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 new perspectives. 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. More information about the faculty is available on the program's website.

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 environ-

mental 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. Major requirements sheets listing courses that meet environmental studies major and minor requirements are published each term.

Up-to-date information and major requirements 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.

Courses applied to the major, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C- or better. 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.

Major requirements 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 major requirements 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 major requirements 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 major requirements 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, courses at field stations, study-abroad opportunities, or IE₃ internships.

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. Major requirements 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 major requirements 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 major requirements 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 major requirements sheet, with no more than one course per group.

Area 4: Environmental Issues Course (4 credits). Environmental Issues (ENVS 411), or a substitute from the major requirements sheet.

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 satisfy upper-division requirements for the environmental studies and environmental science majors.

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 science or 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 8 credits of Research (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 three lower-division courses and five upper-division elective courses for a minimum of 32 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: 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.

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.

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 Project (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. Applicants must apply separately to each program. 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 takes four or more 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, each 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 32 credits taken in departments or programs outside the focal department
 - b. First-year students participate in a yearlong sequence of courses required of all incoming environmental studies graduate students
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 human population, the relationship between social institutions and envi-

ronmental problems, and appropriate political, policy, and economic processes. Walker.

202 Introduction to Environmental Studies: Natural Sciences (4) Contributions of the natural sciences to the analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery. Dickman.

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. Open to environmental science, environmental studies, and planning, public policy and management majors only. Bothun.

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) Prereq: instructor's approval.

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. Prereq: junior or senior standing. **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 interaction 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 collaboration with a community partner for group project. Prereq: instructor's approval.

429 Environmental Leadership: [Topic] (1–4R)

Students develop service-learning projects partnering with government agencies, nonprofit organizations, public schools, and local businesses. Prereq: instructor's approval. **R** when topic changes.

435/535 Environmental Justice (4) Environmental justice and its impact on current decisions. Focus on civil rights law, perception of risk, and relation of sustainability and equity. Prereq: ENVS 201.

440/540 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.

450/550 Political Ecology (4) Examines how social relations and economic, social, and cultural control of natural resources shape human interactions with the environment. Theory and case studies. Prereq: ENVS 201. Walker.

465/565 Wetland Ecology and Management (4) Examines management, law, and policies related to wetlands in an ecological framework; includes wetland type definitions, classification, distribution, formation and development, and restoration. Prereq: BI 307 or 370 or GEOG 360.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R) R with instructor's consent.

602 Supervised College Teaching (1–5R) R with instructor's consent.

603 Dissertation (1–16R)

604 Internship: [Topic] (1–5R) R for maximum of 10 credits

605 Reading and Conference: [Topic] (1–16R) R with instructor's consent and faculty approval.

606 Field Studies: [Topic] (1–16R)

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.

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.

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.

Ethnic Studies

Michael Hames-García, Department Head

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 201 McKenzie Hall
 5268 University of Oregon
 Eugene OR 97403-5268
 www.uoregon.edu/~ethnic

Faculty

Michael Hames-García, associate professor (prison studies; Chicano, Latino, and African American literatures; race and sexuality). B.A., 1993, Willamette; Ph.D., 1998, Cornell. (2005)

Daniel HoSang, assistant professor (racial politics, post-1865 U.S. history; California and the West). B.A., 1993, Wesleyan; Ph.D., 2007, Southern California. (2007).

Shari M. Huhndorf, associate professor (Native American literature, ethnic studies, cultural studies). See **English**.

Brian Klopotek, assistant professor (federal recognition of Indian tribes, Native American education, environmentalism). B.A., 1994, Yale; Ph.D., 2004, Minnesota, Twin Cities. (2003)

Ernesto J. Martínez, assistant professor (comparative ethnic literature, U.S. Latino literature, literary theory). See **Women's and Gender Studies**.

Jeffrey Ostler, professor (American West). See **History**.

Peggy Pascoe, Carrie C. Beekman Professor of Northwest and Pacific History; associate professor (American West, women's history). See **History**.

Irmay Reyes-Santos, assistant professor (transnational Caribbean ethnic studies, cultural studies, globalization). B.A., 2001, Puerto Rico, Mayagüez; Ph.D., 2007, California, San Diego. (2008)

Lynn Stephen, professor (ethnicity and political economies, gender, U.S. Latinos and Latin America). See **Anthropology**.

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

Participating Faculty

Michael B. Aguilera, sociology

Carlos Aguirre, history

Steven W. Bender, law

Krista Chronister, counseling psychology and human services

Matthew Dennis, history

Karen J. Ford, English

Lynn H. Fujiwara, women's and gender studies

Dennis C. Galvan, international studies

Sangita Gopal, English

Lamia Karim, anthropology

David Leiwei Li, English

Enrique Lima, English

Joseph E. Lowndes, political science

Charles Martínez, Office of the Senior Vice President and Provost

Michelle McKinley, law

Dayo Nicole Mitchell, honors college

Edward Olivos, education studies

Priscilla P. Ovalle, English

Scott L. Pratt, philosophy

Judith Raiskin, women's and gender studies

Jerry L. Rosiek, education studies

Gordon M. Sayre, English

Philip W. Scher, anthropology

Cynthia H. Tolentino, English

Tania Triana, Romance languages

Mia Tuan, sociology

David J. Vázquez, English

Henry B. Wonham, English

Naomi Zack, philosophy

About the Department

The Department of Ethnic Studies 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 ethnic 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 Department of Ethnic Studies.

Major Requirements

The Department of Ethnic Studies offers an interdisciplinary undergraduate major in ethnic studies leading to a bachelor of arts or a bachelor of science degree. Majors must construct their programs in consultation with an ethnic studies adviser. The major requires a minimum of 56 credits distributed as follows:

Lower Division	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 Department of Ethnic Studies.

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 Department of Ethnic Studies.

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 African America 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, social, and cultural issues in Native America and surveys scholarship in Native American studies.

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.

407/507 Seminar: [Topic] (1–5R) Prereq: ES 101 or 102.

409 Practicum: [Topic] (1–21R) Prereq: majors or minors only.

410/510 Experimental Course: [Topic] (1–5R) Prereq: ES 101 or 102.

452/552 Race and Ethnicity and the Law: [Topic] (4R) Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system. Prereq: ES 101 or 102. **R** when topic changes.

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.

498 Theories of Race and Ethnicity (4) Prepares majors for independent research in ethnic studies. Examines historical and contemporary theoretical works on race and ethnicity. Prereq: completion of required courses for ethnic studies major, except ES 499; 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 Political Culture (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 362), 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 250, 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)

International Studies. Value Systems in Cross-Cultural Perspective (INTL 250), Cross-Cultural Communication (INTL 431/531), Indigenous Cultural Survival (INTL 432/532), Comparative Tribalisms (INTL 447/547)

Music. Music of the Americas (MUS 359)

Philosophy. Philosophy and Cultural Diversity (PHIL 216), Philosophy and Race (PHIL 452)

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 328)

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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European Studies Committee

Patricia M. Dewey, arts and administration

Evlyn Gould, Romance languages

Gina Herrmann, Romance languages

Deborah Hurtt, art history

Alexander Mathäs, German and Scandinavian

Anne Dhu McLucas, music

Alexander B. Murphy, geography

Craig Parsons, political science

Jenifer 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 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. Sheridan.



Folklore

Daniel N. Wojcik, Program Director

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Faculty

Doug Blandy, professor (art and community service, art and special populations). See **Arts and Administration**.

Dianne M. Dugaw, 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 emerita (film studies, folklore, popular culture). See **English**.

Carol T. Silverman, professor (performance, eastern Europe, gender). See **Anthropology**.

Daniel N. Wojcik, associate professor (subculture studies, alternative religions, popular culture). See **English**.

Participating Faculty

Ina Asim, history

Martha J. Bayless, English

Carl 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 I. 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

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, arts 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 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 journalism school 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 adviser.....	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, call (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 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

Application procedures are listed on the program website.

Folklore Courses (FLR)

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

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

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

255 Folklore and United States 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.

370 Folklore and Sexuality (4) Examines intersections of folklore and sexuality as entry points

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

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)

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

406 Field Studies: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

409 Practicum: [Topic] (1–6R)

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

411/511 Folklore and Religion (4) Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states. Wojcik.

412/512 Folklore of Subcultures (4) Examines recent research on subcultures, especially the relation of folklore to subcultural identity and communication, and the ways folklore may challenge or reinforce dominant ideologies. Wojcik. Not offered 2009–10.

413/513 Folk Art and Material Culture (4) Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life. Wojcik. Not offered 2009–10.

416/516 African Folklore (4) Examines folklore forms across the African continent to analyze themes of history, identity, aesthetics, gender, class, politics, and globalization. Prereq: junior standing.

418/518 Folklore and Gender (4) Examines intersections of folklore and gender and the resulting issues of creativity, social dynamics, feminism, identity politics, and negotiations of power. Prereq: junior standing. Gilman. Not offered 2009–10.

483/583 Folklore and Mythology of the British Isles (4) Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Dugaw. Not offered 2009–10.

484/584 American Folklore (4) Surveys current American folklore and expressive culture, and analyzes its connections to historical periods, cultural experiences, and social identities. Prereq: junior standing. Offered alternate years.

485/585 Film and Folklore (4) The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Gilman, Sherman, Wojcik.

491/591 Anglo-American Ballad and Folk Song (4) Study of popular ballads in the Anglo-American tradition—styles, origins, forms, content, and dissemination. History and influence of popular media. Dugaw. Not offered 2009–10.

503 Thesis (1–6R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–16R)

604 Internship: [Topic] (1–6R)

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

606 Field Studies: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–6R)

609 Terminal Project (1–6R)

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

681 History and Theory of Folklore Research (5) Examines the nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present. Dugaw, Gilman, Wojcik.

Additional Courses

Consult the program's tip sheet each term for special offerings that fulfill degree requirements.

Other undergraduate and graduate courses with related subject matter may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For a list of these courses, visit the program website.



General Science

James M. Schombert, Program Director

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Program Committee Faculty

Diane B. Baxter, anthropology
Julie A. Haack, chemistry
John V. Leahy, mathematics
James M. Schombert, physics
Christopher B. Wilson, computer and information science

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 I,II (MATH 251, 252) **or** Calculus for Biological Sciences I,II (MATH 246, 247)
2. Three of the sequences or three-course combinations listed below. At least two of the sequences must include or be accompanied by the corresponding laboratories:

Anthropology. Introduction to Biological Anthropology (ANTH 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 I,II,III,IV: Cells, Organisms, Populations, Biochemistry and Genetics (BI 211, 212, 213, 214) **or** Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 251, 252, 253)

Chemistry. General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) **or** Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Computer and Information Science. Computer Science I,II,III (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 (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)

Physics. General Physics (PHYS 201, 201, 203) with laboratories (PHYS 204, 205, 206) **or** Foundations of Physics I (PHYS 251, 252, 253)

Upper Division

The upper-division requirements listed below are for students who declared the general science major fall 2000 or later. Students who declared the major before fall 2000 follow the requirements that were in effect when they declared the major.

1. Complete a minimum of 32 credits in approved science courses 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 centers 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 fifth-year program for middle-secondary teaching licensure in science. See the **College of Education** section of this catalog.

Geography

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Faculty

Patrick J. Bartlein, professor (climatology, data analysis and visualization). B.A., 1972, M.S., 1975, Ph.D., 1978, Wisconsin, Madison. On leave 2009–10. (1982)

Daniel P. Buck, assistant professor (rural-urban relations, industrialization, political economy). B.A., 1987, California State, Chico; M.A., 1996, Ph.D., 2002, California, Berkeley. (2008)

Shaul E. Cohen, associate professor (political, environmental, cultural; Middle East). B.A., 1983, Clark; M.A., 1987, Ph.D., 1991, Chicago. (1996)

Daniel Gavin, assistant professor (biogeography, paleoecology, climate change). B.A., 1992, Dartmouth; M.S., 1997, Ph.D., 2000, Washington (Seattle). (2006)

Susan W. Hardwick, professor (migration, ethnic geography, urban). B.S., 1968, Slippery Rock; M.A., 1976, California State, Chico; Ph.D., 1986, California, Davis. (2000)

Derrick Hindery, assistant professor (global economic restructuring, environment, indigenous communities). See **International Studies**.

Amy K. Lobben, assistant professor (cartography, spatial cognition and abilities, geographic information systems). B.A., 1991, M.A., 1996, Georgia State; Ph.D., 1999, Michigan State. (2004)

W. Andrew Marcus, professor (hydrology, geomorphology, remote sensing). B.S., 1978, Stanford; M.A., 1983, Arizona State; Ph.D., 1987, Colorado. (2001)

Patricia F. McDowell, professor (geomorphology, river management and restoration, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison. On leave 2009–10. (1982)

James E. Meacham, senior research associate (geographic information systems, cartography, atlas design and production); administrative and research director, InfoGraphics Laboratory. B.S., 1984, M.A., 1992, Oregon. (1992)

Alexander B. Murphy, James F. and Shirley K. Rippey Chair in Liberal Arts and Sciences; professor (cultural and political geography, Europe, law and geography). B.A., 1977, Yale; J.D., 1981, Columbia; Ph.D., 1987, Chicago. (1987)

Lise Nelson, associate professor (cultural and political geography, international rural development, feminist theory). B.A., 1990, Oregon; M.A., 1996, Ph.D., 2000, Washington (Seattle). (2000)

Xiaobo Su, assistant professor (cultural politics, tourism and urban conservation, China). B.Arch., 2000, Southeast University (Nanjing); M.Sc., 2003, Sun Yat-sen University; Ph.D., 2007, National University of Singapore. (2007)

Peter A. Walker, associate professor (cultural and political ecology, U.S. West, Africa). B.A., 1986, California, Berkeley; M.S., 1990, Harvard; Ph.D., 1997, California, Berkeley. (1997)

Special Staff

Blake Andrew, cartographic program specialist (geographic information systems, cartography); GIS program specialist, InfoGraphics Lab. B.S., 2000, Oregon. (2007)

Donald G. Holtgrieve, adjunct assistant professor (environmental planning, resource management, watershed issues). B.A., 1963, San Diego State; M.A., 1970, California State; Ph.D., 1972, Oregon (2002)

Kenneth Kato, senior research assistant (geographic information systems, planning, cartography); assistant director, InfoGraphics Lab. B.S., 1994, Ohio; M.C.R.P., 2000, Oregon. (2000)

Jeffrey S. Kern, adjunct research assistant (geographic information systems, transportation and natural resource mapping); project coordinator, InfoGraphics Lab. B.S., 1984, Montana State; M.S., 1986, Cornell. (2008)

Nicholas P. Kohler, adjunct instructor (geographic information systems, cartography, human-environmental relations). A.B., 1989, Princeton; M.A., 1997, Ph.D., 2005, Oregon. (2006)

Erik B. Steiner, research assistant (dynamic cartography, cognition, geographic information systems); designer and developer, InfoGraphics Lab. B.S., 2001, M.S., 2001, Pennsylvania State. (2002)

Alethea Steingisser, research assistant (cartography and graphic design, geographic information systems); designer and production manager, InfoGraphics Lab. B.S., 2002, California State, Northridge; M.S., 2006, Oregon. (2006)

Emeriti

Stanton A. Cook, professor emeritus. A.B., 1951, Harvard; Ph.D., 1960, California, Berkeley. (1960)

Carl L. Johannessen, professor emeritus. B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley. (1959)

Clyde P. Patton, professor emeritus. A.B., 1948, M.A., 1950, Ph.D., 1953, California, Berkeley. (1958)

Edward T. Price, professor emeritus. B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley. (1963)

Everett G. Smith Jr., professor emeritus. B.A., 1953, M.A., 1956, Illinois; Ph.D., 1962, Minnesota. (1965)

Alvin W. Urquhart, professor emeritus. A.B., 1953, M.A., 1958, Ph.D., 1962, California, Berkeley. (1960)

Ronald Wixman, professor emeritus. B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. (1975)

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 bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department. To achieve depth in a particular subfield of geography, electives are chosen from one of 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 mathematics sequence that satisfies the university's mathematics requirement for a B.S. degree. Mathematics courses must be passed with a grade of at least C– or P. 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 or specifically noted chemistry, environmental studies, mathematics, and physics 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 360), Global Environmental Change (GEOG 361), Advanced Geography of European-American Regions (GEOG 470), North American Historical Landscapes (GEOG 471), Advanced Geography of Non-European-American Regions (GEOG 475).

Techniques for Geographers (8 credits). Two courses selected from Maps and Geospatial Concepts (GEOG 311), Geographic Field Studies (GEOG 313), Advanced Cartography (GEOG 411), Qualitative Methods in Geography (GEOG 415), Introductory Geographic Information Systems (GEOG 416), Geographic Data Analysis (GEOG 417), Fundamentals of Remote Sensing (GEOG 418), Statistical Methods I (MATH 425), Advanced Geographic Information Systems (GEOG 472).

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.

Environmental Geography—three from GEOG 414, 421, 422, 423, 425, 427, 430, 431, 432, 461, 462, 463, 464, 465.

Culture, Politics, and Place—three from GEOG 441, 442, 445, 446, 461, 462, 463, 464, 465, 471.

Geographic Information Science—three from GEOG 411, 415, 416, 417, 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

Students 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 politics, policy, and law. In geographic techniques, cartography, data analysis, visualization, and geographic information systems are emphasized. Geographic education is another area of focus. The department also offers course work and faculty expertise in the American West, Europe (both West and East), Russia and neighboring states, Latin America, and Africa.

To ensure breadth of knowledge in the discipline, doctoral and master's degree candidates must complete the following courses or their equivalents either during the program or prior to entering: 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 demonstrating second-year proficiency on the College-Level Examination Program (CLEP) test.

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 intent to pursue the option before being admitted to the graduate program. Completion of the geography and education option by itself does not lead to additional licensure in the state of Oregon.

Graduate students admitted to the department's summer master's degree program must seek formal admission if they decide to enter the regular geography graduate program.

Doctoral Program

The Ph.D. program requires competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. 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 one methods course in geography and at least three approved advanced-level courses from outside the department

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in 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

163 Condon Hall
(541) 346-5788 or -5810
geography.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. Hardwick.

196 Field Studies: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 World Regional Geography (4) Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct. Not offered 2009–10.

202 Geography of Europe (4) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Murphy.

205 Geography of Pacific Asia (4) Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia. Buck, Su.

206 Geography of Oregon (4) Development of Oregon's natural and cultural landscapes, its natural and human resources, and its economic development and environmental problems. Hardwick. Not offered 2009–10.

208 Geography of the United States and Canada (4) Historical and geographical analysis of the physical and human geography of the U.S. and Canada. Topics include physical regions, settlement patterns, economic development, and urbanization. Offered alternate years. Hardwick.

209 Geography of the Middle East and North Africa (4) Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa. Cohen.

214 Geography of Latin America (4) Physical, cultural, and economic processes that have shaped the rural and urban character of Latin America. Nelson.

311 Maps and Geospatial Concepts (4) Nature of map data and design and their use in cartography; introduction to cartography, geographic data analysis, remote sensing, GIS, and GPS. Special fee. Lobben.

321 Climatology (4) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Special fee. Prereq: GEOG 141. Bartlein.

322 Geomorphology (4) Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Special fee. Prereq: GEOG 141 or GEOL 102 or 202. McDowell.

323 Biogeography (4) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 141. Gavin.

341 Population and Environment (4) Patterns of population growth over history and place, current policies and programs, and impacts and trends in U.S. and international contexts. Includes method and theory. Prereq: sophomore standing. Cohen.

342 Geography of Globalization (4) Historical and geographical dimensions of globalization; emphasizes economic and social factors. Topics include multinationals, trade agreements, sustainability, global inequalities, and racial and gender divisions of labor. Prereq: sophomore standing. Buck, Nelson.

343 Society, Culture, and Place (4) Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Prereq: sophomore standing. Hardwick, Su.

360 Watershed Science and Policy (4) Physical and biological processes of watersheds; problems of land use, water quality, riparian zones, aquatic ecology; scientific basis of watershed management and policy. Special fee. Prereq: GEOG 141, or GEOL 102 or 202, or BI 130 or 213. McDowell.

361 Global Environmental Change (4) Natural and human-induced environmental changes and their impact on different environmental systems. Not available to those who have taken GEOG 143. Prereq: GEOG 321 or 322 or 323. Bartlein, Cohen.

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] (1–6R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–4R)

Topics are listed in the class schedule each term.

411/511 Advanced Cartography (4) Advanced topics in map design and production. Use of color, cartographic visualization, and computer-aided techniques. Special fee. Prereq: GEOG 311. Meacham.

412/512 Review of Geospatial Concepts (2) An online, self-guided introduction to the basic concepts behind modern cartography and geographic information systems. Not available to those who have taken GEOG 311.

415/515 Qualitative Methods in Geography (4) Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation. Prereq: GEOG 311, 341, 342, or 343. Nelson.

416/516 Introductory Geographic Information Systems (4) Covers such fundamental topics as data sources, input, manipulation, analysis, output, and product generation. Special fee. Prereq: GEOG 311. Lobben.

417/517 Geographic Data Analysis (4) Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches. Prereq: GEOG 311 or 416. Bartlein. Not offered 2009–10.

418/518 Fundamentals of Remote Sensing (4) Introduces fundamentals of the use and interpretation of remote sensing and aerial photography imagery. Special fee. Prereq for 418: GEOG 311; prereq for 518: GEOG 512 or 516. Marcus.

421/521 Advanced Climatology: [Topic] (4R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Special fee. Prereq: GEOG 321. **R** when topic changes. Bartlein. Not offered 2009–10.

423/523 Advanced Biogeography: [Topic] (4R) Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and palynological analysis. Special fee. Prereq: GEOG 323. **R** when topic changes. Gavin. Not offered 2009–10.

425/525 Hydrology and Water Resources (4)

Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and stream flow. Understanding and analysis of processes. Management for water supply and quality. Special fee. Prereq: GEOG 321 or 322 and MATH 112. Marcus.

427/527 Fluvial Geomorphology (4) Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Special fee. Prereq: GEOG 322, 422; GEOG 425 or GEOL 334; and MATH 112. McDowell. Not offered 2009–10.

430/530 Long-Term Environmental Change (4) Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee. Prereq: GEOG 321, 322, or 323. Bartlein. Not offered 2009–10.

432/532 Climatological Aspects of Global Change (4) Role of the climate system in global change, the Earth's climatic history, and potential future climatic changes. Prereq: GEOG 321, 322, or 323. Bartlein. Not offered 2009–10.

433/533 Fire and Natural Disturbances (4) Wild-fire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Prereq: BI 307 or GEOG 323 or BI 370. Offered alternate years.

441/541 Political Geography (4) Spatial perspectives on global political patterns and processes. Relationship of political territories to resources, ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: junior standing. Cohen, Murphy.

442/542 Urban Geography (4) Urbanization throughout the world, the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Special fee. Prereq: junior standing. Cohen, Hardwick.

445/545 Culture, Ethnicity, and Nationalism (4) Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: junior standing. Murphy.

446/546 Geography of Religion (4) Origin and diffusion of religions; religion, worldview, environmental perception and alteration; religion, territory, the organization of space. Prereq: junior standing.

461/561 Environmental Alteration (4) Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: junior standing. Not offered 2009–10.

462/562 Historical and Contemporary Views of the Environment (4) Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: junior standing. Walker. Not offered 2009–10.

463/563 Geography, Law, and the Environment (4) Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Special fee. Prereq: junior standing. Murphy. Not offered 2009–10.

464/564 Forests and the Human Experience (4) Examines relationships between culture and environment in the development of Western

civilization. Draws upon contemporary and historical sources, and uses the campus as a laboratory. Prereq: junior standing. Cohen. Not offered 2009–10.

465/565 Environment and Development (4) Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world. Prereq: junior standing. Hindery, Nelson.

470/570 Advanced Geography of European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the European-American world. Prereq: junior standing. **R** when region changes. Hardwick. Not offered 2009–10.

471/571 North American Historical Landscapes (4) Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Prereq: junior standing. Hardwick.

472/572 Advanced Geographic Information Systems (4) Use of advanced GIS software for analytical and cartographic purposes. Special fee. Prereq: GEOG 416/516 or equivalent.

475/575 Advanced Geography of Non-European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. Prereq: junior standing. **R** when region changes. Buck, Su.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

620 Theory and Practice of Geography (4) Overview of the nature of geography, its development as an academic discipline, contemporary issues, and problems in major subfields. Emphasizes metatheory. Prereq: major standing. Marcus, Murphy.

621 Current Trends in Geography (3) Current theoretical and substantive research trends in selected subfields of geography. Research proposal preparation. Emphasizes applied theory. Prereq: GEOG 620. Murphy.

631 Progress in Physical Geography (1R) Recent developments in climatology, geomorphology, hydrology, and biogeography. Lectures, readings, and presentation of faculty and student works in progress. **R** for maximum of 12 credits. Bartlein, Gavin, Marcus, McDowell.

632 Progress in Human Geography (1R) Recent developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress. **R** for maximum of 12 credits. Buck, Cohen, Hardwick, Murphy, Nelson, Walker.

633 Progress in Geographic Information Science (1R) Recent developments in cartography, GIS, remote sensing, data analysis, and visualization. Lectures, readings, and presentation of faculty and student works in progress. **R** for maximum of 12 credits. Lobben.

Geological Sciences

Katharine V. Cashman, Department Head

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Faculty

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Rebecca J. Dorsey, professor (sedimentology, basin analysis). B.S., 1983, Vermont; M.A., 1986, Ph.D., 1989, Princeton. (1997)

Emilie Hooft Toomey, assistant professor (marine geophysics). B.Sc., 1990, Trinity College, Toronto; Ph.D., 1997, Massachusetts Institute of Technology/Woods Hole Oceanographic Institution. (1999)

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A. Dana Johnston, professor (experimental petrology, geochemistry). B.S., 1976, Bates; M.S., 1978, Ph.D., 1983, Minnesota. (1986)

Marli B. Miller, senior instructor (structural geology). B.A., 1982, Colorado College; M.S., 1987, Ph.D., 1992, Washington (Seattle). (1997)

Mark H. Reed, professor (mineral deposits, aqueous geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley. (1979)

Alan W. Rempel, assistant professor (geomechanics and applied mathematics). B.A.Sc., 1991, M.Sc., 1995, British Columbia; Ph.D., 2001, Cambridge. (2004)

Gregory J. Retallack, professor (paleobotany, paleosols). B.A., 1973, Macquarie; Ph.D., 1978, New England University, Australia. (1981)

Joshua J. Roering, associate professor (surface processes, geomorphology). B.S., 1994, M.S., 1995, Stanford; Ph.D., 2000, California, Berkeley. (2000)

David A. Schmidt, assistant professor (geophysics, geodesy). B.S., 1997, California, San Diego; Ph.D., 2002, California, Berkeley. (2002)

Douglas R. Toomey, professor (seismology, tectonics, midocean ridges). B.S., 1981, Pennsylvania State; Ph.D., 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Paul J. Wallace, associate professor (igneous petrology, volcanology, geochemistry). B.S., 1986, George Washington University; Ph.D., 1991, California, Berkeley. (2001)

Ray J. Weldon, professor (neotectonics, structural and quaternary geology). B.A., 1977, Pomona; Ph.D., 1986, California Institute of Technology. (1987)

Courtesy

Arthur J. Boucot, courtesy professor (paleontology, evolution). A.B., 1948, A.M., 1949, Ph.D., 1953, Harvard. (1989)

David Krinsley, courtesy professor (electron microscopy). Ph.B., 1948, S.B., 1950, S.M., 1950, Ph.D., 1956, Chicago. (1991)

John M. Logan, courtesy professor (rock mechanics). B.S., 1956, Michigan State; M.S., 1962, Ph.D., 1965, Oklahoma. (1997)

Daniel Weill, courtesy professor (petrology, geochemistry, mineralogy). B.A., 1956, Cornell; M.S., 1958, Illinois; Ph.D., 1962, California, Berkeley. (2002)

Special Staff

John Donovan, research assistant (electron beam microanalysis). (2001)

Dennis K. Fletcher, research assistant. B.S. 1996, Oregon. (2006)

Emeriti

Ewart M. Baldwin, professor emeritus. B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell. (1947)

Sam Boggs, professor emeritus. B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)

M. Allan Kays, professor emeritus. B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington (St. Louis). (1961)

Alexander R. McBirney, professor emeritus. B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

William N. Orr, professor emeritus. B.S., 1961, Oklahoma; M.A., 1963, California, Riverside and Los Angeles; Ph.D., 1967, Michigan State. (1967)

Jack M. Rice, professor emeritus. A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). (1977)

Norman M. Savage, professor emeritus. B.Sc., 1959, Bristol; Ph.D., 1968, Sydney. (1971)

Harve S. Waff, professor emeritus. B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon. (1978)

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 constitute the earth and the processes that have shaped the earth from deep in its interior to the surface environment. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to understanding earth processes in the historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Geology addresses many natural hazards—earthquakes, flooding, and volcanic eruptions—that affect humans. It also addresses the impact of humans 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 techni-

cians; professional geologists, geophysicists, or geochemists; and positions in the petroleum and mining industries or in state and federal agencies such as the United States Geological Survey or the Environmental Protection Agency. The current climate for employment in the earth sciences is very good. Geoscience jobs require skills in critical thinking and problem solving, quantitative analysis, oral and written communication, team work, and collaboration, and the Department of Geological Sciences curriculum emphasizes these skills.

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 research 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) **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, 202, 203) **or** Foundations of Physics I (PHYS 251, 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 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, 410, 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 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)

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 I,II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations 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 290), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Geophysics Track

Core **60–65 credits**

Requirements are the same as for the geology option, except that GEOL 311 may be substituted for GEOL 331 and 332

Additional Requirements **28 credits**

Mechanical Earth (GEOL 455) 4

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); Igneous and Metamorphic Petrology (GEOL 414); Introductory Geographic Information Systems (GEOG 416); Earth and Environmental Data Analysis (GEOL 418); 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 **20 credits**

Earth Resources and the Environment (GEOL 310) 4
 Sedimentology and Stratigraphy (GEOL 334)..... 4
 Biogeography (GEOG 323) 4
 Geologic Hazards (GEOL 353)..... 4
 Ecology (BI 370) or Hydrogeology (GEOL 451)... 4

Electives **24 credits**

Geological Sciences. Courses numbered 410 and higher

Biology. Courses numbers 306 and higher

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

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,II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations 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 290), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

OSU 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 Foundations of 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) 8
 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), Vertebrate Paleontology (GEOL 434), 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 are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

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-geobiology, 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.

Surface processes regulate how tectonics and climate affect landscape evolution. Field observations, numerical simulations, topographic analyses, and experimental facilities are used to study sediment transport processes over a range of spatial and temporal scales. Projects incorporate links between active tectonics and structural geology, biology, geomechanics, and surface processes to address problems such as landsliding and hill-slope evolution, biological contributions to soil creep and landscape lowering, and the geomorphic implications of seismic-induced landsliding.

Paleontology-Paleopedology-Geobiology

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 early land plants and forests 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 and central Asia.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes.

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 microprobe, 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 doing experiments in controlled atmospheres. Two piston-cylinder apparatus with pressure-temperature capability to 35 kilobars and 1,500° C may be used to study crystalline, partially molten, and molten silicates under mantlelike conditions.

Computers are used for much of the research in the department including acquisition and processing of seismic and gravity data and numerical modeling of geophysical processes and geochemical reactions. A geochemistry laboratory is equipped with sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic, volcanic gas, hydro-

thermal, and diagenetic systems. The Internet can be accessed through the UONet fiber-optic link. A student computer facility, equipped with PC and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds.

Most of the department's graduate students are fully or partially supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

Geological Sciences Courses (GEOL)

101 Earth's Dynamic Interior (4) Plate tectonics, mantle flow, and magmatism. Volcanoes, earthquakes, mountain building, generation of Earth's crust; rocks and minerals; Earth's internal structure. Comparison with other planets. Laboratory, lecture. Miller.

102 Environmental Geology and Landform Development (4) Landforms, surface processes, and interactions between humans and the environment. Weathering, erosion, sedimentation, ground water, streams, glaciers, deserts, oceans, and coastlines; geologic hazards. Laboratory, lecture. Roering.

103 The Evolving Earth (4) History of the Earth. Geologic time, sedimentary environments; oceans, mountains, and climate through time; stratigraphic history of North America; evolution of plants and animals. Laboratory, lecture. Jin.

198 Laboratory Projects: [Topic] (1–5R)

199 Special Studies: [Topic] (1–6R) Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

201 Earth's Interior Heat and Dynamics (4) Processes that cause earthquakes, volcanism, mountain building, and plate tectonics. Includes Earth's origin and internal structure, rocks and minerals, gravity and magnetism. Weekly lectures, two-hour laboratory. Hooft Toomey.

202 Earth Surface and Environmental Geology (4) Earth materials, the rock record, human interactions with surface environment. Sedimentary rocks and environments, chemical and physical weathering, mineral and energy resources, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory. Schmidt.

203 Evolution of the Earth (4) Origin, history, and physical evolution of the Earth; geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory. Prereq: GEOL 101 or 201. Retalack.

- 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. Offered alternate years; not offered 2009–10.
- 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. Bindeman.
- 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. Reed.
- 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. Rempel.
- 318 Introduction to Field Methods (3)** Introduction 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.
- 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. Johnston.
- 332 Introduction to Petrology (5)** Origin and classification of igneous, metamorphic, and sedimentary rocks. Microscopic study of rocks in thin section. Prereq: GEOL 331. Wallace.
- 334 Sedimentology and Stratigraphy (4)** Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy and sequence stratigraphy. Pre- or coreq: 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.
- 351 Structural Geology Problems (1)** Exercises in solving structural geology problems using orthographic and stereographic projection techniques. Problems emphasize calculating stress and strain from structural markers. Coreq: GEOL 350. 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)**
- 410/510 Experimental Course: [Topic] (1–5R)** The current topic is Introduction to Matlab. Hooft Toomey.
- 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.
- 416/516 Sedimentary Petrology (5)** Petrologic properties, classification, origin, and occurrence of sedimentary rocks. Laboratory work emphasizes microscopic examination of sandstones and limestones. Prereq: GEOL 332, 334. Offered alternate years; not offered 2009–10. Retallack.
- 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. Roering.
- 420/520 Geocommunication (3)** Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations. Cashman.
- 425/525 Geology of Ore Deposits (5)** Porphyry copper–molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration and ore mineral assemblages, and geochemistry of ore formation. Prereq: CH 223; GEOL 332. Offered alternate years; not offered 2009–10. Reed.
- 431/531 Paleontology I: Paleozoic Marine Fossils (4)** Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203. Offered alternate years; not offered 2009–10. Retallack.
- 432/532 Invertebrate Paleontology (4)** Overview of the interpretation and classification of invertebrate fossils, with emphasis on laboratory exercises and fieldwork. Prereq: GEOL 103 or 203. Retallack.
- 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. Pre- or coreq: GEOL 103 or 203.
- 434/534 Vertebrate Paleontology (4)** Evolution of vertebrates, including humans, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience. Prereq: GEOL 103 or 203.
- 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. Offered alternate years; not offered 2009–10. Jin.
- 440/540 Sedimentary Basin Analysis (4)** Evolution of sedimentary basins, emphasizing tectonic controls on basin formation and filling. Interpretation of subsidence mechanisms and sedimentary processes through analysis of the stratigraphic record. Pre- or coreq: GEOL 334, 350. Dorsey.
- 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. Offered alternate years; not offered 2009–10. 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, 350. A course in mineralogy and lithology recommended. Offered summer session only; meets in the field for six weeks immediately after spring term.
- 451/551 Hydrogeology (4)** Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with overall hydrosphere. Prereq: GEOL 101–103; 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, 350. R once for maximum of 8 credits. Offered alternate years; not offered 2009–10. Weldon.
- 453/553 Tectonics (3)** Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings. Prereq: GEOL 350 and calculus. Toomey.
- 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. Humphreys.
- 462/562 Environmental Geomechanics (4)** Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Prereq: MATH 253, PHYS 253, GEOL 455. Offered alternate years; not offered 2009–10. Rempel.

463/563 Computational Earth Science (4) Practical techniques for scientific computing using the interactive environment Matlab. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, ordinary differential equations. Prereq: MATH 253. Not offered 2009–10.

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; GEOL 455. Offered alternate years; not offered 2009–10. 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 315, MATH 253. Offered alternate years; not offered 2009–10. Schmidt.

468/568 Introduction to Seismology (4) Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena. Prereq: MATH 256 or equivalent; GEOL 455. Offered alternate years; not offered 2009–10. Toomey.

471/571 Thermodynamic Geochemistry (4) Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311 or 332, CH 223, MATH 253. Offered alternate years; not offered 2009–10. Wallace.

472/572 Aqueous-Mineral-Gas Equilibria (4) Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 223; MATH 252. Reed.

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. Offered alternate years; not offered 2009–10.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–3R) Geologic fieldwork principally in connection with graduate thesis or dissertation. Emphasis on individual problems. Prereq: thesis or dissertation adviser's consent.

607 Seminar: [Topic] (1–5R)

608 Laboratory Projects: [Topic] (1–3R)

609 Practicum: [Topic] (1–3R)

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

619 Electron Beam Analysis (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and advanced materials. Instrumental functions and beam-specimen interaction. Correction procedures for quantitative x-ray analysis. X-ray and back-scattered image

analysis. Prereq: GEOL 311 or 332; PHYS 203 or equivalent. Donovan.

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.

650 Advanced Structural Geology: [Topic] (3R) Quantitative analysis of structures, focusing on faults and fault-related structures. Problems involve stress and strain inversion from map and field data. Prereq: calculus, GEOL 350. R twice with instructor's consent for maximum of 9 credits. Weldon.

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

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Faculty

Susan C. Anderson, professor (20th- and 21st-century German and Austrian literature, literary theory, gender and diversity). B.A., 1978, North Carolina, Asheville; M.A., 1981, Ph.D., 1985, North Carolina, Chapel Hill. (1986)

Kenneth S. Calhoun, professor (Enlightenment, Romanticism, literary and film history and theory). See **Comparative Literature**.

Martin Klebes, assistant professor (18th- to 21st-century literature, philosophy, critical thought). Staatsexamen, year unknown, Tübingen; Ph.D., 2003, Northwestern. (2007)

Jeffrey S. Librett, professor (literature since 1750, theoretical discourses, Jewish studies). B.A., 1979, Yale; M.A., 1981, Columbia; Ph.D., 1989, Cornell. (2004)

Alexander Mathäs, professor (18th- to 20th-century German literature, literary theory, cultural theory). Staatsexamen, 1981, Tübingen; M.A., 1984, Oregon; Ph.D., 1990, Texas, Austin. (1996)

Dorothee Ostmeier, associate professor (18th- and 20th-century literature, culture, philosophy). Staatsexamen, 1984, M.A., 1985, Ruhr; Ph.D., 1993, Johns Hopkins. (2001)

Ellen Rees, associate professor (20th-century Scandinavian literature, prose modernism, Scandinavian cinema). B.A., 1989, Evergreen State; M.A., 1992, Ph.D., 1995, Washington (Seattle). (2004) On leave 2009–10.

Michael Stern, associate professor (Nietzsche, 19th-century Scandinavian literature, critical theory). B.A., 1993, M.A., 1995, Ph.D., 2000, California, Berkeley. (2001)

Emeriti

Peter B. Gontrum, professor emeritus. A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich. (1961)

Walther L. Hahn, professor emeritus. Dip., Teachers College, Berlin, 1949; M.A., 1954, Rice; Ph.D., 1956, Texas, Austin. (1961)

James R. McWilliams, associate professor emeritus. B.A., 1951, M.A., 1957, Ph.D., 1963, California, Berkeley. (1960)

Helmut R. Plant, associate professor emeritus. B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. (1966)

Karla L. Schultz, professor emerita. B.A., 1967, Alma; M.A., 1968, Washington (Seattle); M.A., 1980, Ph.D., 1984, Oregon. (1987)

Ingrid A. Weatherhead, senior instructor emerita. B.A., 1950, M.A., 1951, Puget Sound. (1962)

Virpi Zuck, professor emerita. B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison. (1974)

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 offers a range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of

German-, Danish-, Finnish-, Swedish-, and Norwegian-speaking countries. Students may earn a bachelor of arts (B.A.) degree in German with a literature-culture focus, a German studies focus, or a Scandinavian focus; master of arts (M.A.) and doctor of philosophy (Ph.D) degrees are available in German. The Department of German and Scandinavian offers the only program in the state of Oregon that grants a Ph.D. in German.

Scholarships

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 award is given 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. G. G. Schmidt Fellowship is awarded to advanced graduate students nominated by members of the faculty. The Roger Nicholls Memorial Endowment Fund award is granted to an outstanding beginning graduate student in German.

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

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.

- Five upper-division German-language courses (20 credits)
- Seven upper-division German literature and culture courses (28 credits)
- Of the twelve courses from (1) and (2):
 - Six courses must be taken at the UO
 - 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
 - One course may be taken pass/no pass
 - Only one course taught in English may count toward the major
- German advising conference workshop taken pass/no pass (1 credit)
- German language retreat workshop (GER 408) is strongly recommended (2 credits)

The following courses cannot be used to satisfy major requirements: 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). 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.

Students who want to study in Germany should plan their course work carefully in consultation with the undergraduate adviser.

Scandinavian Focus

- 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
- A topical upper-division course from a related field if approved by the adviser (4 credits)
- Three upper-division courses in one Scandinavian language (12 credits)
- Eight upper-division Scandinavian literature and culture courses (32 credits). Of the eight,
 - Two may be culture and civilization courses
 - Three must be taken at the University of Oregon
 - One may be taken pass/no pass
- 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

- 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
- Seven upper-division Scandinavian courses (28 credits) including
 - Three language courses in one Scandinavian language
 - Three Scandinavian literature courses
 - 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.

General-Education Requirements. The Department of German and Scandinavian offers many courses, including several taught in English, that satisfy university general-education requirements. See the Group Requirements and Multicultural Requirement sections of this catalog under **Registration and Academic Policies**.

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 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 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 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) acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations (GER 625) presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film)
3. Various topics in research methods, literary theory, history of German literature, and advanced methodology

Students should consult an appropriate adviser in the 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 311. 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, Droste-Hülshoff, Kafka, Fleisser, 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 Introduction to German Literature: Poetry, Plays, Prose (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 311.

361 Introduction to German Literature: Literary Movements (4) See description for GER 360. Focuses on literary movements. Prereq: GER 311.

362 Introduction to German Literature: Interpretive Models (4) See description for GER 360. Focuses on interpretive models. Prereq: GER 311.

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 311.

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. Prereq: GER 311. **R** 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)

407/507 Seminar: [Topic] (1–16R) A recent topic is Experimental Poetry.

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. **R** when topic changes.

460/560 German Literature: [Topic] (4R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: one upper-division GER course in literature or culture. **R** when topic changes.

503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

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 theory, 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.*

259 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) Explores the notion 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.

351 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] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

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

507 Seminar: [Topic] (1–5R)

510 Experimental Course (1–5R)

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

609 Practicum: [Topic] (1–16R)

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)

201, 202, 203 Second-Year Danish (4,4,4) Review of grammar; composition, conversation. Selections from representative texts in Danish. Prereq: DANE 103.

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)

201, 202, 203 Second-Year Finnish (4,4,4) Review of grammar, composition, conversation. Readings from various texts in Finnish. Prereq: FINN 103.

Norwegian Courses (NORW)

101, 102, 103 First-Year Norwegian (5,5,5) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Norwegian (4,4,4) Review of grammar; composition, conversation. Readings from various texts in Norwegian. Prereq: NORW 103.

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)

201, 202, 203 Second-Year Swedish (4,4,4) Review of grammar; composition, conversation. Readings from contemporary texts in Swedish. Prereq: SWED 103.

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

Jeffrey S. Librett, Program Director

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gerstudiesmajor.htm

Participating Faculty

Susan C. Anderson, German and Scandinavian

Judith Baskin, Judaic studies

Kenneth S. Calhoon, comparative literature

James R. Crosswhite, English

Joseph Fracchia, honors college

Julie Hessler, history

Martin Klebes, German and Scandinavian

Lori Kruckenberg, music

David M. Luebke, history

John T. Lysaker, philosophy

Alexander Mathäs, 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 Warnek, 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.

German Studies Focus

German studies is a focus for the German major offered by the Department of German and Scandinavian.

Requirements

- Five upper-division courses taught in German (20 credits)
- Four upper-division courses (16 credits) from at least two of the three following fields:
 - Philosophy and religion
 - History and politics
 - Art history and music
- Three elective upper-division courses (12 credits)
- German advising conference workshop taken pass/no pass (1 credit)
- Of the twelve courses in (1), (2), and (3), five must be at the 400 level
- One course must address topics from the period before 1800

The German Studies Committee encourages its majors to spend all or part of a year studying abroad in a OUS-sponsored exchange program.

Minor in German Studies

The German Studies Committee oversees the German studies minor of the German and Scandinavian department. The minor requires—in addition to second-year language proficiency—seven courses (28 credits) distributed as follows:

Requirements 28 credits

Three courses selected from Intermediate Language Training (GER 311, 312, 313), Study in Germany (GER 317), Introduction to German Culture and Society (GER 340, 341), Genres in German Literature (GER 350), Diversity in Germany (GER 351), Authors in German Literature (GER 352), German Gender Studies (GER 354), German Cinema: History, Theory, Practice (GER 355), German Fairy Tales (GER 356), Introduction to German Literature (GER 360, 361, 362), Themes in German Literature (GER 366, 367, 368), Special Studies (GER 399), Seminar (GER 407), Experimental Course (GER 410), Advanced Language Training (GER 411, 412, 413), Play Performance (GER 425), German Culture and Society (GER 440), German Literature (GER 460) 12

Four upper-division courses in at least two of the following fields: philosophy and religion, history and politics, art history and music. See Requirements under German Studies Focus 16

Three courses must be taken on the UO campus, at least one of them in the Department of German and Scandinavian. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the German studies focus or the minor. One course may be taken pass/no pass.

To count toward the German studies focus or minor, generic courses numbered 399, 407, 410, and permanently numbered courses with changing topics must have approval from the German studies adviser to ensure that the course has a substantive emphasis on German studies.

History

Ellen Herman, Department Head

(541) 346-4802
275 McKenzie Hall

Faculty

Carlos Aguirre, associate professor (Latin America). B.A., 1986, Lima (Peru); M.A., 1990, Peru; Ph.D., 1996, Minnesota. (1996)

Ina Asim, associate professor (premodern China). M.A., 1982, Ph.D., 1992, Dr. phil. habil., 2001, Würzburg. (2002)

Matthew Dennis, professor (early American cultural and environmental). B.A., 1977, California, Irvine; M.A., 1979, Ph.D., 1986, California, Berkeley. (1988) On leave fall 2009.

Alexander Dracobly, senior instructor (modern Europe, military, medical). B.A., 1987, Grinnell; M.A., 1989, Ph.D., 1996, Chicago. (1995) Andrew E. Goble, associate professor (premodern Japan, medical history, East Asia). B.A., 1975, M.A., 1981, Queensland; Ph.D., 1987, Stanford. (1990)

Bryna Goodman, professor (modern China). B.A., 1978, Wesleyan; M.A., 1982, Ph.D., 1990, Stanford. (1991)

Jeffrey E. Hanes, associate professor (modern Japan). A.B., 1973, Williams; M.A., 1978, Ph.D., 1988, California, Berkeley. (1993)

Robert S. Haskett, professor (Latin America). B.A., 1975, California, Long Beach; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1988)

Ellen Herman, professor (modern United States). B.A., 1979, Michigan; Ph.D., 1993, Brandeis. (1997)

Julie Hessler, associate professor (20th-century Russia, Europe). B.A., 1988, Yale; M.A., 1989, Ph.D., 1996, Chicago. (1995)

R. Alan Kimball, associate professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington (Seattle). (1967)

David M. Luebke, associate professor (early modern Europe, Germany). B.A., 1983, Nebraska; Ph.D., 1990, Yale. (1997)

Jack P. Maddex, professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)

Glenn A. May, professor (Southeast Asia, American foreign relations). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale. (1983)

John McCole, associate professor (European intellectual, cultural, and social; modern Europe; historiography and theory). B.A., 1975, Brown; M.A., 1982, Ph.D., 1988, Boston. (1994) On leave 2009–10.

Randall E. McGowen, professor (modern Britain, India). B.A., 1970, American; M.A., 1971, Ph.D., 1979, Illinois. (1982)

Ian F. McNeely, associate professor (Europe, the world). A.B., 1992, Harvard; M.A., 1993, Ph.D., 1998, Michigan. (2000)

James C. Mohr, College of Arts and Sciences Distinguished Professor; Philip H. Knight Professor of Social Science (19th-century United States). B.A., 1965, Yale; M.A., 1966, Ph.D., 1969, Stanford. (1992)

John Nicols, professor (ancient Greece and Rome). A.B., 1966, California, Berkeley; M.A., 1968, Ph.D., 1974, California, Los Angeles. (1980)

Jeffrey Ostler, professor (American West). B.A., 1979, Utah; M.A., 1984, Oregon; Ph.D., 1990, Iowa. (1990)

Peggy Pascoe, Carrie C. Beekman Professor of Northwest and Pacific History (American West, women's history). B.A., 1977, Montana State; M.A., 1980, Sarah Lawrence; Ph.D., 1986, Stanford. (1996)

Daniel A. Pope, professor (American economic history). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia. (1975)

George J. Sheridan Jr., associate professor (France, European socioeconomic). B.A., 1969, Princeton; M.A., 1974, Ph.D., 1978, Yale. (1976)

Melissa N. Stuckey, acting assistant professor (African American history). B.A., 2000, Princeton; M.A., 2002, Yale. (2008)

Lisa Wolverton, associate professor (medieval Europe). B.S.F.S., 1986, Georgetown; M.M.S., 1991, Ph.D., 1997, Notre Dame. (2000)

Emeriti

Edwin R. Bingham, professor emeritus. B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles. (1949)

Raymond Birn, professor emeritus. A.B., 1956, New York University; M.A., 1957, Ph.D., 1961, Illinois. (1961)

Richard Maxwell Brown, Carrie C. Beekman Professor of Northwest and Pacific History; professor emeritus. B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard. (1977)

Leslie Decker, professor emeritus. B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell. (1969)

G. Ralph Falconeri, professor emeritus. B.A., 1949, Nevada; M.A., 1958, Ph.D., 1967, Michigan. (1963)

Paul S. Holbo, professor emeritus; vice provost emeritus, academic affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago. (1959)

Mavis Howe Mate, professor emerita. B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (1974)

Stanley A. Pierson, professor emeritus. B.A., 1950, Oregon; A.M., 1951, Ph.D., 1957, Harvard. (1957)

Robert W. Smith, professor emeritus. B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles. (1947)

Lloyd Sorenson, professor emeritus. B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois. (1947)

Louise Carroll Wade, professor emerita. B.A., 1948, Wellesley; Ph.D., 1954, Rochester. (1975)

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. Nicols, arts and sciences

Barbara Corrado Pope, 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 P, 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:

- 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
- 8 upper-division credits in history before 1800
- Plan 2001.** (For majors who declared on or after September 16, 2001.) 8 upper-division credits in three of the following fields:
 - European history
 - United States history
 - African history
 - Asian history
 - Latin American history
- 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.

Students must have earned a grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A grade of mid-C or better is required in a seminar taken to fulfill the minor requirement.

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 Field Readings (HIST 611), Historical Methods and Writings (HIST 612), and two one-credit courses on the history profession, Professional Development (HIST 615) and Graduate Student Conference (HIST 616). In addition, students take two seminars (HIST 507 or 607) and two colloquia (HIST 508 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 Field Readings (HIST 611), Historical Methods and Writings (HIST 612), and two one-credit courses on the history profession, Professional Development (HIST 615) and Graduate Student Conference (HIST 616). Doctoral students must take two seminars (HIST 507 or 607) and two colloquia (HIST 508 or 608) and demonstrate scholarly breadth. Students declare a major and a minor field. They demonstrate mastery through the completion of course work (including two courses in the minor field) and by passing an oral comprehensive examination. 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 completing course work, demonstrating language competence, and passing the oral comprehensive examination, the doctoral student advances to candidacy. The doctoral

candidate must compose and defend a dissertation prospectus and then research and write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

History Courses (HIST)

101, 102, 103 Western Civilization (4,4,4)

Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. **101:** ancient and medieval societies. **102:** from the Renaissance to Napoleon. **103:** from Napoleon to the present.

104, 105, 106 World History (4,4,4) Survey of world cultures and civilizations and their actions. Includes study of imperialism, economic and social relations. **104:** ancient societies. **105:** early modern. **106:** modern.

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) Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy. Asim, Goodman.

192 Japan, Past and Present (4) Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience. Hanes.

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, progressivism, modernity, the 1920s, Depression and New Deal, world wars and cold war, 1960s, and recent developments.

240, 241 War in the Modern World I,II (4,4) Surveys changes in the nature and conduct of warfare in light of social, political, and technological developments. **240:** 16th century to 1945. **241:** 1945 to present. Dracoby.

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) 250: the African background, development of slavery, abolitionism, the Civil War and Reconstruction. **251:** the 20th-century African American experience including the great migration, World War II, the Civil Rights Movement, post-1970 African America. Stuckey.

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 and gender roles in society partially reflected and partially contrasted with their actual role.

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.

326 Colonial and Postcolonial Africa (4) Survey of African history from the 1880s to the 1960s. Emphasis on the internal dynamics of change as well as the impact of colonialism.

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.

336, 337 France (4,4) 336: ancien régime, 1789–1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society and culture in post-Revolutionary France. **337:** 1870 to present—the Paris Commune and Third Republic; the Dreyfus affair; popular front, fall of France and

Resistance; Algeria, de Gaulle, the 1968 student movement. Sheridan.

342 German History: [Topic] (4R) Middle Ages to the end of the 20th century. **I:** Middle Ages and Reformation (1410–1648). **II:** Germany in the Old Regime and Age of Revolution (1648–1848). **III:** Modern Germany (1848–present). R twice for a maximum of 12 credits when topic changes. Luebke.

345 Early Russia (4) Kievan Rus and Byzantium; Christianization; Mongol dominance; rise of Moscow and two Ivans, 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.

350, 351 American Radicalism (4,4) Motives, strategies, successes, and failures of radical movements and their significance for American society. **350:** American Revolution, slave revolts, abolitionism, women's rights. **351:** workers' movements, socialism, communism, African American freedom struggle, nationalist movements of people of color, feminism, student activism. D. Pope.

352 The United States in the 1960s (4) Exploration of a watershed era: civil rights, student activism, educational crisis, Vietnam War, gender revolution, environmentalism. Herman.

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, 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. McGowen.

387 Early China (4) Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy. 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)

412/512 Ancient Greece: [Topic] (4R) Political, cultural, and intellectual history of ancient Greece; emphasis on urban culture. **I:** Classical Greece. **II:** Hellenistic World. **III:** Greek Science. R twice when topic changes for maximum of 12 credits. J. Nicols.

414/514 Ancient Rome: [Topic] (4R) Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. **I:** Roman Republic. **II:** Roman Empire. **III:** Roman Society. R twice when topic changes for maximum of 12 credits. J. Nicols.

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. McNeely.

416/516 African Women's History: [Topic] (4R) Explores African women's changing social, economic, and political situations. **I:** Sexuality, Reproduction, and Motherhood. **II:** Gender, Nationalism, and Revolution. **III:** Women and Islam. R when topic changes.

417/517 Society and Culture in Modern Africa: [Topic] (4R) Explorations in various topics with attention to class, gender, and generational and political struggles. **I:** Postcolonial African Film and Politics. **II:** Colonial Urban Africa. Prereq: HIST 325 or 326, depending on topic. R twice when topic changes for maximum of 12 credits.

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.

420/520 The Idea of Europe (4) The concept and experience of "Europe" explored creatively

throughout history from multiple disciplinary perspectives. Sheridan.

421/521 Organization of Knowledge (4) Production and preservation of knowledge since ancient times, first libraries, monasteries, and universities; science exploration; books and letters; the academic disciplines; the Internet. McNeely.

425/525 Economic History of Modern Europe: [Topic] (4R) Industrial revolution, economic transformation, growth, and integration in political and social contexts. Focuses on Britain, France, Germany, and Russia. **I:** European Economies to 1914. **II:** European Economies in the 20th Century. **R** once when topic changes for maximum of 8 credits. Sheridan.

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.

427/527 Intellectual History of Modern Europe: [Topic] (4R) Major thinkers and movements include classical liberalism, utopian socialism, political economy, Marxism, aestheticism, Nietzsche, classical sociology, psychoanalysis, radical conservatism, Keynesian economics, intellectuals and political engagement, and Western Marxism. **I:** German Intellectual History. **II:** Ideas and Society, 19th Century. **III:** Ideas and Society, 20th Century. **R** twice when topic changes for maximum of 12 credits. McCole.

428/528 Europe in the 20th Century: [Topic] (4R) War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914–18 through the present. **I:** European Fascism. **II:** Jews in Modern Europe. **III:** Eastern Europe since World War I. **IV:** Europe since 1945. **R** when chronological or thematic topic changes. Hessler, McCole.

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. McGowen.

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.

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 and Censorship. **R** twice when topic changes for maximum of 12 credits. Birn, Fox.

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) Creation of a great Eurasian civilization. Geopolitical expansion, Siberia, imperialism, origins of autocracy, serfdom, church and state, political opposition, rise of civil society, industrialization. **R** twice when topic changes for a maximum of 12 credits. Kimball.

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) Political, social, economic, and cultural history. **I:** Jacksonian Era. **II:** Civil War. **III:** Reconstruction. **IV:** Gilded Age. **R** thrice when topic changes for maximum of 16 credits. Maddex, Mohr, Ostler.

460/560 American Intellectual History: [Topic] (4R) Leading thinkers and prevalent modes of thought in American life from European settlement of North America to the present. **I:** To 1800. **II:** 19th Century. **III:** 20th Century. **R** twice when topic changes for maximum of 12 credits. Herman, Maddex.

461/561 American Medical History (4) Explores the social history of medicine and health in the United States.

463/563 American Economic History: [Topic] (4R) Varying topics on the economic development of the United States as a preindustrial, industrial, and postindustrial society. **I:** The Great Depression. **II:** Industrialization. **R** twice when topic changes for maximum of 12 credits. Pope.

466/566, 467/567 The American West (4,4) Social, political, and cultural history. **466/566:** peoples of the American West and the expansion of the United States in the 19th century. **467/567:** 20th-century immigration, urban growth, economic

development; social and political institutions; politics of race, ethnicity, and gender in a multi-cultural 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) Variable 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) Political, social, economic, and cultural history. **I:** Progressive Era. **II:** Depression and World War II. **III:** Since 1950. **R** twice when topic changes for maximum of 12 credits. Herman.

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) Political, social, and cultural history from ancient through contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. **I:** To 1333. **II:** Medieval, 1333–1800. **III:** Modern Age. **R** twice when topic changes for maximum of 12 credits. Goble, Hanes.

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) I: Modernity and Gender. **II:** Cultural Revolution and Memory. **III:** Historiography of the Communist Revolution. **R** twice when topic changes for maximum of 12 credits. Goodman.

498/598 Early Japanese Culture and Society: [Topic] (4R) Aspects of social history through 1800—social change, hierarchy and power, inter-relationship of society and religion, medieval transformations, warrior class. **I:** Buddhism and Society in Medieval Japan. **II:** Samurai and War. **III:** Medieval Japan. Courses on Japanese or medieval history recommended. **R** twice when topic changes for maximum of 12 credits. Goble.

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)

611 Field Readings (5) Independent study designed to ground students in major works and issues of their chosen field. Intensive study, based on a substantial reading list, requiring substantial written work.

612 Historical Methods and Writings (5) Introduction to theoretical debates and methodological trends in the discipline of history; the process of conceiving, researching, and producing historically informed work; mastering current historiographic trends.

615 Professional Development (1) Promotes understanding of the history profession and development of professional skills through various activities—workshops on research and writing, critiques of scholarly presentations, discussion of the academic job market. Offered once per academic year.

616 Graduate Student Conference (1) Designed to build on work from HIST 612 and 615 courses. Promotes understanding of history profession, standards, protocols; plan and host conference. Offered once per academic year.

618 Comprehensive Exam Preparation (5) Independent readings with faculty members to discuss a predetermined reading list in preparation for Ph.D. comprehensive examination.

619 Dissertation Prospectus (5) Independent research under the direction of student's adviser with the specific aim of producing a defensible dissertation prospectus.

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.

Humanities

John Nicols, Program Director

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Program Committee

Ina Asim, history
P. Lowell Bowditch, classics
Kenneth S. Calhoun, comparative literature
Warren Ginsberg, English
James C. Mohr, history
John Nicols, history

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 are as follows:

1. Satisfaction of the requirements for the major
2. A grade point average of 3.50 or better in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee

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 medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

103 Introduction to the Humanities III (4) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science.

199 Special Studies: [Topic] (1–5R)

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)

409 Practicum: [Topic] (1–5R) R with consent of instructor and program director.

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

Human Physiology

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Faculty

Li-Shan Chou, associate professor. B.S. 1987, Tatung Institute of Technology; M.S., 1990, Ph.D., 1995, Illinois at Chicago. (2000)

Hans Dreyer, assistant professor. B.S., 1988, California State, Long Beach; M.S., 2002, Ph.D., 2004, Southern California. (2009)

John Halliwill, associate professor. B.S., 1991, Ohio State; Ph.D., 1995, Medical College of Virginia. (2002)

Andrew Karduna, assistant professor. B.S., 1989, Massachusetts Institute of Technology; M.S., 1991, Johns Hopkins; Ph.D., 1995, Pennsylvania. (2002)

Gary A. Klug, professor. B.S., 1970, M.S., 1973, Wisconsin, La Crosse; Ph.D., 1980, Washington State. (1985)

Andrew Lovering, assistant professor. B.S., 1995, Ph.D., 2003, Texas Tech. (2007)

Christopher T. Minson, associate professor. B.S., 1989, Arizona; M.A., 1993, San Diego State; Ph.D., 1997, Pennsylvania State. (2000)

Richard K. Troxel, senior instructor. B.S., 1975, M.S., 1977, Oregon. (1976)

Paul van Donkelaar, associate professor. B.P.E., 1987, M.P.E., 1990, British Columbia; Ph.D., 1994, Calgary. (1997)

Susan Verscheure, instructor. B.S., 1986, York; M.S., 1999, Ph.D., 2003, Oregon. (2003)

Marjorie Woollacott, professor. B.A., 1968, Ph.D., 1973, Southern California. (1980)

Courtesy

Phoebe Ashley, courtesy assistant professor. B.S., 1987, California, Davis; M.S., 1990, California State, Sacramento; M.D., 1994, Medical College of Wisconsin. (2006)

John Brandon, courtesy research assistant. B.S., 1976, Ricker College; M.S., 1980, Oregon; A.D., 1984, Lane Community College. (1997)

Richard L. Brown, courtesy assistant professor. B.A., 1960, U.S. Naval Academy; M.A., 1972, Maryland; Ph.D., 1992, Oregon. (1996)

Dennis Collis, courtesy professor. B.S., 1959, Grinnell College; M.D., 1963, Washington (St. Louis). (2007)

Mathews Fish, courtesy professor. A.B., 1956, California, Berkeley; M.D., 1959, California Medical, San Francisco. (2002)

Daniel Fitzpatrick, courtesy associate professor. B.S., 1991, M.S., 1993, M.D., 1997, Iowa. (2007)

Aaron Harding, courtesy instructor. B.S., 1990, Southern Oregon; M.S., 1993, Oregon. (2007)

Stanley L. James, courtesy professor. B.S., 1953, M.D., 1962, Iowa. (1979)

Brian Jewett, courtesy associate professor. B.S., 1990, M.S., 1991, Stanford; M.D., 1995, Vanderbilt. (2007)

Donald C. Jones, courtesy professor. B.S., 1969, Centenary (Hackettstown); M.D., 1973, Louisiana State. (1983)

Paul Kaplan, courtesy research associate; university physician. A.B., 1970, Stanford; M.D., 1974, California, Los Angeles. (2005)

Vern Katz, courtesy professor. B.A., 1971, M.D., 1979, California, Los Angeles. (2001)

Laurel Kincl, courtesy research associate. B.S., 1993, Texas A & M; M.S. 1998, Ph.D., 2002, Cincinnati. (2007)

Brett (Brick) Lantz, courtesy professor. B.A., 1981, Stanford; M.D., 1985, Oklahoma. (2007)

Victor Lin, courtesy associate professor. B.S., 1988, Massachusetts Institute of Technology; M.S., 1991, California, Berkeley; M.D., California, San Francisco. (2004)

Brian Nichols, courtesy instructor. B.S., 1987, M.S., 1989, Oregon. (2001)

Richard Padgett, courtesy professor. B.S., 1984, East Carolina; M.D., 1988, North Carolina, Chapel Hill. (2005)

Craig Seidman, courtesy assistant professor. B.A., 1986, Colorado; M.D., 1994, Pennsylvania. (2004)

Kenneth M. Singer, courtesy professor; team physician. B.S., 1961, Massachusetts Institute of Technology; M.D., 1965, Columbia University College of Physicians and Surgeons. (1994)

Kimberly Terrell, courtesy instructor. B.S. 1981, M.S., 1983, Oregon. (2006)

Emeriti

Barry T. Bates, professor emeritus. B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana. (1974)

Louis R. Osternig, professor emeritus. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1971)

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

About the Discipline

The Department of Human Physiology serves its students by providing strong training in human physiology and anatomy to prepare them for careers in medicine, allied health professions, and biomedical research.

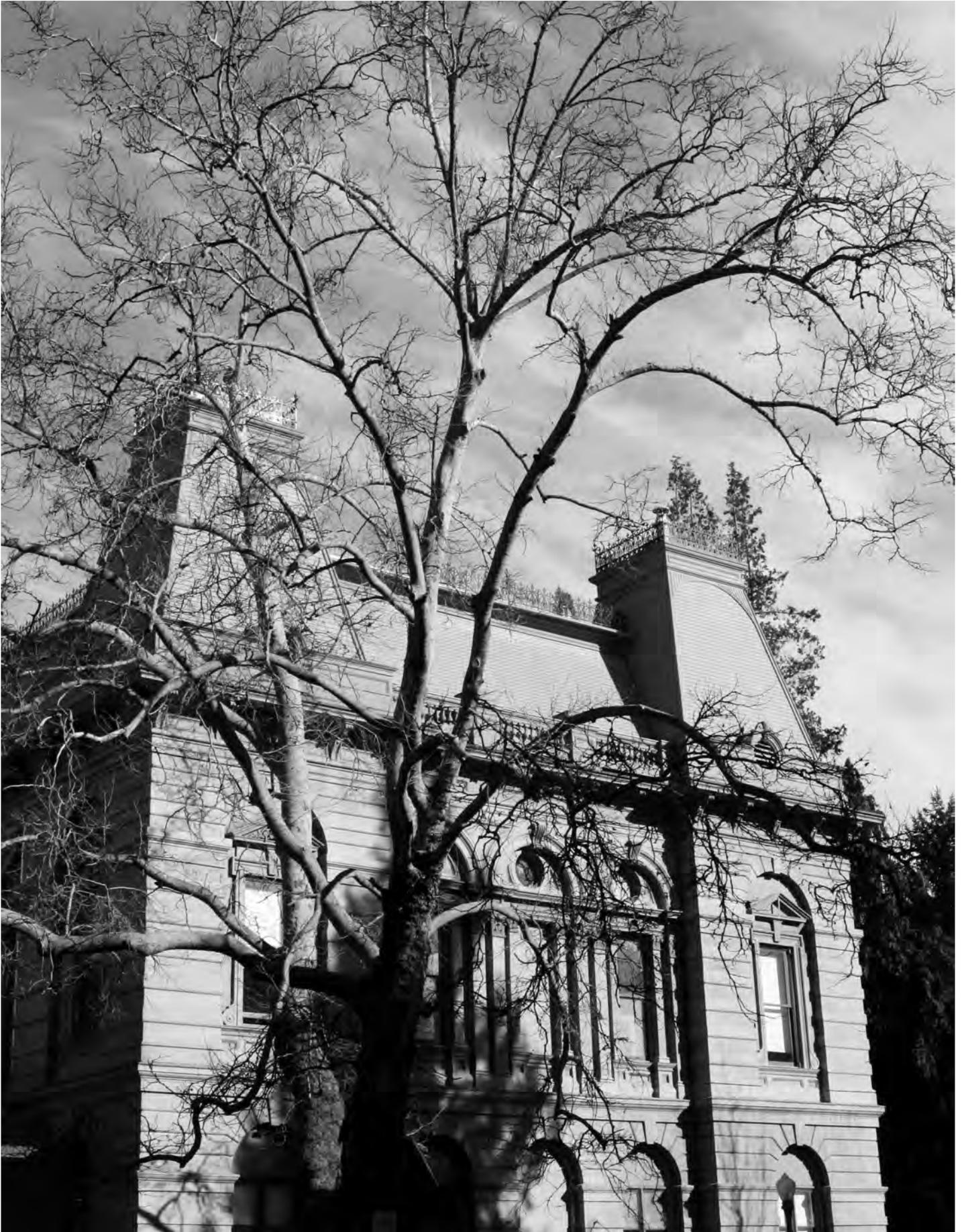
At the undergraduate level, future researchers, educators, physicians, physical therapists, and other health-care providers receive comprehensive, multidisciplinary training in the physical, biological, and chemical sciences to prepare them for entrance into most professional health-care programs. Human physiology students are challenged to question critically, think logically, and communicate clearly. In addition, they are encouraged to examine the health sciences from a perspective that explores the functional and structural mechanisms underlying human movement, using physiological methods ranging from biochemical and systems techniques through whole-body analysis.

The graduate program is designed to develop researchers and health professionals who are creative thinkers and innovators capable of generating new knowledge in the physiological sciences. The department's laboratories use physiological and engineering methods to evaluate human subjects under a broad spectrum of experimental conditions. Faculty members recognize that advanced translational research—from basic physiological mechanisms through integrative systems physiology related to human movement—has a powerful influence on disease treatment and prevention, and they work closely with physicians and other clinical personnel in the performance of their research.

Scholarships. Numerous scholarships are available; a complete list is available on the department website.

Undergraduate Studies

The department offers a program leading to either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The undergraduate curriculum emphasizes depth and breadth in the biological



and physical sciences that are relevant to careers in the health sciences.

Careers. The human physiology program provides the scientific foundation necessary for professional studies in medicine, nursing, physical therapy, occupational therapy, and other health science-related disciplines. In addition, graduate work in the physiological sciences is possible. (See Health Sciences option.)

Preparation. High school preparation should include a strong background in English, mathematics, biology, chemistry, psychology, and sociology.

Transfer students. Before transferring, students should have completed as many university requirements and prerequisites to major courses as possible, including general chemistry, general biology, and general physics. Students should plan on taking anatomy and human physiology courses at the University of Oregon.

Major Requirements

Prerequisite and major-requirement courses must be taken for letter grades and passed with grades of C– or better. 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, and 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 221, 222, 223) 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) and laboratories (ANAT 314, 315).....	10
Human Physiology I,II (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 pre dental programs require organic chemistry, biochem-

istry, and genetics. Students seeking a career in health sciences should work closely with their faculty advisers and plan their programs of study to meet the specific admission requirements of the postgraduate schools in which they are interested.

Honors

To apply to graduate with departmental honors, a student must have 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,II (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 control of balance, 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 under-

graduate 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 (combined verbal and quantitative) of 1050, with neither score below 450
2. A minimum GPA of 3.00 on a 4.00 scale
3. A minimum score of 575 (paper-based) or 233 (computer-based) or 90 (Internet-based) or better 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 is dedicated to promoting individual scholarly expression, critical thinking, and lifelong learning through the exploration of advanced clinical skills, research, and student-centered teaching. In addition, the department strives to produce leaders dedicated to the advancement of athletic training.

The department offers a graduate course of study in human physiology with an emphasis in athletic training. This curriculum is one of fourteen post-professional 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.

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, club sports, and intramural athletics.

Qualified students can find more information at the Graduate Studies in Athletic Training website, www.uoregon.edu/~uogradat.

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)** Processes affecting physical activity and exercise from infancy through elder adulthood. Topics include physiological, sensory-motor, and cognitive factors across the life span.
- 103 Exercise and Performance (4)** Structure and function of the human body including movement analysis. Topics include training and exercise responses; sport, daily living, and workplace performance; and injury adaptations.
- 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.

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.

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 rationale. Prereq: ANAT 312 and HPHY 313.

371 Physiology of Exercise (4) Physiology of exercise, physical conditioning, and training; significance of these effects for health and performance. Prereq: HPHY 314, 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: ANAT 311, HPHY 313.

399 Special Studies: [Topic] (1-4R)

401 Research: [Topic] (1-15R)

403 Thesis (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) Reading and assignments in connection with other courses for extra credit. Honors readings.

406 Special Problems: [Topic] (1-15R)

407/507 Seminar: [Topic] (1-5R) Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

408/508 Workshop: [Topic] (1-15R)

409 Practicum: [Topic] (1-15R) Current topics include Preoccupational Therapy and Prephysical Therapy.

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.

450/550 Research Methods (4) Development of research-related skills including reading, understanding, evaluating, and retrieving research articles as well as creation of a novel research project. Offered alternate years.

470/570 Environmental Physiology (4) Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude. Prereq for 470: HPHY 371; prereq for 570: exercise physiology course.

471/571 Training in Health and Performance (4) Investigates how regular exercise influences quality of life, longevity, and ability to perform physical activity. Emphasizes integration of theory and practice. Prereq: HPHY 371.

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; 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; 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.

607 Seminar: [Topic] (1-5R) See HPHY 407/507.

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.

660 Basic Science in Clinical Decisions (4) Literature-based investigation into the basic science and clinical research underlying clinical decisions in athletic medicine.

661 Manual Therapy: Movement Patterns, Core Stability (2) Advanced skills in proprioceptive neuromuscular facilitation (PNF) movement patterns, and both pilates principles and manual therapy to improve core stability. For certified athletic trainers. Offered alternate years.

662 Manual Therapy: Spine, Lower Quadrant (2) Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

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 (4) Literature-based investigation of the unique anatomy and physiology, as well as social-cultural issues, of the female athlete related to sports medicine. 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.

676 Human Cardiovascular Control (4) Advanced cardiovascular physiology including central control of blood pressure and organ blood flow. An integrative approach toward how the cardiovascular system meets competing demands. Prereq: HPHY 470/570.

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.

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.

686 Biomechanical Principles of Balance Control (4) Anatomy, biomechanics, and neuromuscular control of balance during locomotion.

Mechanisms of age-related attenuation of balance control and gait stability. Prereq: HPHY 381.

Anatomy Courses (ANAT)

311 Human Anatomy: Musculoskeletal (3) A regional exploration of the skeletal and muscular systems. Prereq: BI 212, sophomore standing; pre- or coreq: ANAT 314.

312 Human Anatomy: Internal Organ Systems (3) A regional exploration of the neuro-, circulatory, respiratory, digestive, and urogenital systems. Prereq: ANAT 311, 314; pre- or coreq: ANAT 315.

314 Human Anatomy Laboratory: Musculoskeletal (2) Laboratory experience in gross anatomy of skeletal muscle and bones. Includes media-based instruction and a cadaver laboratory. Prereq: sophomore standing.

315 Human Anatomy Laboratory: Internal Organ Systems (2) Laboratory experience in circulation, respiratory, digestive, and urogenital systems. Includes media-based instruction and a cadaver laboratory. Prereq: ANAT 314.

401 Research: [Topic] (1-6R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-6R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-5R)

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

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

606 Special Problems: [Topic] (1-16R)

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

608 Workshop: [Topic] (1-6R)

609 Practicum: [Topic] (1-6R)

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

International Studies

Dennis C. Galvan, Department Head

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Faculty

Kathie Carpenter, associate professor (Southeast Asia, childhood, children and development). B.A., 1975, California, San Diego; M.A., 1983, Ph.D., 1987, Stanford. (1989)

Dennis C. Galvan, associate professor (comparative politics, international development, Africa and Indonesia). B.A., 1987, Stanford; M.A., 1990, Ph.D., 1996, California, Berkeley. (2001)

Derrick Hindery, assistant professor (environment and development, global economic restructuring, indigenous movements). B.A., 1994, M.A., 1997, Ph.D., 2003, California, Los Angeles. (2007)

Anita M. Weiss, professor (South Asia, comparative Muslim societies, gender and development). B.A., 1975, Rutgers; M.A., 1976, Ph.D., 1983, California, Berkeley. (1987)

Stephen R. Wooten, assistant professor (local-global dynamics, agrarian change, expressive culture). B.A., 1986, Massachusetts, Amherst; M.A., 1993, Ph.D., 1997, Illinois at Urbana-Champaign. (1999)

Emeritus

Gerald W. Fry, professor emeritus. B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford. (1981)

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

Participating Faculty

Ina Asim, history
Aletta Biersack, anthropology
Bruce A. Blonigen, economics
Shankha Chakraborty, economics
Shaul E. Cohen, geography
Jane K. Cramer, political science
Robert L. Davis, Romance languages
André Djiffack, Romance languages
Christopher J. Ellis, economics
John B. Foster, sociology
Linda O. Fuller, sociology
Ibrahim J. Gassama, law
Lisa M. Gilman, English
Anna Gruben, political science
Susan W. Hardwick, geography
Michael Hibbard, planning, public policy and management
Lamia Karim, anthropology
Nicolas Larco, architecture
Jeffrey Magoto, Yamada Language Center
Karen McPherson, Romance languages
Ronald B. Mitchell, political science
Alexander B. Murphy, geography
Lise Nelson, geography
Craig Parsons, political science
Doris L. Payne, linguistics
Eric W. Pederson, linguistics
Philip W. Scher, anthropology
Lars Skalmes, political science
Alison B. Snyder, architecture
H. Leslie Steeves, journalism and communication
Lynn Stephen, anthropology
Tania Triana, Romance languages

Tuong Vu, political science
Peter A. Walker, geography
Janis C. Weeks, biology

About the Department

The Department of International Studies 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 Department of International Studies 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 department'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 major without completing the required two quarters. More information is available from an international studies adviser.

Major Requirements

For the most current information about courses and requirements, visit the department website listed above.

The major consists of an initial 4-credit preparatory course, Special Studies: Introduction to International Issues (INTL 199), to be followed



by work in three core blocks: international core foundation, professional concentration area, and geographical focus. A minimum of 48 credits, 24 of which must be upper division, are required in these blocks. Courses must be passed with grades of C– or better to satisfy major requirements. In addition, three years of a second language or the equivalent is required.

The major may include courses from a number of departments. The minimum requirement is 16 credits in each block. Courses applied to the major, with the exception of the language requirement and up to 8 credits in INTL 406 or 409, must be taken for letter grades.

A maximum of 12 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major.

A maximum of 20 credits in courses taken in a single department other than international studies may be applied toward the international studies major, exclusive of the language requirement.

Preparatory Course. Students are required to complete Special Studies: Introduction to International Issues (INTL 199) as part of the major. It is recommended that students take this course early, ideally before the Block A courses.

Block A: International Core Foundation.

Four courses are required from among these six options: Special Studies: International Environmental Issues; International Cooperation and Conflict; International Economy and Business (INTL 199); Perspectives on International Development (INTL 240); Value Systems in Cross-Cultural Perspective (INTL 250); Culture, Capitalism, and Globalization (INTL 260).

Block B: Professional Concentration Area.

Students select one of fifteen professional concentration areas.

Students may design their own professional concentration area if none of the predefined areas fits the student's professional goals. Students who choose this option *must* designate one of the core faculty members of the Department of International Studies as an adviser and work with that individual in designing the concentration.

Block B professional concentration areas are listed later in this section.

Block C: Geographical Focus. Students concentrate on one cultural area—a group of nations that share common cultural, historical, geographic, and linguistic experiences. To satisfy the language requirement for the major, students should choose a language that is relevant to their regional specialization. Only one term (4 credits) of third-year language sequence courses may be used to fulfill the geographical focus requirement.

Areas of focus may include Africa, Australia and New Zealand, East Asia, Europe, Latin America, the Middle East, Pacific islands, Russia and Eastern Europe, South Asia, and Southeast Asia. Appropriate Block C courses should have significant course content on the region of study.

International Studies Honors Thesis. Students who have a grade point average (GPA) of 3.50 or higher and want to graduate with department honors write a thirty- to fifty-page thesis. An adviser must be selected and a proposal approved by the department 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 department head. 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 Resources** 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 455)

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)

Cross-Cultural Communication (INTL 431), Indigenous Cultural Survival (INTL 432), Comparative Tribalisms (INTL 447)

Elective Courses (minimum of 8 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), 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 (8 credits)

Art and Human Values (AAD 250), Music in World Cultures (MUS 358)

Elective Courses (minimum of 8 credits)

Anthropology. Performance, Politics, and Folklore (ANTH 419), The Anthropology Museum (ANTH 450)

Art History. Critical Approaches to Art-Historical Study (ARH 300), Museology (ARH 411)

Arts and Administration. 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 (AAAP 411)

International Studies. Cross-Cultural Communication (INTL 431)

Music. 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 8 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)

International Studies. Gender and International Development (INTL 421), Indigenous Cultural Survival (INTL 432)

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), Geog-

raphy, Law, and the Environment (GEOG 463), Environment and Development (GEOG 465)

International Studies. Aid to Developing Countries (INTL 422), 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 455)

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)

Economics. Urban and Regional Economic Problems (EC 330), Resource and Environmental Economic Issues (EC 333), Issues in Public Economics (EC 340), Problems and Issues in the Developing Economies (EC 390)

International Studies. Cross-Cultural Communication (INTL 431)

Planning, Public Policy and Management. Introduction to the Nonprofit Sector (PPPM 280), Community Leadership and Change (PPPM 325), Grant Proposal Writing (PPPM 422), Public and Nonprofit Financial Management (PPPM 424), 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), Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)

Geography. Geography of Globalization (GEOG 342)

International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)

Landscape Architecture. Understanding Landscapes (LA 260)

Marketing. Marketing Management (MKTG 311), International Marketing (MKTG 470)

Planning, Public Policy and Management. Managing Nonprofit Organizations (PPPM 480)

Political Science. Introduction to Environmental Politics (PS 297)

Sociology. Political Economy (SOC 420)

Tourism. Inquire at the department 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), Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)

International Studies. 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)

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), Cross-Cultural Communication (INTL 431), Comparative Tribalisms (INTL 447)

Elective Courses (minimum of 8 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), Cross-Cultural Communication (INTL 431), Comparative Tribalisms (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 Tribalisms (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)

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 Department of International Studies 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) 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. A score of 7.0 or better on the overall band of the International English Language Testing System test may be submitted instead of the TOEFL. Application forms and additional information about the graduate program may be obtained from the Department of International Studies 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 Department of International Studies conducts two required proseminars in which students and faculty members explore the field—Seminar: International Studies Graduate Core (INTL 607) and Research and Writing in International Studies (INTL 656).

Interdisciplinary Core. Students take 16 credits of interdisciplinary courses that form the common core of the curriculum. The core is composed of two major competence areas: 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 field internship if the language is studied in a country where it is commonly spoken. A total of no more than 16 credits of second-language study may be applied to program requirements. International students whose high school or university instruction was not in English demonstrate proficiency in English as a second language through completion of the master's degree requirements. It is recommended that international students study a language from their region of concentration.

Supervised Field Internship 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. Wooten.

280 Global Environmental Issues (4) Examines root causes of “environmental problems” at local, regional, national, and global scales. Critically compares approaches to addressing international environmental challenges.

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. Wooten.

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 grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion. Galvan, Hindery.

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 global 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 postcolonial era. Wooten.

446/546 Development and Social Change in Latin America (4) Explores development challenges, debt cycles, urban growth, neoliberalism, populism, socialism, gender, the environment, U.S.–Latin American relations, ecotourism, and drug geographies in the region.

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) Focus 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.

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.

399 Special Studies: [Topic] (1–5R)

Judaic Studies

Judith R. Baskin, Program Director

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Eugene OR 97403-5273
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Faculty

Judith R. Baskin, Philip H. Knight Professor of Humanities (Judaic studies). B.A., 1971, Antioch; Ph.D., 1976, Yale. (2000)

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
Shaul 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. Maddex, 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 359), 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	12 credits
Early Judaism (REL 211)	4
Medieval and Early Modern Judaism (JDST 212)	4
The Jewish Encounter with Modernity (JDST 213)	4
Upper-Division Requirements	16 credits
Four courses, one of which must deal with the American Jewish experience	16

Judaic Studies Courses (JDST)

- 199 Special Studies: [Topic] (1–12R)**
- 212 Medieval and Early Modern Judaism (4)** Interdisciplinary introduction to Jewish life, literature, religion, culture, and thought in the Middle Ages and early modern times in both Muslim and Christian environments. Baskin.
- 213 The Jewish Encounter with Modernity (4)** Survey of Jewish encounters with modernity outside the Americas from 1700–1948; concentrates on transformations in political status, national identity, Jewish culture, and religious self-definition. Baskin.
- 330 American Jewish Cultures (4)** American Jewish culture, ritual, identity, institutions from 1880s to the present. Examines pluralism within American Jewish community and relationships with other religious and ethnic groups. Not offered 2009–10.
- 340 Israelis and Palestinians (4)** Examines political struggle between Israelis and Palestinians over past century and related human, societal, and cultural issues. Explores contemporary attempts at resolution. Baxter.
- 399 Special Studies: [Topic] (1–12R)**
- 401 Research: [Topic] (1–12R)**
- 402 Supervised College Teaching (1–12R)**
- 403 Thesis (1–12R)**
- 404 Internship: [Topic] (1–12R)**
- 405 Reading and Conference: [Topic] (1–12R)**
- 406 Special Problems: [Topic] (1–12R)**
- 407 Seminar: [Topic] (1–16R)**
- 408 Colloquium: [Topic] (1–16R)**
- 409 Practicum: [Topic] (1–12R)**
- 410 Experimental Course: [Topic] (1–16R)**
- 415 Senior Project (4)**

Hebrew Courses (HBRW)

111, 112, 113 Biblical Hebrew I,II,III (4,4,4) Prepares students to read biblical and postbiblical Hebrew texts. Emphasis on classical Hebrew grammar, vocabulary, and syntax. Green.

199 Special Studies: [Topic] (1–12R)

311 Biblical Narrative (4R) 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. **R** twice when topic changes. Baskin, Green.

312 Biblical Poetry (4) 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. **R** twice when topic changes.

313 Post-Biblical Literature (4) 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. **R** twice when topic changes. Baskin, Falk.

399 Special Studies: [Topic] (1–12R)

401 Research: [Topic] (1–12R)

402 Supervised College Teaching (1–12R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–12R)

406 Special Problems: [Topic] (1–12R)

407 Seminar: [Topic] (1–16R)

408 Colloquium: [Topic] (1–16R)

409 Practicum: [Topic] (1–12R)

410 Experimental Course: [Topic] (1–16R)



Latin American Studies

Carlos Aguirre, Program Director

(541) 346-5905
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Participating Faculty

Michael B. Aguilera, sociology
Carlos Aguirre, history
Monique Balbuena, honors college
Cecilia Enjuto Rangel, Romance languages
Juan A. Epple, Romance languages
Linda O. Fuller, sociology
Leonardo García-Pabón, Romance languages
Spike Gildea, linguistics
Amalia Gladhart, Romance languages
Daniel Goldrich, political science
Anna Gruben, political science
Michael Hames-García, English
James Harper, art history
Robert S. Haskett, history
Derrick Hindery, international studies
Linda Kintz, English
Kathryn A. Lynch, environmental studies
Galen R. Martin, environmental studies
Gabriela Martínez, journalism and communication
Michelle McKinley, law
Dayo Nicole Mitchell, honors college
Lise Nelson, geography
Priscilla P. Ovalle, English
Amanda W. Powell, Romance languages
Philip W. Scher, anthropology
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Tania Triana, Romance languages
David J. Vázquez, English
Stephanie Wood, Center for the Study of Women in Society
Philip D. Young, anthropology

About the Program

The University of Oregon offers undergraduate and graduate programs of concentration in Latin American studies under the auspices of the interdisciplinary Committee on Latin American Studies. A minor in Latin American studies is available. An emphasis on Latin America is available for master of arts (M.A.) degrees with majors in anthropology, history, international studies, and Spanish. See the **Anthropology, History, International Studies, and Romance Languages** sections of this catalog.

Study Abroad

See index entries under “Overseas study opportunities.”

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.

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 extracur-

ricular 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 adviser 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 255), 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.

Latin American Studies Courses (LAS)

200 Introduction to Latin American Studies (4)
Introduction to the history, peoples, and cultures of Latin America and of the Latino population in the U.S.

211 Latin American Humanities: [Topic] (4R)
Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos. Prereq: LAS 200. **R** once for a maximum of 8 credits when topic changes.

212 Latin American Social Sciences: [Topic] (4R)
Addresses various issues related to the historical, political, cultural, and economic development of Latin America from a social science perspective. Prereq: LAS 200. **R** once for a maximum of 8 credits when topic changes.

Linguistics

Eric W. Pederson, Department Head

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Linguistics Faculty

Scott DeLancey, professor (phonology, semantics, syntax; Sino-Tibetan and North American languages). B.A., 1972, Cornell; Ph.D., 1980, Indiana. (1982)

Spike Gildea, associate professor (language description, diachronic syntax, typology, phonology, comparative linguistics, field methods and ethics, ethnobiology; Cariban and other South American languages). B.A., 1983, M.A., 1989, Ph.D., 1992, Oregon. (2000)

Susan G. Guion, associate professor (second-language acquisition, experimental phonetics, cognitive phonology). B.A., 1989, California, Santa Cruz; M.A., 1994, Ph.D., 1996, Texas, Austin. (1999)

Doris L. Payne, professor (morphology, syntactic topology and universals, semantics, discourse and cognition, language processing, language and culture; Amerindian and Nilotic languages). B.S., 1974, Wheaton; M.A., 1976, Texas, Arlington; Ph.D., 1985, California, Los Angeles. (1987)

Eric W. Pederson, associate professor (cognitive and psycholinguistics, language and culture; South Indian languages). B.A., 1982, M.A., 1985, Ph.D., 1991, California, Berkeley. (1997)

Melissa Redford, assistant professor (articulatory phonetics, laboratory phonology, psycholinguistics, cognitive science). B.A., 1992, California, Berkeley; M.A., 1995, Ph.D., 1999, Texas, Austin. (2002)

Russell S. Tomlin, professor (language and cognition, discourse analysis, language processing and psycholinguistics, second-language acquisition, research methods, syntax, semantics, language typology and universals); vice provost for academic affairs. B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)

Cynthia M. Vakareliyska, professor (Slavic linguistics). B.A., 1973, Princeton; J.D., 1976, Columbia; Ph.D., 1990, Harvard. (1994)

Emeriti

T. Givón, professor emeritus. B.Sc., 1959, Jerusalem; M.S., 1962, M.A., 1966, Ph.D., 1969, California, Los Angeles. (1981)

Jacquelyn Schachter, professor emerita. B.A., 1959, M.A., 1965, Ph.D., 1971, California, Los Angeles. (1991)

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, psychology

Thomas E. Payne, linguistics

Michael I. Posner, psychology

Philip D. Young, anthropology

American English Institute Faculty

Agnieszka Alboszta, instructor (critical thinking, distance education). B.A., 1993, Minnesota, Twin

Cities; M.A., 2000, California Institute of Integral Studies. (2003)

Pat Bryan, senior instructor (cross-cultural communication, academic advising, experiential learning). B.A., 1969, Seton Hill; M.A., 1988, Oregon. (1989)

Peggy Dame, senior instructor; director, program development. B.S., 1975, California, Berkeley; M.A., 1981, Oregon. (1986)

Thomas Delaney, instructor (TESOL, testing and assessment, differences in language learning). B.A., 1994, Loyola Marymount; M.A., 1998, Monterey Institute of International Studies. (2006)

Robert K. Elliott, instructor. (pronunciation and intonation, international GTF training, distance education). B.A., 1988, California, Los Angeles; M.A., 1994, San Francisco State. (2007)

Alison Evans, senior instructor (academic English for international students). B.A., 1980, Ohio Wesleyan; M.A., 1985, San Francisco State. (1995)

Alicia R. Going, instructor. B.A., 1987, Seattle; M.A., 1995, School for International Training. (2003)

Deborah Healey, instructor (computer-assisted language learning, teacher education, English language teaching). B.A., 1974, Queen's (Ontario); M.A., 1976, Ph.D., 1993, Oregon. (2009)

Char Heitman, senior instructor (teacher training, cross-cultural communication, oral skills and fluency). B.A., 1988, Northern Iowa; M.A., 1993, Iowa. (1997)

Deanna Hochstein, senior instructor (intercultural communication, academic writing, critical thinking). B.A., 1973, Oregon State; M.A., 1978, Oregon. (1979)

Cynthia L. Kieffer, senior instructor; director, academic programs and research (teacher training, curriculum review, distance education). B.A., 1972, Washington State; M.S., 1975, State University of New York, College at Buffalo. (1979)

Sydney Kinnaman, senior instructor (developmental reading, TOEFL preparation, academic English); coordinator of tutor program. B.A., 1979, Idaho; M.A., 1982, Washington State, M.A. 1986, Oregon. (1983)

Leslie Opp-Beckman, senior instructor; distance education and technology coordinator. B.A., 1979, M.A., 1989, Ph.D., 2007, Oregon. (1995)

Patricia Pashby, senior instructor (second-language teaching, teacher training, vocabulary acquisition); coordinator, international graduate teaching fellow program. B.A., 1987, M.A., 1990, San Francisco State; Ed.D., 2002, San Francisco. (2001)

Lee Pettigrew, instructor. B.S., 1976, M.S., 1984, Oregon; TESOL Certificate, 1998, Northwest Christian. (2004)

Cathryn Phelps, instructor (English for specific purposes; business; English for academic purposes; writing). B.A., 1971, M.A.T., 1978, Georgia State; M.A., 1991, Brigham Young. (2004)

Janine Sepulveda, instructor (reading, writing, grammar). B.A., 1991, Oregon; M.A., 1995, Monterey Institute of International Studies. (1995)

Bonny Tibbitts, instructor. B.A., 1981, M.A., 1987, Oregon. (2000)

Thomas W. "Bill" Walker, senior instructor (vocabulary acquisition, reading instruction). B.S., 1972, Murray State; M.A., 1988, San Francisco State. (1990)

Kay Westerfield, senior instructor (English for specific purposes, international business communication, cross-cultural communication); codirector, International Business Communication Program; coordinator, business English programs. B.A., 1974, Iowa State; Ed.M., 1981, Boston. (1983)

Keli D. Yerian, instructor (discourse analysis, cross-cultural communication, teacher training). B.A., 1991, North Carolina, Chapel Hill; M.S., 1994, Ph.D., 2000, Georgetown. (2007)

Belinda Young-Davy, instructor. B.S., 1986, Polytechnic Institute of New York; M.A., 1992, Ph.D., 2000, Oregon. (1998)

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 Linguistics offers instruction leading to a bachelor of arts (B.A.), a master of arts (M.A.), and a doctor of philosophy (Ph.D.) degree in linguistics.

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning, it verges on logic and philosophy. As a computational system, it relates to computer science and language-data processing. As a repository of one's cultural worldview, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, 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

- Two years of one second language and one year of another
- The following courses:

32 credits

Introduction to Linguistics Analysis (LING 301).....	4
Introduction to Sociolinguistics (LING 390) ...	4
Morphology and Syntax (LING 435).....	4
Phonetics (LING 411)	4
Introduction to Phonology (LING 450).....	4
Functional Syntax I,II (LING 451, 452).....	8
Historical and Comparative Linguistics (LING 460) or equivalent.....	4

- 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 407) or a comparable course approved by a departmental adviser
- 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
- 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 Linguistics Analysis (LING 301)	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 focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major.

To earn a certificate, the student must complete an approved set of courses (with a grade of C– or

better) 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. Although the courses deal with a variety of linguistic topics, three facets of linguistics are strongly emphasized in the graduate program:

- A functional approach to the study of language structure, acquisition, and use
- An empirical, live-data, fieldwork, experimental, and cross-linguistic approach to the methodology of linguistic research
- 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
Introduction to Phonology (LING 550).....	4
Functional Syntax I,II (LING 551, 552)	8
One approved Seminar (LING 507 or 607).....	3–4
Linguistic Theory: Phonology (LING 614)	4
Linguistic Theory: Syntax (LING 615).....	4
Linguistic Theory: Semantics (LING 616)	4

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
Teaching English Culture and Literature (LT 528).....	4
Linguistic Principles and Second Language Acquisition (LING 540)	4
Teaching English Pronunciation (LT 541)	4
Second-Language Teaching (LT 545)	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), four terms	4
Terminal Project (LT 611), two terms	7–8
Comparative Education (EDLD 630) or an alternate, approved course in a related area	3–4
Program Evaluation for Educational Managers I (EDLD 681) or 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 to the Ph.D. program must have an M.A. in linguistics or its equivalent. Applicants without an M.A. in linguistics will be considered; if accepted, any academic deficiencies will be included in the student's plan of study. 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.

Second-Year Review. By the end of a doctoral student's second year, he or she shall be given a review by members of the linguistics faculty. Materials submitted for this review must include the following:

- A research plan for the next years of course work, qualifying papers, and any other details worked out in consultation with the student's adviser
- Written evidence of scholarly potential. For example, a student may provide a substantive term paper or revision of a term paper that demonstrates excellence of original research. A student's linguistics master's thesis can fulfill this requirement

Following review of these materials, the reviewing faculty decides either to *accept* or *deny* the student for continued study in the Ph.D. program. In some cases, a probation year may be granted for a student's third year of study; the review process is repeated at the end of the third year with an *accept* outcome the only possibility for continued 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, the language requirement, 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 their 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-teacher 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 \$110

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. Vakareliyska.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 Language and Power (4) Explores the nature of language, dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power.

202 Language Learning and Change (4) Compares biological and social factors in explaining how language structure develops and is used by the individual. Perspectives on language learning and language change.

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. DeLancey.

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.

301 Introduction to Linguistics Analysis (4)

Study of human language and linguistics as a scientific and humanistic discipline. Lexicon, phonology, syntax, semantics, language change. Basic analytic techniques for drawing language generalizations.

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.

390 Introduction to Sociolinguistics (4)

Language structure and change relative to social-interpersonal interaction. Dialects, pidgin and

creole development, language death, attitudes toward language variation, multilingualism. Major theoretical frameworks for sociolinguistics.

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. Prereq: 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. DeLancey, 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 relations, 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.

435/535 Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data, with introduction to typological and theoretical issues in morphology. Prereq: LING 290 passed with a grade of C– or better. DeLancey, Gildea, Payne, 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 detransitivization. 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.

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)

607 Seminar: [Topic] (1–5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics. Prereq: LING 450/550, 452/552.

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)

614 Linguistic Theory: Phonology (4) Detailed investigation of phonological theory with emphasis of experimental evidence. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures. Prereq: LING 450/550. Guion, Redford.

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.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 415/515. DeLancey, Pederson.

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 elicitations.

tion. Prereq: LING 450/550, 452/552. DeLancey, Gildea, Payne, Pederson.

621 Empirical Methods in Linguistics (4)

Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552. Guion, Tomlin.

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.

629 Foundations in Language Theory (4)

Provides a foundation in linguistic theory, sociolinguistics, and language acquisition for teachers assisting language-minority students.

644 Advanced Second-Language Acquisition (4) Characterization of major theoretical frameworks from which to view second-language acquisition issues and research paradigms associated with each framework. Prereq: LING 444/544. Guion, Tomlin.

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 genres.

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.

112 Written Discourse III (4) Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Prereq: AEIS 111 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.

407/507 Seminar: [Topic] (1–5R) **R** twice for a maximum of 8 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.

428/528 Teaching English Culture and Literature (4) Issues in teaching English as a global language. Interaction between language and culture. Application to teaching of literature. Teaching focus: British and North American literature.

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, and composition. Prereq for 445: LING 440 or 444 passed with a grade of C– or better; prereq for 545: LING 440, 444, 540, or 544 passed with a grade of B– or better.

446/546 Second-Language Teaching Practice

(4) Intensive workshop and practice in teaching instruction. Practical methods for developing skills in listening, speaking, reading, writing, and testing second languages. Prereq for 446: LT 445 passed with a grade of C– or better; prereq for 546: LT 445 or 545 passed with a grade of B– or better.

448/548 Curriculum and Materials Development

(4) Introduction to elements of curriculum design and related materials development. Development and implementation of language curriculum. Practical application. Prereq for 448: LT 446 passed with a grade of C– or better; prereq for 548: LT 446 or 546 passed with a grade of B– or better.

449/549 Testing and Assessment (4) Principles and types of language testing; focuses on classroom testing, test design and integration into the curriculum, and test planning for teaching situations. Prereq for 449: LT 448 passed with a grade of C– or better; prereq for 549: LT 448 or 548 passed with a grade of B– or better.

605 Reading and Conference: [Topic] (1–9R) **R** five times for a maximum of 21 credits.

607 Seminar: [Topic] (1–5R) **R** five times for a maximum of 16 credits.

608 Workshop: [Topic] (1–5R) **R** five times for a maximum of 16 credits.

609 Supervised Tutoring (1–4R) **R** twice for a maximum of 8 credits.

610 Experimental Course: [Topic] (1–5R) **R** twice for a maximum of 8 credits.

611 Terminal Project (1–16R) Two-term course. Individual projects. Weekly group sessions provide guidance. **R** four times for a maximum of 16 credits.

Mathematics

Hal Sadofsky, Department Head

(541) 346-4705
218 Fenton Hall
1222 University of Oregon
Eugene OR 97403-1222

Faculty

Arkadiy D. Berenstein, associate professor (quantum groups, representation theory). M.S., 1988, Moscow Transport Institute; Ph.D., 1996, Northeastern. (2000)

Boris Botvinnik, professor (algebraic topology). M.S., 1978, Novosibirsk State; Ph.D., 1984, USSR Academy of Sciences, Novosibirsk. (1993)

Marcin Bownik, associate professor (harmonic analysis, wavelets). Magister, 1995, Warsaw, Poland; M.A., 1997, Ph.D., 2000, Washington (St. Louis). (2003)

Jonathan Brundan, professor (Lie theory, representation theory). B.A., 1992, Queens College, Cambridge; Ph.D., 1996, University of London. (1997)

Daniel K. Dugger, associate professor (algebraic topology and geometry, K-theory, commutative algebra). B.A., 1994, Michigan, Ann Arbor; Ph.D., 1999, Massachusetts Institute of Technology. (2004)

Scott M. Fallstrom, instructor; mathematics education coordinator. B.A., 1998, M.S., 2001, Eastern Washington. (2006)

Peter B. Gilkey, professor (global analysis, differential geometry). B.S., M.A., 1967, Yale; Ph.D., 1972, Harvard. (1981)

James A. Isenberg, professor (mathematical physics, differential geometry, nonlinear partial differential equations). A.B., 1973, Princeton; Ph.D., 1979, Maryland. (1982)

Alexander S. Kleshchev, professor (algebra, representation theory). B.S., M.S., 1988, Moscow State; Ph.D., 1993, Institute of Mathematics, Academy of Sciences of Belarus, Minsk. (1995)

David A. Levin, assistant professor (probability theory and stochastic processes). B.S., 1993, Chicago; M.A., 1995, Ph.D., 1999, California, Berkeley. (2006)

Shlomo Libeskind, professor (mathematics education). B.S., 1962, M.S., 1965, Technion-Israel Institute of Technology; Ph.D., 1971, Wisconsin, Madison. (1986)

Huaxin Lin, professor (functional analysis). B.A., 1980, East China Normal, Shanghai; M.S., 1984, Ph.D., 1986, Purdue. (1995)

Peng Lu, associate professor (differential geometry, geometric analysis). B.Sc., 1985, Nanjing; M.Sc., 1988, Nankai Mathematics Institute; Ph.D., 1996, State University of New York, Stony Brook. (2002)

Victor V. Ostrik, associate professor (representation theory). M.S., 1995, Ph.D., 1999, Moscow State. (2003)

N. Christopher Phillips, professor (functional analysis). A.B., 1978, M.A., 1980, Ph.D., 1984, California, Berkeley. (1990)

Alexander Polishchuk, associate professor (algebraic geometry). M.S., 1993, Moscow State; Ph.D., 1996, Harvard. (2003)

Michael R. Price, instructor; assistant department head. B.S., 2003, M.S., 2005, Oregon. (2006)

Nicholas J. Proudfoot, assistant professor (algebraic geometry, combinatorics, topological groups). A.B., 2000, Harvard; Ph.D., 2004, California, Berkeley. (2007)

Hal Sadofsky, associate professor (algebraic topology, homotopy theory). B.S., 1984, Rochester; Ph.D., 1990, Massachusetts Institute of Technology. (1995)

Brad S. Shelton, professor (Lie groups, harmonic analysis, representations). B.A., 1976, Arizona; M.S., Ph.D., 1982, Washington (Seattle). (1985)

Dev P. Sinha, associate professor (algebraic and differential topology). B.S., 1993, Massachusetts

Institute of Technology; Ph.D., 1997, Stanford. (2001)

Arkady Vaintrob, associate professor (algebraic geometry, Lie theory and representation theory, mathematical physics). B.A., 1976, Moscow Institute of Railway Engineering; M.S., 1979, Ph.D., 1987, Moscow State. (2000)

Marie A. Vitulli, professor (algebraic geometry). B.A., 1971, Rochester; M.A., 1973, Ph.D., 1976, Pennsylvania. (1976)

Hao Wang, associate professor (mathematics of finance, probability, statistics). B.S., 1980, M.S., 1985, Wuhan (China); Ph.D., 1995, Carleton (Canada). (2000)

Yuan Xu, professor (numerical analysis). B.S., 1982, Northwestern (China); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1988, Temple. (1992)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad. (1980)

Courtesy

Robert M. Solovay, courtesy professor (quantum computation, logic). M.S., 1960, Ph.D., 1964, Chicago. (1990)

Emeriti

Frank W. Anderson, professor emeritus. B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa. (1957)

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)

Richard B. Barrar, professor emeritus. B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan. (1967)

Glenn T. Beelman, senior instructor emeritus. B.S., 1938, South Dakota State; A.M., 1962, George Washington. (1966)

Charles W. Curtis, professor emeritus. B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale. (1963)

Micheal N. Dyer, professor emeritus. B.A., 1960, Rice; Ph.D., 1965, California, Los Angeles. (1967)

Robert S. Freeman, associate professor emeritus. B.A.E., 1947, New York University; Ph.D., 1958, California, Berkeley. (1967)

William M. Kantor, professor emeritus. B.S., 1964, Brooklyn; M.A., 1965, Ph.D., 1968, Wisconsin, Madison. (1971)

Richard M. Koch, professor emeritus. B.A., 1961, Harvard; Ph.D., 1964, Princeton. (1966)

John V. Leahy, professor emeritus. Ph.D., 1965, Pennsylvania. (1966)

Henry L. Loeb, professor emeritus. B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles. (1966)

Theodore W. Palmer, professor emeritus. B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard. (1970)

Kenneth A. Ross, professor emeritus. B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1964)

Gary M. Seitz, professor emeritus. A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., 1968, Oregon. (1970)

Allan J. Sieradski, professor emeritus. B.S., 1962, Dayton; M.S., 1964, Ph.D., 1967, Michigan. (1967)

Stuart Thomas, senior instructor emeritus. A.B., 1965, California State, Long Beach; M.A., 1967, California, Berkeley. (1990)

Donald R. Truax, professor emeritus. B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford. (1959)

Marion I. Walter, professor emerita. B.A., 1950, Hunter; M.S., 1954, New York University; D.Ed., 1967, Harvard. (1977)

Lewis E. Ward Jr., professor emeritus. A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)

Jerry M. Wolfe, associate professor emeritus. B.S., 1966, Oregon State; M.A., 1969, Ph.D., 1972, Washington (Seattle). (1970)

Charles R. B. Wright, professor emeritus. B.A., 1956, M.A., 1957, Nebraska; Ph.D., 1959, Wisconsin, Madison. (1961)

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

About the Department

Facilities

The department office, the Mathematics Library, and a microcomputer classroom and laboratory are housed in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in Deady Hall.

Awards and Prizes

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

The Anderson Award, endowed by Frank W. Anderson, honors an advanced graduate student with the department's most outstanding teaching record.

The Jack and Peggy Borsting Award for Scholastic Achievement in Graduate Mathematics is awarded to either a graduating or continuing graduate student.

The Curtis Scholarship, endowed by Charles W. and Elizabeth H. Curtis, honors a continuing undergraduate student who has shown outstanding achievement in mathematics.

The DeCou Prize, which honors a former long-time department head, E. E. DeCou, and his son, E. J. DeCou, is awarded annually to the outstanding graduating senior with a mathematics major.

The Juilfs Scholarship, in honor of Erwin and Gertrude Juilfs, is awarded to one or more students who show exceptional promise for achievement as evidenced by GPA, originality of research, or other applicable criteria.

The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with a precollege-teaching option.

The Wood Scholarship, created in memory of Frank E. Wood, is awarded each year to the best continuing student majoring in mathematics.

Undergraduate Studies

Courses offered by the Department of Mathematics are designed to satisfy the needs of majors and nonmajors interested in mathematics primarily as part of a broad liberal education. They provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the university should take four

years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to satisfy the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers courses that satisfy the science group requirement—MATH 105, 106, 107; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 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 I,II (MATH 246, 247) covers the same material as Calculus I,II but with an emphasis on modeling and applications to the life sciences. A one-year sequence can be formed by taking MATH 253 after MATH 247. Students interested in taking more advanced mathematics courses should take any of the sequences outlined above (MATH 251, 252, 253 or MATH 261, 262, 263 or MATH 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 I, II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243), which is designed to serve the mathematical needs of students in the business, managerial, and social sciences. Choosing

this sequence effectively closes the door to most advanced mathematics courses.

Mathematics majors usually take calculus in the freshman year.

In the sophomore year, 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 I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from Elementary Numerical Analysis I,II (MATH 351, 352), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II,III (MATH 420, 421, 422), 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 I,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), Introduction to Analysis I,II,III (MATH 413, 414, 415),

Introduction to Topology (MATH 431, 432), Introduction to Differential Geometry (MATH 433), Linear Algebra (MATH 441), Introduction to Abstract Algebra I,II,III (MATH 444, 445, 446), Mathematical Statistics I,II,III (MATH 464, 465, 466)

Option Three: Secondary Teaching. Elementary Analysis (MATH 315), Number Theory (MATH 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,II (MATH 351, 352); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) or Mathematical Statistics I,II,III (MATH 464, 465, 466). Courses in computer science, accounting, and economics are also recommended. It is

possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

Biological Sciences. Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

Computer and Information Science. Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233); Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462); Networks and Combinatorics (MATH 456)

Economics, Business, and Social Science. Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462). Students who want to take upper-division mathematics courses should take MATH 251–252 in place of MATH 241–242

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 fifth-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 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-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Doctor of Philosophy

The Ph.D. is a degree of 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. Prereq: MATH 70 or satisfactory placement test score.

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 nontechnical introduction to the concepts of calculus. 107: topics chosen from modular arithmetic and coding, tilings and symmetry, voting methods, apportionment, fair division, introductory graph theory, or scheduling. Prereq: MATH 95 or satisfactory placement test score.

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 Elementary Functions (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 (3,4,4) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Prereq for 211: MATH 95 or satisfactory placement test score. Prereq for 212: grade of C- or better in MATH 211. Prereq for 213: grade of C- or better in MATH 212.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4) 231: sets, mathematical logic, induction, sequences, and functions. 232: relations, theory of graphs and trees with applications, permutations and combinations. 233: discrete probability, Boolean algebra, elementary theory of groups and rings with applications. 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, emphasizes 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 of physical and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. 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's 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 253.

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.

391, 392, 393 Fundamentals of Abstract Algebra I,II,III (4,4,4) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: MATH 341.

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)

411/511, 412/512 Functions of a Complex Variable I,II (4,4) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Prereq: MATH 281.

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, 315.

420/520 Ordinary Differential Equations (4) General and initial value problems. Explicit, numerical, graphical solutions; phase portraits. Existence, uniqueness, stability. Power series methods. Gradient flow; periodic solutions. Prereq: MATH 263 or 315.

421/521 Partial Differential Equations: Fourier Analysis I (4) Introduction to PDEs; wave and heat equations. Classical Fourier series on the circle; applications of Fourier series. Generalized Fourier series, Bessel and Legendre series. Prereq: MATH 281 and 256 or 420.

422/522 Partial Differential Equations: Fourier Analysis II (4) General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle. Prereq: MATH 421/521.

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 introduc-

tion to combinatorial topology and homotopy. Prereq: MATH 315.

433/533 Introduction to Differential Geometry (4) Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds. Prereq: MATH 281, 341.

441/541 Linear Algebra (4) Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces. Prereq: MATH 342.

444/544, 445/545, 446/546 Introduction to Abstract Algebra I,II,III (4,4,4) Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Prereq: MATH 342.

456/556 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras. Prereq: MATH 231 or 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 256.

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.

463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (4) Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software. Prereq: MATH 462/562.

464/564, 465/565, 466/566 Mathematical Statistics I,II,III (4,4,4) Random variables; generating functions and characteristic functions; weak law of large numbers and central limit theorem; point and interval estimation; Neyman-Pearson theory and likelihood tests; sufficiency and exponential families; linear regression and analysis of variance. Pre- or coreq: MATH 282, 342.

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 include Advanced Topics in Geometry, Ring Theory, Teaching Mathematics.

616, 617, 618 Real Analysis (4-5,4-5,4-5) Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

619 Complex Analysis (4-5) The theory of Cauchy, power series, contour integration, entire functions, and related topics. Not offered 2009-10.

634, 635, 636 Algebraic Topology (4-5,4-5,4-5) Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

637, 638, 639 Differential Geometry (4-5,4-5, 4-5) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable

manifolds, tensors, forms and integration. Offered alternate years; not offered 2009–10.

647, 648, 649 Abstract Algebra (4–5,4–5,4–5) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

671, 672, 673 Theory of Probability (4–5,4–5, 4–5) Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks. Offered 2009–10 and alternate years.

681, 682, 683 Advanced Algebra: [Topic] (4–5,4–5,4–5R) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Analysis: [Topic] (4–5,4–5,4–5R) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

690, 691, 692 Advanced Geometry and Topology: [Topic] (4–5,4–5,4–5R) 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

Arkady Vaintrob 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 faculties and facilities in both the mathematics and the computer and information science departments are available to students in the combined major program. For detailed descriptions, see those sections of this catalog. Information is also available 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 430–468)

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

C. Anne Laskaya, Program Director

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Participating Faculty

Barbara K. Altmann, Romance languages
Judith R. Baskin, Judaic studies
Martha J. Bayless, English
Louise M. Bishop, honors college
Cynthia J. Bogel, art history
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 Psaki, Romance languages
Erin Kathleen Rowe, history
Stephen J. Shoemaker, religious studies
Richard A. Sundt, art history
Cynthia M. Vakareliyska, 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 II (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 (JDST 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

Judith S. Eisen, Institute Director

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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. Cell Biology (BI 322), Sensory Physiology (BI 353), Animal Physiology (BI 356), Neurobiology (BI 360), Special Studies: Cellular Biology of the Senses (BI 399), Experimental Course: Computational Neuroscience (BI 410/510), Cellular Basis of Learning and Memory (BI 420/520), Protein Toxins in Cell Biology (BI 422/522), Systems Neuroscience (BI 461/561), Cellular Neuroscience (BI 463/563), Developmental Neurobiology (BI 466/566), Evolution of Development (BI 480/580), Experimental Course: Advanced Cellular Neuroscience (BI 610)

Human Physiology. Motor Control (HPHY 333), Experimental Course: Neurophysiology of Concussion (HPHY 410/510), Experimental Course: Advanced Systems Neuroscience (HPHY 610)

Psychology. Biopsychology (PSY 304), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), 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 about the Pacific cover a range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments and through the Asian Studies Program. Students may also work with committee members from Pacific island studies toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.). Information is available in the **Graduate School** section of this catalog.

The Pacific island studies faculty participates in the Asian studies B.A. and M.A. degree programs by teaching courses that may be used to satisfy degree requirements (e.g., in developing a secondary cultural or geographical area with Southeast Asia). Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, ethnic studies, and sociology.

The Pacific Islands Archaeological Project, directed by William S. Ayres, offers students opportunities to participate in archaeological and anthropological study in the Pacific. A field school is offered through the Department of Anthropology.

Training in selected Pacific island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language-

study modules for Pohnpeian and 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), Workshop: Archaeology Field School: Micronesia and Samoa (ARCH 408/508), Experimental Courses: Pacific Island Studies, Polynesian Archaeology (ANTH 410), 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 Cochairs

(541) 346-4198
 308 Chapman Hall

Steering Committee

Shaul E. Cohen, geography
 David A. Frank, honors college
 Gregory McLaughlan, 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)

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.

Philosophy

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Faculty

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Bonnie Mann, assistant professor (feminist, Continental). B.A., 1983, Portland State; Ph.D., 2002, State University of New York, Stony Brook. (2003)

Scott L. Pratt, associate professor (American philosophy, history of philosophy, epistemology). B.A., 1981, Beloit; Ph.D., 1995, Minnesota. (1995)

Cheyney C. Ryan, professor (political philosophy, philosophy of social science, philosophy of law). M.A., 1973, Ph.D., 1974, Boston. (1974)

Beata Stawarska, assistant professor (phenomenology, Continental, philosophy of psychoanalysis). B.A., 1992, M.A., 1994, Ph.D., 2000, Louvain. (2003)

Ted Toadvine, assistant professor (Continental, phenomenology, environmental). B.A., 1990, Salisbury, M.A., 1995, Ph.D., 1996, Memphis. (2003)

Peter Warnek, associate professor (ancient philosophy, 19th- and 20th-century Continental philosophy, Kant). B.A., 1986, Seattle; M.A., 1990, Villanova; Ph.D., 1998, Vanderbilt. (1999)

Naomi Zack, professor (17th-century philosophy, race and racial categories, feminism). B.A., 1966, New York University; Ph.D., 1970, Columbia. (2001)

Emeriti

William E. Davie, associate professor emeritus. B.A., 1964, Washington (Seattle); Ph.D., 1969, California, Irvine. (1968)

Don S. Levi, professor emeritus. B.A., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard. (1964)

Arnulf Zweig, professor emeritus. B.A., 1952, Rochester; Ph.D., 1960, Stanford. (1956)

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); 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 453, or 463); and one 4-credit course devoted to issues of gender, race, class, and/or culture (e.g., PHIL 216, 315, 443, or 452).

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 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 the three subdisciplinary fields (for those entering fall 2009 and after, two courses in each of three subdisciplinary fields); (2) one course from each of three historical periods; (3) two courses from each of the four philosophical traditions that ground the diverse philosophical perspectives of the department (for those entering fall 2009 and after, one of the two courses in each of the traditions is a proseminar taken within the first two years of graduate study); and, for those entering in fall 2009 and after, (4) one course in one of four requirement areas (Asian philosophy, philosophy of race, Native American philosophy, and Latin American philosophy). Any course 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 can be satisfied by receiving a mid-B or better in (1) three courses in each of the three subdisciplinary fields (for those entering fall 2009 and after, two courses in each of three subdisciplinary fields); (2) one course from each of three historical periods; (3) two courses from each of the four philosophical traditions that ground the diverse philosophical perspectives of the department (for those entering fall 2009 and after, one of the two courses in each of the traditions will be a proseminar taken within the first two years of graduate study); and, for those entering in fall 2009 and after, (4) one course in one of four requirement areas (Asian philosophy, philosophy of race, Native American philosophy, and Latin American philosophy).

Any course 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, criticize, 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.

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)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R) Recent topics include Eastern Philosophy, Feminist Theory, Nonviolence. Prereq: one 300-level PHIL course.

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

415 Continental Philosophy: [Topic] (4R) Survey of significant areas in the Continental tradition (e.g., phenomenology, critical social theory, deconstruction, feminism, and hermeneutics). Prereq: junior 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 for 421: PHIL 310. **R** when philosopher changes.

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 for 433: 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)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–5R) Recent topics include Emerson, Philosophy of Race, Schelling.

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

614 Issues in Ethics (4) Examination of ethical theory. Prereq: major standing.

615 Continental Philosophy: [Topic] (4R) Explores philosophical problems and traditions in contemporary European philosophy. Prereq: major standing. **R** when topic changes.

620 American Philosophy: [Topic] (4R) Treats issues in classical and contemporary American philosophy. Prereq: major standing. **R** when topic changes.

625 Philosophy of Language (4) Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: major standing.

630 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.

641 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. **R** when topic changes.

643 Feminist Philosophy: [Topic] (4R) Explores contemporary feminist philosophy. Prereq: major standing. **R** when topic changes.

644 Feminist Ethics (4) Treats feminist ethical theory. Prereq: major standing.

645 Environmental Philosophy: [Topic] (4R) Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area. Prereq: major standing. **R** when topic changes.

646 Philosophy of the Arts: [Topic] (4R) Concerns the meaning and value of art and aesthetic experience. **R** when topic changes.

657 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.

658 Philosophy of Mind (4) Analyzes basic concepts and problems in psychology. Prereq: major standing.

670 Issues in Metaphysics (4) Discussion of current controversies in metaphysics (e.g., essentialism, identity, future contingency). Prereq: major standing.

Physics

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Faculty

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- David R. Sokoloff, professor (physics education). B.A., 1966, City University of New York, Queens; Ph.D., 1972, Massachusetts Institute of Technology. (1978)
- Davidson E. Soper, professor (elementary particle theory). B.A., 1965, Amherst; Ph.D., 1971, Stanford. (1977)
- Daniel Steck, assistant professor (atom optics and nonlinear dynamics). B.S., 1995, Dayton; Ph.D., 2001, Texas, Austin. (2004)
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- Richard P. Taylor, associate professor (solid state physics). B.S., 1985, Ph.D., 1988, Nottingham. C.A.D., 1995, Manchester School of Art; M.A., 2000, New South Wales. (1999)
- John J. Toner, professor (condensed matter theory). B.S., 1977, Massachusetts Institute of Technology; M.A., 1979, Ph.D., 1981, Harvard. (1995)
- Eric Torrence, associate professor (experimental elementary particle physics). B.S., 1990, Washington (Seattle); Ph.D., 1997, Massachusetts Institute of Technology. (2000)
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- Hailin Wang, professor (quantum optics). B.S., 1982, Science and Technology (China); M.S., 1986, Ph.D., 1990, Michigan. (1995)
- Robert L. Zimmerman, professor (astrophysics, general relativity). B.A., 1958, Oregon; Ph.D., 1963, Washington (Seattle). (1966)

Special Staff

- Robert Schofield, senior research associate (nuclear biophysics). B.S., 1982, Brigham Young; Ph.D., 1990, Oregon. (1993)
- Nikolai Sinev, senior research associate (experimental high energy physics). B.S., 1968, Ph.D., 1974, Moscow State. (1993)
- Frank Vignola, senior research associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon. (1977)

Emeriti

- Bernd Crasemann, professor emeritus. A.B., 1948, California, Los Angeles; Ph.D., 1953, California, Berkeley. (1953)
- Marvin D. Girardeau, professor emeritus. B.S., 1952, Case Institute of Technology; M.S., 1954, Illinois; Ph.D., 1958, Syracuse. (1963)
- Rudolph C. Hwa, professor emeritus. B.S., 1952, M.S., 1953, Ph.D., 1957, Illinois; Ph.D., 1962, Brown. (1971)
- Harlan Lefevre, professor emeritus. B.A., 1951, Reed; Ph.D., 1961, Wisconsin. (1961)
- Joel W. McClure Jr., professor emeritus. B.S., 1949, M.S., 1951, Northwestern; Ph.D., 1954, Chicago. (1954)
- David K. McDaniels, professor emeritus. B.S., 1951, Washington State; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1963)
- John T. Moseley, professor emeritus. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology. (1979)
- Jack C. Overly, professor emeritus. B.S., 1954, Massachusetts Institute of Technology; Ph.D., 1960, California Institute of Technology. (1968)
- Kwangjai Park, professor emeritus. B.A., 1958, Harvard; Ph.D., 1965, California, Berkeley. (1966)
- George W. Rayfield, professor emeritus. B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

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

Undergraduate Studies

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is important for understanding other natural sciences as well as for students who want to succeed in our technological world. A major in physics provides a good start for many career paths. In addition to major and minor programs, the Department of Physics offers a variety of courses for nonmajors and prehealth science students.

Preparation. Entering freshmen should have taken as much high school mathematics as possible in preparation for starting calculus in their freshman year. High school study of physics and chemistry is desirable.

Transfer Students. Because of the sequential nature of the physics curriculum, students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transfer after two years should prepare for upper-division course work by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of PHYS 251, 252, 253, 290), general chemistry (the equivalent of CH 221, 222 or CH 224H, 225H), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalent of MATH 256 and MATH 281, 282). Students who transfer after attending a four-year college or university for more than two years should have completed a second year of physics. Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under **Registration and Academic Policies**).

Careers. Fifty percent of graduates with bachelor's degrees in physics find employment in the private sector working as applied physicists, software developers, managers, or technicians, typically alongside engineers and computer scientists. About 30 percent of students who earn an undergraduate degree continue their studies in a graduate degree program, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. In addition, a degree in physics is good preparation for a career in business. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements

The major in physics leads to a bachelor of arts (B.A.) or a bachelor of science degree (B.S.). Complete requirements are listed under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this catalog. The bachelor of arts degree has a second-language requirement. Knowledge of a language other than English is recommended for students planning graduate study in physics.

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 I,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)

Laboratory Core. Any combination of the four course options listed above *not* used to satisfy the applied core and 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 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 for PHYS 490 (e.g., optics, instrumentation, fundamental) may be taken. Each upper-division laboratory course is worth 2 credits in satisfying the 6-credit requirement

Physics electives—e.g., Electromagnetism (PHYS 422)

Undergraduate research is strongly encouraged. Approximately 50 percent of physics undergraduates engage in substantive research during their course of study. 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 I,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)	8
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 I,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 I,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) or the equivalent. 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 fifth-year program for middle-secondary teaching licensure 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 guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to understanding physical systems.

Cooperative programs of study are possible in 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)**
- 201, 202, 203 General Physics (4,4,4)** Introductory sequence. **201:** mechanics and fluids. **202:** thermodynamics, waves, optics. **203:** electricity, magnetism, modern physics. Prereq: MATH 111, 112 or equivalent.
- 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 coreq: PHYS 201, 202, 203.
- 251, 252, 253 Foundations of Physics I (4,4,4)** Sequence. **251:** Newtonian mechanics; units and vectors; one-dimensional motion; Newton's laws; work and energy; momentum and collisions. **252:** electricity and magnetism; charge and electric field; electric potential; circuits; magnetic field; inductance. **253:** vibrations and waves; oscillations; wave mechanics; dispersion; modes; introductory optics. 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.
- 351, 352, 353 Foundations of Physics II (4,4,4)** Sequence. **351:** light waves and particles; particle-wave aspects of quantum; relativistic kinematics and dynamics. **352:** thermodynamic systems; first and second laws; kinetic theory of gases; entropy. **353:** thermal radiation; Maxwell-Boltzmann statistics; Fermi and Bose gases; phase transitions. Prereq: PHYS 251, 252, 253 or equivalent; coreq: MATH 256, 281, 282.
- 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. Prereq: PHYS 352.
- 355 Introduction to Optics (4)** Topics include geometric optics, imaging with lenses, reflection, refraction, interference, and wave superposition. Prereq: PHYS 351.
- 361 Modern Science and Culture (4)** Examination of 19th century and early 20th century science in a cultural context.
- 390 Intermediate Physics Laboratory (1–2R)** Project modules demonstrate phenomena, instrumentation, and experimental technique. Coreq: PHYS 351, 352, 353.
- 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. Prereq: MATH 282. 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. Prereq: 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. Prereq: PHYS 413/513.
- 424/524 Classical Optics (4)** Geometrical optics, polarization, interference, Fraunhofer and Fresnel diffraction. Prereq: PHYS 413/513.
- 425/525 Modern Optics (4)** Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing. Prereq: PHYS 424/524 or equivalent.
- 426/526 Modern Optics Laboratory (4)** A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.
- 431 Analog Electronics (4)** Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers. Prereq: 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. Prereq: 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.
- 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)**
- 607 Seminar: [Topic] (1–4R)** Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.
- 608 Workshop: [Topic] (1–16R)**
- 609 Supervised Tutoring (1–3R)**
- 610 Experimental Course: [Topic] (1–4R)**
- 611, 612 Theoretical Mechanics (4,2)** 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.
- 631, 632, 633 Quantum Mechanics (4,4,4)** **631:** review of fundamentals, central force problems, matrix mechanics. **632:** approximation methods, scattering. **633:** rotation symmetry, spin, identical particles. Sequence.
- 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.
- 684, 685, 686 Quantum Optics and Laser Physics (4,4,4)** Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Prereq for 684: undergraduate quantum mechanics; coreq for 685, 686: PHYS 631, 632.

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

- Deborah Baumgold, professor (history of political thought). B.A., 1971, Oberlin; M.A., 1975, Ph.D., 1980, Princeton. (1987)
- Gerald Berk, associate professor (American politics, political development, political economy). B.A., 1977, Clark; Ph.D., 1987, Massachusetts Institute of Technology. (1994)
- Jane K. Cramer, assistant professor (international relations). B.A., 1986, Oberlin; Ph.D., 2002, Massachusetts Institute of Technology. (2000)
- John E. Davidson, visiting instructor (public law, philosophy of law, intergenerational justice). B.A., 1984, Wisconsin, Madison; J.D., 1992, Oregon. (2004)
- Ken DeBevoise, senior instructor (comparative politics, judicial politics, U.S. politics). B.A., 1964, Stanford; J.D., 1968, California, Hastings Law; Ph.D., 1986, Oregon. (1996)
- Leonard C. Feldman, associate professor (political theory). B.A., 1993, Yale; M.A., 1995, Ph.D., 2000, Washington (Seattle). (2002)
- Dennis C. Galvan, associate professor (Africa, culturally sustainable rural development, comparative politics). See **International Studies**.
- Anna Gruben, acting assistant professor (comparative politics of Latin America). B.A., 1997, California, Santa Cruz; M.A., 2000, Stanford. (2007)
- Daniel HoSang, assistant professor (racial and ethnic politics, U.S. politics). See **Ethnic Studies**.
- Joseph E. Lowndes, assistant professor (U.S. politics). B.A., 1990, Antioch College; M.A., 1996, New School for Social Research; Ph.D., 2004, New School University. (2003)
- Ronald B. Mitchell, professor (environmental politics, international relations). B.A., 1981, Stanford; M.P.P., 1985, Ph.D., 1992, Harvard. (1993)
- Mikhail Myagkov, associate professor (comparative politics, formal political theory). B.S., 1990, Moscow Institute of Physics and Technology; M.S., 1994, Ph.D., 1996, California Institute of Technology. (1996)
- Julie Novkov, associate professor (law and politics, political theory, U.S. politics). A.B., 1989, Harvard and Radcliffe; J.D., 1992, New York University School of Law; M.A., 1994, Ph.D., 1998, Michigan. (1996)
- Craig Parsons, associate professor (comparative politics, European politics). B.A., 1992, Stanford; C.E.P., 1993 Institut d'Etudes Politiques; M.A., 1994, Ph.D., 1999, California, Berkeley. (2004)
- Lars Skalnes, associate professor (international political economy, international relations). Cand. mag., 1984, Bergen; M.A., 1989, Ph.D., 1993, California, Los Angeles. (1992)
- Priscilla Southwell, professor (political behavior, U.S. and European politics). B.A., 1974, M.A., 1977, Colorado; Ph.D., 1983, North Carolina at Chapel Hill. (1981)
- Daniel Tichenor, Philip H. Knight Professor of Social Science (immigration politics and policy, interest groups and social movements, U.S. political institutions). B.A., 1988, Earlham College; Ph.D., 1996, Brandeis. (2008)
- Tuong Vu, assistant professor (comparative politics of Southeast Asia). B.A., 1987, Vietnam National, Ho Chi Minh City; B.A., 1994, Minnesota, Twin Cities; M.P.A., 1997, Princeton; Ph.D., 2004, California, Berkeley. (2007)

Priscilla Yamin, assistant professor (American politics and history, gender studies, feminist theory). B.A., 1990, Wisconsin, Madison; M.A., 1996, Ph.D., 2005, New School for Social Research. (2007)

Emeriti

- William H. Baugh, associate professor emeritus. S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana. (1978)
- James C. Davies, professor emeritus. A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)
- Daniel Goldrich, professor emeritus. B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina at Chapel Hill. (1963)
- Arthur M. Hanhardt Jr., professor emeritus. B.A., 1953, Rochester; M.A., 1958, Colgate; Ph.D., 1963, Northwestern. (1963)
- Richard Kraus, professor emeritus. B.A., 1966, Grinnell; certificate (East Asian Institute), 1969, M.A., 1969, Ph.D., 1974, Columbia. (1983)
- Jerry F. Medler, associate professor emeritus. B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon. (1968)
- John M. Orbell, professor emeritus. B.A., 1957, M.A., 1960, New Zealand; Ph.D., 1965, North Carolina at Chapel Hill. (1967)
- Richard P. Suttmeier, professor emeritus. A.B., 1963, Dartmouth; Ph.D., 1969, Indiana. (1990)
- M. George Zaninovich, professor emeritus. B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford. (1966)
- The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

Participating

Stuart Chinn, law
 Gordon Lafer, Labor Education and Research Center

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 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 are advised to 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 C– or better. Exceptions: Thesis (PS 403) and Honors Thesis Prospectus (PS 411), offered pass/no pass (P/N) only, may be applied to the 48 credits; one additional course (as many as 4 credits) may be taken pass/no pass (P/N)
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), Workshop (PS 408), and Honors Thesis Prospectus (PS 411) may be applied to the 48-credit requirement. These courses do not fulfill a subfield requirement. Credits earned in Practicum (PS 409) may not be applied to the major
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. Credit for Field Studies (PS 406) must be earned at the University of Oregon. Further information is provided on the department website
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
6. Of the 48 credits, 8 must be taken in each of three subfields (United States politics, world politics, political theory) for a total of 24 credits. A complete list of courses and their assigned subfields is available on the department 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), Reading and Conference (PS 405), and Workshop (PS 408). As many as 8 credits may be transferred from another institution.

Thesis (PS 403), Field Studies (PS 406), Practicum (PS 409), and Honors Thesis Prospectus (PS 411) do not count toward the minor. The minor in political science does not have a subfield requirement.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in political science are eligible to apply to the College of Education's 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 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 visiting faculty members offer advanced courses and seminars in most fields of political science. Both individual research projects and interdisciplinary collaborative projects—which often involve graduate students as collaborators—are under way in such diverse areas as international political economy, experimental studies of rational choice, American political development, comparative economic and political development, political change in East Asia, European integration and comparative federalism, political parties, race and gender politics, and international environmental politics and climate change.

Admission

Minimum admission requirements for the master's and doctoral degree programs include the following:

1. Official transcripts showing a grade point average (GPA) of 3.00 or higher for all undergraduate and graduate academic work
2. Recommendations from at least three teachers from whom courses have been taken
3. Official scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1100 are required.

4. International students from non-English-speaking countries must submit results from one of the following standardized language tests: Test of English as a Foreign Language (TOEFL) with a minimum score of 575 (paper-based) or 88 (Internet-based); International English Language Testing System (IELTS) with a minimum score of 7.0.

5. A statement of career plans prepared by the student
6. 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 e-mail 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 promotion to the doctoral program and professional careers in teaching and research. Two years is the typical period for completing the program.

The master's degree program has the following requirements:

1. Completion of 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, followed by 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
7. Defense of the written dissertation in an oral examination

A complete description of graduate requirements, including an explanation of themes and field requirements, is available on the department 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, Vu.
- 205 Introduction to International Relations (4)** Introduction to theoretical and methodological tools for the analysis of world politics. Cramer, Mitchell, Skalmes.
- 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.
- 275 Legal Process (4)** Overview of the United States legal system. Covers a range of sociolegal 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.
- 308 United States Political Thought (4)** Development of United States political thought from the

Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville.

- 321 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, Southwell.
- 326 United States Foreign Policy I (4)** Basic concepts underlying the formulation and implementation of United States foreign policy; relationships between American society and foreign policy; the relationship of the U.S. to its international environment. Southwell.
- 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. Skalmes.
- 342 Politics of China (4)** Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization.
- 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. Southwell.
- 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. Southwell.
- 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. Southwell.
- 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.
- 388 Mafia and Corruption in Russia (4)** Focuses on the Mafia, corruption, and organized crime as integral parts of Russia's transition to democracy, and their relationships with the state.

399 Special Studies: [Topic] (1–5R)

- 401 Research: [Topic] (1–15R)**
- 403 Thesis (1–12R)**
- 405 Reading and Conference: [Topic] (1–15R)**
- 406 Field Studies: [Topic] (1–5R) R** for maximum of 10 credits.
- 407/507 Seminar: [Topic] (1–4R)** Offerings vary from year to year, depending on student needs and faculty interests.
- 408/508 Workshop: [Topic] (1–21R)**
- 409 Practicum: [Topic] (1–3R)**
- 410/510 Experimental Course: [Topic] (1–4R)** Offerings vary from year to year, depending on student needs and faculty interests.
- 411 Honors Thesis Prospectus (1)** Prepares students for writing the senior honors thesis in political science. Provides guidance in framing a suitable topic, conducting preliminary research, and writing a prospectus. Prereq: majors with honors standing.
- 420/520 International Organization (4)** The organization of interaction among nations in institutional arrangements. Mitchell, Skalmes.
- 421/521 Science, Technology, and International Relations (4)** Examines weapons development, economic competitiveness, and environmental issues to learn how advances in science and technology have influenced international relations. Suttmeier.
- 430/530 Political Theory: Ancient and Medieval (4)** Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baumgold, Feldman.
- 431/531 Political Theory: Renaissance, Reformation, and Early Modern (4)** Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau. Baumgold, Feldman.
- 432/532 Political Theory: Modern and Contemporary (4)** Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions. Baumgold, Feldman.
- 433/533 Marxism and Radical Thought (4)** Surveys utopian socialist thought, anarchism, Marxism, and Leninism. Central themes include the nature of radical theory, the role of the state, human nature and the new society. Baumgold.
- 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. Myagkov, Southwell.
- 448/548, 449/549 Racial Politics in the United States I,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.

463/563 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. Southwell, Tichenor.

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. Southwell.

470/570 Constitutional Law (4) Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government. Prereq: PS 275.

475/575 Politics of the European Union (4) Surveys the historical development and current workings of the European Union's major institutions and policies. Offered alternate years.

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: ENV 201 or PS 205. Mitchell.

479/579 U.S. Interventions in Developing Nations (4) Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed. Cramer.

480 Introduction to Rational Choice (4) Introduces 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.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

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

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

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-4R)

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

620 State of the Discipline (5) 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 American government.

622 Political Theory (5) Survey of major works in the field of classical and contemporary political theory.

623 Comparative Politics (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.



Psychology

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Faculty

Jennifer Ablow, assistant professor (developmental psychopathology, attachment, interpersonal emotional arousal and regulation). B.A., 1988, Colorado at Boulder; Ph.D., 1997, California, Berkeley. (1999)

Holly Arrow, associate professor (small groups, cultural psychology, computer-mediated interaction). B.A., 1977, Elmira; M.F.A., 1982, Colorado; M.A., 1995, Ph.D., 1996, Illinois at Urbana-Champaign. (1996)

Edward Awh, professor (working memory, selective attention, functional neuroimaging). B.A., 1989, Northwestern; Ph.D., 1996, Michigan. (1998)

Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). B.A., 1982, California, Berkeley; M.Sc., 1984, California, Santa Cruz; Ph.D., 1989, Stanford. (1993)

Paul Dassonville, associate professor (cognitive neuroscience, perception, sensorimotor integration). B.S., 1986, Texas A & M; Ph.D., 1992, California, Los Angeles. (1999)

Thomas J. Dishion, professor (clinical psychology, prevention). See **Special Education and Clinical Sciences**.

Philip A. Fisher, professor (prevention research, stress neurobiology, foster care). B.A., 1986, Bowdoin College; M.S., 1990, Ph.D., 1993, Oregon. (2008)

Scott H. Frey, associate professor (cognitive neuroscience, brain imaging, human neurophysiology). B.A., 1987, Utica, Syracuse; Ed.M., 1988, Harvard; Ph.D., 1993, Cornell. (2004)

Jennifer J. Freyd, professor (interpersonal trauma, dissociation, memory for trauma). B.A., 1979, Pennsylvania; Ph.D., 1983, Stanford. (1987)

Gordon C. Nagayama Hall, professor (sociocultural context of psychopathology, sexual aggression). B.S., 1977, Washington (Seattle); Ph.D., 1982, Fuller Theological Seminary. (2001)

Sara D. Hodges, associate professor (social cognition, construction of social judgments). B.A., 1989, Rhodes; M.A., 1992, Ph.D., 1995, Virginia. (1995)

Clifford Kentros, assistant professor (systems neuroscience, spatial memory, genetics). B.A., 1988, South Florida; Ph.D., 1996, New York University. (2003)

Robert Mauro, associate professor (social, emotions, psychology and law). A.B., 1979, Stanford; M.S., 1981, Yale; Ph.D., 1984, Stanford. (1984)

Ulrich Mayr, Robert and Beverly Lewis Professor in Neuroscience (cognitive, cognitive aging, neurocognitive analysis). B.A., 1988, Ph.D., 1992, Berlin. (2000)

Jeffrey Measelle, associate professor (developmental psychology, emotional development, family). B.A., 1985 Brown; Ph.D., 1997, California, Berkeley. (1999)

Jane Mendle, assistant professor (pubertal development, adolescence, behavioral genetics). B.A., 1998, Amherst College; M.A., 2004, Ph.D., 2008, Virginia. (2008)

Louis J. Moses, professor (social and cognitive development). B.A., 1983, Western Australia; Ph.D., 1991, Stanford. (1993)

Helen Neville, Robert and Beverly Lewis Chair in Neuroscience; professor (neuropsychology). B.A., 1968, British Columbia; M.A., 1970, Simon Fraser; Ph.D., 1975, Cornell. (1995)

Jennifer Pfeifer, assistant professor (developmental and social cognitive neuroscience, self-perception,

empathy and perspective taking). B.A., 2000, Stanford; M.A., 2003, Ph.D., 2007, California, Los Angeles. (2008)

Gerard Saucier, professor (personality, social attitudes, behavioral genetics). B.A., 1978, North Carolina at Chapel Hill; M.A., 1984, Ph.D., 1991, Oregon. (1997)

Margaret E. Sereno, associate professor (visual cognition, neural network modeling, brain imaging). B.A., 1983, Northern Illinois; Ph.D., 1989, Brown. (1991)

Anne D. Simons, professor (affective disorders, psychotherapy, cognitive processes in depression). B.A., 1974, Stanford; Ph.D., 1982, Washington (St. Louis). (1989)

Paul Slovic, professor (judgment, decision-making, risk assessment). B.A., 1959, Stanford; M.A., 1962, Ph.D., 1964, Michigan. On leave 2009–10. (1986)

Sanjay Srivastava, assistant professor (self- and social perception, emotions, personality development). B.A., 1995, Northwestern; Ph.D., 2002, California, Berkeley. (2004)

Marjorie Taylor, professor (cognitive development, pretend play). B.S., 1979, M.S., 1981, Acadia; Ph.D., 1985, Stanford. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). B.A., 1969, Colorado; M.S., 1972, Ph.D., 1974, Pennsylvania State. On leave 2009–10. (1984)

Edward Vogel, associate professor (visual memory, event-related potentials, fMRI). B.A., 1994, Puget Sound; Ph.D., 2000, Iowa. (2001)

Michael Wehr, assistant professor (systems neuroscience, auditory neurophysiology, cortical circuits). Sc.B., 1991, Brown; Ph.D., 1999, California Institute of Technology. (2005)

Emeriti

Lewis R. Goldberg, professor emeritus. A.B., 1953, Harvard; M.A., 1954, Ph.D., 1958, Michigan. (1960)

Barbara Gordon-Lickey, professor emerita. A.B., 1963, Radcliffe; Ph.D., 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor emeritus. A.B., 1959, Oberlin; M.A., 1962, Ph.D., 1965, Michigan. (1967)

Douglas L. Hintzman, professor emeritus. B.A., 1963, Northwestern; Ph.D., 1967, Stanford. (1969)

Ray Hyman, professor emeritus. A.B., 1950, Boston University; M.A., 1952, Ph.D., 1953, Johns Hopkins. (1961)

Carolyn Keutzer, associate professor emerita. B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon. (1967)

Daniel P. Kimble, professor emeritus. B.A., 1956, Knox; Ph.D., 1961, Michigan. (1963)

Peter M. Lewinsohn, professor emeritus. B.S., 1951, Allegheny; M.A., 1953, Ph.D., 1955, Johns Hopkins. (1965)

Edward Lichtenstein, professor emeritus. B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan. (1966)

Richard A. Littman, professor emeritus. A.B., 1943, George Washington; Ph.D., 1948, Ohio State. (1948)

Richard Marrocco, professor emeritus. B.A., 1965, California, Los Angeles; Ph.D., 1972, Indiana. (1973)

Michael I. Posner, professor emeritus. B.S., 1957, M.S., 1959, Washington (Seattle); Ph.D., 1962, Michigan. (1965)

Mary K. Rothbart, professor emerita. B.A., 1962, Reed; Ph.D., 1967, Stanford. (1969)

Myron Rothbart, professor emeritus. B.A., 1962, Reed; Ph.D., 1966, Stanford. (1969)

Norman D. Sundberg, professor emeritus. B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota. (1952)

Robert L. Weiss, professor emeritus. B.A., 1952, Ph.D., 1958, State University of New York, Buffalo. (1966)

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 201), 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 department'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 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, 450, 456–459, 468–473, 476, 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	4
Three courses selected from any of the following, with at least two different areas of discipline.....	12
<i>Biology:</i> BI 353, 360, 461, 463, 466	
<i>Computer and Information Science:</i> CIS 443, 445, 455, 471	
<i>Linguistics:</i> LING 290 or 421, 396	
<i>Philosophy:</i> PHIL 339, 425	

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 adviser 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 or 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)

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.

302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. Prereq: MATH 111, PSY 201, 202, 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 drugs such as alcohol, opiates, barbiturates, and excitants. 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.

450/550 Hormones and Behavior (4) Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress. Prereq: WR 121 and 122 or 123; PSY 303.

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. Pre- 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.

461/561 Imagination (4) Topics in human imagination, including creativity, children's pretend play, fiction writing, imagery, mental time travel, consciousness, dreaming, virtual worlds, and

disorders of the imagination. Prereq: WR 121, 122, PSY 303.

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.

480/580 Development and Psychopathology (4) Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents. 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)

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

602 Supervised College Teaching (1-3R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-21R)

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

609 Practicum: [Topic] (1-9R)

610 Experimental Course: [Topic] (1-21R)

611 Data Analysis I (4) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory.

612 Data Analysis II (4) Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. Prereq: PSY 611. With laboratory.

613 Data Analysis III (4) Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. Prereq: PSY 612. With laboratory.

614 Issues in Biology and Cognition (5) Examination of major issues in the psychological study of cognitive and physiological processes. Theory, research, and application discussed and placed in historical perspective. Prereq: major standing.

615 Issues in Personality and Social Foundations (5) Examination of major issues in the psychological study of personality and social processes. Theory, research, and application discussed and placed in historical perspective. Prereq: major standing.

616 Issues in Development (5) Examination of major issues in the psychological study of development. Theory and research discussed and placed in historical perspective. Prereq: major standing.

620 Psychopathology (3) Definition, measurement, and diagnosis of deviant behavior; includes critical reviews of research on the etiology, intervention, and outcome of major mental disorders. Prereq: major standing.

621 Clinical Psychobiology (3) Research and theory from the neurosciences applied to clinical problems and biological therapies. Prereq: major standing.

623 Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment; includes projective and objective techniques. Prereq: clinical psychology students only.

704 Internship: [Topic] (1-15R) Clinical doctoral students only, under the guidance of the director of clinical training. **R** as needed to complete internship requirements.



Religious Studies

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Faculty

Judith R. Baskin, Philip H. Knight Professor of Humanities. See **Judaic Studies**.

Erin M. Cline, assistant professor (Chinese religions and philosophy). See **Philosophy**.

Frederick Colby, associate professor (Islam). B.A., 1991, Haverford College; M.A., 1995, Chicago; Ph.D., 2002, Duke. (2008)

Daniel K. Falk, associate professor (biblical studies). B.A., 1987, Providence; M.A., 1992, Regent; Ph.D., 1996, Cambridge. (1998)

Deborah A. Green, Greenberg Assistant Professor of Hebrew Language and Literature. See **Judaic Studies**.

Stephen J. Shoemaker, associate professor (history of Christianity). B.A., 1991, Emory; M.A., 1994, Ph.D., 1997, Duke. (2000)

Mark T. Unno, associate professor (East Asian religions, Buddhism). B.A., Oberlin, 1987; M.A., 1991, Ph.D., 1994, Stanford. (2000)

Emeriti

Hee-Jin Kim, professor emeritus. B.A., 1957, M.A., 1958, California, Berkeley; Ph.D., 1966, Claremont. (1973)

J. T. Sanders, professor emeritus. B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. (1969)

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 (IS:IP) master's degree (M.A. or M.S.) focusing on religious studies, offered through the Graduate School. Information is available in the **Graduate School** section of this catalog.

Advanced Degrees in Other Departments

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.

Anthropology, Ph.D. (general anthropology M.A. presupposed). Comparative religions, religion and symbol in particular cultures: Aletta Biersack, Carol T. Silverman.

Art History, M.A., Ph.D. Buddhist art: Charles H. Lachman. Early Christian, Byzantine, Islamic art: Mary-Lyon Dolezal. Japanese art: to be determined. Medieval Christian art: Richard A. Sundt.

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. Hurwit (art history), Mary K. Jaeger (classics), John Nicols (history), Steven Shankman (English), Malcolm Wilson (classics).

Folklore, M.A. Sharon R. Sherman (English), Carol T. Silverman (anthropology), Daniel N. Wojcik (English).

History, M.A., Ph.D. Reformations: David M. Luebke. U.S. religious history: Jack P. Maddex.

Sociology, M.A., Ph.D. Sociology of religion: Marion Sherman Goldman, Kenneth B. Liberman.

Religious Studies Courses (REL)

101 World Religions: Asian Traditions (4) Introduction to related religious traditions of Asia, including Hinduism, Buddhism, Daoism, Confucianism and Shinto. Readings in sacred texts and scholarly literature. Lecture, discussion. Unno.

102 World Religions: Near Eastern Traditions (4) Introduction to the Abrahamic religions of Judaism, Christianity, Islam and to related traditions such as the Zoroastrian, Manichaeen, Mandeian, Baha'i. Lecture, discussion. Colby, 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 Muhammed, pillars of Islam, ethics and piety, Sunni-Shiite divide, reform and renewal movements. Colby.

302 Chinese Religions (4) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Daoism, Han Confucianism, religious Daoism, Chinese Buddhism, Neo-Confucianism, religion in China today. Cline, Unno.

303 Japanese Religions (4) Early Shinto and its developments. Japanese Buddhism, transformation of Daoism and Confucianism, medieval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions. Unno. Not offered 2009–10.

317 Jesus and the Gospels (4) Considers early evidence for Jesus, including canonical and noncanonical gospels, in light of critical scholarship and historical reconstructions. Prereq: REL 223. Falk.

318 Women in Judaism (4) Women and their roles in Judaism; emphasis on early modern and contemporary eras. Texts read include historical, literary, and theoretical documents. Baskin.

321, 322, 323 History of Christianity (4,4,4) Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. **321:** the ancient period, from the Apostolic Fathers to the Islamic conquests (90–650). **322:** medieval Western Christianity, from the Germanic invasions to the Reformation (400–1500). **323:** modern Western Christianity, from the Reformation to the present (1500 to the present). Shoemaker.

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. Not offered 2009–10.

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. Colby.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–4R)

403 Thesis (1–4R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–4R)

408/508 Colloquium: [Topic] (1–4R)

409 Supervised Tutoring (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

412/512 Dead Sea Scrolls: [Topic] (4R) Exploration of the Dead Sea Scrolls literature. Focus on either biblical texts and the development of the Hebrew Bible or nonbiblical texts and sectarian Judaism. Prereq: REL 211. **R** once when topic changes for a maximum of 8 credits. Falk. Not offered 2009–10.

414/514 Biblical Book: [Topic] (4R) Close reading of one or more books of the Judeo-Christian Bible in literary, historical, and cultural contexts; history of interpretation; and critical scholarship. Prereq: REL 211. **R** twice when topic changes for a maximum of 12 credits. Falk.

418/518 Martyrdom (4) Exploration of themes of sacrifice and martyrdom in ancient and medieval literatures of the Abrahamic traditions. Comparative approach to development of concepts within and across religious boundaries. Green. Not offered 2009–10.

420/520 Jewish and Christian Spiritual Autobiographies (4) Explores autobiographies written by Christians and Jews from late antiquity to the present. Emphasis on history of western spirituality and focus on Jewish and Christian religious commonalities and differences. Baskin. Not offered 2009–10.

424/524 Early and Medieval Christian Heresy (4) Survey of various heretical beliefs from early medieval Christian history; examines alternative visions of Christian Truth, and the formation from heterodoxy of orthodoxy. Shoemaker. Not offered 2009–10.

426/526 Sex and Gender in Early Christianity (4) Study of how and why certain early Christians sought, successfully, to normalize certain inter-related cultural constructions of gender, the body, and sexuality. Shoemaker.

432/532 Islamic Mystical Thought (4) Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions. Colby.

440/540 Readings in Buddhist Scriptures (4) Readings in representative scriptures in English translation. Selection based on their import in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism. Unno. Not offered 2009–10.

444/544 Medieval Japanese Buddhism (4) Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land. Unno.

450/550 Readings in Daoism: [Topic] (4R) Close reading of one or more Daoist texts in English. Emphasis on religious, philosophical, historical contexts; history of interpretation; critical scholarship. **R** when topic changes. Not offered 2009–10.

454/554 Readings in Confucianism: [Topic] (4R) Close reading of one or more Confucian texts in English translation with attention to religious,

philosophical, historical contexts, history of interpretation, critical scholarship. **R** when topic changes. Cline.

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

608 Colloquium: [Topic] (1–16R)

609 Supervised Tutoring (1–16R)

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this catalog.

Anthropology. 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)

Geography. Geography of Religion (GEOG 446/546)

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)

International Studies. Development and the Muslim World (INTL 423/523), World Value Systems (INTL 430/530)

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)

Romance Languages

Leonardo García-Pabón, Department Head

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Faculty

- Alexandre Albert-Galtier, associate professor (17th-century French theater, art, and literature). Licence, 1981, D.E.A., 1983, Ph.D., 1988, Lyon II. (1994)
- Barbara K. Altmann, professor (Old and Middle French literature and language, codicology, gender studies). B.A., 1978, Alberta; M.A., 1982, Ph.D., 1988, Toronto. (1989)
- Nadia Ceccacci, senior instructor; supervisor-coordinator, first- and second-year Italian programs. Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; M.A., 1986, Oregon. (1989)
- Robert L. Davis, associate professor (methodology and pedagogy, Spanish and Romance linguistics). B.A., 1983, Southern Mississippi; M.A., 1987, Ph.D., 1991, North Carolina at Chapel Hill. (1991)
- Laurie deGonzalez, senior instructor; supervisor-coordinator, first-year Spanish program. B.A., 1979, Antioch; M.A., 1987, Monterey Institute of International Studies. (1993)
- Juanita Devereaux, senior instructor (Spanish). B.A., 1999, M.A., 2001, Oregon. (2001)
- André Djiffack, associate professor (Francophone literatures, 20th-century French literature, colonial and postcolonial studies). B.A., 1987, Maîtrise, 1988, Doctorat de 3e Cycle, 1992, Yaoundé; Ph.D., 1998, Cape Town. (2000)
- Paula Ellister, senior instructor; supervisor-coordinator, first-year Spanish program. B.A., 1992, M.A., 1994, Oregon. (1994)
- Cecilia Enjuto Rangel, assistant professor (Spanish and Latin American poetry, transatlantic studies, gender and literary theory). B.A., 1998, Universidad de Puerto Rico; M.A., 2002, Ph.D., 2005, Yale. (2005)
- Juan A. Epple, professor (19th- and 20th-century Latin American literature, short-story theory, Hispanic literature in the United States). Licenciata, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard. (1980)
- Hilary Fisher, senior instructor; supervisor-coordinator, first-year French program. B.Ed., 1973, Exeter, Devon; M.A., 1975, Oregon. (1994)
- Pedro García-Caro, assistant professor (19th- and 20th-century literatures of the Americas, postcolonial studies, literary theory). Licenciatura, 1995, Murcia; B.A., 1996, Roehampton; M.A., 1997, Ph.D., 2004, University College, London. (2006)
- Leonardo García-Pabón, professor (colonial Latin American literature, contemporary Latin American poetry, literary theory). B.S., 1980, Universidad Mayor de San Andrés; M.A., 1981, Université Catholique de Louvain; Ph.D., 1990, Minnesota, Twin Cities. (1990)
- Amalia Gladhart, associate professor (20th-century Latin American literature, theater, feminist studies). B.A., 1989, Michigan State; Ph.D., 1995, Cornell. (1995)
- Evlyn Gould, professor (19th-century French literature and culture, European studies, literature and the other arts). B.A., 1975, California, Irvine; M.A., 1977, Ph.D., 1983, California, Berkeley. (1983)
- Gina Herrmann, associate professor (contemporary Spanish literature, politics and culture, autobiographical studies, gender studies). B.A., 1990, Cornell; M.A., 1993, Columbia; Ph.D., 1998, Cornell. (2002)
- Nathalie Hester, associate professor (French and Italian Renaissance and baroque literature and



culture, travel literature). B.A., 1992; M.A. 1993; Ph.D., 2001, Chicago. (2001)

Harinder Kaur Khalsa, senior instructor (Italian). B.A., 1991, Istanbul; M.A., 1996 and 1998, Oregon. (1999)

Mónica Lara, senior instructor (Spanish). B.A., 1982, M.A., 1992, Oregon. (1992)

Kelley León Howarth, senior instructor (Spanish). B.A., 1995, M.A., 2002, Oregon. (2002)

Massimo Lollini, Emmanuel S. Hatzantonis Distinguished Fellow in Italian Language and Culture; professor (baroque and modern Italian literature, comparative modern literature). Laurea, 1978, Bologna; Ph.D., 1992, Yale. (1992)

Karen McPherson, associate professor (Francophone literatures, modern French novel, feminist theory). B.A., 1970, Oregon; M.A., 1983, Ph.D., 1987, Yale. (1998)

Shelley Merello, senior instructor (Spanish). B.A., 1970, St. Lawrence; M.A., 1972, Stanford. (1989)

Leah Middlebrook, assistant professor (early modern French and Spanish literature and culture, lyric poetry, comparative literature). See **Comparative Literature**.

Bryan J. Moore, senior instructor (Spanish). B.A., 1987, M.A., 1990, Oregon. (1990)

Fabienne Moore, associate professor (French Enlightenment, prose poetry, contemporary France). License, 1987, Toulouse-Le Mirail; Ph.D., 2001, New York University. (2000)

Rosario Murcia, senior instructor; supervisor-coordinator, second-year Spanish program. B.A., 1984, Alicante; M.A., 1988, Oregon. (1988)

Amanda W. Powell, senior instructor; coordinator, third-year Spanish. B.A., 1977, Yale; M.A., 1983, Boston University. (1991)

F. Regina Psaki, Giustina Family Professor of Italian Language and Literature (medieval and Renaissance Italian literature, comparative medieval literature). B.A., 1980, Dickinson; M.A., 1986, Ph.D., 1989, Cornell. (1989)

Andrew Rothgery, senior instructor (Spanish). B.A. 1991, M.A., 1994, Oregon. (1994)

Analisa Taylor, associate professor (Mexican literary and social history). B.A., 1992, Oregon; M.A., 1996, Ph.D., 2002, Duke. (2002)

Tania Triana, assistant professor (Caribbean studies, literature of the Americas, gender and African diaspora studies). B.A., 1996, State University of New York, Buffalo; M.A., 2000, Ph.D., 2004, California, San Diego. (2004)

David Wacks, assistant professor (medieval Iberian literature and culture, Sephardic studies). B.A., 1991, Columbia; M.A., 1997, Boston College; Ph.D., 2003, California, Berkeley. (2003)

Nathan Whalen, senior instructor (Spanish). B.A., 1999, M.A., 2001, Oregon. (2001)

Catherine Wiebe, senior instructor; supervisor-coordinator, second-year French program. Diplôme, 1978, Ecole Supérieure des Arts Appliquées, Paris; M.A., 1982, Oregon. (1985)

Melanie Williams, senior instructor (French). B.A., 1992, M.A., 1996, Oregon. (1996)

Gloria Zabala, senior instructor (Spanish). B.A., 1983, M.A., 1989, Oregon. (1989)

Alex Zunterstein, senior instructor (Spanish). B.A., 2000, M.A., 2002, Oregon. (2002)

Emeriti

Randi M. Brox, professor emerita. Cand. Philol., 1960, Oslo; Ph.D., 1965, Illinois. (1965)

Françoise G. Calin, professor emerita. Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)

David J. Curland, senior instructor emeritus. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon. (1966)

Richard H. Desroches, associate professor emeritus. B.A., 1947, Clark; Ph.D., 1962, Yale. (1957)

Sylvia Giustina, senior instructor emerita. B.A., 1956, Marylhurst; M.A., 1966, Oregon. (1968)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon. (1958)

Barbara D. May, associate professor emerita. B.A., 1972, M.A., 1973, Ph.D., 1975, Utah. (1976)

Perry J. Powers, professor emeritus. B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins. (1946)

Steven Rendall, professor emeritus. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)

Wolfgang F. Sohlich, associate professor emeritus. B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. (1970)

Luis Verano, senior instructor emeritus. B.A., 1971, Portland State; M.A., 1974, Ph.D., 1982, Oregon. (1983)

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

About the Department

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a 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.

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 Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university's overseas study program. The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country. The Françoise Calin scholarship is awarded every year to a French major or minor. The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages. The Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing. More information may be obtained from the department office in early January or on the department website, rl.uoregon.edu/scholarships.

Undergraduate Studies

Programs leading to undergraduate degrees are offered in French, Italian, Spanish, and Romance languages (a major that combines advanced study in two languages). Majors concentrate on Romance languages, literatures, and cultures, both modern and historical. Attention is given to developing the skills of understanding, speaking, reading, and writing the modern language.

The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken. For more information, visit studyabroad.uoregon.edu.

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.

Major Requirements

Requirements for each major are listed below. Students are urged to consult their faculty advisers regularly to create balanced programs and avoid mistakes in course selection.

French, Italian, or Spanish

Courses for the major must be taught in the target language and address the target culture; readings in courses taken for the major must be in the target language. Internship credits, always taken pass/no pass, *do not* apply toward major or minor requirements.

French. Forty-eight credits in French—passed with grades of C– or better—are required beyond second-year French, distributed as follows:

	48 credits
<i>Culture et langage: la France contemporaine</i> (FR 301).....	4
<i>Culture et langage: identités francophones</i> (FR 303).....	4
French Survey (FR 317, 318, 319) or equivalent	12

Advanced Writing in French (FR 416)	4
French literature courses numbered 330 or higher, taught in residence on the Eugene campus, at least 8 credits of which must be at the 400 level.....	12
French upper-division electives taught in French (e.g., literature, linguistics, film, grammar) that address the culture of the French-speaking world.....	12

Italian. Forty-eight credits in Italian—passed with grades of C– or better—are required beyond second-year Italian, distributed as follows:

48 credits

<i>Cultura e lingua: l'Italia contemporanea</i> (ITAL 301).....	4
<i>Cultura e lingua: società, economia, politica</i> (ITAL 303).....	4
Two terms of Oral Skills (ITAL 307) or other 300-level language course	4
Italian Survey (ITAL 317, 318, 319)	12
Italian literature courses at the 400 level or higher, taught in residence on the Eugene campus.....	12
Italian upper-division electives taught in Italian (e.g., literature, linguistics, film, grammar) that address the culture of the Italian-speaking world.....	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 <i>Cultura y lengua: identidades hispanas</i> (SPAN 301), <i>Cultura y lengua: expresiones artísticas</i> (SPAN 303), <i>Cultura y lengua: cambios sociales</i> (SPAN 305)	8
Advanced Writing in Spanish (SPAN 311)	4
Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319) or equivalent	12
Spanish literature or linguistics courses numbered 328 or higher, taught in residence on the Eugene campus, at least 8 credits of which must be at the 400 level	12
Spanish upper-division electives taught in Spanish (e.g., literature, linguistics, film, grammar) that address the culture of the Spanish-speaking world.....	12

Romance Languages

Romance languages 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 meets the following requirements:

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 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 courses and 12 in literature. A minimum of three literature courses (12 credits) must be taken on the Eugene campus. Four additional upper-division credits must be taken in an elective area (e.g., language, literature, linguistics, film, culture, history, art history). Courses taken for the minor must be in the target language. Further details are available on the department website.

Study Abroad

Students are strongly encouraged to participate in one of the study-abroad programs offered by the university through the Office of International Affairs—programs for the study of French, Italian, and Spanish languages and cultures in Europe and Latin America, in countries such as Argentina, Bolivia, Chile, Ecuador, France, Italy, Mexico, and Spain. Brief descriptions of these programs are listed under International Affairs in the **Academic Resources** section of this catalog.

Before going abroad, students should consult with their assigned major or minor adviser about the selection of a program and the courses to be taken in that program. Students enroll in courses with subject codes that are unique to individual programs; special course numbers are reserved for overseas study.

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.

The department offers scholarships to help students with their plans for overseas study. For more information, visit the department website.

Lycée Program

Seniors and graduate students may also apply to participate in the French government Lycée assistantship program that places students in French high schools to teach English for one year.

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 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, 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 provides solid grounding and broad coverage 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.

Students follow these degree programs in an intellectually stimulating and supportive environment, characterized by close personal supervision, interdisciplinary approaches to literary and cultural studies, and professional training in both research methods and foreign-language pedagogy.

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 completed form to the university Office of Admissions with the \$50 fee and a copy of the application to the department's graduate secretary
2. In addition to the application copy, submit or have sent to the department's graduate secretary the following:
 - 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, **or** by passing the International English Language Testing System (IELTS) examination with a minimum score of 70
3. If applying to the Ph.D. program, submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic)

Priority is given to applicants whose files are complete by January 6. 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 January 6 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 these 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 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 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 is done in French or Italian or Spanish or Romance languages courses. Students pursuing an M.A. in French, Italian, or Spanish 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 should 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 literary 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 and the examination committee members of the scheduled exam date.

Examination Committee

By the sixth week of fall term in the second year, students submit to their advisers and to the director of graduate studies

- a list of the course work completed in the first year and planned for the second year
- the names and signatures of the three departmental faculty members who will constitute their examination committee

By the end of the tenth week of fall term in the second year, students submit a preliminary examination reading list to the members of their exam committees.

Examination reading list. Students construct a reading list, drawn up in consultation with the exam committee, 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.

For students studying for the M.A. in Romance languages, the reading list consists of 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.

Overseas Study and Teaching

Several opportunities for study and teaching abroad are available each year. Graduate students are eligible to apply for the position as graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. There are also assistantships available to teach English in a French secondary institution while pursuing studies at a French university. A third opportunity for graduate students is a position as graduate assistant to the director of a one-term study program in Querétaro, Mexico. In addition, a graduate assistant works with the eight-week summer program in Perugia, Italy.

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 84 graduate-level credits—32 credits in addition to the 52 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 84 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 are also strongly encouraged to take Romance Languages Colloquium (RL 623) for at least two credits. The colloquium can either be taken as a 2-credit pass/no pass course (in which case it does not count toward the 52 credits required for the degree) or as a 4-credit graded course.

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 courses required for the M.A. This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master's program.

Comprehensive Examination. Students entering the Ph.D. program should develop, as soon as possible but no later than the third term of work beyond the master's degree, a field of interest for the Ph.D. comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the subfields represented on the comprehensive examination.

The comprehensive examination consists of 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 two essays that respond to questions formulated by 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 help to define a project within 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. The exam should, in other words, yield at least a tentative dissertation topic.

A student who fails the Ph.D. examination in whole or in part will be allowed to take it over (in whole or in part) once. The student is encouraged to do so no later than six months after failing. A second failure results in disqualification.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

With the successful completion of the Ph.D. comprehensive exam, the student will advance to candidacy and begin preparing the dissertation prospectus.

Students are responsible for putting together a dissertation committee, which normally consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another department. A student may also choose to have two codirectors in the Department of Romance Languages (plus two further members of the department).

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. It consists of an eight- to ten-page

description of the proposed dissertation project and a substantial research bibliography of primary and secondary material. When the student has a solid draft of the prospectus, she or he schedules a meeting with the dissertation committee members for a presentation and discussion of the prospectus. Following this conversation, the student will make final revisions to the prospectus. Once the committee has given its final approval, the student submits the prospectus to the department for filing.

Students are reminded that they must have a dissertation committee in place and proper documents filed with the Graduate School six months before the dissertation defense.

Any student making significant changes to the dissertation project after the final approval of the prospectus must schedule a meeting with the dissertation committee before proceeding.

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. Students are strongly encouraged to familiarize themselves with the stringent formatting and structure guidelines for the dissertation provided by the Graduate School.

A final copy of the dissertation must be distributed to the dissertation committee for final approval at least three weeks before the dissertation defense.

Final Oral Defense. When the dissertation committee has approved the dissertation, a final public oral presentation and defense of the work is held.

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. Prereq: One 300-level literature course in any Romance language.

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.

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

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. Conducted in French. Prereq for 102: FR 101; prereq for 103: FR 102.

111, 112 Intensive Beginning French (5,5) Intensive study for experienced language learners; introduction to French culture. Prereq for 111: previous study 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.

150 Cultural Legacies of France (4) French civilization in France and beyond. Possible topics are the Francophone world, premodern, early modern, and modern France; French film, architecture, and painting. Conducted in English. Altmann, Gould, McPherson.

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)

201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Prereq for 201: first-year language competence; prereq for 202: FR 201; prereq for 203: FR 202.

301 Culture et langage: la France contemporaine (4) Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French. Prereq: FR 203; WR 122 or 123. Hester, McPherson, Moore.

303 Culture et langage: identités francophones (4) Language skills with emphasis on the global cultures of the French-speaking world. Grammar review. Prereq: FR 203; WR 122 or 123. Djiffack, McPherson.

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. **R** once for maximum of 4 credits.

317 French Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. Prereq: FR 301 or 303. Albert-Galtier, Altmann, Hester.

318 French Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. Prereq: FR 301 or 303. Albert-Galtier, Gould, Moore.

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.

320 Intensive French Grammar Review (4) Promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. Prereq: FR 203. Wiebe.

330 French Poetry (4) Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches. Prereq: FR 301, 303. Albert-Galtier, Altmann, Gould, Moore.

331 French Theater (4) Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading. Prereq: FR 301, 303. Albert-Galtier, Gould.

333 French Narrative (4) Covers important aspects of French narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading. Prereq: FR 301, 303. Djiffack, Gould, Hester, 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.

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)

407/507 Seminar: [Topic] (1-6R) Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre. Prereq: two from FR 317, 318, 319.

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.

425 French-English Translation (4) Offers an overview of translation theory and practice from English to French and French to English. Prereq: FR 301, 303.

450/550 17th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 17th-century French literature. Prereq: FR 317, 318, 319. **R** when topic changes. Albert-Galtier.

451/551 Baroque Theater: [Topic] (4R) Intensive study of representative plays by Molière, Racine, or Corneille with emphasis on modern criticism. Prereq: FR 315, 317, 319. **R** when topic changes for maximum of 16 credits. Albert-Galtier.

460/560 18th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Prereq: FR 317, 318, 319. **R** when topic changes. Moore.

480/580 19th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 19th-century French literature. Prereq for 480: FR 317, 318, 319. **R** when topic changes. Gould.

490/590 20th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identities, The French Novel in 2000, Postcolonial Africa. Prereq: FR 317, 318, 319. **R** when topic changes. Djiffack, McPherson.

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.

RL 503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

RL 603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

683 Mallarmé (4) Study of Stéphane Mallarmé's poetry, prose, and critical essays and his influence on modern French thinkers including Sartre, Derrida, Kristeva, and Lévinas. Readings in French; conducted in English.

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, 103 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, Lollini, 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)

201, 202, 203 Second-Year Italian (4,4,4) Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian. Prereq for 201: first-year language competence; prereq for 202: ITAL 201; prereq for 203: ITAL 202.

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. Ceccacci.

303 *Cultura e lingua: società, economia, politica* (4) Analysis of Italian society, its economy and politics from 1950 to present. Readings of short stories and magazine articles, viewing of films. Vocabulary enrichment activities and grammar review. Prereq: ITAL 203; WR 122 or 123. Ceccacci.

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. Ceccacci.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in addition to language laboratory work. Prereq: ITAL 203. **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 Renaissance periods. Prereq: ITAL 203. Conducted in Italian. Psaki.

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.

320 Intensive Italian Grammar Review (4) Bridges second- and third-year culture and literature courses. Provides review, synthesis, consolidation, and elaboration of linguistic knowledge gained from lower-division courses. Prereq: ITAL 203. Khalsa.

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) **R** 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. Prereq: one from ITAL 317, 318, 319.

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** twice 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** twice 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. 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 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.

RL 503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

RL 603 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 103 or equivalent.

399 Special Studies: [Topic] (1–5R)

Spanish Courses (SPAN)

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Spanish (5,5,5) Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture.

Sequence. Conducted in Spanish. Prereq for 102: SPAN 101; prereq for 103: SPAN 102.

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 a 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)

201, 202, 203 Second-Year Spanish (4,4,4) Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish. Prereq for 201: first-year language competence; prereq for 202: SPAN 201; prereq for 203: SPAN 202.

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, 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. Enjuto Rangel.

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, Epple, García-Pabón, Taylor.

361, 363 Hispanic Culture and Civilization (4,4) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. **361:** Spain.

363: Latin America. Prereq for 363: two from SPAN 301, 303, 305.

399 Special Studies: [Topic] (1–5R)

403 Thesis (3–6R)

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

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. Prereq: two from SPAN 316, 317, 318, 319.

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 include Literature 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.

436 Contemporary Mexican Literature: [Topic] (4R) Explores major aesthetics trends, genres, authors. Prereq: two from SPAN 316, 317, 318, 319. **R** thrice when topic changes for maximum of 16 credits. Epple, García-Pabón, Gladhart, Taylor.

437/537 Contemporary Latin American Verse: [Topic] (4R) Explores major aesthetic trends, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity, poetry and modernism. Prereq: two from SPAN 316, 317, 318, 319. **R** thrice when topic changes for maximum of 16 credits. Enjuto Rangel, Epple, García-Pabón.

450/550 Colonial Latin American Literature: [Topic] (4R) Representative works of Colonial Latin America. Recent topics include Mestizaje, Colonial Theater, Colonial Literature, Carlos Fuentes. Prereq: two from SPAN 316, 317, 318, 319. **R** twice when topic changes for maximum of 12 credits.

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.

481/581 19th-Century Spanish Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics are 19th-Century Fetish, Realism, Nation Building. Prereq for 481: two from SPAN 316, 317, 318, 319. **R** thrice when topic changes for maximum of 16 credits.

490/590 20th-Century Latin American Literature: [Topic] (4R) Explores major literary trends, authors, and works. Recent topics are Avante-garde in the Mexican Revolution, Latin American Theater, Testimonial Literature. Prereq: two from SPAN 316, 317, 318, 319. **R** twice when topic changes for maximum of 12 credits.

RL 503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

RL 603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

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.



Russian and East European Studies

Julie Hessler, Center Director

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Faculty

Yelaina Kripkov, senior instructor (Russian language, culture); coordinator, Russian language program. M.A., 1983, Moscow State Pedagogical Institute; Ph.D., 1996, Kansas. (1995)

Julia Nemirovskaya, adjunct assistant professor (Russian literature and theater). M.A., 1986, Ph.D., 1991, Moscow State. (2002)

Participating

Julie Hessler, history (20th-century Russia, Europe)

Katya E. Hokanson, comparative literature (Russian literature, travel literature, cultural studies)

Esther Jacobson-Tepfer, art history (Asian art, art of inner Asia during the Bronze and Iron Ages)

R. Alan Kimball, history (modern Russia)

Mark Levy, music (ethnomusicology)

Mikhail Myagkov, political science (comparative politics, formal political theory)

Jenifer Presto, comparative literature (19th- and 20th-century Russian and European poetry, symbolism, feminism)

Stephen J. Shoemaker, religious studies (history of Eastern Christianity)

Carol T. Silverman, anthropology (performance, eastern Europe, gender)

Caleb Southworth, sociology (economic sociology, postsocialist societies, quantitative-historical methods)

Cynthia M. Vakareliyska, linguistics (Slavic linguistics)

Ronald Wixman, geography (former Soviet Union, eastern Europe, cultural geography)

Courtesy

Richard Morris, courtesy professor (Russian and East European regional studies). M.A., 1975 Western Washington; Ph.D., 1981, Oregon. (1982)

Nathan Rosen, courtesy professor (Russian literature). B.A., 1941, Brooklyn; M.A., 1948, Ph.D. 1961, Columbia. (1990)

Emeriti

James L. Rice, professor emeritus. A.B., 1960, Harvard; M.A., 1964, Ph.D., 1965, Chicago. (1967)

Fruim Yurevich, senior instructor emeritus. Diploma, 1959, Astrakhan State Pedagogical Institute; M.A., 1976, Oregon. (1975)

Associated

John E. Bonine, law

Heghine Hakobyan, library

Mary-Lyon Dolezal, art history

Sherwin Simmons, art history

Andrew Verner, business

Marc Weinstein, management

Lisa Wolverton, history

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

About the Center

The Russian and East European Studies Center (REESC) is devoted to the study of the peoples living in the eastern third of Europe, throughout the northern steppes of Central Asia, and across Siberia to the Pacific Ocean. Settled over a

territory that spans half the earth's time zones, these peoples have created a complex mosaic of cultures, expressed in literature and art as well as in institutions and social forms. Over the centuries, these lands have come under the sway of several great world-historical civilizations and empires: the Byzantine, Mongolian, Ottoman Turkish, Holy Roman, Austro-Hungarian, Russian, and Soviet. These lands have felt the influence of Orthodox Christianity, Catholicism, Protestantism, Judaism, Islam, and Communism. At the intersection of many powerful forces, these lands experience the historical drama of what some call "modernization" with its challenge to customary ways of life. Yet, after centuries of massive transplantation and transformation, national and ethnic heritages survive. Customary ways and native self-consciousness, more diverse than anywhere else on the globe, express themselves with new vigor.

Visiting Faculty Members. The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board scholars from Russia and Eastern Europe.

Overseas Study. Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States—in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian. Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Affairs in the **Academic Resources** section of this catalog. Students interested in study in the Commonwealth of Independent States or in Eastern Europe should write or call the Overseas Program Coordinator, International Affairs, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3206.

Cultural Programs. The center sponsors lectures, panel discussions, symposiums, films, plays, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the center faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee. Students in the center organized a Russian Club.

Resources. The University of Oregon's library has more than 130,000 volumes in the Russian and other Slavic and East European languages, more than 60,000 on Russia and Eastern Europe in Western languages; and subscribes to more than 100 serial titles. The library also has a large collection of Russian and East European films. The bulk of the collection is in the humanities and social sciences.

Facilities at the well-known Yamada Language Center enhance the learning of Slavic and East European languages. For more information, see

Yamada Language Center in the **Services for Students** section of this catalog.

General Requirements

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 languages 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. Electives must include courses in at least two fields outside the concentration

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 fifth-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.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Kripkov.

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.

306 Doing Business in Russia (4) Issues of morality; rebirth of religion, rise of criminality, commercialization of culture in contemporary Russia. Business communication and terminology. Conducted in English. Kripkov.

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. Prereq: RUSS 103. **R** when different theater production is offered.

316, 317, 318 Third-Year Russian (5,5,5) Intensive study of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Conducted in Russian. Prereq: RUSS 203 or equivalent. Kripkov.

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.

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. Prereq: RUSS 318 or equivalent. **R** twice when topic changes for a maximum of 12 credits. Kripkov.

445/545 Old Church Slavonic (4) Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Prereq: 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)

315 Politics of Language (4) Examines some of the major social issues involving language politics in post-1990 Eastern Europe. Vakareliyska.

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

401 Research: [Topic] (2-6R)

403 Thesis (3-6R)

405 Reading and Conference: [Topic] (1-5R)

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (2-4R)

408/508 Colloquium: [Topic] (2-4R)

409 Supervised Tutoring: [Topic] (1-3R)

410/510 Experimental Course: [Topic] (2-6R)

503 Thesis (1-9R)

601 Research: [Topic] (2-6R)

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

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

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

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

609 Practicum: [Topic] (1-16R)

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



Scandinavian Studies

Ellen Rees, Committee Chair

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202 Friendly Hall
1250 University of Oregon
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Steering Committee Faculty

Roger Adkins, international affairs
James W. Earl, English
Jon M. Erlandson, anthropology
Sergio Koreisha, decision sciences
Sonja Rasmussen, International Resource Center
Michael G. Raymer, physics
Lars Skalnes, 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 Fravel 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

Patricia A. Gwartney, Department Head

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Faculty

Michael B. Aguilera, associate professor (economic sociology, social inequality, race and ethnicity). B.A., 1995, California, Irvine; M.A., 1995, Ph.D., 1999, State University of New York, Stony Brook. (2004)

Eleen A. Baumann, instructor (crime and social control, family, juvenile delinquency); undergraduate adviser. B.A., 1971, Vassar College; M.A., 1976, Ph.D., 1981, Southern California. (1993)

Yvonne A. Braun, assistant professor (gender and development, political ecology, social inequality). B.A., 1994, State University of New York, Geneseo; M.A., 2000, Ph.D., 2005, California, Irvine. (2005)

Vallon L. Burris, professor (theory, power structure, network analysis). B.A., 1969, Rice; Ph.D., 1976, Princeton. (1977)

Scott Coltrane, professor (family, gender, social psychology); dean, College of Arts and Sciences. B.A., 1974, M.A., 1985, Ph.D., 1988, California, Santa Cruz. (2008)

Michael C. Dreiling, associate professor (political sociology, environmental sociology, social movements). B.A., 1990, California, Irvine; M.A., 1993, Ph.D., 1997, Michigan. (1996)

James R. Elliott, associate professor (stratification, urban sociology, social demography). B.A., 1989, California, Santa Cruz; M.S., 1992, Ph.D., 1997, Wisconsin, Madison. (2006)

John B. Foster, professor (environment, Marxism, political economy). B.A., 1975, Evergreen State; M.A., 1977, Ph.D., 1984, York. (1985)

Linda O. Fuller, professor (comparative socialism, work, Latin American development and social change). B.A., 1966, M.A., 1977, Ph.D., 1985, California, Berkeley. (1989)

Marion Sherman Goldman, professor (historical methods, gender, sociology of religion). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago. (1973)

Aaron O. Gullickson, assistant professor (race and ethnicity, stratification, demography). B.A., 1998, Washington (Seattle); M.A., 1999, 2001, Ph.D., 2004, California, Berkeley. (2007)

Patricia A. Gwartney, professor (social demography, methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan. (1981)

Jill A. Harrison, acting assistant professor (work, organizations, qualitative methods). B.A., 2000, Youngstown State; M.A., 2004, Ohio State. (2009)

Jocelyn Hollander, associate professor (gender, micro-sociology, social inequality). B.A., 1987, Stanford; M.A., 1991, Ph.D., 1997, Washington (Seattle). (1997)

Charles W. Hunt, instructor (political economy, social epidemiology, historical and comparative sociology). B.A., 1968, Wisconsin, Madison; M.S., 1987, Ph.D., 1989, Oregon. (1996)

Kenneth B. Liberman, professor (ethnomethodology, race and ethnic relations, phenomenology and postmodernism). B.A., 1970, State University of New York, Old Westbury; M.A., 1976, Ph.D., 1981, California, San Diego. (1983)

Ryan Light, acting assistant professor (cultural sociology, inequality, social networks). B.A., 2000, Kenyon College; M.A., 2004, Ohio State. (2009)

Gregory McLauchlan, associate professor (urban sociology; political sociology; science, technology,

environment). B.A., 1974, M.A., 1978, Ph.D., 1988, California, Berkeley. (1989)

Eileen M. Otis, assistant professor (gender, labor, China). B.A., 1987, California, Berkeley; M.A., 1996 and 1999, California, Santa Barbara; Ph.D., 2003, California, Davis. (2008)

Elaine Replogle, adjunct instructor (sociology of medicine and mental health, culture, qualitative methods). B.A., 1989, Earlham College; M.T.S., 1994, Harvard; M.A., 2002, Ph.D., 2005, Rutgers. (2008)

Aliya R. Saperstein, acting assistant professor (race and ethnicity, stratification, social demography). B.A., 1999, Washington (Seattle); M.A., 2004, 2005, California, Berkeley. (2008)

Ellen K. Scott, associate professor (gender, social inequality, qualitative methods). B.A., 1982, Williams; M.A., 1991, New School for Social Research; M.A., 1992, Ph.D., 1997, California, Davis. (2001)

Jiannbin Lee Shiao, associate professor (race and ethnicity, research design, education). B.A., 1991, Brown; M.A., 1994, 1996, Ph.D., 1998, California, Berkeley. (1998)

Caleb Southworth, associate professor (economic sociology, postsocialist societies, quantitative-historical methods). B.A., 1989, Michigan, Ann Arbor; M.A., 1994, California, Irvine; Ph.D., 2001, California, Los Angeles. (2001)

Richard York, associate professor (environmental sociology, statistics, research methods). B.S., 1994, Southern Oregon; M.S., 1997, Bemidji State; Ph.D., 2002, Washington State. (2002)

Emeriti

Joan R. Acker, professor emerita. B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. (1964)

Lawrence R. Carter, professor emeritus. B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon. (1973)

Steven Deutsch, professor emeritus. B.A., 1958, Oberlin; M.A., 1959, Ph.D., 1964, Michigan State. (1966)

Richard P. Gale, professor emeritus. B.A., 1960, Reed; M.A., 1962, Washington State; Ph.D., 1968, Michigan State. (1967)

Benton Johnson, professor emeritus. B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. (1957)

Miriam M. Johnson, professor emerita. B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard. (1959)

David Milton, professor emeritus. B.A., 1963, San Francisco State; M.A., 1973, Ph.D., 1980, California, Berkeley. (1978)

Robert M. O'Brien, professor emeritus. B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin. (1981)

Donald R. Van Houten, professor emeritus. B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh. (1968)

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

Participating

Lynn H. Fujiwara, women's and gender studies
Anita M. Weiss, international studies

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in every field and integrated programs for majors in sociology.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in English composition, mathematics, and second languages

is also desirable. Two-year transfer students are advised to come with a year's work in introductory 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) classes 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 407 or 410–491; 12 of the 16 credits in 400-level courses must be taken at the University of Oregon
3. No more than 8 credits in courses numbered 401–406 and 408–409 may be applied to the major
4. Courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better; at least a 2.00 grade point average (GPA) must be achieved in these courses. SOC 204, 207, and courses numbered 401–406 and 408–409 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major
5. Completion of the following courses:
 - a. Development of Sociology (SOC 310)
 - b. Introduction to Social Research (SOC 311)
 - c. Quantitative Methods in Sociology (SOC 312). 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 450), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)

Politics and Social Movements. American Society (SOC 301), Social Issues and Movements (SOC 313), Sociology of Mass Media (SOC 317), Political Economy (SOC 420), Urbanization and the City (SOC 442), Systems of War and Peace (SOC 464), Political Sociology (SOC 465), Marxist Sociological Theory (SOC 475)

Race, Ethnicity, and Social Change. American Society (SOC 301), America's Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental 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 school should talk to their faculty advisers about programs at various schools, experiences that increase chances for admission, and requirements for students in graduate programs in sociology.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in sociology are eligible to apply to the College of Education's fifth-year 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, and 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 ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204 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)** Offerings 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.
- 412/512, 413/513 Sociological Research Methods (4,4)** **412/512:** intermediate-level descriptive and inferential statistics. Prereq: SOC 310, 311, 312. **413/513:** multiple regression and other advanced statistical techniques. Prereq: SOC 412/512.
- 415/515 Social Demography (4)** Causes and consequences of demographic change in racial or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303, 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.
- 420/520 Political Economy (4)** Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: SOC 310, 311, 312.
- 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.
- 435/535 Ethnomethodology and Conversation Analysis (4)** Advanced study of the common-sense sources, methods, and practices through which members of a culture construct and make sense of social activities, especially conversation. Prereq: SOC 310, 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.
- 445/545 Sociology of Race Relations (4)** Racial oppression as a structural and ideological feature in American life. Prereq: SOC 310, 311, 312, 345.
- 446/546 Issues in Sociology of Work: [Topic] (4R)** Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Prereq: SOC 310, 311, 312, 346. **R** twice when topic changes for maximum of 12 credits.
- 447/547 Issues in Sociology of Organizations: [Topic] (4R)** Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Prereq: SOC 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 class 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 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.
- 480/580 Crime and Social Control (4)** Emphasizes definitions of crime, major substantive areas of crime, and control policies in the United States. Prereq: SOC 310, 311, 312, 380
- 484/584 Issues in Deviance, Control, and Crime: [Topic] (4R)** Topics vary. Examples are modern policing, juvenile delinquency, correction, 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.
- 503 Thesis (1–16R)**
- 601 Research: [Topic] (1–16R)**
- 602 Supervised College Teaching (1–5R)**
- 603 Dissertation (1–16R)**
- 604 Internship: [Topic] (1–6R)**
- 605 Reading and Conference: [Topic] (1–16R)**
- 606 Supervised Field Study (1–16R)**
- 607 Seminar: [Topic] (1–5R)** Proseminar required for all incoming sociology graduate students. Professional socialization and preparation for the discipline.
- 608 Workshop: [Topic] (1–16R)**
- 609 Practicum: [Topic] (1–3R)**
- 610 Experimental Course: [Topic] (1–5R)**
- 612 Overview of Sociological Methods (5)** Examines the research process—framing research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanatory power.
- 613 Advanced Sociological Methods: [Topic] (5R)** Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Prereq: SOC 612 or equivalent. **R** twice when topic changes for maximum of 15 credits.
- 615 Advanced Sociological Theory: [Topic] (5R)** Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory. **R** twice when topic changes for maximum of 15 credits.
- 616 Environment and Resource Issues: [Topic] (5R)** Explores issues of environmental sociology and resource policy, including ecological crisis; environmental justice as it pertains to race, gender, class, and international inequality. **R** twice when topic changes for maximum of 15 credits.
- 617 Sociological Theory I (5)** Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories).
- 618 Sociological Theory II (5)** Major themes and historical foundation of contemporary sociological theory. Prereq: SOC 617.
- 644 Race and Ethnicity Issues [Topic] (5R)** Explores current research and theoretical debates, such as Chicano and Latino studies, in the soci-

ology of race and ethnicity. **R** twice when topic changes for maximum of 15 credits.

646 Work and Organization Issues: [Topic] (5R) Examples of issues explored include power in organizations; changing patterns of employment and work; industrial democracy; and race, class and gender. **R** twice when topic changes for maximum of 15 credits.

656 Issues in Sociology of Gender: [Topic] (5R) Examines sociological theories of gender, focusing on a particular substantive area such as health, work, family, or sexuality. Explores gender in relation to race, ethnicity, and class. **R** twice when topic changes for maximum of 15 credits.

664 Political and Economic Sociology Issues: [Topic] (5R) Examines the relationship between economic institutions and political processes. Sample topics include theories of modern capitalism, corporations and the state, development and underdevelopment, war and peace. **R** twice when topic changes for maximum of 15 credits.



Southeast Asian Studies

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About the Curriculum

The University of Oregon offers students an opportunity to pursue interdisciplinary studies on Southeast Asia. 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 transnationalisms; and indigenous minority communities and cultures throughout the region. Individualized and self-instructional study of Southeast Asian languages can be arranged through the Yamada Language Center.

Important resources include 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, 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, history), 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 such 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)

Geology. Earth and Environmental Data Analysis (GEOL 418/518)

Mathematics. Introduction to Methods of Probability and Statistics (MATH 243), Statistical Methods I,II (MATH 425/525, 426/526)

Political Science. Methods for Politics and Policy Analysis I (PS 445/545)

Psychology. Statistical Methods in Psychology (PSY 302), Applied Data Analysis (PSY 412/512)

Sociology. Quantitative Methods in Sociology (SOC 312)

Advanced Statistics

Anthropology. Statistical Analysis of Biological Anthropology (ANTH 470/570)

Economics. Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 423/523, 424/524, 425/525)

Mathematics. Introduction to Mathematical Methods of Statistics I,II (MATH 461/561, 462/562) Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563); Mathematical Statistics I,II,III (MATH 464/564, 465/565, 466/566), Theory of Probability (MATH 671, 672, 673)

Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Psychology. Data Analysis I,II,III (PSY 611, 612, 613)

Sociology. Sociological Research Methods (SOC 412/512, 413/513)

Theater Arts

John Schmor, Department Head

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Faculty

Alexandra Bonds, professor (costume designer). B.S., 1972, Syracuse; M.A., 1974, Denver. (1979)

Sara Freeman, assistant professor (dramaturgy, dramatic literature, history of drama). B.A., 1995, Puget Sound; M.A., 1997, Ph.D., 2002, Wisconsin, Madison. (2007)

Joseph Gilg, instructor (acting, directing). B.A., 1969, St. Benedict's College (Kansas); M.A., 1975, M.F.A., 1986, Oregon. (1992)

Jerry Hooker, associate professor (scene designer). B.A., 1978, Puget Sound; M.F.A., 1985, Utah State. (2001)

Theresa May, assistant professor (dramatic literature, acting). B.A., 1980, California, Irvine; M.F.A., 1983, Southern California; Ph.D., 2000, Washington (Seattle). (2007)

Janet Rose, senior instructor (technical director, lighting designer). B.F.A., 1977, Florida Atlantic; M.F.A., 1979, Ohio. (1987)

Jennifer Schleuter, assistant professor (dramaturgy, playwriting, history of drama). B.A., 1995, Truman State; M.A., 2003, Ph.D., 2007, Ohio State. (2007)

John Schmor, associate professor (theory, history, acting). B.A., 1984, Willamette; M.A., 1989, Ph.D., 1991, Oregon. (1999)

Emeriti

Robert Barton, professor emeritus. B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State. (1980)

Faber B. DeChaine, professor emeritus. B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota. (1964)

Grant F. McKernie, professor emeritus. B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. (1979)

Horace W. Robinson, professor emeritus. B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

John C. Watson, associate professor emeritus. B.A., 1964, Lewis and Clark; Ph.D., 1987, Oregon. (1987)

Jerry R. Williams, professor emeritus. B.F.A., 1964, Carnegie-Mellon; M.A., 1965, Washington (Seattle). (1973)

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 nondegree 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.

Theaters. The newly renovated Robinson Theatre has a proscenium stage and seats nearly 300 people. The new James F. Miller Theatre Complex includes 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 workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse. Pocket Playhouse is the site for a 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 adviser, 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. and Ph.D. degree programs and will not be accepting applications for the 2009–10 academic year for the sake of programmatic reforms more reflective of the mission and expertise of new doctoral faculty members. Applications for fall 2010 admission 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.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

The M.A. degree requires 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 evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

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.

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 may be a third language or 9 credits of graduate-level study outside the department in a field related to the student's research intent.

For additional requirements and information, contact the graduate coordinator.

Theater Arts Courses (TA)

121 Scenery and Lighting Laboratory (1–2R) Building and painting scenery, hanging lights for productions. **R** thrice for maximum of 8 credits.

122 Costume Laboratory (1–2R) Building costumes for productions. **R** thrice for maximum of 8 credits.

124 Production (1–2R) Working backstage for productions. **R** thrice for maximum of 8 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Freshman seminars.

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. Beginning makeup covers ingénue, beards, wounds, and fantasy. Includes laboratory. Bonds.

250 Acting I (4) Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

251 Acting II (4) Continuation of performance principles for contemporary realistic theater with addition of dramaturgical scene study. Gilg.

252 Acting III (4) Development of audition and improvisational 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 dramaturgy position. **R** thrice for maximum of 12 credits.

325 Performance (1–3R) Preparation, rehearsal, and performance of an acting role. **R** thrice for maximum of 12 credits.

364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization.

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, Schmor.

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)

411/511, 412/512, 413/513 Costume History I,II,III (4,4,4) History of Western clothing in cultural context. **411/511:** Egyptian to Renaissance. **412/512:** mid-Renaissance to romanticism. **413/513:** Victorian to the present. Bonds.

416/516 Costume Design (4) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Prereq: TA 210. Bonds.

417/517 Advanced Costume Design (4) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416/516. Bonds.

418/518 Costume Pattern Drafting (4) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution. Prereq: TA 212. Bonds.

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.

423/523 Theater Arts Pedagogy (4R) Not offered 2008–9.

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 proscenium stage only. Prereq: TA 210. Hooker.

442/542 Scene Design: Multiple Sets (4) Selected problems in the design of dramatic productions. 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 32 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.

471/571 Studies in Theater and Culture: [Topic] (4R) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socio-economic factors to clarify aesthetic attitudes and practices of theater. **R** thrice when topic changes for maximum of 16 credits.

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)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Graduate students only. Topics in contemporary theory. May, Schmor.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) Rehearsal and Performance is a current topic. **R** five times for a maximum of 18 credits.

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

611 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research.

651, 652 Theory of Dramatic Production (4,4) Not offered 2008–9.

664 Special Problems in History of Theater: [Topic] (4R) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century European. Watson.



Women's and Gender Studies

Ellen K. Scott, Department Head

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1298 University of Oregon
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wgs@uoregon.edu

Faculty

Lynn H. Fujiwara, associate professor (women of color; labor, family, citizenship, and welfare; third-world feminist theory). B.A., 1990, California, San Diego; M.A., 1993, Ph.D., 1999, California, Santa Cruz. (2000)

Ernesto J. Martínez, assistant professor (comparative ethnic literature; U.S. Latino literature; literary theory). B.A., 1998, Stanford; M.A., 2003, Ph.D., 2005, Cornell. (2006)

Judith Raiskin, associate professor (postcolonial literature, feminist theory, sexuality). B.A., 1979, California, Berkeley; M.A., 1981, Chicago; Ph.D., 1989, Stanford. (1995)

Elizabeth Reis, associate professor (U.S. women's history, history of sexuality, women and religion). A.B., 1980, Smith; M.A., 1982, Brown; Ph.D., 1991, California, Berkeley. (2002)

Ellen K. Scott, associate professor (intersections of race, class and gender, U.S. poverty and welfare policy). See **Sociology**.

Emerita

Barbara Corrado Pope, professor emerita. B.A., 1964, Hiram; M.A., 1966, Iowa; Ph.D., 1981, Columbia. (1976)

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

Participating

Joan R. Acker, sociology

Barbara Bader Aldave, law

Henry M. Alley, honors college

Laura J. Alpert, art

Barbara K. Altmann, 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

Aletta 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

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

Ellen Herman, history

Judith H. Hibbard, planning, public policy and management

Jocelyn Hollander, 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 Leiwei 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. McGowen, 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

Dorothee Ostmeier, 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 Steeves, journalism and communication

Lynn Stephen, anthropology

Analisa Taylor, Romance languages

Cynthia H. Tolentino, English

Mia Tuan, education studies

Mark T. Unno, religious studies

Dominick R. Vetri, law

Merle H. Weiner, law

Anita M. Weiss, international studies

Louise Westling, English
 Elizabeth A. Wheeler, English
 Frances J. White, anthropology
 Lisa Wolverton, history
 Mary E. Wood, English
 Stephanie Wood, Center for the Study of Women
 in Society
 Priscilla Yamin, political science
 Naomi Zack, philosophy
 Virpi Zuck, German and Scandinavian

Undergraduate Studies

The Department of Women's and Gender Studies offers students an opportunity to learn about the past and present achievements and experiences of women and to understand more clearly the decisive role that gender has played and continues to play in human societies.

The program is administered by a committee of faculty members and students appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, architecture, arts and administration, education, English, history, international studies, journalism, literature, philosophy, public policy and management, political science, psychology, and sociology, among others.

Any student may take women's and gender studies courses. Some students take a few courses to 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 Department of Women's and Gender Studies 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:

Specific Courses	20 credits
Women, Difference, and Power (WGS 101)	4
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 68 credits:

24 credits	
Courses that make up a coherent course of study, <i>either</i> by fulfilling the requirements of an existing minor program <i>or</i> by pursuing a disciplinary emphasis if there is no minor in that field of study. Courses proposed for the emphasis must have the written approval of a women's and gender studies adviser from the designated department or program	24

Courses used to satisfy major requirements must be taken for letter grades except for Thesis (WGS 403), Reading and Conference (WGS 405), 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 term 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 Department of Women's and Gender Studies. No more than 4 credits in Reading and Conference (WGS 605) and Practicum (WGS 609) can be applied to the certificate. At least 8 credits must be taken in approved graduate courses offered in other departments. No more than 8 credits may be taken pass/no pass without specific approval. Students who have not taken Women, Difference, and Power (WGS 101) or its equivalent must enroll in either Practicum (WGS 609) to facilitate a discussion group for WGS 101 or in a feminist pedagogy alternative.

A student who is unconditionally admitted to the Graduate School may earn a women's and gender studies certificate as an unclassified graduate student, as a complement to an individually designed interdisciplinary master's degree with a focus on women's and gender studies, or as an enhancement to a degree in another discipline. For more information, see the **Graduate School** section of this catalog.

Applicants should arrange an appointment with the program director.

Women's and Gender Studies Courses (WGS)

101 Women, Difference, and Power (4) Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 Introduction to Queer Studies (4) Introduction to the study of sexuality and society from a queer studies interdisciplinary perspective.

303 Women and Gender in American History (4) Focuses on women and gender in America, highlighting how diverse women have experienced gender roles and sexism since the 17th century.

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. Fujiwara.

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.

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.

407/507 Seminar: [Topic] (1–5R) A current topic is Feminist Research Issues. **R** when topic changes. Fujiwara, Reis.

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.

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 Department of Women's and Gender Studies 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)

Ethnic Studies. Women of Color: Issues and Concerns (ES 330)

German and Scandinavian. Scandinavian Women Writers (SCAN 353)

History. History of Women in the United States I,II (HIST 308, 309), Early Modern Women (HIST 310), African Women's History (HIST 416/516)

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)





Robert Donald Clark Honors College

David A. Frank, Dean

(541) 346-5414

320 Chapman Hall
1293 University of Oregon
Eugene OR 97403-1293

honors@uoregon.edu

honors.uoregon.edu

Faculty

Monique Balbuena, assistant professor (diaspora and multilingualism, Jewish, Latin American, and Maghrebi literatures). B.A., 1988, M.A., 1994, Federal University of Rio de Janeiro; Ph.D., 2003, California, Berkeley. (2004)

Louise M. Bishop, associate professor (Old English, medieval and Renaissance literature). B.A., 1978, Fairleigh Dickinson; M.A., 1980, Ph.D., 1984, Fordham. (1987)

Mai-Lin Cheng, adjunct instructor (19th-century British literature). B.A., 1993, Brown; Ph.D., 2006, California, Berkeley. (2008)

Frances B. Cogan, professor (Victorian, 19th-century literature). B.A., 1969, M.A., 1970, Ph.D., 1981, Oregon. (1981)

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)

David A. Frank, professor (rhetoric and communication); director, forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon. (1979)

Samantha Hopkins, assistant professor (evolution and paleoecology of aplodontoid rodents). B.S., 1999, Tennessee, Knoxville; Ph.D., 2005, California, Berkeley. (2007)

Susanna Soojung Lim, assistant professor (19th- and 20th-century Russian literature with focus on representations of East Asia). B.A., 1996, M.A., 1998, Korea; M.A., 1999, Ph.D., 2006, California, Los Angeles. (2007)

Dayo Nicole Mitchell, assistant professor (Atlantic world history, British Empire). B.A. 1997, Williams; M.A., 1999, Ph.D., 2005, Virginia. (2004)

Roxann Prazniak, associate professor (Chinese history, European intellectual history). B.A., 1970, California, Berkeley; M.A., 1973, San Francisco State; Ph.D., 1981, California, Davis. (2002)

Daniel Rosenberg, associate professor (European intellectual and cultural history, 18th century). B.A., 1988, Wesleyan; M.A., 1991, Ph.D., 1996, California, Berkeley. (2000)

Cecilia Rosenow, visiting assistant professor (American literature 1850–1950 and American modernism). B.A., 1989, Santa Clara; M.A., 1995, Portland State; Ph.D., 2002, Oregon. (2003)

Helen Southworth, assistant professor (20th-century French and English literature, women's literature). B.A., 1989, London; M.A., 1991, Ph.D., 1999, Southern California. (2002)

Regina Sullivan, adjunct instructor (U.S. women's history, the American South, religion and the 19th century). B.A., 1986, Ouachita Baptist; M.A.R., 1989, Yale; M.A., 1996, Ph.D., 2002, North Carolina, Chapel Hill. (2008)

Gregory Thomas, visiting assistant professor (modern European history, history of science). A.B., 1992, Stanford; M.A., 1999, Ph.D., 2002, California, Berkeley. (2006)

Reuben Zahler, instructor (Latin American history). B.A., 1991, Cornell; M.A., 1999, Ph.D., 2005, Chicago. (2005)

Emeritus

Henry M. Alley, professor emeritus. B.A., 1967, Stanford; M.F.A., 1969, Ph.D., 1971, Cornell. (1982)

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

Affiliated

Gregory D. Bothun, physics

Lara Bovilsky, English

Chet A. Bowers, environmental studies

Suzanne Clark, English

James R. Elliott, sociology

H. Joshua Faught, art

Jessica Greene, planning, public policy and management

Sara D. Hodges, psychology

Martin Klebes, German and Scandinavian

Massimo Lollini, Romance languages

Karen McPherson, Romance languages

John M. Orbell, political science

Michael G. Raymer, physics

James M. Schombert, physics

Steven Shankman, English

Caleb Southworth, sociology

Nathan J. Tublitz, biology

Elizabeth A. Wheeler, English

Janis C. Weeks, 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 paid \$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 a total of five courses: two courses in Honors College Literature (HC 221H, 222H), two in Honors College History (HC 231H, 232H), and one research course—either Honors College Literature (HC223H) 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. Web-based courses do not fulfill this requirement.

Science. Approved courses in anthropology, architecture, astronomy, biology, chemistry, environmental studies, geography, geological sciences, human physiology, 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. Web-based courses do not fulfill this requirement. 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 include *Madness in Society*; *The Literature of War*; *Cosmology*; *Latin American History*; *Language, Sustainable Communities, and Global Warming*; and *Physics and Politics of Global Energy Generation*.

Thesis. Students take Experimental Course: Thesis Orientation (HC 410H), a workshop that introduces students to the thesis project, and Thesis Prospectus (HC 477H), which initiates the thesis project with 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, environmental 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) Literary history and modes of literary analysis and interpretation. **221:** classical, medieval, and early modern literature. **222:** Enlightenment through 21st-century literature. **223:** focuses on the literary research skills of the scholar; culminates in the completion of an in-depth written research project.

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

231, 232: Introduction to methods of historical inquiry and to major historical trends in a global framework; focuses on premodern and modern history. **233:** research seminar; teaches students to conduct original and independent research, analyze historical documents, and construct historical arguments.

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 (1–21R)

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

406 (H) Special Problems: [Topic] (1–21R)

407 (H) Seminar: [Topic] (1–5R)

408 (H) Workshop: [Topic] (1–12R)

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.





School of Architecture and Allied Arts

Frances Bronet, Dean

(541) 346-3631

105 Lawrence Hall

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aaa.uoregon.edu

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 ecological design, museum studies, not-for-profit management, 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, Architecture, and 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.

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 Dellabough, Coordinator

(541) 346-2621

The Office of Professional Outreach and Development for Students serves students in all A&AA disciplines as they endeavor to develop career goals and job-search strategies. The office collaborates with both administrative and academic units to provide comprehensive career services including vocational counseling, professional mentoring, group presentations, workshops, and the annual career symposium held in Portland.

Office of Development

Joseph Hunter, Director

(541) 346-3697

The mission of the Office of Development is to assist the A&AA school in securing private gifts that enhance educational opportunities and to offer aid in the areas of faculty support, research and creative work, student scholarships, and building and equipment maintenance.

The development office raises funds through a combination of methods: the annual giving telefund, direct mail appeals, foundation and corporate grants, planned gifts, and direct personal solicitation.

Academic priorities for fundraising are the responsibility of the dean, with the advice and assistance of the department heads and directors, and are developed in cooperation with the UO associate vice president for development.

The office works in concert with the university's central development office and the UO Foundation to raise new endowments for research, scholarships, faculty, and teaching support.

Office of External Relations and Communications

Karen J. Johnson, Assistant Dean

(541) 346-1442

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 government 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 for admission to the School of Architecture and Allied Arts. Work being submitted for transfer credit must be approved by the major department. Students develop their programs of study assisted by advisers from the department to which they have been admitted.

Premajors and Nonmajors

Many courses are open to majors outside the School of Architecture and Allied Arts or to students who have not yet declared a major. Undeclared students who want to explore programs in the school should seek advice from the associate dean. Courses open to nonmajors are listed below under the AAA course heading.

Architecture and Allied Arts Courses (AAA)

Courses with the AAA subject code cross the school's disciplines and are described only in this section of the catalog.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

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

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

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

606 Special Problems: [Topic] (1–16R)

608 Workshop: [Topic] (1–16R)



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

Kyuhoo Ahn, assistant professor (interior architecture). B.F.A., 1992, Hong-Ik; M.F.A., Iowa State. NCIDQ certification. (2008)

Lars Uwe Bleher, assistant professor (design, digital media). M.Arch., 1994, Oregon; Dipl.Ing., 1995, Stuttgart; reg. architect and urban planner, Germany. (2002)

Frances Bronet, professor (interdisciplinary design, engineering, arts and social sciences); dean. Diplôme d'Études Collégiales, 1974, B.S., 1977, B.Arch., 1978, B.Eng., 1979, McGill; M.S., 1985, Columbia. (2005)

G. Z. Brown, Philip H. Knight Professor of Architecture and Allied Arts (design, environmental control systems, effect of energy and material conservation on architectural form). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; reg. architect, Oregon; member, American Institute of Architects. (1977)

Virginia Cartwright, associate professor (design, "daylighting," electric lighting). A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon. (1986)

Nancy Yen-Wen Cheng, associate professor (design, digital media). B.A., 1983, Yale; M.Arch., 1990, Harvard; reg. architect, Massachusetts; NCARB certification; member, American Institute of Architects. (1996)

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., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Stephen F. Duff, associate professor (design-build apprenticeship, design judgment, structures and construction). B.A., 1985, Washington (Seattle); M.Arch., 1988, M.S., 1993, California, Berkeley. (1994)

Ihab Elzeyadi, associate professor (design, environmental control systems). B.Arch., 1988, Graduate Diploma in Architectural Engineering, 1990, Ain Shams University; M.S., 1996, Pennsylvania State; Ph.D., 2001, Wisconsin, Milwaukee. (2001)

Michael E. Fifield, professor (design, housing, urban design). B.A., 1973, California, Berkeley; M.Arch., 1980, California, Los Angeles; reg. architect, Oregon, Arizona, Idaho; NCARB certification; member, American Institute of Architects, American Institute of Certified Planners. (1998)

Gerald Gast, associate professor (urban and architectural design, urban studies). B.Arch., 1967, M.Arch., 1969, Illinois; reg. architect, California. (1994)

Donald Genasci, professor (history and theory, architectural and urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex; reg. architect Oregon, NCARB and England (ARCUK). (1977)

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)

James W. Givens, senior instructor (design, design theory and process). B.Arch., 1985, M.Arch., 1989, Oregon. (1986)

Esther Hagenlocher, assistant professor (interior architecture, furniture design). Certificate of Profession, 1987, Technical College, Stuttgart; Dipl.Ing., 1994, State Academy of Art and Design, Stuttgart; M.Arch., 1998, University College, London; reg. architect, Germany. (2004)

Megan Haight, instructor (design, design process). B.A., 1973, Stanford; M.Arch., 1979, Yale. (1996)

Peter A. Keyes, associate professor (design, housing research and building technology, community design). A.B., 1978, Harvard; M.Arch., 1983, Columbia; reg. architect, New York. (1990)

Alison G. Kwok, professor (design, environmental control systems). B.A., 1977, Knox; M.Ed., 1980, Hawaii; M.Arch., 1990, Ph.D., 1997, California, Berkeley; reg. architect, California. (1998)

Nicolas Larco, assistant professor (design, urban design, suburban development). B.A., B.Arch., 1996, Cornell; M.Arch., M.C.P., California, Berkeley; reg. architect, Massachusetts. (2005)

Erin Moore, assistant professor (design, media). B.A., 1996, M.S., 2003, California, Berkeley. (2008)

Brook Muller, assistant professor (design theory, environmentally responsive architecture). B.A., 1987, Brown; M.Arch., 1992, Oregon. (2004)

Hans Joachim Neis, associate professor (urban and architectural design). Dipl.Ing., Damstadt, 1976; M.Arch., 1979, M.C.P., 1980, Ph.D., 1989, California, Berkeley. (2000)

Kevin Nute, professor (design and design theory). B.A., 1981, B.Arch., 1985, Nottingham; Ph.D., 1993, Cambridge. (2000)

Otto P. Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S., 1958, Cincinnati; reg. architect, California, Colorado, Illinois, Indiana, Oregon, Virginia, Washington, Washington, D.C.; NCARB certification; member, American Institute of Architects. (1962)

John S. Rowell, associate professor (design, construction). B.S., 1984, British Columbia; M.Arch., 1990, Oregon; reg. architect, Washington, Oregon, California; NCARB certification; member, American Institute of Architects. (1996)

Alison B. Snyder, associate professor (design, light, ancient and modern sacred space and vernacular structures). B.A., 1982, Washington (St. Louis); M.Arch., 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey. (1997)

Robert L. Thallon, associate professor (design, media, construction). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon, California. (1979)

Christine Theodoropoulos, associate professor (design structure). B.S.C.E., 1979, Princeton; M.Arch., 1985, Yale; reg. architect, reg. civil engineer, California; member, American Institute of Architects; American Society of Civil Engineers. (1997)

Roxi Thoren, assistant professor. See **Landscape Architecture**.

James T. Tice, professor (design, theory). B.Arch., 1968, M.Arch., 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns); associate head, student affairs. B.Arch., 1971, M.L.A., 1977, Oregon. (1981)

Jenny Young, professor (design, programming, health-care facilities). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, associate professor (design, media, behavioral factors) director, Interior Architecture Programs. B.I.Arch., 1982, Kansas State; M.I.Arch., 1990, Oregon; NCIDQ certification; member, Institute of Business Designers. (1990)

Courtesy

Edward Allen, courtesy professor (technical teaching program). B.Arch., 1962, Minnesota; M. Arch., 1964, California, Berkeley. (2001)

Emeriti

John L. Briscoe, professor emeritus. B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certification; member, American Institute of Architects. (1953)

Stanley W. Bryan, professor emeritus. B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Willmot G. Gilland, professor emeritus. A.B., 1955, M.F.A., 1960, Princeton; reg. architect, California, Oregon; Fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor emeritus. B.A., 1961, M.A., 1964, Washington State; Fellow, Interior Design Educators Council. (1967)

Rosaria Flores Hodgdon, associate professor emerita. Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

William Kleinsasser, professor emeritus. A.B., 1951, M.F.A., 1956, Princeton; reg. architect, Pennsylvania, New York, Oregon. (1965)

Earl E. Moursund, professor emeritus. B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Gary W. Moye, associate professor emeritus. B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; reg. architect, Pennsylvania, New York, Oregon. (1976)

Donald L. Peting, associate professor emeritus; assistant dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

James A. Pettinari, professor emeritus. B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certification. (1975)

Pasquale M. Piccioni, associate professor emeritus. B.Arch., 1960, Pennsylvania; reg. architect, Pennsylvania. (1968)

Guntis Plēsums, professor emeritus. B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor emeritus. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Oregon. (1967)

Charles W. Rusch, professor emeritus. A.B., 1956, Harvard; B.Arch., 1964, M.Arch., 1966, California, Berkeley. (1978)

Michael D. Utsey, associate professor emeritus. B.Arch., 1967, Texas; M.Ev.D., 1971, Yale; reg. architect, Oregon. (1967)

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

Guest Lecturers and Critics

The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school each year. The program includes the Pietro Belluschi Distinguished Visiting Professor in Architectural Design and the Frederick Charles Baker Chair and lectures on light and lighting in architecture.

The Study of Architecture

Architectural Education. The purpose of studying architecture is to learn how to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection, providing appropriate settings for human activi-

ties, and creating forms that are aesthetically pleasing and supportive of social well-being in the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this catalog) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This kind of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department sets high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together a variety of disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience firsthand important landscapes, cities, buildings, and other elements of the structured environment.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as construction management, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming and administration.

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 most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. In some states, including Oregon, registration with the Intern Development Program is required while preparing for licensure.

Off-Campus Study

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 studies in residence 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 Portland area. More information is available through the department office in Portland or Eugene.

Macerata, 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 Università 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 (8 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, 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 applications. Applications are reviewed and accepted only once each year. Admission notices are mailed by April 1.

Admission review focuses on (1) creative potential; (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 potential.

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.

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 studio and course work as is required of Option II applicants may be considered for the Option II program. Students admitted into the Option II program begin their studies fall term. Students with bachelor’s degrees (B.S. or B.A.) other than a 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 adviser before beginning the course of studies. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of three terms in residence.

Option II students may transfer up to 36 credits of design—excluding ARCH 585, 586—and up to 50 credits of subject-area courses. Option II students must complete a minimum of six terms and the following 81 credits in residence:

- 40 credits in architectural design studios
- 30 credits in professional subject-area courses including advanced electives and/or a research project
- 11 credits in 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) 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 (or summer session for Option III students). Notification of results is mailed by March 15. 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,II (ARCH 283, 284), two-term studio for undergraduate majors

Architectural Design III,IV (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. Twenty-four credits required for undergraduate students. Thirty credits required for Option III graduate students. Eighteen credits required for Option II students

Graduate Architectural Design: Option II (ARCH 683), for Option II graduate students

Advanced Architectural Design Studios

Advanced Architectural Design I,II (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 archi-

tectural 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.

r Design Skills (ARCH 202) (undergraduate)

r Graduate Design Process (ARCH 611) (graduate)

Design Process, Methods, and Research. Strategies, processes, and techniques for design and design research. Principles of problem analysis and definition, information gathering and organization, concept and form generation, and evaluation.

Media for Design Development. Theory and application of visual media for design process. Principles and skills of diagramming, drawing, and model making to support design thinking and communication.

Introduction to Architectural Computer Graphics (ARCH 222) (undergraduate)

Analysis through Recording of Historic Buildings (ARCH 421/521)

r 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.

r Introduction to Architecture (ARCH 201) (undergraduate)

History and Theory of Place Response. The physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and appropriate design responses.

r Architectural Contexts: Place and Culture (ARCH 430/530)

Vernacular Building (ARCH 434/534)

Theory of Urban Design I,II (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.

r Human Context of Design (ARCH 440/540)

Architectural Programming (ARCH 449/549)

Furniture: Theory and Analysis (IARC 444/544)

Color Theory and Application for the Built Environment (IARC 447/547)

History and Theory of Spatial Ordering. Principles of form and composition in the making of architectural space. The study of past and present ideas and principles through which building elements are given order and meaning.

r Spatial Composition (ARCH 450/550)

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.

r Structural Behavior (ARCH 461/561)

r Wood and Steel Building Systems (ARCH 462/562)

r 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.

r Building Construction (ARCH 470/570)

r 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 (ARH 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, 401–410, 503, 507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to a total of 9 credits—selected from Research (ARCH 401, 601), Reading and Conference (ARCH 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.
- 202 Design Skills (3) Introduction to basic design processes, methods, and media. Prereq: ARCH 201 or IARC 204; coreq: ARCH 283.
- 222 Introduction to Architectural Computer Graphics (4) Introduces basic skills and literacy with the computer for architectural illustration, drafting, and design. Prereq: ARCH 202.
- 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 283: ARCH 201 or IARC 204; prereq for 284: ARCH 202, 283.
- 383, 384 Architectural Design III,IV (6,6) Studio projects for second-year undergraduates. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Sequence. Prereq for 383: ARCH 284; prereq for 384: ARCH 383.
- 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 practices of architecture and interior design. Examines professional ethics, contracts, the regulatory and legal environment, organization, management, construction process, and marketing. Prereq: ARCH 484 or IARC 484 or LA 489.
- 421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analysis of historic drawings, photography, and descriptions. Prereq: ARCH 423/523, 462/562; prereq for 421: ARCH 384; prereq for 521: ARCH 682 or 683. Open to historic preservation graduate students.
- 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 for 423: ARCH 202.
- 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.

Prereq for 430: ARCH 284 or 680 or 683; prereq for 530: ARCH 680 or 683.

431/531 Community Design (3) Multidisciplinary examination of the history, theory, and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Prereq: junior standing. Open to all majors. Offered alternate years.

435/535 Principles of Urban Design (4) Introduction to theory and practice of urban design, comparative studies of neighborhood conservation, central city regeneration, growth policies and prospects for restructuring cities, metropolitan regions.

436/536, 437/537 Theory of Urban Design I,II (3,3) Examines the cultural and formal ideas that underlie American and European urban design. **436/536:** Ancient Greek to 1700. **437/537:** 1700 to the present. Prereq: ARCH 430/530.

440/540 Human Context of Design (4) Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment. Prereq for 440: ARCH 284 or 680 or 683; prereq for 540: ARCH 680 or 683.

449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq for 449: ARCH 384; prereq for 549: ARCH 682 or 683.

450/550 Spatial Composition (4) Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations. Prereq for 450: ARCH 284 or 680; prereq for 550: ARCH 680.

457/557 The Façade (3) Ideas related to façade as primary surface of architectural representation. Emphasizes the façade as a mediator between internal and external building needs. Prereq: ARCH 450/550.

458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Prereq for 458: ARCH 384, 450; prereq for 558: ARCH 550 and 682 or 683.

461/561 Structural Behavior (4) Develops basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings. Prereq for 461: PHYS 201, 202; passing score on diagnostic examination.

462/562 Wood and Steel Building Systems (4) Historical development of materials. Analyzes elements, connections, and systems of wood, steel, and concrete structures from the perspective of construction process, spatial and structural design. Prereq: ARCH 461 or 561.

463/563 Structural Systems (4) Historical development of material. Lectures and laboratories investigate the construction process, structural behavior, and design of element and framing systems. Emphasizes material's influence on spatial design. Prereq: ARCH 462/562.

470/570 Building Construction (4) Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary struc-

ture. Prereq for 470: ARCH 284 or 680; prereq for 570: ARCH 680.

471/571 Building Enclosure (4) Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing. Prereq: ARCH 462/562, 470/570, 491/591.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.

476/576 Residential Construction (4) Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame.

480/580 Supervised Design Teaching (1–3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Prereq for 480: ARCH 384; prereq for 580: ARCH 681 or 683. **R** for maximum of 3 credits.

484/584 Architectural Design (6R) Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Prereq for 484: ARCH 384; prereq for 584: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design I,II (8,8) In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Prereq for 485: 24 credits in ARCH 484; prereq for 585: 30 credits in ARCH 584.

491/591, 492/592 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. **491/591:** architectural and mechanical means to manipulate thermal environment.

492/592: implications of lighting, acoustics, and water and waste for architectural design. Prereq for 491, 492: ARCH 284 or 680 or 683; prereq for 591, 592: ARCH 680 or 683.

495/595 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 or 592.

496/596 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 for 496: ARCH 384, 471, 491; prereq for 596: ARCH 491 or 591 or equivalent; 571 or equivalent; and 682 or 683.

498/598 Energy Scheming (3) Designing energy efficiency using Energy Scheming software. Achieving performance through materials selection and building form, use of the sun for heating and lighting, the wind for cooling. Prereq: ARCH 491/591.

503 Thesis (1–9R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–6R)

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

606 Special Problems: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–6R)

609 Practicum: [Topic] (1–6R)

610 Experimental Course: [Topic] (1–6R)

611 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

619 Terminal Project (1–9R)

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 studios. 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.



Art

Laura Vandenburg, Department Head

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Faculty

Carla Bengtson, associate professor (painting). B.F.A., 1980, Tyler School of Art; M.F.A., 1983, Yale. (1995)

Colleen Choquette, adjunct assistant professor (photography). B.A. 1989, 1990, B.F.A., 1992, Oregon; M.F.A., 1996, Washington. (1998)

Camilla Dussinger, visiting assistant professor (photography). B.F.A., 1987, Western Illinois; M.F.A., 1994, Syracuse. (2000)

Tannaz Farsi, assistant professor (sculpture). B.F.A., 2004, West Virginia; M.F.A., 2007, Ohio. (2008)

H. Joshua Faught, assistant professor (fibers). B.A., 2001, Oberlin College; M.F.A., 2003, Art Institute of Chicago. (2007)

Brian Gillis, assistant professor (ceramics). B.A., 2000, Humboldt State; M.F.A., 2002, Alfred. (2008)

Ronald J. Graff, associate professor (painting). B.F.A., 1973, Kansas City Art Institute; M.F.A., 1975, Yale. (1981)

R. Craig Hickman, professor (digital arts). B.S., 1971, Portland State; M.F.A., 1981, Washington (Seattle). (1984)

Colin Ives, associate professor (digital arts). B.A., 1987, Cornell College; M.A., 1992, M.F.A., 1994, Iowa. (2002)

Anya Kivarkis, visiting assistant professor (metal-smithing and jewelry). B.F.A., 1999, Illinois at Urbana-Champaign; M.F.A., 2004, State University of New York, New Paltz. (2004)

Sana Krusoe, associate professor (ceramics). B.A., 1968, Occidental; M.F.A., 1987, Claremont Graduate. (1990)

Charlene Liu, assistant professor (printmaking). B.A., 1997, Brandeis; M.F.A., 2003, Columbia. (2007)

Donald L. Morgan, visiting assistant professor (painting, drawing). B.F.A., 1993, Oregon; M.F.A., 2001, Art Center College of Design. (2008)

Barbara Setsu Pickett, associate professor (fibers). B.S., 1971, Portland State. (1975)

Dan Powell, associate professor (photography). B.A., 1973, M.A., 1977, Central Washington; M.F.A., 1980, Illinois. (1987)

Margaret Prentice, associate professor (printmaking). B.F.A., 1967, Arizona, Tucson; M.F.A., 1980, Colorado, Boulder. (1986)

Jan Reaves, instructor (drawing, painting). B.A., 1970, M.F.A., 1983, Oregon. (2000)

Jack T. Ryan, assistant professor (foundations). B.F.A., 1992, Oregon; M.F.A., 2000, Georgia. (2008)

Michael Salter, associate professor (digital arts). B.F.A., 1991, Miami; M.F.A., 1994, North Carolina at Chapel Hill. (2005)

Ying Tan, associate professor (digital arts). B.A., 1983, Teacher's University, Shandong, China; M.A.Ed., 1987, Georgia State. (1996)

Kartz Ucci, assistant professor (digital arts). B.F.A., 1991, M.F.A., 1995, York University (Toronto). (2004)

Laura Vandenburg, associate professor (painting). B.S., 1984, D.V.M., 1988, California, Davis; M.F.A., 1993, Hunter. (1998)

Kathleen E. Wagle, professor (metalsmithing, jewelry). B.S., 1975, Portland State; M.F.A., 1981, Arizona State. (1994)

Terri Warpinski, professor (photography). B.A., 1979, Wisconsin, Green Bay; M.F.A., 1983, Iowa. (1984)

Amanda Wojick, associate professor (sculpture). B.A., 1995, Colgate; M.F.A., 1999, Alfred; M.F.A., 2000, Bard. (2001)

Courtesy

Hattie Mae Nixon, courtesy instructor. B.S., 1944, Miami (Ohio); M.S., 1961, Oregon. (1973)
 Richard C. Pickering, courtesy senior instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon. (1970)
 Richard P. Taylor, courtesy associate professor. See **Physics**.

Emeriti

Laura J. Alpert, associate professor emerita. B.A., 1968, Stanford; M.F.A., 1971, Oregon. (1979)
 Paul E. Buckner, professor emeritus. B.A., 1959, Washington (Seattle); M.F.A., 1961, Claremont. (1962)
 Robert C. James, professor emeritus. B.A., 1952, California, Los Angeles; M.F.A., 1955, Cranbrook Academy of Art. (1955)
 George Kokis, professor emeritus. B.F.A., 1955, M.F.A., 1961, Alfred. (1973)
 Kenneth R. O'Connell, professor emeritus. B.S., 1966, M.F.A., 1972, Oregon. (1977)
 Kenneth H. Paul, associate professor emeritus. B.A., 1961, M.A., 1965, Wyoming. (1970)

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 Art offers courses in ceramics, digital arts, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture.

In the undergraduate program, the department values the contribution of studio art to the broad inquiry of liberal arts students and to students committed to the art major. Through the making of art, the department aims to help each individual think critically, communicate clearly, and work creatively.

As actively practicing artists, faculty members offer students an introduction to the challenges, questions, and rewards of artistic practice. Undergraduates experience a broad range of conceptual approaches and practical skills through a diverse curriculum that encourages breadth and interdisciplinary investigation as well as depth and discipline within media. Through studio courses students develop ways of seeing, understanding of materials and tools, formal possibilities, technical skills, critical inquiry, articulation of meaning, and fluency with visual languages. They gain an understanding of the larger context of art through art history courses, workshops, and study abroad. The active visiting artist program offers students insight into contemporary approaches and professional practices.

Undergraduate Studies

Three bachelor's degrees are offered by the department. A four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree with a major in art or digital arts. A fifth-year program leads to the bachelor of fine arts (B.F.A.) degree with a major in art, ceramics, digital arts, fibers, metalsmithing and jewelry, painting, photography, printmaking, or sculpture.

Advising and Program Planning. The department stresses the importance of interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser in the first year. It is critical to the development of a worthwhile program that the adviser be familiar

with and sympathetic to the student's direction and capabilities. The importance of program planning cannot be overemphasized.

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 200 level. Students must pass foundation art studio courses with a grade of C- or better or P.

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
Print Media Digital Arts (ARTD 250) or Time-Based Digital Arts (ARTD 251) or Interactive Digital Arts (ARTD 252)	4
One course in each of two curricular areas other than foundations	8
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 40 credits

Three art history courses	12
Terminal Creative Project B.F.A. (one from ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 409)	6
B.F.A. Colloquium (ART 412)	3
One term of Issues and Practices (chosen from ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 490)	4
Upper-division studio credits	15

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 Digital Arts

Program Overview. The major in digital arts leads to a B.A., B.S., or B.F.A. degree. Digital arts encompasses the development of graphics, sound, interactivities, and applications such as web art, games, animation, video, performance, and installations. It is based in the history and practice of visual art and communication. Through hands-on labs, studios, and internships, students learn the concepts, theory, and authoring they need to develop original multimedia work.

Digital arts majors share with other art majors a foundation in basic design, drawing, and art history. This connection to the history and practice of visual communication is a strength of the program.

Application to the Major. Students should prepare themselves for study in the broad and inclusive field of digital arts by developing a wide range of interests and skills that might include fine arts, music, computer science, writing, literature, games, popular culture, theater, journalism, and media theory and criticism. Foundation courses—ARTD 250, 251, 252—provide opportunities to develop general skills and portfolio materials for application to the major.

The major in digital arts 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. Applications that don't include visual materials are not reviewed.

Students apply directly to the digital arts program for admission as majors. The postmark deadline for applications is February 1 for fall term admission. Write or call the Department of Art or visit the department's website for the application form and instructions.

Computer ownership is strongly recommended for digital arts majors. System requirements are available in the department office.

B.A. and B.S. Requirements

Complete a four-year program and a minimum of 180 credits, including satisfaction of general university requirements for a B.A. or B.S. degree.

Course Work 72 credits

Drawing course	4
Basic Design: Fundamentals (ART 115)	4
Basic Design: 3-D (ART 116)	4
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 digital arts 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 or theory courses.....	12
Terminal Creative Project B.F.A. (ARTD 409) ..	10
Issues and Practices in Digital Arts (ARTD 490)	12
Internship (ARTD 404).....	12

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 concentrations in ceramics, digital arts, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. After reclassification to graduate master's candidacy, students who choose 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 session, is the minimum residence requirement. Under special circumstances an official University of Oregon leave of absence may be requested.

Core Requirements

- Four to six terms of Graduate Critique (ART 612)
- Two graduate-level art history seminars or formal courses

- One theory seminar offered by the Department of Art or other university course that focuses on theoretical issues
- Participation each fall term in the curricular-area graduate review course Issues and Practices (ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, ARTS 590)

Other Requirements

- 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
- Public exhibition of the terminal creative project and final review with the terminal project committee
- 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. The art office can usually 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. Faculty members from the department conduct a review of the student's academic program in spring term. Following this review, the student's adviser relays a progress report to the student and determines if the student is eligible to change classification to graduate master status.

Terminal Project and Adviser. After reclassification, the student selects a terminal project adviser from the faculty within 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 for use 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, metal-smithing, painting, photography, printmaking, and sculpture.

111 The Artist Experience (4) Series of presentations by resident faculty members of the Department of Art.

115 Basic Design: Fundamentals (4) Intermedia laboratory for fundamentals of communication design. Development of visual vocabularies.

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, Photo-shop. **R** when topic changes.

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)

412 B.F.A. Critique (3R) Interdisciplinary critique and discussion course for B.F.A. students. Prereq: B.F.A. standing. **R** with change of subject.

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] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

612 Graduate Critique (3R) Interdisciplinary critique and discussion course for M.F.A. students. **R** five times for a maximum of 18 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. Prereq: ART 115, 116, 233. **R** thrice for maximum of 16 credits.

355 Intermediate Ceramics: [Topic] (4–5R) Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku. Prereq: ARTC 255.

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] (1–3R)

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.

490/590 Issues and Practices in Ceramics (3–5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

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)

Digital Arts Courses (ARTD)

198 Technical Workshop: [Topic] (1–3R) Possible topics include DreamWeaver, InDesign, Photo-Shop. **R** when change of topic for maximum of 15 credits.

199 Special Studies: [Topic] (1–5R)

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.

360 Digital Imaging (4R) Intermediate-level focus on the proper preparation and presentation of digital images for use in print and on screen. Covers color theory. Prereq: ARTD 250, 251, 252. **R** once for maximum of 8 credits.

361 Introduction to Animation (4) Introduction to principles of animation, timing, sequence; key frames, in-betweens, and metamorphosis. Uses various methods to record and edit animation tests. Prereq: ART 115, 116; ART 233 or ARTD 235; ARTD 250, 251, 252.

362 Digital Letterform (4R) Concepts in the history, use, and appreciation of digital typography. Considers issues in communicative power of type and situations where it functions as message. 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, 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, hypermedia in 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. Integrates readings, screening, and discussion with production. Prereq: ARTD 361, 395.

413/513 Emerging Technologies (5) Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends. Prereq: ARTD 378 or 416.

416/516 Programming for Artists (4R) Introduces students to the basics of computer programming within an art context. Topics include interaction design, web development, and physical computing programming. Prereq: ART 115, 116, 233, ARTD 250, 251, 253.

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 3-D computer graphic arts: 3-D digital space and form, model building, scene composition, surface properties, lighting, and rendering 3-D images. rereq: ARTD 361. **R** once for maximum of 10 credits.

472/572 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.

478/578 Multimedia Design II (5R) Intermediate and advanced multimedia design and authoring. Emphasizes creation of larger, student-directed multimedia projects. Prereq: ARTD 378. **R** once for maximum of 10 credits.

490/590 Issues and Practices in Digital Arts (1-5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

494/594 Advanced Design I (5) Theory, problems, and projects in language, meaning and communication, identity and signification, conceptual invention and creativity, critical analysis. Lectures, projects, critique. Prereq: ARTD 463/563.

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)

Fibers Courses (ARTF)

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

253 Off-Loom Textiles (3-5R) Introduction to fibers by exploring fiber construction (e.g., basketry, crochet, netting) or fabric piecing and embellishment (e.g., patchwork, appliqué, stitching). Topics vary. Prereq: ART 115, 116, 233. **R** thrice for maximum of 20 credits.

267 Weaving (3-5R) Introduction to weaving on four-shaft floor looms. Experimentation with a variety of fibers, pattern weave, and tapestry. Topics vary. Prereq: ART 115, 116, 233. **R** thrice for maximum of 20 credits.

356 Intermediate Fibers (4-5R) Further explores weaving techniques, builds technical and critique skills, develops visual expression, and strengthens the conceptual framework. Content varies by term. Prereq: ARTF 267. **R** as topic changes.

358 Natural Dyeing (3-5R) Explore color through natural dyes on natural fibers. Identify and gather dyestuffs in the field. Compile a resource notebook using the full spectrum of dye samples. **R** thrice for a maximum of 20 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] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

456/556 Advanced Fibers (3-5R) Further exploration of fiber and fabric techniques on and off the loom. Focuses on creative work using multishaft looms, the computer and Jacquard looms, and fiber and fabric construction. Prereq: ARTF 253, 267 or equivalent.

458/558 Textile Printing (3-5R) Dyeing and dye processes that explore pattern design and cloth embellishment. Includes block printing, stamping, stenciling, quilting, resist techniques. Focuses on creative work. ARTF 358 recommended.

490/590 Issues and Practices in Fibers (3-5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

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)

Metalsmithing and Jewelry Courses (ARTM)

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

257 Introduction to Jewelry and Metalsmithing (4R) Explores developing and constructing jewelry and objects rooted in material culture. Introduces historical and contemporary work through image presentations, lectures, and independent research. Prereq: ART 115, 116, 233. **R** with change of course content.

357 Metalsmithing and Jewelry: [Topic] (3-5R) Further exploration of techniques related to conceptual problems. Content varies by term with a focus on individual processes: hollow-ware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ARTM 257.

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] (1-3R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

457/557 Metalsmithing and Jewelry: [Topic] (3-5R) Emphasis on creative work. Advanced investigation of techniques and process. Content varies by term related to process focus. Includes hollow-ware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ARTM 357.

459/559 Advanced Metalsmithing and Jewelry (3-5R) Emphasis on individual creative development. Various conceptual problems. Prereq: ARTM 357.

490/590 Issues and Practices in Metals (3-5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

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. Prereq: ART 115, 116, 233. **R** once for maximum of 8 credits.

352 Creative Large-Format Photography (4R) Introduces large-format cameras and their aesthetic possibilities. Four-by-five and eight-by-ten view cameras provided. Includes camera use, film and development, printing skills. Prereq: ARTO 251. **R** once for maximum of 8 credits.

353 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. Prereq: ARTO 251. **R** once for maximum of 8 credits.

354 Digital Photography (4R) Introduction to digital still photography, utilizing the computer as a fine art tool. concentrates on photographic image capture, retouching, manipulation, color management and output. Digital camera required. Prereq: ARTO 251. **R** with mastery of subject.

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)

451/551 The Fabricated Image (4R) Concentrates on ideas surrounding narrative tableaux, cinema, and staged photography; introduces creative possibilities of artificial and natural lighting. Addresses historical and contemporary concerns. Studio setting. Prereq: ARTO 352 or 353 or 454/554. **R** with mastery of subject.

454/554 Color Photography (4R) Basic color photographic process and techniques; issues of design and color theory; historic and contemporary aesthetic concerns. Studio class. Prereq: ARTO 352 or 353. **R** twice for maximum of 12 credits.

484/584 Advanced Photography: [Topic] (4R) Investigates photographic practice and philosophy through readings and discussion; students engage in personal studio practice and class critiques. Pre- or coreq: ARTO 251, 352, or 353. **R** once for maximum of 8 credits.

490/590 Issues and Practices in Photography (3-5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

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)

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: ART 115, 116; 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: ARTP 281.

390 Intermediate and Advanced Painting (4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: two terms of ARTP 281 or one term of ARTP 381.

391 Intermediate and Advanced Drawing (4R) Continued study in observation related to visual and spatial phenomena. Prereq: two terms of 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] (1–8R)

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)

490/590 Issues and Practices in Painting (3–5R) Intensive critique, discussion, readings, and presentations for B.F.A. and M.F.A. students. Prereq: B.F.A. or M.F.A. standing.

491/591 Advanced Drawing (5R) Explores drawing in the expanded field, an experimental practice applicable to a broad range of media and ideas. Intended for students engaged in advanced, independent work.

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)

Printmaking Courses (ARTR)

199 Special Studies: [Topic] (1–5R)

346 Introduction to Relief Printing (4) Woodcut, linoleum-cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development. Prereq: ART 115, 116; two terms of ART 223 or equivalent.

347 Introduction to Intaglio (4) Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Prereq: ART 115, 116; two terms of ART 223 or equivalent.

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] (1–3R)

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 Printmaking (4R) Further exploration of techniques and concepts with emphasis on discussion and

creative work. Content varies by term and may include color methods, chine collé, monoprints. Prereq: ARTR 346 or 347.

448/548 Screen Printing (4R) Introductory-through-advanced and experimental techniques using water-based inks. Emphasizes personal image development and technical control. Prereq: ART 115, 116, 233.

449 Lithography (4R) Introductory-through-advanced techniques in transfer, color work, plate and stone lithography, waterless and photo lithography. Prereq: ART 115, 116, 233.

490/590 Issues and Practices in Printmaking (3–5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

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

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Sculpture Courses (ARTS)

199 Special Studies: [Topic] (1–5R)

288 Sculpture I: Mixed Media (3–5R) Investigation of 3-D forms in space using a range of processes. Prereq: ART 115, 116, 233. **R** when topic changes.

393 Sculpture II: [Topic] (3–5R) Integration of concepts and materials in sculpture. Investigation of individual methodology. Topics vary by term: wood, mold making, casting. Reading, presentation on issues and artists. Prereq: ARTS 288. **R** when topic changes.

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] (1–3R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)

490/590 Issues and Practices in Sculpture (3–5R) Intensive critique, discussion, readings, and presentations. Prereq: B.F.A. or M.F.A. standing.

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)

Art History

Andrew Schulz, Department Head

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Faculty

Mary-Lyon Dolezal, associate professor (medieval and Byzantine art). A.B., 1977, Oberlin; A.M., 1979, Ph.D., 1991, Chicago. (1990)

James Harper, associate professor (Renaissance and baroque art). B.A., 1987, Trinity; Ph.D., 1998, Pennsylvania. (2000)

Jeffrey M. Hurwit, Philip H. Knight Professor of Architecture and Allied Arts (ancient art, Greek and Roman archaeology). A.B., M.A., 1971, Brown; M.A., 1972, Ph.D., 1975, Yale. (1980)

Deborah Hurtt, assistant professor (contemporary architecture). B.A., 1981, Williams College; M.Arch., 1994, Ph.D., 2004, Virginia. (2003)

Charles H. Lachman, associate professor (Asian art). A.B., 1971, Temple; M.A., 1974, McMaster; Ph.D., 1985, Toronto. (1992)

Kate Mondloch, assistant professor (contemporary art). B.A., 1994, Georgetown; M.A., 2000, Ph.D., 2005, California, Los Angeles. (2005)

Kathleen D. Nicholson, professor (modern, 19th-century art). B.A., 1969, Connecticut; M.A., 1971, Ph.D., 1977, Pennsylvania. (1980)

Leland M. Roth, Marion Dean Ross Distinguished Chair in Architectural History; professor (history of American and modern architecture). B.Arch., 1966, Illinois; M.Phil., 1970, Ph.D., 1973, Yale. (1978)

Andrew Schulz, associate professor (19th-century art). B.A., 1986, Dartmouth; M.A., 1990, M.Phil., 1992, Ph.D., 1996, Columbia. (2002)

Sherwin Simmons, professor (modern, 20th-century art). B.A., 1967, Yale; M.A., 1975, Ph.D., 1979, Johns Hopkins. (1973)

Richard A. Sundt, associate professor (history of ancient and medieval architecture). B.A., 1967, Indiana; M.A., 1973, Ph.D., 1981, Wisconsin, Madison. (1982)

Emeriti

Esther Jacobson-Tepfer, professor emerita. B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago. (1966)

Ellen Johnston Laing, professor emerita. B.A., 1954, Missouri; M.A., 1956, Wisconsin, Madison; Ph.D., 1967, Michigan. (1979)

A. Dean McKenzie, professor emeritus. B.A., 1952, San Jose State; M.A., 1955, California, Berkeley; Ph.D., 1965, New York University. (1966)

Andrew Morrogh, associate professor emeritus. B.A., 1966, Jesus College, Oxford; M.A., 1973, Ph.D., 1983, Courtauld Institute, University of London. (1993)

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

Participating

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 Sponenburgh 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 Marian 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 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).....	4
Four upper-division courses in architectural history.....	14-16

Of the four upper-division electives in architectural history, no more than two may come from the following five courses: History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II (ARH 477, 478).

Graduate Studies

The Department of Art History offers programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history with specialization in architectural history 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 503) 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. 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. **314:** prehistory through Gothic. **315:** Renaissance to the present. Hurtt, 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. Not offered 2009–10.

323 Art of Ancient Rome (4) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit.

324 Art and Politics in the Ancient World (4) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit. Not offered 2009–10.

326 The Acropolis of Athens (4) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works from the Age of Pericles. Selected literary texts read in translation. Hurwit.

331 Cultures of the Medieval West (4) Explores distinct cultural moments during the Middle Ages (c. 650–1200), drawing on its multicultural character—analyzing its art and its historical, social, religious, racial, and class systems. Dolezal.

341 Italian Renaissance Art (4) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context.

342 Southern Baroque Art (4) Italian and Spanish art of the late 16th and the 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velázquez, other leading artists. Harper. Not offered 2009–10.

343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Harper. Not offered 2009–10.

344 Northern Baroque Art (4) North Netherlandish, Flemish, and French art of the late 16th and 17th centuries. Changes in patrons, markets, and meaning for art. Rembrandt, Vermeer, Rubens, Poussin, other leading artists. Harper.

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. Not offered 2009–10.

349 History of Prints (4) Western printmaking, from the 15th century to the present, focused on major artists (Dürer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers.

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.

353 Modern Art, 1880–1950 (4) Modern art from postimpressionism to abstract expressionism in

relation to intellectual and historical developments. Sequence with ARH 354. Mondloch, Schulz, Simmons. Not offered 2009–10.

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. Simmons.

359 History of Photography (4) Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.

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.

382 Art of the Silk Route (4) Art and culture of Central Asia and the Silk Route during the first millennia B.C. and A.D. Art of nomadic cultures, Buddhism, and Islam. ARH 207 or 208 recommended. Jacobson-Tepfer. Not offered 2009–10.

384 Chinese Art I (4) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Lachman.

387 Chinese Buddhist Art (4) Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting. Lachman. Not offered 2009–10.

391, 392 Art of the Pacific Islands I,II (4,4) Art and architecture of the Pacific Islands considered in terms of style and as vehicles of social and religious expression. **391:** Melanesia. **392:** Polynesia and Micronesia. Sundt. Not offered 2009–10.

395 Japanese Art II (4) Major Japanese arts, Jomon through Edo periods. Includes sculpture, ceramics, painting, architecture, gardens, and calligraphy, from the 10th to 16th centuries. ARH 209 recommended.

397 Japanese Buddhist Art (4) Major types and periods of Buddhist art and architecture in Japan. Includes painting, sculpture, gardens, monastic buildings and plans, ritual implements, and calligraphy. Emphasizes form and function.

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. Not offered 2009–10.

427/527 Greek Architecture (4) Origins of the Greek Orders and temple architecture c. 900 to 400 B.C. Prereq: ARH 204 or 314. Sundt. Not offered 2009–10.

428/528 Roman Architecture (4) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314. Sundt. Not offered 2009–10.

430/530 Early Christian Art (4) Early Christian art from the 3rd century to Iconoclasm. Prereq: ARH 205. Dolezal.

431/531 Byzantine Art (4) Byzantine art after Iconoclasm, A.D. 843–1453. Prereq: ARH 205. Dolezal.

432/532 Romanesque Sculpture (4) Development and function of monumental sculpture in the 11th and 12th centuries. Focuses primarily on various regions of France with some attention to Spain, Italy, and England. Prereq: ARH 205. Dolezal.

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.

435/535 Text and Image: Medieval Manuscripts (4) Examines the relationship between the written word and pictorial expression as a reflection of late-medieval (c. 1200–1500) culture. Considers social issues, gender issues, and patronage. 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.

448/548 Renaissance Architecture (4) Examines significant developments in architecture in Italy and the rest of Europe, 1400–1585. Prereq: ARH 206 or 315. Morrogh. Not offered 2009–10.

452/552 19th-Century Problems: [Topic] (4R) Changing topics in the areas of realism through impressionism. Major artistic movements in Europe, 1848–80. Prereq: ARH 351. **R** once when topic changes for maximum of 8 credits. Nicholson, Schulz. Not offered 2009–10.

453/553 20th-Century Problems: [Topic] (4R) Changing topics in European art, 1880–1940. ARH 353 or 354 recommended. **R** once when topic changes for maximum of 8 credits. Simmons.

454/554 Modern German Art (4) Changing topics in German modernism from the founding of the secession to national socialism. ARH 353 recommended. Simmons.

455/555 Contemporary Art (4) Changing topics in art and critical theory in Europe and the United States from 1940 to the present. ARH 354 recommended. Mondloch, Simmons. Not offered 2009–10.

460/560 18th-Century Architecture (4) Development of modern architecture including the rise of archaeology, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315. Roth.

461/561 19th-Century Architecture (4) Developments in architecture in Europe, 1800–1900. Emphasis on such topics as the impact of eclecticism, industrialization, and urban growth. Prereq: ARH 206 or 315. Roth. Not offered 2009–10.

463/563 Native American Architecture (4) Examination of building traditions among native peoples of North America. Explores cosmological symbolism, building techniques, materials, settlements, and influences of culture and climate. Roth.

464/564, 465/565, 466/566 American Architecture I,II,III (4,4,4) Major developments in American architecture. **464/564:** 1600–1800; includes vernacular traditions, late-baroque transplantations, and the effort to create national symbols. **465/565:** 1800–1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. **466/566:** 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315. Roth. 466/566 not offered 2008–9.

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. Not offered 2009–10.

468/568 Oregon Architecture (4) Exploration of the development of architecture in the Oregon territory from prehistoric times to the present. Includes settlements, building types, urban planning, and civil engineering. Prereq: ARH 315 or 465 or 466. Roth.

469/569 The Pritzker Prizewinners (4) Examines the work of the Pritzker Prize winners—architecture's equivalent of the Nobel Prize—in order to study recent and contemporary architecture. Prereq: ARH 315. Hurtt. Not offered 2009–10.

474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions. Hawn.

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. Not offered 2009–10.

488/588 Japanese Prints (4) The woodblock print in Japan as part of the cultural, social, and political conditions. Prereq: ARH 209.

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.

503 Thesis (1–9R)

601 Research: [Topic] (1–5R)

603 Dissertation (1–9R)

605 Reading and Conference: [Topic] (1–5R)

606 Field Studies: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members.

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

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

611 Graduate Studies in Art History (4) Introduction to bibliographic resources, research methodology, and critical issues in art history. Prereq: open only to department majors. Nicholson, Schulz, Simmons.

Arts and Administration

Doug Blandy, Program Director

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Faculty

Catherine Ballard, assistant professor (art education). B.A., 1976, Hawaii at Manoa; M.A., 1982, Pepperdine; Ph.D., 1990, Oregon. (2002)

Doug Blandy, professor (art and community service, art and special populations); associate dean, academic affairs. B.S., 1974, Ohio; M.A., 1979, Ph.D., 1983, Ohio State. (1987)

Patricia M. Dewey, assistant professor (performing arts, cultural policy). B.M., 1990, Indiana; M.A., 1997, Webster; M.A.S., 1998, International Center for Culture and Management; Ph.D., 2004, Ohio State. (2003)

John Hager, adjunct assistant professor (folklore, ethnomusicology). B.A., 1992, California, San Diego; M.A., 1998, Ph.D., 2004, Indiana, Bloomington. (2005)

Greg Gurley, instructor (theater). B.A., 1979, LaGrange; M.A., 1984, West Georgia; M.A., 1997, Washington State; Ph.D., 2006, Arizona State. (2006)

Lori Hager, assistant professor (community arts). B.A., 1990, Washington (Seattle); Ph.D., 2003, Arizona. (2004)

Richard Herskowitz, instructor (film and communication theory). B.A., 1974, State University of New York, Binghamton; M.A., 1978, Wisconsin, Madison. (2008)

Phaedra Livingstone, assistant professor (museum studies). H.B.A., 1991, M.M.St., 1996, Ph.D., 2003, Toronto. (2008)

Alice Parman, adjunct assistant professor (art education). B.A., 1964, Rochester; M.A.T., 1965, Harvard; Ph.D., 1972, Chicago. (1988)

Janice W. Rutherford, assistant professor (popular culture and gender). B.A., 1963, Oregon; M.A., 1981, Portland State; Ph.D., 1996, Louisiana State. (2002)

Eric Schiff, adjunct instructor (information technology). B.A., 1977, M.A. 1981, Oregon. (1988)

Emeriti

Gaylene Carpenter, associate professor emerita. B.A., 1965, M.S., 1973, California State, Long Beach; Ed.D., 1980, Temple. (1983)

Rogena M. Degge, professor emerita. B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon. (1979)

Linda F. Ettinger, associate professor emerita. B.F.A., Southwest Missouri State; M.S., 1973, Illinois State; Ph.D., 1983, Oregon. (1982)

Jane Gehring, associate professor emerita. B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)

Beverly J. Jones, associate professor emerita. B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon. (1977)

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 450), 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	28 credits
Two lower-division arts and administration courses selected from Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), and Art and Gender (AAD 252).....	8
Three upper-division arts and administration courses	12
Two upper-division courses in arts and administration or a related discipline	8

Graduate Studies

The design of the master's degree program in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, political, and ethical contexts of the arts in general.

Program Objectives

1. Prepare students for professional leadership positions in international, national, and regional public and private arts and cultural organizations, including museums and galleries, community nonprofit organizations, arts foundations, performing arts centers, and festivals
2. Provide professional experience in arts agencies by incorporating a field-based internship component that enhances the student's ability to move into professional positions in arts and cultural organizations
3. Facilitate the development of individual research projects that contribute to the body of knowledge on the theory and practice of arts policy, administration, and management in an era of dynamic sociocultural change

4. Provide opportunities for professionals to enhance their knowledge and skills or develop new careers in the arts

Careers

The master's degree in arts management, depending on the chosen concentration, offers preparation for students who seek administrative careers in the visual arts, performing arts, 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 when they apply; application materials are reviewed with this interest in mind; and appropriate entry qualifications are examined.

Students planning graduate study should request information and application forms by writing to the Arts and Administration Program or visiting the program's website.

Admission is determined by the arts management master's degree admissions committee, which consists of faculty members of the Arts and Administration Program and faculty representatives from concentration areas when appropriate.

The admissions committee considers every aspect of the applicant's file when making its decision for admission. 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. A personal computer facilitates work in software applications and research for courses. Minimum recommendations for hardware and software are included in the application and on the program's website.

Course work for the master's degree program is distributed among the following four components.

Core Courses

Courses address the study and management of the arts in social and cultural contexts with a focus on arts policy and information management. Nonprofit and for-profit organizations and issues are addressed.

Core courses include Arts Program Theory (AAD 522), Art in Society (AAD 550), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Marketing the Arts (AAD 565), and Seminar: Issues in Arts Management (AAD 607). Further course work toward degree requirements and elective courses are chosen in consultation with an adviser.

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

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 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.

429/529 Museum Education (4) Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums. Rutherford.

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

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 5233 University of Oregon
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 hp.uoregon.edu

Faculty

Shannon Bell, adjunct instructor (historic preservation). B.Arch., 2001, M.S., 2006, Oregon. (2008)
 Elizabeth Carter, courtesy instructor (historic preservation). B.A., 1988, M.S., 1994, Oregon. (2005)
 Eric L. Eisemann, adjunct assistant professor (legal issues). B.A., 1974, Knox; M.A., 1980, Western Kentucky; J.D., 1994, Lewis and Clark. (1984)
 Jessica Engeman, adjunct instructor (historic preservation). B.A., 2001, M.S., 2004, Oregon. (2005)
 Paul Falsetto, adjunct instructor (historic preservation). B.A., 1985, Washington (Seattle); M.Arch., 1997, M.S., 1998, Oregon. (2003)
 Kingston Heath, professor (historic preservation). B.A., 1968, Lake Forest; M.A., 1975, Chicago; M.A., 1978, Ph.D., 1985, Brown. (2003)
 Rick Minor, adjunct instructor (archaeology). B.A., 1972, California State, Fullerton; M.A., 1973, Ph.D., 1983, Oregon. (2009)
 David Pinyerd, adjunct instructor (historic preservation). B.S., 1985, Oregon State; M.S., 2000, Oregon. (2004)
 Kirk Ranzetta, adjunct assistant professor (historic preservation). B.A., 1994, Mary Washington; M.A., 1996, Ph.D., 2006, Delaware. (2006)

Emeritus

Donald L. Peting, associate professor emeritus; assistant dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect. Oregon, Washington. (1963)
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 Elzeyadi, architecture
 Kenneth I. 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 411).....	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 (ARH 460); 19th-Century Architecture (ARH 461); Native American Architecture (ARH 463); American Architecture I,II,III (ARH 464, 465, 466); Oregon Architecture (ARH 468); History of Interior Architecture I,II,III (ARH 474, 475, 476); History of Landscape Architecture I,II (ARH 477, 478); Nonprofit Management I (PPPM 480)

Courses from other university departments may be substituted with approval of the program director.

Early consultation with a faculty member on the Historic Preservation Committee is recommended. Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the historic preservation office.

Course availability is subject to the instructor's consent and the space available after obligations to 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 hpgtf@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's 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, Archaeology in Historic Preservation.

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.

Architecture. 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)

Art History. 18th-Century Architecture (ARH 560), 19th-Century Architecture (ARH 561), Native American Architecture (ARH 563), American Architecture I,II,III (ARH 564, 565, 566), Oregon Architecture (ARH 568), History of Interior Architecture I,II,III (ARH 574, 575, 576), History of Landscape Architecture I,II (ARH 577, 578)

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

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Participating Faculty

Kyuho Ahn, 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.

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 designed 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-degree 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 I,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—8 credits
3. Multicultural requirement—8 credits (may be included in the groups above)

Major Requirements. 181 credits (see Professional Curriculum later in this section).

Minor Requirements

The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Students must notify the Department of Architecture of their intent to seek a minor. The minor is granted on completion of the requirements in effect on the date of the notice of intent
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to the minor program until space becomes available
4. Substitute courses for minor requirements may be approved by the department

Course Requirements 29 credits

Introduction to Architecture (ARCH 201).....	4
Understanding Contemporary Interiors (IARC 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,II,III (ARH 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 484)	6

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, and maturity. Students are expected to submit specific materials supporting each of these attributes. First-year applicants must have grades and scores that meet at least 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.

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 leads to the master of interior architecture (M.I.Arch.) as a postprofessional degree. Applicants must have a five-year professional degree in interior architecture or interior design. Students in this program produce a thesis or terminal research project. The program is typically completed in six terms.

Options II and III lead to the M.I.Arch. as a professional degree. The Option II program, typically completed in six terms, is for applicants who have a four-year degree in interior design or architecture or a related design discipline. Applicants with a professional degree in architecture should apply to the Option II program. The Option III program is usually completed in ten terms, and applicants must have a B.S. or B.A. degree at entrance. Option III students begin their program in the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior course work. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

Professional Degree Program Requirements

Option III students must complete 60 credits of interior-design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Foundation for Interior Design, Education, and Research. The extent of this advanced standing is determined in consultation with the student's academic adviser before studies begin. Transferability of course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture at the beginning of this section.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 601)—may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 16 credits in Interior-Design Comprehensive Project I,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:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and design
7. Light and lighting design
8. Proxemic design and ergonomics
9. Vernacular design

The Option I thesis draws on individual research, professional and general university courses, and meetings between the student and the student's thesis 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 Graduate Design (ARCH 680, 681), a two-term studio for Option III graduate students

Intermediate Interior-Design Studios

Interior Design (IARC 484/584), 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 profes-

sion 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 (IARC 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,II,III (ARH 474/574, 475/575, 476/576), 8 additional credits in history of art or architecture

Special Courses: generic courses numbered 401–410, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or

elective areas. Unless offered pass/no pass only, any graded course in the architecture department may be taken by interior-architecture majors either for a letter grade or pass/no pass (P/N). The maximum allowable number of P/N credits is set by university regulations.

General Electives: 25 credits for B.I.Arch.

Students are encouraged to take general-subject courses in addition to those used to fulfill university general-education requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the subject areas of architecture (ARCH) and interior architecture (IARC).

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. Prereq: ARCH 284.

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 417/517 Context of the Architectural Profession (3)

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. Prereq for 444: PD 323 or ARCH 484 or IARC 484; prereq for 544: IARC 484 or ARCH 584.

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, research, case studies, and programming. Prereq

for 445: IARC 473, 484; prereq for 545: IARC 573, 584.

447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Prereq for 447: PD 340 or ARCH 484 or IARC 484; prereq for 547: ARCH 484 or IARC 584.

ARCH 449/549 Architectural Programming (3)

ARCH 450/550 Spatial Composition (4)

ARCH 458/558 Types and Typology (3)

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. Prereq for 471: ARCH 470; Prereq for 571: ARCH 570.

472/572 Interior Finishes and Design Application (3) The properties, manufacture, application, and code issues of interior finish materials. Field trips to supply sources. Prereq for 472: ARCH 470; Prereq for 572: ARCH 570.

473/573 Working Drawings in Interior Architecture (4) Preparation of working drawings for project designed in interior architecture studio. Prereq for 473: ARCH 462, 484 or IARC 471, 472, 484; Prereq for 573: ARCH 562, 584 or IARC 571, 572, 584.

ARCH 474/574 Preservation and Restoration Technology (3)

ARH 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.

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 for 484: IARC 383; Prereq for 584: ARCH 681.

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; 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. Prereq for 488: IARC 445; prereq for 588: IARC 545; prereq for 489: IARC 488; prereq for 589: IARC 588.

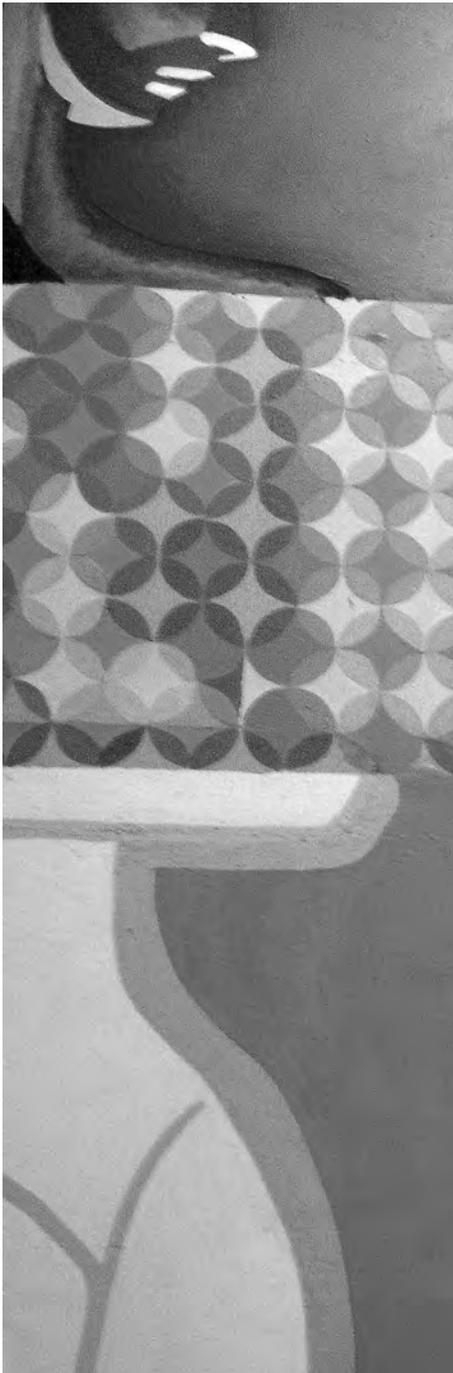
ARCH 491/591, 492/592 Environmental Control Systems I,II (4,4)

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: ARCH 484/584 or IARC 484/584; ARCH 492/592.

ARCH 495/595 Daylighting (3)

503 Thesis (1–6R)

601 Research: [Topic] (1–6R)
 605 Reading and Conference: [Topic] (1–6R)
 606 Special Problems: [Topic] (1–6R)
 607 Seminar: [Topic] (1–6R)
 608 Workshop: [Topic] (1–6R)
 609 Practicum: [Topic] (1–6R)
 610 Experimental Course: [Topic] (1–6R)
 611 Terminal Project (1–9R)
 ARCH 611 Graduate Design Process (3)
 ARCH 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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Faculty

Ann Betman, adjunct assistant professor (plants, urban farm). B.A., 1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon; reg. landscape architect, Oregon. (1977)

Elisabeth Chan, assistant professor (design representation, design theory). B.A., 1993, Hampshire; M.L.A., 2000, Cornell. (2001)

Mark Gillem, assistant professor (urban design, social and cultural factors in design). See **Architecture**.

Kenneth I. Helphand, Philip H. Knight Professor of Architecture and Allied Arts (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard; Fellow, American Society of Landscape Architects. (1974)

David Hulse, Philip H. Knight Professor of Architecture and Allied Arts (land-use planning, landscape ecology, geographic information systems). B.S.L.A., 1981, Colorado State; M.L.A., 1984, Harvard. (1985)

Bart Johnson, associate professor (ecological design and planning, landscape ecology). B.S., 1987, Cornell; M.L.A., 1992, Ph.D., 1995, Georgia. (1995)

Stanton Jones, associate professor (landscape technologies, inclusive design, design studios). B.S., 1983, Miami; B.S.L.A., 1988, California, Davis; M.L.A., M.C.P., 1993, California, Berkeley. (1993)

Ronald J. Lovinger, professor (planting design theory, landscape transformations, landscape as art form). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania; reg. landscape architect, Oregon, Pennsylvania. (1965)

Robert Z. Melnick, professor (landscape preservation, research methods, historic and cultural landscape analysis). B.A., 1970, Bard; M.L.A., 1975, State University of New York, College of Environmental Science and Forestry; Fellow, American Society of Landscape Architects. (1982)

Thomas Oles, assistant professor. B.A., 1992, M.L.A., 2003, Washington (Seattle); Ph.D., 2008 Massachusetts Institute of Technology. (2008)

Robert G. Ribe, professor (public lands, landscape analysis, ecological planning). B.S., 1977, California, Riverside; M.S., 1981, M.A., 1987, Ph.D., 1990, Wisconsin. (1988)

Roxi Thoren, assistant professor (urban design, design theory, microclimate response in design). B.A., 1996, Wellesley; M.Arch., 2001, M.L.A., 2002, Virginia. (2004)

Emeriti

Jerome Diethelm, professor emeritus. B.Arch., 1962, Washington (Seattle); M.L.A., 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

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 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 studies. The goal is to produce a visually literate and environmentally responsible citizen capable of playing a central professional role in the evolving landscape.

In recognition of the integrated and comprehensive nature of environmental planning and design, opportunities are provided for collaboration on planning and design problems with students in architecture, community planning, and other disciplines.

Curriculum Options

The curriculum 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 (ARH 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)

Required Courses	16 credits
Understanding Landscapes (LA 260)	4
Land Analysis (LA 361)	4
One plants course chosen from the subject area listed below.....	4
One history and theory course chosen from the subject area listed below.....	4

Optional Courses 14–16 credits
Students may take any combination of courses from the subject areas listed below. Only one term of Urban Farm (LA 390) or one design studio may be applied to the minor

Subject Areas

Check with the department for information about new subject-area courses in curriculum.

Design. Design studio (LA 389 or higher)

Landscape Technologies. Workshop: Landscape Technologies (LA 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 (ARH 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

students and postprofessional master's students. First professional master's students hold an undergraduate degree other than a five-year bachelor of landscape architecture and are working 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,II (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 I,II (ARH 577, 578), Landscape Research Methods I,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 profession-

ally 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 and professional and research experience, are best equipped for collaboration with graduate students.

Design Theory. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape Ecology. 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 I,II (LA 620, 621); at least one from Land Use and Growth Management (PPPM 540), Land and Landscape (LA 543), 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 510), 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 follow many routes, and 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 quantitative research occurs 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 86 credits. Classes include design-studio experience and subject-area courses to provide a foundation in landscape architecture sufficient to support a student's goals, research, and advanced course work.

At the completion of course work, normally the end of the second year, each student submits a written comprehensive exam, followed by an oral comprehensive exam. The examination committee will consist of three faculty members, two from landscape architecture and one from an outside department or program, who will prepare

and administer the written and oral comprehensive exams. Once students have passed both comprehensive exams, they will be advanced to candidacy. Each student must submit the dissertation proposal within three terms of the exams. A student then forms a dissertation committee consisting of four members, with a minimum of two from landscape architecture and at least one from another field related to the student's area of research. The dissertation committee must approve the student's written dissertation proposal following a scheduled, public proposal presentation before the student undertakes the dissertation.

Some credit requirements may be waived or satisfied through transfer credits which must not have previously been applied to any graduate or undergraduate degree. No more than 15 credits may be transferred. Successful completion of the doctoral program is a matter of proven excellence through substantial, original contributions to the field and not the accumulation of a specific number of credits.

Requirements

A student's program of study is developed with the major professor and a second doctoral adviser. The minimum course requirements for 68 credits are listed below. These required minimum credits are divided between core courses in theory, research, and investigation (26–34 credits), electives (24 credits), and work on the dissertation (18 credits). A student entering the program with a B.L.A. or B.Arch. but no master's degree takes an additional 12 credits of electives, while a student entering with a 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 I,II (LA 620, 621). 8
Research Proposal Development (LA 695) 2
Research (LA 601) 6
Doctoral colloquium..... 2
Outside analytic-synthetic courses 4–12

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. This should include why one wishes to come to the University of Oregon for doctoral work, and a description of a proposed area of concentration, course of study, and a prospective major professor
2. A portfolio of creative and scholarly work including at least one writing example showing evidence of critical thinking in a research context
3. Three letters of recommendation, including two from academic sources
4. Official transcripts from all universities or colleges attended
5. Graduate Record Examination (GRE) scores
6. Test of English as a Foreign Language (TOEFL) scores (575 paper or 233 computer, minimum) for all nonnative speakers

Applications mailed to the department office for entry fall term are due in early February. General university regulations governing graduate admission are in the **Graduate School** section of this catalog.

Landscape Architecture Courses (LA)

196 Field Studies: [Topic] (1–5R) R twice for 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. Lovinger.

289 Landscape Architectural Design (6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; abstract design and elementary graphic techniques.

326 Plants: Fall (4) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. Bettman.

327 Plants: Winter (4) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. Prereq: LA 326. Bettman.

328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq: LA 327. Bettman.

350 Landscape Media (2–4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. 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 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.

366 Landscape Technologies II (4)

375 Contemporary American Landscape (4) Evolution of the contemporary American landscape as an expression of American culture. Helphand.

390 Urban Farm (2–4R) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.

401 Research: [Topic] (1–21R)

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

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R) Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design, Design-Build.

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. Lovinger.

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.

440/540 Introduction to Landscape Planning Analysis (4) Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area. Prereq: LA 361. Hulse.

441/541 Principles of Applied Ecology (2–6) Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales. Prereq for 441: one course in ecology; prereq for 541: one course in the natural sciences. Johnson.

443/543 Land and Landscape (4R) Theories and concepts in landscape planning and design. The valuing emphasis alternates every other year between environmental ethics and environmental aesthetics. Ribe.

450/550 Advanced Landscape Media (4R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Lovinger.

459/559 Landscape Technology Topics (2-4R) Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design. **R** thrice for maximum of 10 credits.

465/565 Landscape Ecology (4) Links concepts and applications of landscape ecology through extensive field experiences that develop a deep understanding of a specific landscape or a set of issues. Prereq: LA 441/541. 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 I,II (4,4) See **Art History**.

480/580 Landscape Preservation (4) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies.

482/582 National Parks (4) History and development of United States National Parks. Exploration of critical issues facing the parks and the landscape planner's role in resource protection and recreation management.

484/584 Landscape Perception (4) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand.

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. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land-use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589 and fifth-year standing for undergraduates.

499 Comprehensive Project (8) Advanced planning and design projects in landscape architecture. Studio development of individually selected projects. Prereq: LA 490.

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)

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 special topics related to landscape problems.

609 Practicum: [Topic] (1-16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and

study with assured provisions for adequate supervision. 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.



Planning, Public Policy and Management

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Faculty

Neil Bania, associate professor (poverty, low-skill labor markets, welfare reform and income policy). B.A., 1980, M.A., 1983, Ph.D., 1985, Oregon. (2004)

Robert J. Choquette, adjunct instructor (strategic planning, project management). B.S., 1982, M.U.P., 1991, Oregon. (1991)

Jessica Greene, assistant professor (health policy, quantitative methods, evaluation research). B.A., 1989, Michigan, Ann Arbor; M.P.H., M.I.A., 1996, Columbia; Ph.D., 2003, New York University. (2003)

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)

Michael Hibbard, professor (community and regional development). B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Renee A. Irvin, associate professor (nonprofit and philanthropic sector economics, wealth policy). B.A., 1984, Oregon; M.A., 1991, Ph.D., 1998, Washington (Seattle). (2001)

Andre P. LeDuc, senior research assistant (Community Service Center). B.S., 1996, Wisconsin, Green Bay; M.C.R.P., 1999, Oregon. (2000)

Laura Leete, assistant professor (poverty and social policy, work-force policy, nonprofit economics). B.A., 1982, California, Berkeley; M.A., 1988, Ph.D., 1992, Harvard. (2007)

Richard D. Margerum, associate professor (environmental planning and management, planning processes, conflict management). B.A., 1987, Wittenberg; M.C.P., 1989, Cincinnati; M.S., 1992, Ph.D., 1995, Wisconsin, Madison. (2001)

Robert G. Parker, instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1986, Colorado State; M.U.P., 1989, Oregon. (1989)

Marc Schlossberg, associate professor (geographic information systems, social planning, transportation planning). B.B.A., 1987, Texas, Austin; M.U.P., 1995, San Jose State; Ph.D., 2001, Michigan. (2001)

Megan E. Smith, senior research assistant (community outreach, watershed planning, rural planning). B.A., 1990, Southern Oregon State; M.C.R.P., 1996, Oregon. (1996)

Rhonda Smith, instructor (career development, internship planning); internship director. B.S., 1979, Missouri, St. Louis; M.A., 1996, Oregon. (2007)

Yizhao Yang, assistant professor (environmental planning, sustainable living design and analysis, geographic information systems). B.Arch., 1995, Tianjin; M.S., 1998, Tsinghua; M.R.P., 2001, Ph.D., 2007, Cornell. (2006)

Robert F. Young, assistant professor (environmental and economic policy and planning, environmental policy and planning history). B.A., 1982, M.C.R.P., 1987, Ph.D., 2007, Cornell. (2007)

Courtesy

Richard A. Anderson, courtesy professor (urban development, Kuwait regional architecture, city

planning). B.A., 1958, Stanford, M.U.P., 1965, Washington, Ph.D., 1969, Michigan State. (2004)

Robert Doppelt, courtesy senior research associate (environmental governance, sustainable development). B.S., 1973, Lewis and Clark; M.S., 1975, M.S., 1976, Oregon. (2002)

Donald G. Holtgrieve, adjunct assistant professor (local government planning). See **Geography**.

Cassandra Moseley, courtesy assistant professor (natural resource policy, community-based conservation). B.A., 1990, Cornell; M.A., 1993, M.Phil., 1994, Ph.D., 1999, Yale. (2002)

Emeriti

Bryan T. Downes, professor emeritus. B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington (St. Louis). (1976)

Orval Etter, associate professor emeritus. B.S., 1937, J.D., 1939, Oregon. (1939)

Maradel K. Gale, associate professor emerita. B.A., 1961, Washington State; M.A., 1967, Michigan State; J.D., 1974, Oregon. (1974)

Carl J. Hosticka, associate professor emeritus. B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)

Robert E. Keith, planning consultant emeritus. B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)

David C. Povey, professor emeritus. B.S., 1963, Lewis and Clark; M.U.P., 1969, Ph.D., 1972, Cornell. (1973)

Jean Stockard, professor emerita. B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon. (1974)

Kenneth C. Tollenaar, director emeritus. B.A., 1950, Reed; M.A., 1953, Minnesota. (1966)

Edward C. Weeks, professor emeritus. B.A., 1973, Ph.D., 1978, California, Irvine. (1978)

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

Participating

- Mark Gillem, architecture
- Nicolas 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

Undergraduate Studies

The undergraduate program provides an interdisciplinary liberal arts education that prepares students for leadership around the world.

Through course work that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions address public problems. Students explore the economic, social, and environmental characteristics of communities and systems of governance to determine effective ways to advance the public’s goals. The curriculum helps students develop knowledge of core issues related to public policy and management as well as a specialized expertise in an area of their choosing. Emphasis is placed on developing skills in research; verbal, written, and digital communication; and working in group settings.

Preparation. High school students who want to study planning, public policy and management should develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and other languages. Debate and related public-speaking experience are fine ways to improve communication skills. Conceptual skills can best be developed through courses, such as mathematics and history, that require the student to think independently and analytically. Volunteer work, paid afterschool jobs, and travel are ways of acquiring community experience.

Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) degree in planning, public policy and management provides students with a broad, interdisciplinary, liberal arts background and a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public service agencies and nonprofit organizations.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply for admission the term they achieve upper-division standing. They must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who have (1) a grade point average (GPA) of 3.00 or better, (2) some experience—paid or volunteer—in public service, and (3) fulfilled university general-education requirements.

In completing group requirements, the following courses (or their equivalents, for transfer students) are recommended:

Social Science. Introduction to Planning, Public Policy and Management (PPPM 201) or Healthy Communities (PPPM 202) or Introduction to the Nonprofit Sector (PPPM 280), United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), Community, Environment, and Society (SOC 304)

Science. Web Programming (CIS 111), The Natural Environment (GEOG 141)

Sample Program

This two-year sample program for PPPM pre-majors is typical preparation for admission to the program in the junior year.

Freshman Year, Fall Term	14–16 credits
College Composition I (WR 121).....	4
The Natural Environment (GEOG 141).....	4
Arts and letters group-satisfying course.....	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

Spring Term	16 credits
College Composition II or III (WR 122 or 123)....	4
State and Local Government (PS 203).....	4
Web Programming (CIS 111).....	4
College Algebra (MATH 111).....	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
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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. The concentration area and course of study are chosen in close consultation with the undergraduate adviser and department faculty members whose interests coincide with those of the student. Courses must be passed with a P or C– or better.

Internship (12 credits)

During the internship, students explore their concentration areas outside the classroom. The internship complements academic work by allowing the student to apply ideas and concepts to real-world situations. Students can enroll in the required internship full time for one term (thirty-six hours a week for ten weeks) or part-time (eighteen hours a week for two ten-week terms). Students are placed with a variety of federal, state, and local government agencies, with nonprofit organizations, and—when appropriate—with private firms. Internships are arranged through and supervised by the internship director. Students earn 12 credits in Internship (PPPM 404).

Community Planning Workshop. Undergraduate students have the opportunity to work on applied research projects through the Community Planning Workshop, which is described later in this section of the catalog. Up to 10 credits in Community Planning Workshop (PPPM 419) may be applied to the internship requirement.

Honors Program

The honors program offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The bachelor’s degree with honors centers around an independent project of original research developed by the student and carried out under the direction of one or two faculty members.

Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the undergraduate program director after a review of the student’s achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.75 in course

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.

PPPM 201, 325, 326, and 337 must be taken for letter grades and passed with grades of C– or better.

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, fiscal, physical, political, and social characteristics of a community. Graduates are expected to provide leadership and to otherwise participate effectively in efforts to enhance the capacity of communities to deal 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.

Entering students should be prepared to become involved in and committed to resolving important social, economic, environmental, political, and cultural problems. Courses in and outside the department provide students with an integrated understanding of planning, public policy, and public management as well as 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 advisers that focus their elective work on an area of special interest. The program has exceptional strengths in community and regional development, environmental planning, land use and sustainable development, 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 environmental studies, landscape architecture, business, economics, geography, international studies, or public administration. See Concurrent Master's Degrees later in this section.

Preparation. Students are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, and history. Work experience, particularly if related to planning, is valuable, as are writing and public-speaking skills. Courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete either an advanced undergraduate or a graduate-level introductory course in statistics as a pre- or corequisite to Planning Analysis (PPPM 613). No credit toward the M.C.R.P. degree is allowed for the statistics course. The requirement is waived for students with equivalent courses or work experience. Entering students are urged to satisfy this requirement before enrolling in the program.

Students may file petitions to transfer up to 15 graduate credits taken prior to admission to

the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers. Graduates with an M.C.R.P. degree find employment in public, private, and nonprofit sectors. In the public sector, three kinds of agencies provide career opportunities: local land-use and zoning agencies; agencies for housing, social services, community renewal, parks, transportation, and other community facilities; and agencies for economic development and natural resource management. In the private sector, graduates are typically employed by consulting planners, private developers, and other firms requiring research and analysis skills. 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) or 90 (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	36 credits
One from Seminar: Green Cities (PPPM 507), Land Use and Growth Management (PPPM 540), Sustainable Urban Development (PPPM 542)...	4
Seminar: 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
Two terms of Workshop: Community Planning (PPPM 608).....	10

Electives	14–19 credits
Selected in consultation with adviser, from lists of suggested courses	

Synthesis	7–12 credits
Student Research Colloquium (PPPM 690), two terms.....	3
Thesis (PPPM 503) or Terminal Project (PPPM 609).....	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.

Since the department also houses a master’s degree program in community and regional planning (M.C.R.P.), master of public administration students benefit from additional faculty and planning-related course offerings. In particular, students are invited in their first year to enroll in a two-term, field-based course in which students consult on a topical issue for a local government or nonprofit agency in Oregon.

Students interested in a career in nonprofits can earn a certificate in not-for-profit management concurrently with their master of public administration. The certificate program offers innovative courses including one on board governance, in which students serve on a nonprofit board, and another on philanthropy, in which students award a \$10,000 grant to a local agency.

Oregon is known for its progressive policymaking, from the Bottle Bill, to vote-by-mail, to current efforts to reform the health-care system. Students find policymakers and public managers unusually accessible for consultation in Oregon.

Application Procedures

To be eligible for the graduate program in public administration, an applicant must hold a bachelor’s degree.

Submit the following documents:

1. Graduate Admission Application, available online—follow the instructions on the department’s website
2. Comprehensive employment and education résumé
3. A two-page, typed statement of purpose that clearly describes the applicant’s reasons for pursuing graduate study in the program at Oregon, his or her professional goals and objectives, and professional work experience
4. Transcripts of grades in courses taken for the bachelor’s degree and of any other college-level work. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation; two may be from academic sources
6. The Graduate Record Examination is highly recommended for admission
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) or 90 (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

Students are selected for the program based on a combination of their undergraduate academic performance, intellectual aptitude, public service experience, and written statement. The deadline for fall term admission is February 1.

The department strongly encourages applications from people of all backgrounds, and is dedicated to fostering a diverse academic environment. This, we believe, will help prepare better future public leaders.

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 policy-makers, 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 28 credits of course work in one of five areas of concentration: policy, public management, nonprofit management, planning, or 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. Recent graduates have created customized concentrations in labor issues, health policy, and international development.

Internships. Internships and professional development opportunities are integral components of the M.P.A. curriculum. In their first year, students enroll in Workshop: Professional Development (PPPM 608), a 1-credit course designed to help students identify their career goals and develop a plan to meet those goals. Students identify summer internship and postgraduation fellowship opportunities, develop polished résumés and cover letters, and conduct informational and mock interviews.

Completing an internship is highly recommended for all M.P.A. students, and required for those with less than two years (3 credits) of relevant professional experience. Internships help students to explore and clarify career goals, apply academic learning, enhance and learn new skills, gain experience, and network with professionals.

Past students have completed a wide range of internships with the Oregon governor’s office, Senator Ron Wyden’s office, the United Nations Internship Programme, the City of Portland Office of Sustainable Development, and Holt International Children’s Services. For more information on the Internship Program, visit pppm.uoregon.edu/index.cfm?mode=internships.

Applied Research Project. The master of public administration (M.P.A.) program provides students with two key opportunities to synthesize classroom learning and apply their research skills to current policy and management issues. At the start of the second year, students engage in a policy project intended to simulate the real-world environment where analysts and managers are given short time frames to research a topic that they know little or nothing about. Over forty-eight

hours, students read relevant policy and research documents, write a memo detailing the evidence base and key issues, and give an oral presentation. The project takes place the week before fall courses begin, and incoming first-year students have the opportunity to view the presentations as part of their orientation to the program. This new component of the curriculum will be a signature event and rite of passage each fall.

Students also enroll in a two-term terminal project sequence that serves as the synthesizing capstone of the curriculum. Over winter and spring terms of the second year of study, students work on real-world or simulated real-world projects that require conducting in-depth needs assessments, evaluations, cost-benefit analyses, or other applied research. A faculty member works closely with student groups on these projects over the two terms. Past projects have included a survey for a state commission to gauge attitudes among key shareholders on potential policy change, an analysis of administrative data on the impact of a postpolicy implementation on Oregonians, and an examination of three potential communities for a nonprofit's expansion. The department is currently working with federal agencies to develop projects for the future.

Graduate Certificate in Nonprofit 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	15 credits
Grant Proposal Writing (PPPM 522).....	1
Public and Nonprofit Financial Management (PPPM 524)	4
Resource Development for Nonprofit Organizations (PPPM 581)	4
Seminar: Philanthropy (PPPM 607).....	2
Managing Nonprofit Organizations (PPPM 680)	4

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.

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.

280 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.

330 Policy and Planning Analysis (4) Applied problem solving in the public policy and planning process. Examines the theoretical and methodological underpinnings of policy and planning analysis. Leete.

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] (1–12R) 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)

407/507 Seminar: [Topic] (1–5R)

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.

412 Internship Preparation (1) Orientation to the department's internship program. Includes overview of public service organizations, assessment of career interests, and guided search for an internship.

413 Quantitative Methods (4) Introduction to the use of quantitative techniques to answer questions related to planning, public policy and management. Greene.

414 Introduction to Research Design (4) Survey of research methods in public policy and planning. Explores research ethics and approaches used in

completing research projects. Prereq: PPPM 413. Bania.

418/518 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

419 Community Planning Workshop (1–5R) 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. Yang.

436/536 Social Planning Geographic Information Systems (5) Application of existing and new GIS skills to real-world projects in the area of social planning. Prereq: GEOG 416/516 or equivalent. Schlossberg.

438/538 Transportation Issues in Planning: [Topic] (4R) Introduction to the social implications of various transportation-related policies and practices. Schlossberg. **R** for a maximum of 8 credits.

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.

442/542 Sustainable Urban Development (4) Introduces issues revolving around cities as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

443/543 Natural Resource Policy (4) Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows. Margerum.

445/545 Green Cities (4) Examines the history and future of the interface between urban growth and environmental concerns, and the technological, social, and political forces that continue to shape it.

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.

484 Public and Nonprofit Financial Management (4) Introduction to financial management for public agencies and nonprofit organizations. Topics include budget processes, financial statements, financial resource management (taxes, donations, grants), expenditure systems, and capital project analysis.

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.

460/560 Health Policy (4) Introduction to the key health-policy issues of access, cost, quality, and racial and ethnic disparities.

465/565 Program Evaluation (4) Introduction to the design and implementation of program evaluations.

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.

481/581 Resource Development for Nonprofit Organizations (4) Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns. Irvin.

484 Public and Nonprofit Financial Management (4) Introduction to financial management for public agencies and nonprofit organizations. Topics include budget processes, financial statements, financial resource management (taxes, donations, grants), expenditure systems, and capital project analysis.

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] (1–10R) 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)

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.

620 Applied Methods in Planning, Policy, and Management (4) Communicate, execute, and evaluate research in the public sector. Students

conduct original research projects from problem formulation through data analysis.

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.

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.

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.

657 Research Methods in Public Policy and Management (4) Survey of research methods used in the analysis of public policy issues. Emphasis is on determining the appropriate methodology for a given research question. Prereq: PPPM 656.

680 Managing Nonprofit Organizations (4) Principles of effective management of nonprofit organizations. Governance, strategy, legal structure and standards, and volunteer administration.

683 Professional Practice in Nonprofit Organizations (1) Speakers series showcases leaders of nonprofit organizations and their best practices. Not offered 2009–10.

684 Public and Nonprofit Financial Management (4) Financial management overview for public agencies and nonprofits, including budget processes, financial statements, resource management, expenditure systems, capital project analysis, and internal management control processes.

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.

Product Design

Kiersten Muenchinger, Program Director

(541) 346-6697
129 Pacific Hall
pd.uoregon.edu

Faculty

John Arndt, assistant professor (product design).
B.F.A., 1997, Alfred; M.Des., 2006, Design Academy
Eindhoven. (2008)

Kiersten Muenchinger, associate professor (product
design). B.A., 1993, Dartmouth College; M.S., 1998,
Stanford. (2008)

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

Participating Faculty

Carla Bengtson, art
G. Z. Brown, architecture
Virginia Cartwright, architecture
Nancy Yen-Wen Cheng, architecture
Ihab Elzeyadi, architecture
H. Joshua Faught, art
Brian Gillis, art
Ronald J. Graff, art
Esther Hagenlocher, architecture
R. Craig Hickman, art
Colin Ives, art
Anya Kivarkis, art
Sana Krusoe, art
Charlene Liu, art
Barbara Setsu Pickett, art
Dan Powell, art
John S. Rowell, architecture
Jack T. Ryan, art
Michael Salter, art
Alison B. Snyder, architecture
Ying Tan, art
Kartz Ucci, art
Laura Vandenburg, art
Kathleen E. Wagle, art
Amanda Wojick, art
Linda K. Zimmer, architecture

About the Program

The Product Design Program rigorously explores the invention, production, and use of products. It integrates the theories and applied practices in the art, architecture, and design disciplines, creating collaborative opportunities across campus with the business school and the anthropology and chemistry departments. The critical research and design work produced by students and faculty members has an impact on both the local and international design communities.

The program exposes and expands on the significance of materials in products, helping students develop an understanding of how aspects of sustainability and ergonomics, tactile and visual aesthetics, and structural integrity can influence their choices in materials.

Program Overview. The program offers a bachelor of arts (B.A.) or bachelor of science (B.S.) degree in material and product studies on the Eugene campus, and a bachelor of fine arts (B.F.A.) degree in product design in Portland. The degree in material and product studies is a four-year liberal arts program designed to prepare students for the B.F.A. program in product design. Students enrolled in the material and product studies

degree option share a foundation in design, graphics, drawing, and art history with majors in both architecture and art.

Eugene. Students studying for the bachelor's degree in material and product studies are well-equipped with computer and digital-imaging labs, new digital computer-controlled mill, laser cutter, wood shop, digital loom, metals and ceramics shops, large-format printing facility, and other specialized art studios in Lawrence Hall and the Northsite studio complex. The Eugene campus has strong undergraduate and graduate degree programs in architecture, art, ceramics, digital arts, fibers, interior architecture, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. In addition, students have access 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. An integrated shop and an output center for two- and three-dimensional computer numerical controlled production 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 design 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 January 15 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

Core Courses	32 credits
One course in drawing	4
Basic Design: Fundamentals (ART 115)	4
Basic Design: 3-D (ART 116)	4
Two studio courses chosen from ceramics (ARTC), fibers (ARTF), metalsmithing and jewelry (ARTM)	8
Understanding Contemporary Interiors (IARC 204)	4
Two art history courses, including History of Design (ARH 358)	8

Students may substitute the first three courses—the drawing course, ART 115, and ART 116—with Architectural Design I (ARCH 283, 6 credits), and Architectural Design II (ARCH 284, 6 credits)

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 or 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 sociocultural 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.

401 Research: [Topic] (1–12R) Prereq: instructor's permission. **R** with change of topic.

404 Internship: [Topic] (1–12R) Prereq: instructor's permission. **R** with change of topic.

404 B.F.A. Internship (4R) Students work in a designer's office, at a manufacturer's business, or in a research-based center; professional mentors provide specialized management of student and grade performance. Prereq: B.F.A. standing. **R** for three terms of student's B.F.A. year.

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's permission. **R** with change of topic.

406 Special Problems: [Topic] (1–8R) 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.

486 Studio: B.F.A. (6R) Explores problems that stress design development through innovation and the responsibility to solve complex societal, functional, and aesthetic issues. Seminar component fosters theoretical, professional, and creative discussion. Prereq: B.F.A. standing. **R** for three terms of student's B.F.A. program.







Charles H. Lundquist College of Business

Dennis Howard, Dean

(541) 346-3300

350 Lillis Hall

lcb.uoregon.edu

Accounting Faculty

Robin P. Clement, instructor (financial accounting theory, consolidations). B.S.B.A., 1979, Ohio State; M.B.A., 1983, Wisconsin; Ph.D., 1994, Michigan State. (2003)

Angela K. Davis, assistant professor (financial reporting, valuation). B.S., 1993, Idaho; Ph.D., 2001, Washington. (2006)

David A. Guenther, Scharpf Professor of Accounting (economics of taxation and financial reporting). B.A., 1976, California State, San Bernardino; Ph.D., 1990, Washington. (2005)

Michele L. Henney, instructor (auditing, taxation, financial accounting). B.S., 1982, California State; M.S., 1988, Golden Gate; Ph.D., 1994, Oregon; C.P.A., Oregon. (2004)

Xuesong Hu, assistant professor (financial accounting). B.A., 1996, Beijing; M.S., 2001, National University of Singapore; Ph.D., 2006, Southern California. (2006)

Raymond D. King, James F. and Shirley K. Rippey Professor of Accounting (detecting earnings management, accounting regulation, international accounting); senior associate dean. B.S., 1971, Montana State; M.B.A., 1974, Montana; Ph.D., 1980, Oregon; C.P.A., Montana. (1982)

Linda K. Krull, associate professor. B.S., 1992, Indiana, Bloomington; M.Acc., 1994, Florida; Ph.D., 2001, Arizona. (2008)

Steven R. Matsunaga, associate professor (executive compensation, managerial incentives). B.A., 1979, San Francisco State; M.B.A., 1984, William and Mary; Ph.D., 1992, Washington (Seattle); C.P.A., California. (1992)

Kyle Peterson, assistant professor (financial reporting and disclosure). B.S., 2001, M.Acc., 2001, Brigham Young; Ph.D., 2008, Michigan, Ann Arbor. (2008)

Joel Sneed, instructor (financial and international accounting, corporate and individual taxation, accounting information systems). B.S., 1986, M.A., 1988, Appalachia State; Ph.D., 2001, Arizona. (2000)

Michael P. Tomcal, instructor (financial accounting, cost accounting, federal taxation). B.S., 1982, DePaul;

M.Ed., 2005, Oregon State; M.Actg., 2005, Oregon. (2006)

Emeriti

Helen Gernon, professor emerita. B.B.A., 1968, Georgia; M.B.A., 1972, Florida Atlantic; Ph.D., 1978, Pennsylvania State; C.P.A., Florida. (1978)

Dale Morse, professor emeritus. B.A., 1969, M.B.A., 1975, Oregon; Ph.D., 1978, Stanford. (1991)

Terrence B. O'Keefe, professor emeritus. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue. (1980)

John W. Soha, associate professor emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan; C.P.A., Washington. (1951)

Decision Sciences Faculty

Tolga Aydinliyim, assistant professor (operations management, supply-chain coordination, scheduling). B.S., 2003, Middle East Technical; Ph.D., 2007, Case Western Reserve. (2007)

James C. Bean, Harry B. Miller Professor of Business (operations research); senior vice president and provost. B.S., 1977, Harvey Mudd; M.S., 1979, Ph.D., 1980, Stanford. (2004)

Yue Fang, associate professor (financial econometrics, forecasting, time series analysis). B.A., 1984, M.A., 1987, Tsinghua; M.S., 1994, Ph.D., 1996, Massachusetts Institute of Technology. (1996)

Sergio Koreisha, Philip H. Knight Professor of Business (forecasting, time series analysis, econometric modeling). B.S., 1974, M.Eng., 1975, California, Berkeley; D.B.A., 1980, Harvard. (1980)

Nagesh N. Murthy, associate professor (supply-chain management, revenue management, new product development). B.E., 1982, M.M.S., 1983, Birla Institute of Technology; M.S., 1988, M.A., 1994, Ph.D., 1997, Ohio State. (2003)

Michael Pangburn, associate professor (supply chains, information management, operations management). B.S., 1990, Virginia Polytechnic Institute and State University; M.S., 1993, Ph.D., 1997, Rochester. (2002)

Fang Yin, instructor (electronic commerce, recommender systems,

business value of IT). B.A., 1992, Peking; Ph.D., 2002, Texas, Austin. (2008)

Emeriti

James E. Reinmuth, professor emeritus. B.A., 1963, Washington (Seattle); M.S., 1965, Ph.D., 1969, Oregon State. (1967)

Larry E. Richards, associate professor emeritus. B.A., 1962, M.B.A., 1963, Washington (Seattle); Ph.D., 1969, California, Los Angeles. (1966)

Finance Faculty

Julian D. Atanassov, assistant professor (financial management, international finance, corporate governance). B.A., 1992, Sofia; M.A., 1998, Manchester; Ph.D., 2006, Michigan, Ann Arbor. (2006)

Deborah J. Bauer, senior instructor (investment strategies, competitive analysis). B.S. 1997, Bryant; M.S., 2001, Oregon. (2001)

John M. R. Chalmers, associate professor (financial management, investments). B.A., 1985, Middlebury; M.S., 1992, Ph.D., 1995, Rochester. (1996)

Larry Y. Dann, Richard W. Lindholm Professor of Finance and Taxation (financial management). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. (1977)

Diane DelGuercio, associate professor (international finance, investments). B.A., 1986, California, Santa Barbara; M.A., 1989, Ph.D., 1994, Chicago. (1994)

Jennifer M. Ellis, instructor (microeconomics, international finance, monetary economics). B.A., 1977, M.A., 1978, Essex; Ph.D., 1992, Oregon. (1997)

Ali Emami, instructor (international finance, financial institutions). B.S., 1972, National University of Iran; M.S., 1980, Oregon; Ph.D., 1988, Oregon State. (1991)

Charles C. Gaa, acting assistant professor (investments, financial management, behavioral finance). B.A., 1996, Queen's (Ontario); M.A., 1999, Alberta. (2008)

Roberto C. Gutierrez Jr., assistant professor (investments). B.S., 1992, Tulane; Ph.D., 1999, North Carolina, Chapel Hill (2003)

Wayne H. Mikkelson, Roger Engemann Professor of Finance (financial management, investments). B.A., 1974, Macalester; M.S., 1978, Ph.D., 1980, Rochester. (1984)

Neviana I. Petkova, assistant professor. B.A., 2001, Middlebury College; M.A., 2003, Ph.D., 2008, Michigan, Ann Arbor. (2008)

Philip J. Romero, professor (economic policy, taxation, business strategy). B.A., 1983, Cornell; M.A., 1984, Ph.D., 1988, RAND Graduate. (1999)

Emeriti

Jerome J. Dasso, professor emeritus. B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison. (1966)

Michael H. Hopewell, associate professor emeritus. B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington (Seattle). (1969)

George A. Racette, associate professor emeritus. B.A., 1966, Stanford; M.B.A., 1967, Michigan; Ph.D., 1972, Washington (Seattle). (1974)

Leadership and Communication Center Faculty

Ron C. Bramhall, instructor (persuasive communication, team development, experiential education). B.S., 1989, Texas, Arlington; M.B.A., 2000, Oregon. (2003)

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Ronald Severson, senior instructor (business communication, cross-cultural studies); director, business minor. B.A., 1979, Willamette; M.A., 1989, Oregon; Ph.D., 1999, Utah. (1996)

Jeffrey J. Stolle, instructor (ethics, critical thinking). B.A., 1990, St.

Thomas (Minnesota); M.A., 1994, Vanderbilt; Ph.D., 2001, Oregon. (2007)

Management Faculty

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Jennifer Howard-Grenville, assistant professor (organizational change, environmental management, institutional and cultural processes). B.Sc., 1990, Queen's (Kingston, Ontario); M.A., 1992, Oxford; Ph.D., 2000, Massachusetts Institute of Technology. (2007)

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Emeriti

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Eaton H. Conant, professor emeritus. B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison. (1966)

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Richard T. Mowday, professor emeritus. B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine. (1977)

Frederick J. Seubert, associate professor emeritus. B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell.

Richard M. Steers, professor emeritus. B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine. (1975)

Marketing Faculty

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Marian Friestad, professor (consumer behavior, communications); associate dean, Graduate School.

B.A., 1981, M.A., 1984, Ph.D., 1989, Wisconsin, Madison. (1987)

Joan Giese, associate professor (informational influences, affect and cognition, customer satisfaction). B.A., 1977, Midland Lutheran College; M.S.E., 1979, Wayne State College; Ph.D., 1995, Washington State. (2006)

John Godek, assistant professor (product development, consumer behavior). B.S., 1987, U.S. Coast Guard Academy; M.B.A., 1993, Houston, Clear Lake; M.S., 2000, Ph.D., 2003, Michigan. (2003)

Dennis Howard, Philip H. Knight Professor of Business (sports marketing, consumer behavior); dean. B.S., 1966, Oregon; M.S., 1968, Illinois; Ph.D., 1974, Oregon State. (1997)

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Robert Madrigal, associate professor (consumer behavior, sports marketing). B.A., 1976, M.A., 1979, California State, Chico; Ph.D., 1990, Oregon. (1995)

Matthew O'Hern, acting assistant professor (marketing strategy, new product development). B.S., 1990, Grinnell; M.A., 1996, M.B.A., 2000, Indiana, Bloomington; Ph.D., 2009, Wisconsin, Madison. (2009)

Mark M. Phelps, Donald A. Tykeson Senior Instructor of Business (business law, entrepreneurship law). B.S., 1972, J.D., 1975, M.B.A., 1980, Oregon. (1979)

Whitney R. Wagoner, instructor and industry analyst (sports marketing, corporate sponsorship, consumer promotions). B.S., 1996, Oregon; M.B.A., 2004, New York University. (2004)

Douglas L. Wilson, instructor (business and marketing plan development, market training). B.S., 1978, Oregon State; M.B.A., 1990, Oregon. (1994)

Peter Wright, Edwin E. and June Woldt Cone Professor of Business (consumer behavior, services marketing). B.A., 1966, North Carolina State; M.B.A., 1968, Virginia; Ph.D., 1971, Pennsylvania State. (1997)

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

Gerald S. Alba, professor emeritus. B.A., 1954, M.B.A., 1958, Washington (Seattle); Ph.D., 1962, Wisconsin, Madison. (1969)

Roger J. Best, professor emeritus. B.S.E.E., 1968, California State Polytechnic; M.B.A., 1972, California State, Hayward; Ph.D., 1975, Oregon. (1980)

John H. Cunningham, assistant professor emeritus. B.S., 1956, Holy Cross; M.B.A., 1964, Michigan State; Ph.D., 1981, Oregon. (1981)

Del I. Hawkins, professor emeritus. B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas. (1970)

Stuart U. Rich, professor emeritus. B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard. (1963)

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 International—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 administra-

tion; a master 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 domestic and international.

To meet these 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 role of business in society. This educational foundation provides students with a skill set facilitating the transition from the university to the business world.

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 Lillis Business Complex facilitates 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, 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 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.

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.

Centers for Excellence

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, practicums, and most prominently through the Centers for Excellence.

Center for Sustainable Business Practices

Thomas Osboda, Managing Director
(541) 346-3356

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. In addition, the center sponsors activities, bringing together students and practitioners for learning experiences with practical, real-world applications. Oregon Executive M.B.A. students may study on a dedicated track of sustainable business practices.

James H. Warsaw Sports Marketing Center

Paul Swangard, Managing Director
(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 center hosts the nationally recognized Women in Sports Business Symposium.

Leadership and Communication Center

Ron C. Bramhall, Anne M. Forrestel, Charles Kalmbach, 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

Terry Sebastian, Managing Director
(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.

Securities Analysis Center

Ben J. Salm, Managing Director
(541) 346-4997

The Securities Analysis Center, created in partnership with industry professionals, provides education in fields related to financial management and securities analysis. The center's curricu-

lum is a strong and integrated blend of finance and accounting with an orientation toward global markets. The academic course work is combined with applied learning to allow students to study and experience financial analysis and decision-making in real time, in close collaboration with the center's partners in industry, using state-of-the-art investment tools and analytics.

Students interested in pursuing careers in corporate finance, investment management, accounting, investment banking, risk management, and alternative investing will find unique opportunities to leverage the classroom into direct experience. The opportunities include management of live equity portfolios through the University of Oregon Investment Group, and direct collaboration with industry professionals through research projects, internships, seminars, visiting speakers, and mentoring opportunities. With this combination of scholarly research and industry experience, students receive thorough preparation for their careers as financial professionals and business leaders.

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 cofounder 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

David M. Boush, 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 business premajor 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; Toastmasters International; UO Finance Association; UO Investment Group; Women in Business; Real Estate Organization; International Business and Economics Club; and E-Business 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 IE₃ 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.

Business Premajor Admission

New students planning to major in accounting or business administration enter the university as business premajors. Transfer students and university students from other majors may become business premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Students who seek premajor status in business must meet with an adviser in the college if their GPA is below 2.90. Business premajors typically are not eligible to take most 300- and 400-level business courses. Business premajor status does not guarantee admission to the accounting or business administration major.

Business premajors typically spend the first two years fulfilling general education and premajor requirements.

Premajor Requirements

- Junior Standing.** Complete 90 or more credits of course work
- 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
- Business Premajor 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.

Business Premajor Core 20 credits

Introduction to Business (BA 101)	4
Introduction to Accounting I,II (ACTG 211, 213)	8
Introduction to Economic Analysis: Microeconomics (EC 201)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	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,II (MATH 241, 242)	8
Introduction to Methods of Probability and Statistics (MATH 243)	4

- 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 business premajor 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 (MKTG 311)	4
Economic Foundations of Competitive Analysis (FIN 311).....	4
Financial Management (FIN 316)	4
Global, Legal, and Social Environment of Business (BE 325)	4
Business Statistics (DSC 330)	4
Operations Management (DSC 335).....	4
Leadership and Communication (BA 352).....	4
Business Information Systems (DSC 340)	4
Business Strategy and Planning (BA 453).....	4

Accounting Major

Requirements	28 credits
Accounting Information Systems (ACTG 320)....	4
Financial Accounting Theory I,II (ACTG 350, 352).....	8
Cost Accounting (ACTG 360).....	4
Auditing Concepts (ACTG 440)	4
Advanced Financial Accounting (ACTG 450)	4
Introduction to Federal Taxation (ACTG 470)	4

Except 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 are encouraged to 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
Entrepreneurial Marketing (MKTG 445)	4
Implementing Entrepreneurial Strategies (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).....	16
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Marketing	16 credits
Marketing Research (MKTG 390).....	4
Marketing Communications (MKTG 420)	4
One marketing elective chosen 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 Financing Sports Business (SBUS 455), Sports Sponsorship (SBUS 452), Law and Sports Marketing (SBUS 453).....	8
Marketing Strategy (MKTG 490) is strongly recommended	

Courses from outside the College

Students must earn at least 90 credits in courses taken outside the college. These 90 credits include general-education requirements and nonbusiness breadth and global context course work.

Nonbusiness Breadth Requirement. Students must complete 24 credits in an 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 business premajors. Once admitted, they may apply for major status in accordance with the procedure described above. Students who transfer with completed admission requirements should apply to the major one term before arriving on campus. Applications are due the second Friday of the term for admission the following term.

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 nongraduate 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 business premajor 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, business premajor core courses, and upper-division courses must be taken for letter grades and passed with grades of C- or better. See the **Registration and Academic Policies** section of this catalog for an explanation of the university's grading systems.

Upper-Division Courses. 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 Expiration 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 Programs

John M. R. Chalmers, Associate Dean

(541) 346-3306
302 Peterson Hall, Lillis Business Complex

Graduate School of Management

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 Center for Sustainable Business Practices, James H. Warsaw Sports Marketing Center, Lundquist Center for Entrepreneurship, and Securities Analysis 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
oemba@oemba.uoregon.edu
www.oemba.uoregon.edu

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. 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: innovation and entrepreneurship, securities analysis (finance and accounting), sports business, and sustainable business practices. 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 Center for Sustainable Business Practices, 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 one- or two-term consulting projects in the second year. A fifth center, the Leadership and Communication Center, works with students on professional 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. 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 M.B.A. core 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 M.B.A. core 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 is taken
 - a. The composition of the thesis committee must be approved by the assistant dean for graduate programs. The thesis committee may have different members than the program committee
 - 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**

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. Visit the college's master of accounting website for more information, macc.uoregon.edu.

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 promise; 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 96

on the Internet-based TOEFL, and average work experience of four years.

Prerequisites. In addition to proficiency in mathematics and ability to use a computer, applicants must complete an online tutorial in accounting, economics, finance, and statistics in the summer before matriculation.

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 2008–9, typical appointments were 0.49 FTE and carried a stipend of approximately \$13,750 plus waiver of tuition, and summer support of approximately \$3,750 for newly admitted students. 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.

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 adviser is a prerequisite for courses numbered 401, 403, and 405–409.

Accounting Courses (ACTG)

199 Special Studies: [Topic] (1–5R)

211 Introduction to Accounting I (4) The accounting model and financial statements for external users. Prereq: sophomore standing.

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.

320 Accounting Information Systems (4) Role of information in modern organizations. Systems concepts. Data-processing technology. Transaction processing from recording to reporting. Revenue and expenditure cycles. Accounting controls. Auditing systems.

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.

350 Financial Accounting Theory I (4) Financial reporting and its uses. Financial statement information and uses in valuation and performance evaluation.

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)

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.

450/550 Advanced Financial Accounting (4) Accounting for equity; financial accounting and reporting for corporate consolidation. Prereq for 450: C– or better in ACTG 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, International Accounting, and Taxation of Flow-Through Entities.

612 Financial Accounting (3) Introduces the accounting model and financial statements for external users. Emphasizes the use of accounting information in valuation and performance evaluation. Prereq: ACTG 211 or equivalent.

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 Standings Board decisions; current measurement and disclosure conflicts facing the accounting profession. Includes exposure to governmental and nonprofit accounting issues.

631 Financial Statement Analysis and Valuation (4) Examines the role of accounting information in financial decisions. Highlights valuation's relationship to accounting earnings and book value.

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 2009–10.

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)

215 Accounting: Language of Business Decisions (4) How the accounting model reflects business transactions or events. Interpretation and analysis of financial statements. Understanding cost and revenue information, organization, and decisions. Prereq: BA 101.

315 Economy, Industry, and Competitive Analysis (4) Free enterprise capitalism and market competition. Economic value added, product cost, and product pricing. Organizational arrangements and the control of economic activity. Prereq: BA 101.

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; 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.

362 Effective Business Writing (4) Theory and practice of writing effectively for U.S. and international business audiences; use of rhetorical, cultural, and organizational analysis to create persuasive business documents. Designed for nonnative speakers of English. Prereq: WR 121 recommended.

363 Effective Business Presentations (4) Contrastive rhetoric approach to business presentations in U.S. and international settings. Students research and learn to present effectively for different purposes and global audiences. Designed for nonnative speakers of English. 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.

365 Cross-Cultural Negotiation (4) Theory and practice of negotiating effectively across cultures. Research and analysis of culturally specific models for negotiating and experience using those models in cross-cultural simulations. 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)

430 Leadership in Action (4) Integrates technical, critical-thinking, communication, leadership, and teamwork skills. Students complete substantive consulting projects with local nonprofit and government organizations. Prereq: BA 352.

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. Prereq: completion of 300-level business core courses, senior standing. *Students cannot receive credit for both BA 453 and BA 453H.*

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

607 Seminar: [Topic] (1–5R)

610 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 effects of law, government policy, and social forces on the formulation of business strategy and decision-making.

712 Financial Accounting and Reporting (4) Preparation, interpretation, and use of external financial statements and reports. Covers basic

accounting principles, recording and reporting techniques underlying valuation and income determination.

713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. Integrates statistical tools used to analyze business data with micro-computers.

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 analysis and planning 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 in 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 M.B.A. program. **R** thrice for a maximum of 9 credits.

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) A recent topic is Law for Managers.

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)

Recent topics include Multivariate Statistical Methods; Data Collection and Management.

433/533 Information Analysis for Managerial Decisions (4) Leveraging information to manage risk and improve decisions; data-driven approaches for discovering business trends and strategic opportunities, including techniques for data-mining and analyzing empirical data. Prereq for 433: DSC 330; DSC 340 or 340H; prereq for 533: all M.B.A. core courses.

444/544 Business Database Management Systems (4) Techniques for structuring and storing business data; primary focus on relational database theory, with applied skills for business users, including data warehouses, reporting, and normalization. Prereq for 444: DSC 340 or 340H; prereq for 544: all M.B.A. core courses.

466/566 Project and Operations Management Models (4) Frameworks and solutions for managing complex projects and operations; implementing optimal strategies for producing profitable new products and services in the competitive global business environment. Prereq for 466: DSC 335 or 335H; prereq for 566: all M.B.A. core courses.

477/577 Supply-Chain Operations and Information (4) Strategic and tactical issues pertaining to the distribution and delivery of products and services. Methodologies and systems for designing, tracking, and managing complex global operations. Prereq for 477: DSC 335 or 335H; prereq for 577: all M.B.A. core courses.

488/588 E-Business (4) Fundamental principles of electronic business; effect of e-business on business strategies, processes, customers, and suppliers; assessing the impact of e-business technologies on firm performance. Prereq for 488: DSC 340 or 340H; prereq for 588: all M.B.A. core courses.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–3R)

607 Seminar: [Topic] (1–3R)

608 Special Topics: [Topic] (1–12R)

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

612 Quantitative Methods for Managers (3) Concepts and techniques of analytic decision-making, sampling and statistical inference, and regression analysis.

613 Operations Management (3) Overview of the managerial issues associated with production and delivery of goods and services. Includes the use of quantitative modeling and several case studies in operations.

635 Applied Regression Analysis (3) Theory and application of least-squares regression including model selection and diagnostics. Emphasis on managerial applications and decision-making. Prereq: completion of first-year M.B.A. core.

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 business premajors 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 business premajors 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, business premajors 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.*

380 Financial Markets and Investments (4) Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments. Prereq: FIN 316.

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)

462 Derivative Markets and Financial Institutions (4) Valuation of financial derivatives, methodologies for identifying firms' risk exposures, the role of risk management and financial derivatives

in corporate strategy, and analysis of financial institutions. Prereq: FIN 380.

463 International Finance (4) Analysis of currency exchange rates, balance of payments; management of foreign exchange risk; risk and return in international investment. Prereq: FIN 316.

473 Financial Analysis and Valuation (4) Topics include working capital management, advanced capital budgeting, dividend policy, financing policy, lease financing, 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.

663 International Finance and Investment (3) International monetary system and its implications for exchange rate determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets. Prereq: completion of first-year M.B.A. core.

667 Corporate Risk Management (3) Analysis of tools for corporate risk management. Includes options, futures, swaps, and value-at-risk; theoretical rationales of corporate risk management; and management of asset and liability exposures by financial institutions. Prereq: FIN 683.

671 Advanced Financial Management (3) Application of financial principles to problems of valuation, capital budgeting, and financial policy. Prereq: completion of first-year M.B.A. core.

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.*

335 Launching New Ventures (4) Skills, behaviors, and knowledge necessary for creating and growing new ventures. Evaluating opportunities, developing growth strategies, obtaining venture financing, intellectual property, and building a management team. Prereq: MGMT 321.

401 Research: [Topic] (1–21R)

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

406 Special Problems: [Topic] (1–4)

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 work force in the context of the legal and competitive environment. Prereq: MGMT 321.

417 Negotiation Strategies (4) Introduction to negotiation theory, distributive and integrative bargaining techniques, and alternative dispute resolution. Uses workshop format for in-class negotiation simulations. Prereq: MGMT 321.

420 Managing in a Global Economy (4) Economic, political and cultural challenges facing international managers. Topics include developing competitive global strategies and organizations, international negotiations, building strategic alliances, cross-cultural teams, and international staffing. Prereq: MGMT 321 or equivalent.

455 Implementing Entrepreneurial Strategies (4) Focuses on turning an idea into a serious business venture. Students research new business opportunities and become skilled in developing business tools and processes to carry out venture-launch strategies. Prereq: ACTG 340, MGMT 335, MKTG 445.

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] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R) Recent topics include Sustainable Business Development, Venture Launch, Industrial Ecology, Lifecycle Engineering and Reverse Logistics, Evaluating Entrepreneurial Opportunities.

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 tech-

niques, 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 (MKTG)

199 Special Studies: [Topic] (1–5R)

311 Marketing Management (4) Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. *Students cannot receive credit for both MKTG 311 and MKTG 311H.*

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.

425 Strategic Business-to-Business Relationships (4) Managing business-to-business relationships to deliver customer value. Supply chain, distribution, consulting, service, sales relationships. Integrating demand and supply within and across firms. Prereq: MKTG 311. Not offered 2009–10.

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 Entrepreneurial Marketing (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: MKTG 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.

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) A recent topic is New Product Development.

612 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.

660 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. Prereq: completion of first-year M.B.A. core.

665 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. Prereq: completion of first-year M.B.A. core.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Prereq: doctoral standing.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing.

Sports Business Courses (SBUS)

199 Special Studies: [Topic] (1–4R)

401 Research: [Topic] (1–4R)

405 Readings and Conference: [Topic] (1–4R)

406 Special Problems: [Topic] (4)

407 Seminar: [Topic] (4)

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R) Recent topics include Sports Economics, International Sport, and Sport and Technology.

450 Sports Marketing (4) Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Prereq: MKTG 311.

452 Sports Sponsorship (4) Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Prereq: SBUS 450.

453 Law and Sports Marketing (4) Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual properties law. Public policy issues. Prereq: SBUS 450.

455 Financing Sports Business (4) Revenue sources for sports organizations. Includes

conventional sources (e.g., tax support, bonds, ticket, media, concession sales) and innovations (e.g., initial public offerings, seat licenses, naming rights). Prereq: SBUS 450 or equivalent

601 Research: [Topic] (1–4R)

605 Reading: [Topic] (1–4R)

607 Seminar: [Topic] (1–4R)

608 Special Topics: [Topic] (1–4R)

609 Practicum: [Topic] (1–4R)

610 Experimental Course: [Topic] (3R) A recent topic is Case Studies in Sports Business.

650 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.

652 Sports 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.

653 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.

655 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.





College of Education

Michael D. Bullis, Dean

(541) 346-3405

170 Lorry I. Lokey Education Building
1215 University of Oregon
Eugene OR 97403-1215
education.uoregon.edu

Preparing Educators in the 21st Century

The College of Education's academic majors are organized into four departments: counseling psychology and human services; educational methodology, policy, and leadership; education studies; and special education and clinical sciences.

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 and World Report* as one of the nation's top colleges 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 Feeney, Office of the Dean; telephone (541) 346-5943; 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

Joseph Stevens, Associate Dean
(541) 346-2445

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 foundations, educational studies, family and human services

Graduate Programs

- Master's degree—communication disorders and sciences; counseling, family, and human services; curriculum and teacher education; curriculum and teaching; educational leadership; school psychology; special education
- Doctoral degree—communication disorders and sciences, counseling psychology, critical and sociocultural studies in education, 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 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 for speakers of other languages,

English for speakers of 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

Edward J. Kame'enui, 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 that 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) 346-3535
175 Lorry I. Lokey Education Building
www.brtpjects.org

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 of failure in school and in the community. Research and professional development activities and projects focus on (1) curriculum-based measurement and large-scale testing; (2) response-to-intervention methods in educating students with disabilities; (3) behavioral and instructional consultation; and (4) systems change and school reform. Opportunities for research and personnel preparation are available for graduate students.

Center for Educational Policy Research

David T. Conley, Director

cepr.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

Lynne 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.

The center offers workshops on putting research into practice in Oregon and other states; it also offers research practicums and opportunities for independent study. The center has positions for graduate assistants and work-study students.

Center on Human Development

Jane Squires, Director

(541) 346-3591
Clinical Services Building, Third Floor
ucedd.uoregon.edu

The Center on Human Development is part of a national network of sixty-one University Centers for Excellence established and funded by the U.S. Administration on Developmental Disabilities. The center's eight 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
Riverfront Research Park, Suite 207

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 intercept 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.

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, birth-to-five-year-old 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.

Early Intervention Research

Jane Squires, Director

(541) 346-0807
139 Clinical Services Building
eip.uoregon.edu

Faculty and staff members, training efforts, and products of the Early Intervention Program have had a major impact on the field of early intervention, early childhood special education, and early childhood education. The program's goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children become independent and productive benefits not only the individual but society as a whole.

Educational and Community Supports

Robert H. Horner, Director

(541) 346-2462
1571 Alder St.
www.uoecs.org

Since it was established in 1972, Educational and Community Supports has focused on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal- and state-funded projects support research, teaching, information dissemination, and technical assistance. Research groups affiliated with Educational and Community Supports address positive behavior support, inclusive schools, transition, and adult services.

High School Equivalency Program

Joel Montemayer, Director

(541) 346-0881
1685 E. 17th Ave.

High School Equivalency Program is described in the **Student Services** section of this catalog.

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 communities. 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 development, 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, state, and local 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
oregoncis.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 the Internet 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

Lauren Lindstrom, 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 young women with disabilities and adolescents who are incarcerated, from low-income backgrounds, placed in the mental-health system, or educated in alternative programs.

Speech-Language-Hearing Center

Cindia Wells, Director

(541) 346-0923
HEDCO Education Building

The Speech-Language-Hearing Center, a service, training, and research clinic, provides evaluations, treatment, and consultations for individuals with cognitive-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 medical practicum placements are available to graduate students.

Technical Assistance and Consulting Services

Caroline J. Moore, Director

(541) 346-5641
1600 Mill Race Drive, Suite 360
wrrc.uoregon.edu

Technical Assistance and Consulting Services (TACS) is an umbrella organization housing the Western Regional Resource Center, the National Postsecondary Outcomes Center, and SIGnetwork.

In addition, TACS independently provides contracted consultation and technical assistance to state education agencies.

The Western Regional Resource Center is one of six technical-assistance centers nationwide, federally funded to serve state special-education agencies in seven western states and six Pacific jurisdictions, helping them meet the challenges of providing high-quality, free, appropriate public education to children with disabilities.

The federally funded National Postsecondary Outcomes Center provides technical assistance to state education agencies in the development of data-collection systems designed to improve transition services to youth with disabilities.

SIGnetwork (State Improvement Grants Network) serves recipients of two federally funded grants, the State Personnel Development Grant and the State Improvement Grant. These grants assist state education agencies and their partners in reforming and improving early-intervention, educational, and transitional service systems, improving results for children with disabilities.

Youth Enrichment and Talented and Gifted Programs and Services

Marjorie DeBuse, Director

(541) 346-3084
www.uoyouth.org

This outreach unit provides course work in gifted education and field-based practicums at undergraduate and graduate levels; summer, Saturday, and afterschool learning experiences for youth that extend and enhance their K–12 school program; assistance and training for educators, school district personnel, youth service providers, and parents to effectively help students of all ability levels attain their intellectual and academic potential; recognition and support for the social and emotional needs of high-ability students through consultation and referral; and the introduction of precollege youth and their families to the University of Oregon through campus-based activities.

Facilities, Organizations, and Services

Center for Family Therapy

John K. Miller, Clinical Director

(541) 346-0923
HEDCO 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 change oriented. Fees, which are charged on a sliding scale related to income, range from \$10 to \$100 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 belong to and can effectively participate in our democratic processes and economic order.

Through the establishment of a forum and an action-taking network for exercising leadership, the institute identifies priorities for creating climates of respect, cultures of belonging, and inclusive learning communities.

Service Learning Program

John Duncan and Kelly Warren, Coordinators

(541) 346-1570

L240 HEDCO Education Building

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. During the first term, students take a seminar-discussion course in conjunction with a minimum of thirty hours of field experience. Students choose from among more than 800 placements to gain practical and academic 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 the vicinity. Through these placements, students may act as role models and mentors who provide at-risk youth with positive social and educational experiences.

Leadership development combines a community service project with observation of a community leader at work in occupations ranging from politics or government to social service, social justice, and education.

Student Academic Services

Margaret Mahoney, Assistant Dean,
Academic Programs and Student Services

(541) 346-1391

130 HEDCO Education Building

Student Academic Services offers academic advising and information on degree and licensure requirements, academic programs, university policies and procedures, and available resources. In addition, Student Academic Services maintains student records and collaborates with educator licensing and accreditation entities at state and federal levels to ensure the College of Education is in compliance with policies and procedures that permit students to receive the appropriate degree and license.

Technology Education Center

Terry Kneen, Coordinator

HEDCO Education Building
interact.uoregon.edu/tec

The Technology Education Center, currently being renovated and scheduled to reopen in fall 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

Benedict T. McWhirter, Department Head

(541) 346-5501

(541) 346-6778 (fax)

L240 HEDCO Education Building

Faculty

Kevin W. Alltucker, visiting assistant professor (child development, juvenile delinquency, child welfare reform). B.S., 1984, Oregon State; Ph.D., 2004, Oregon. (2004)

Krista Chronister, assistant professor (domestic violence, career counseling, community intervention). B.S., 1996, Florida; M.S., 2000, Ph.D., 2003, Oregon. (2003)

Daniel W. Close, senior research associate with title of associate professor (prevention of child abuse, independent living, curriculum development). B.A., 1971, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon. (1977)

Linda M. Forrest, professor (professional competence and impairment, evaluation and remediation during training, professional ethics). B.A., 1971, Willamette; M.Ed., 1973, Ph.D., 1979, Washington (Seattle). (2001)

Shoshana Kerewsky, adjunct assistant professor (ethics; narrative therapy; lesbian, gay, and bisexual issues). B.A., 1983, Swarthmore; M.A., 1990, Lesley; Psy.D., 1998, Antioch New England Graduate. (1996)

Lauren Lindstrom, senior research associate with the title of adjunct assistant professor (career development, special education, gender equity). B.S., 1985, M.S., 1992, Ph.D., 2000, Oregon. (1988)

Deanna Linville, assistant professor (medical family therapy, couples issues, eating disorders). B.A., 1997, M.S., 2000, Ph.D., 2003, Virginia Polytechnic Institute and State University. (2003)

Benedict T. McWhirter, professor (adolescents at risk, college student development, connectedness). B.A., 1986, Notre Dame; M.C., 1988, Ph.D., 1992, Arizona State. (1997)

Ellen Hawley McWhirter, professor (adolescent career development, empowerment, youth at risk). B.A., 1983, Notre Dame; M.C., 1988, Ph.D., 1992, Arizona State. (1997)

John K. Miller, research associate with title of assistant professor (clinical-service delivery systems, international issues in psychotherapy, clinical-practice competency). B.A., 1989, M.A., 1993, Louisiana; Ph.D., 1997, Virginia Polytechnic Institute and State University. (1999)

Elizabeth A. Stormshak, associate professor (prevention of delinquency, conduct problems, peer rejection). B.A., 1988, Washington (Seattle); M.S., 1992, Ph.D., 1995, Pennsylvania State. (1996)

Surendra Subramani, visiting assistant professor (multicultural education and cross-cultural training, leadership and management, sociology of comparative education); diversity coordinator. B.S., 1986, Oregon; M.B.A., 1993, Oregon State; Ph.D., 2000, Oregon. (2004)

Jeff Todahl, research associate with title of assistant professor (domestic violence assessment and intervention, prevention, coordinated community response). B.A., 1985, Western Washington; M.S., 1989, Seattle Pacific; Ph.D., 1995, Florida State. (1999)

Kelly Warren, instructor (student services, human services, volunteer training and management); field study coordinator. B.S., 1993, M.S., 1997, Oregon. (1995)



Courtesy

Karyn L. Angell, courtesy assistant professor (health psychology, group therapy, research design and statistics). B.A., 1985, Mount Holyoke College; M.S., 1990, Ph.D., 1994, Oregon. (2000)

Richard D. Freund, courtesy assistant professor (research methods, community college counseling, cognitive therapy). B.A., 1966, Brown; Ph.D., 1971, Stanford. (1975)

Nancy Taylor Kemp, courtesy assistant professor. B.S., 1980, M.S., 1989, Ph.D., 1993, Oregon. (1989)

Jennifer Mauro, courtesy assistant professor. B.S., 1986, M.S., 1987, Ph.D., 1991, Oregon. (2007)

Marlin Schultz, courtesy associate professor (couples and family therapy). B.A., 1967, Cascade; D.Min., 1972, Fuller Theological Seminary. (2003)

Teri Strong, courtesy assistant professor (assessment, addictions, counseling). B.A., 1981, Simpson College; M.Ed., 1984, Missouri, Columbia; Ph.D., 1994, Oregon. (2004)

Lee Anne Wichmann, courtesy instructor (child and family therapy, trauma, foster and adoption issues). B.A., 1980, Wisconsin, Eau Claire; M.A., 1988, Pacific Lutheran. (2004)

Emeriti

Martin H. Acker, professor emeritus. B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York University. (1961)

Henry F. Dizney, professor emeritus. B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa. (1967)

Gordon A. Dudley, associate professor emeritus. B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard. (1967)

Sally Fullerton, professor emerita. B.S., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon. (1970)

John W. Loughary, professor emeritus. B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa. (1962)

Esther E. Matthews, professor emerita. B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard. (1966)

Weston H. Morrill, professor emeritus. B.S., 1960, M.S., 1961, Brigham Young; Ph.D., 1966, Missouri, Columbia. (1990)

Janet Moursund, associate professor emerita. B.A., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor emerita. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Saul Toobert, professor emeritus. B.A., 1947, California, Berkeley; Ph.D., 1965, Oregon. (1963)

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 Counseling Psychology and Human Services educates and trains professionals in counseling psychology, family and human services, and couples and family therapy. Professionals are trained to effectively identify, treat, and prevent problems in children, adolescents, and adults. Through education and training, students gain the skills to interpret and apply scientific information from the behavioral sciences in general, and from their discipline in particular, to professional practice. Students learn how to conduct research and contribute to the knowledge base of their disciplines.

Undergraduate Studies

Family and Human Services

L340 HEDCO Education Building
(541) 346-2143

The nationally accredited 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 8 credits in each of the general-education groups: arts and letters, social science, and science
2. Completed the premajor core with a cumulative GPA of 2.75. 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.

Premajor Core	12 credits
Educational Issues and Problems (EDST 111)	4
Exploring Family and Human Services (FHS 215)	4
Diversity in Human Services (FHS 216).....	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,III (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 department’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.

Requirements	96 credits
Psychological foundations	16
Research competencies	23
Practitioner competencies.....	39
Professional competencies.....	6

Elective courses and seminars 12

Master of Education

The major in counseling, family, and human services with a specialization in couples and family therapy leads to a master of education (M.Ed.) degree.

Couples and Family Therapy

L240 HEDCO Education Building
(541) 346-0909

This two-year program trains students as professional family therapists in preparation for state licensure. This intensive training combines a strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum includes 500 client contact hours (50 percent with couples or families) and 100 hours of individual and group supervision. Supervision at the Center for Family Therapy involves live observation, participation in reflecting teams, and video- and audiotaped sessions. In addition, students see clients at community agencies.

Requirements	73 credits
Theoretical foundations	15
Individual and family development.....	12
Research competencies	4
Professional ethics.....	4
Clinical practice	29
Additional courses	9

Application and Admission. Detailed admission policies and procedures for the couples and family therapy specialization are available on the couples and family therapy website. Students are admitted only for fall term, and completed applications must be received by the deadline published on the website for the following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on (1) quality of work; (2) Graduate Record Examinations (GRE) or Millers Analogies Test (MAT) scores; (3) related work, background, or experience; (4) résumé with statement of purpose; (5) three letters of recommendation; and (6) an interview. Notices about disposition of applications are mailed by April 15.

Applicants must pass a criminal background check before they may enroll.

Doctoral Degree

L240 HEDCO Education Building
(541) 346-2456

The Ph.D. program in counseling psychology has been accredited by the American Psychological Association since 1955. It typically requires five to six years of study beyond the bachelor's degree. This period includes a one-year, full-time, supervised predoctoral internship. Students must complete a Ph.D. dissertation that demonstrates a high standard of scholarship. Students may enter the program with a bachelor's or a master's degree.

The program follows an ecological model of training embedded in the scientist-practitioner tradition. As such, the program trains psychologists to work with individuals, children and families, and groups within their contexts. Students learn to consider human behavior as interactive processes rather than centered in the individual; they learn to use preventive and remedial intervention strategies for behavioral and emotional problems. Students learn science-based

counseling interventions for assessing and intervening in the many levels of context in which human problems emerge. These include learning 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 175 credits

Psychological foundations	minimum of 24
Research competencies	minimum of 70
Practitioner competencies.....	minimum of 67
Professional competencies.....	minimum of 11
Additional courses	minimum of 3

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 find detailed admission policies and procedures on the counseling psychology website. The closing date for receipt of completed applications is posted on the website for entry the following fall term. Notices about the disposition of applications are mailed by April 15.

Applicants are evaluated on (1) academic record; (2) Graduate Record Examinations (GRE) general test scores; (3) related work, research, and life experiences; (4) a statement of purpose in seeking admission; (5) letters of recommendation; and (6) an interview. Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package.

Graduate training includes practicum and internship placements in which students work with children and adults, families, groups, and communities.

Substance Abuse Prevention

Tom Favreau, Program Director

(541) 346-4135, -4136, or -3397
180 Esslinger Hall
sapp.uoregon.edu

The nationally recognized Substance Abuse Prevention Program (SAPP) provides education and increased awareness of alcohol, tobacco, and other drug prevention, intervention, treatment, and recovery.

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

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 SAPP 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.

Information about program offerings is available by telephone or fax and on the program's website.

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)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R) A current topic is Psychopharmacology.

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: nonmajors: instructor's consent.

642 Child-Family Interventions (4) Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences. Prereq: CPSY 641.

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.

654 Supervision and Agency Administration (4) Principles, methods, and ethical practice of clinical supervision. Theory of and research about models of counselor professional development. Review of supervision process and outcome research. Includes laboratory.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

708 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) A current topic is Models.

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.

617 Families across the Life Cycle (3) Focuses on the theoretical understanding of family relationships across the stages of the family life cycle and related to treatment strategies.

618 Research Methods in Counseling (4) Introduction to research theory, statistics, and quantitative and qualitative research methods.

619 Gender and Ethnicity (3) Provides an overview of human-diversity considerations in individual and family counseling.

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 Youth Psychopathology in Context (4) Presents child and adolescent psychopathology and problems within a diagnostic framework. Topics address psychosocial issues for youth in family and cultural contexts. 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.

483/583 Prevention of Interpersonal Violence (4) Examines interpersonal violence and community-based prevention using ecological, multicultural, international frameworks. Emphasizes assessment, prevention, intervention, and simultaneous occurrence of adult violence and child maltreatment.

491, 492, 493 Junior Professional Practices and Issues I,II,III (3,3,3) Examines issues and behaviors associated with being a community service professional. Includes ethical standards for professional practice. Prereq: major status.

494, 495 Senior Professional Practices and Issues (3,3) Examines issues and behaviors associated with being a community service professional. Prereq: major status.

496 Senior Project Proposal (1) Students create a written proposal outlining rationale, project description, and timelines for completing the senior project. Prereq: major status.

497 Senior Project (1–4) Students develop a written product or project in conjunction with faculty members and field site personnel. Prereq: FHS 496.

Substance Abuse Prevention Program Courses (SAPP)

199 Special Studies: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–16R)

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

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

607 Seminar: [Topic] (1–5R)

609 Practicum: [Topic] (1–16R)



Educational Methodology, Policy, and Leadership

Philip McCullum, Interim Department Head

(541) 346-5171

102 Lorry I. Lokey Education Building

Faculty

David T. Conley, professor (policy analysis in education, educational leadership, school restructuring). B.A., 1972, California, Berkeley; M.A., 1983, Ph.D., 1986, Colorado at Boulder. (1989)

Keith Hollenbeck, adjunct assistant professor (large-scale assessment, curriculum-based measures, curriculum and assessment). B.A., 1976, Humboldt State; M.S., 1981, Ph.D., 1996, Oregon. (1996)

Martin J. Kaufman, distinguished university professor (educational policy, organizational leadership and change, special education). B.A., 1964, M.Ed., 1965, William and Mary; Ph.D., 1970, Texas, Austin. (1992)

Leanne Ketterlin Geller, assistant professor (measurement theory, curriculum design, assessment and instruction). B.A., 1994, California, Santa Cruz; Ph.D., 2003, Oregon. (2005)

Nancy Heapes, instructor (leadership theory and practice, organization culture, group process). B.A., 1979, Adams State; M.Ed., 1987, Ph.D., 2007, Oregon. (1998)

Kathleen M. Lenn, adjunct assistant professor (information and database search procedures, library science, educational literature reviews). B.A., 1983, Eastern Illinois; M.S., 1985, Illinois, Urbana-Champaign. (1985)

Kathleen M. Scalise, assistant professor (electronic learning, instructional technology and assessment, equity studies). B.A., 1982, M.A., 2004, Ph.D., 2004, California, Berkeley. (2005)

Kimberly Sherman, instructor (curriculum and assessment, teacher development, special education). B.A., 1983, California State, Northridge; M.S., 1990, Hawaii, Hilo; Ph.D., 2007, Oregon. (2008)

Joseph Stevens, professor (educational and psychological measurement and assessment; statistical and quantitative methods; teacher evaluation). B.A., 1974, M.A., 1976, Ph.D., 1983, Arizona. (2005)

Gerald Tindal, Castle-McIntosh-Knight Professor (systems, assessment program evaluation, applied behavior analysis). B.A., 1975, Ph.D., 1982, Minnesota. (1984) On leave 2009–10.

Paul Yovanoff, associate professor (statistics, psychometrics, item response theory). B.A., 1977, State University of New York, Buffalo; M.A., 1980, Ph.D., 1992, Oregon. (1994)

Keith Zvoch, assistant professor (treatment fidelity, program evaluation, assessment). B.A., 1992, Pittsburgh, Bradford; M.A., 1995, Ph.D., 2001, New Mexico. (2007)

Courtesy

Philip McCullum, courtesy assistant professor (educational leadership, organizational development); director, administrator licensure program. B.Ed., 1975, Western Washington; MS., 1984, Ph.D., 1998, Oregon. (1998)

Emeriti

Max G. Abbott, professor emeritus. B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus. B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford. (1967)

Gerald K. Bogen, professor emeritus. B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon. (1961)

C. H. Edson, associate professor emeritus. B.A., 1964, California, Berkeley; M.A., 1970, Oregon; Ph.D., 1979, Stanford. (1973)

Robert D. Gilberts, professor emeritus. B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison. (1970)

Arthur C. Hearn, professor emeritus. A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford. (1950)

John E. Lallas, professor emeritus; executive dean emeritus. B.A., 1947, Washington (Seattle); B.A., 1952, Western Washington; Ed.D., 1956, Stanford. (1957)

Roy E. Liewallen, chancellor emeritus, Oregon University System. B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford. (1961)

Philip K. Piele, professor emeritus. B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon. (1967)

Richard A. Schmuck, professor emeritus. B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. (1967)

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 Methodology, Policy, and 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, policy-makers, 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 Methodology, Policy, and 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 adviser.

In collaboration with the UO Continuation Center, a master of science degree program with a specialization in educational leadership is offered in British Columbia.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements.

Doctoral Degrees

The Department of Educational Methodology, Policy, and 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 and statistical analysis, in educational organizations, in measurement and assessment, 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.

In collaboration with the Portland-area school districts, a D.Ed. degree and administrative license is offered through the Portland Metro Compact.

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

(541) 346-1497
102 Lorry I. Lokey 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 planned programs of study leading to the initial and continuing licenses for administrators and superintendents.

Initial Administrator License

The initial administrator licensure program prepares students for building and program administration and for initial school district superintendent assignments. The initial administrator license may be issued to an applicant who completes the 26-credit program and (1) has a master's degree from an accredited college or university approved to offer teacher education and (2) provides documentation of at least three years of successful licensed experience. Admission to the program is limited and is based on the applicant's academic work, recommendations, and professional goals. The program begins in June, and admission decisions are made in early spring. Candidates can earn a master of education (M.Ed.) degree at the UO by taking additional course work and completing a terminal project.

Continuing Administrator License

This program prepares students for continuing building and program administration—preprimary 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 doctor of education (D.Ed.) degree program.

Educational Leadership Courses (EDLD)

199 Special Studies: [Topic] (1–5R) Topics include 21st-Century Leadership, Peer Mentoring.

404 Internship: [Topic] (1–12R)

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

407/507 Seminar: [Topic] (1–4R) Topics include Human Services, Peer Health Education.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–12R) Topics include Advanced Peer Support, International Educational Leadership.

410 Experimental Course: [Topic] (1–4R)

450/550 Data and Information Retrieval (1) Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses. Lenn.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

604 Internship: [Topic] (1–12R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) Topics include Administrator Licensure, International Higher Education, Superintendent.

610 Experimental Course: [Topic] (1–5R) Topics include Advanced Measurement and Assessment, Equity and Achievement, Foundations of Educational Research, Hierarchical Linear Modeling.

615 Organizational Theory (4) Structures, processes, and procedures that characterize the formal organization of educational institutions. Not offered 2009–10.

617 Dissertation Proposal Preparation (1–3R) Not offered 2009–10.

620 Educational Leadership (4) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence. Heapes.

627 Law and Governance (4) Legal systems and governance structure of public schools; legal 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.

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. Not offered 2009–10.

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.

638 Advanced School Law (4) Legal issues in school board—superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, Teacher Standards and Practices Commission and Office of Civil Rights complaints.

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. Not offered 2009–10.

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.

642 Measurement in Decision-Making (4)

Empirical analyses of classroom assessment technologies are considered in relating research to practice. Ketterlin Geller, Scalise.

643 Issues in Measurement and Assessment (4)

Major issues in measurement and assessment are addressed: high-stakes testing, using tests and measures for decision-making, and developing an empirical basis using research. Ketterlin Geller. Not offered 2009–10.

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.

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.

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. Not offered 2009–10.

661 Item Response Theory I (3) Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions. 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. Yovanoff.

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. Not offered 2009–10.

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. Not offered 2009–10.

681 Program Evaluation for Educational Managers I (4)

Not offered 2009–10.

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 administrator licensure under the guidance of faculty adviser. Not offered 2009–10.

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)**

Education Studies

Jerry L. Rosiek, Department Head

(541) 346-2518

124 Lorry I. Lokey Education Building

Faculty

Lynne Anderson-Inman, associate professor (computers and literacy, content reading). B.A., 1970, Wisconsin, Madison; M.S., 1974, Wisconsin, Oshkosh; Ph.D., 1978, Oregon. (1982)

Karen Baldwin, instructor (curriculum development and assessment, equity and diversity, cultural geography); coordinator, elementary education program. B.A., 1980, California, Berkeley; B.S., 1983, M.A., 1983, Ph.D., 1991, Oregon. (2006)

Juliet "Jill" A. Baxter, associate professor (mathematics and science education, professional development of teachers). A.B., 1975, M.A., 1977, Ph.D., 1987, Stanford; M.A., 1977, Minnesota. (2002)

Ronald A. Beghetto, assistant professor (teacher development, educational evaluation). B.A., 1993, B.A., 1995, M.S., 1998, Wyoming; Ph.D., 2002, Indiana. (2002)

Jeffrey Edmundson, instructor (curriculum and instruction, social studies education, education for ecological sustainability). B.A., 1977, Wesleyan; M.A., 1980, Oregon; Ed. D., 2003, Portland State. (2008)

Joanna Goode, assistant professor (education for social justice, instructional technology, urban education). B.S. 1997, M.Ed., 1998, Ph.D., 2004, California, Los Angeles. (2005)

Jeanne Hall, instructor (preservice-teacher field experience, Japanese immersion, teacher mentoring). B.A., 1978, Azusa Pacific; M.Ed., 1984, Washington (Seattle). (2002)

Abby Lane, instructor (bilingual education, English language learners, migrant education). B.A., 1983, California State, Northridge; M.Ed., 1992, Oregon. (2000)

Edward Olivos, assistant professor (bilingual education, Latinos and education, teacher preparation). B.A., 1991, M.A., 1997, Ph.D., 2003, San Diego State. (2007)

Jerry L. Rosiek, associate professor (multicultural education, qualitative research methods, teacher knowledge). B.A., 1987, B.S., 1988, Texas A & M; Ph.D., 1997, Stanford. (2005)

Alison Schmitke, instructor (social foundations of education, feminist curriculum theory, sports education). B.A., 1994, Willamette; M.Ed., 1996, Portland State; Ph.D., 2008, Alabama. (2006)

Mia Tuan, associate professor (racial and ethnic relations, immigrant adaptation, Asian transracial adoption). B.S., 1990, California, Berkeley; M.S., 1992, Ph.D., 1996, California, Los Angeles. (1996)

Emeriti

Thomas L. Dahle, professor emeritus. B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)

Edna P. DeHaven, professor emerita. B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon. (1969)

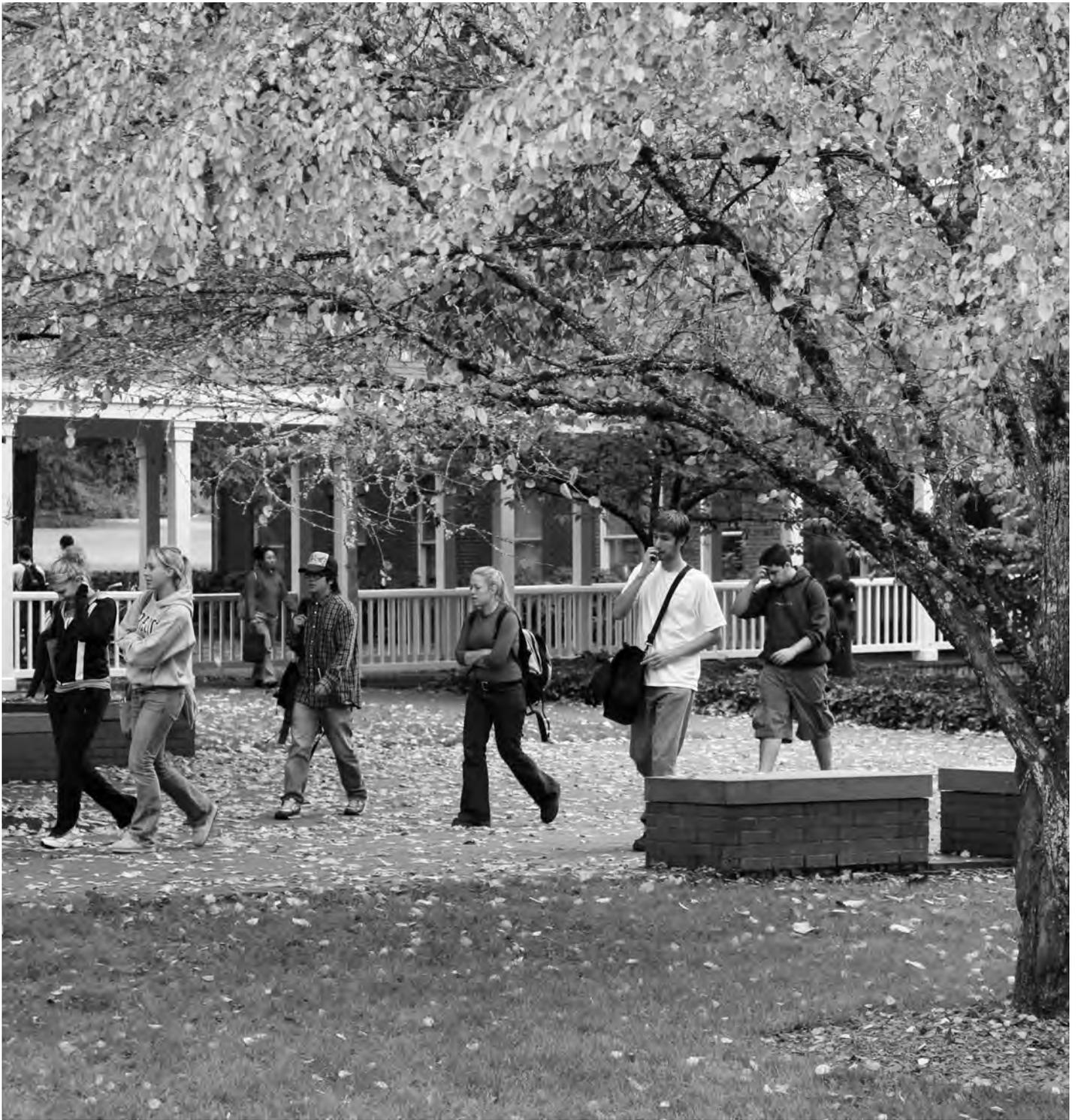
John E. deJung, professor emeritus. B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse. (1963)

Gary W. Ferrington, senior instructor emeritus. B.S., 1964, Portland State; M.S., 1967, Southern California. (1967)

M. D. "Mark" Gall, professor emeritus. B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California, Berkeley. (1975)

Judith K. Grosenick, professor emerita. B.S., 1964, Wisconsin, Oshkosh; M.S., 1966, Ph.D., 1968 Kansas. (1984)

William H. Harris, associate professor emeritus. B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon. (1969)



Ray E. Hull, professor emeritus. B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon. (1970)

William E. Lamon, associate professor emeritus. B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)

David G. Moursund, professor emeritus. B.A., 1958, Oregon; M.S., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)

Ione F. Pierron, associate professor emerita of librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita. B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington (Seattle). (1967)

John E. Suttle, professor emeritus. B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas. (1959)

Robert A. Sylwester, professor emeritus. B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon. (1968)

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 Education Studies prepare professionals to work in education. The undergraduate major in educational foundations 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 (B.Ed.) degree.

The graduate degree in curriculum and teaching with a specialization in early childhood–elementary education or middle school–high school 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

Admission as a Premajor

Students planning to major in educational foundations enter the university as education premajors. Transfer students and university students from other majors may become education premajors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Premajors are not eligible to take most 300- and 400-level education courses. Premajor status does not guarantee admission to the educational foundations major.

Premajors should meet with an adviser for an introduction to the major. Premajors typically spend their first two years fulfilling general education and premajor requirements.

Premajor Core Courses	17 credits
Educational Issues and Problems (EDST 111)	4
Special Studies: Exploring Careers in Education (EDST 199).....	2
Beginning Applications in Educational Technology (EDST 220) or Advanced Applications in Educational Technology (EDST 221).....	4
Special Studies: Teaching by Teachers (EDST 399).....	4
Seminar: Public Schools (FHS 407).....	3

Application to the Major

Students must submit a formal application for admission to the major. Application to the major is made before beginning the junior year of study and may be made only during winter term of each

academic year. Seniors who transfer from another university or change their major may be admitted, but are not guaranteed graduation within one year. The Educational Foundations website has specific requirements and application deadlines: education.uoregon.edu/edf.

Educational Foundations Major

The educational foundations major provides preparation in educational research, theory and practice, and the foundations of the American school system. The educational foundations degree culminates with a baccalaureate degree. Graduates can enter the work force or apply to a fifth-year program in teaching licensure.

Students planning to major in educational foundations typically spend their first two years completing general-education requirements.

Core Requirements

The educational foundation major requires core courses in four areas: learning, teaching, and assessment; curriculum theory; technology and education; and equality of opportunity. Additional courses are required in mathematics, science, and a variety of other subjects, including reading, art, music, and physical education.

Advising

Once admitted to the major, a student is scheduled for regular meetings with his or her adviser, who helps in planning a course of study.

Graduate Studies

Curriculum and Teaching Major

Students pursuing a master of education degree (M.Ed.) are admitted to the curriculum and teaching major through the K–12 licensure program, UO Teach, which emphasizes critical teaching, cultural awareness, and strong preparation in subject matter. Completion of the program leads to a teaching license and a master of education degree (M.Ed.) in curriculum and teaching.

The program has two specializations: early childhood–elementary education or middle school–high school education. The middle school–high school specialization prepares students for licensure in only the following subject areas: language arts, social studies, basic and advanced mathematics, biology, chemistry, physics, integrated science, and a number of second languages, including Spanish, French and German. Both specializations include embedded preparation in English for speakers of other languages (ESOL).

Students who successfully complete the licensure 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.

UO Teach is a five-term, full-time program, though a small number of part-time students may be accepted for a two-year program. It is a cohort-based program (students are taught as a community rather than as a collection of individuals) in which students take courses in a specified sequence. Course work considers such questions as how students learn, how culture

affects the teaching and learning process, and the role of schools in either maintaining or challenging social injustice, and has a strong focus on subject-related teaching methods that emphasize critical thinking and teaching. Students are in field placements in schools for an entire academic year, including two terms of student teaching. More information on the program is available at the website: education.uoregon.edu/uoteach.

Application and Admission

UO Teach has limited enrollment; it may not be possible to admit every applicant who meets the basic criteria. Admission criteria include the student’s grade point average (GPA), scores on licensure-related tests, content preparation, experience working with young people, a commitment to working with diverse populations, and strong communication skills. See the website for application details.

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 serve as a resource to content teachers to ensure successful transition of a child from a sheltered program to the mainstream program; and (4) ability to advocate for literacy in more than one language and for education with more than one cultural focus, resisting assimilationist approaches to ESOL education. 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) oral-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 Education Studies 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.

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.

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.

331 Autobiography of Schooling (3) Through critical autobiographies, case studies, readings, and application activities, students examine and reflect on life in classrooms. Sequence with EDST 332, 333, 338, 339, 342, 343, 348, 349.

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.

343 Curriculum Studies II (3) Examines basic assumptions underlying curriculum development in K–12 schools. Sequence with EDST 342. Prereq: EDST 342; coreq: EDST 349.

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 I,II,III.

410/510 Experimental Course: [Topic] (1–5R) Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods, Computers and Curriculum.

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 429/529.

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.

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.

455/555 Equal Opportunity: Homophobia (3) Examines the way sexuality and sexual identity influence the educational experiences 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.

458/558 Observation: Equal Opportunity I (1) An analysis of specific dimensions of educational opportunity in the field. Prereq: EDST 420; coreq: one among EDST 452, 453, 454, 455, 456, 457, SPED 411.

459/559 Observation: Equal Opportunity II (1) Analysis of educational opportunity in the field. Prereq: EDST 420; coreq: one among EDST 452, 453, 454, 455, 456, 457, SPED 411.

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.

471/571 Foundations of Algebra Learning (4) Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472/572.

472/572 Foundations of Geometry Learning (4) Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471/571.

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 mathematics 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.

624 Scientific Problem-Solving Curriculum (4) Presents science as a problem-solving field rather than a set of discrete facts and concepts. Introduces scientific literacy as the aim of science teaching. Sequence with EDST 620, 623, 625, 626. Prereq: EDST 623.

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, 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, 633, 637, 638. Prereq: EDST 633.

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, 636, 637, 638.

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 beginning and 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.

644 Teaching Mathematics: Inquiry in Context (4) Investigates techniques and strategies used to effectively teach mathematics and assess students. Sequence with EDST 643. Prereq: EDST 643.

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) Explores the work of contemporary scholars who are attempting to bridge the division between policy and practice in teacher education. 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 changing 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 human experience and the political and ethical implications of those limits for researchers.

673 Qualitative Methodology III: Transformative Inquiry (4) Explores the ethics and aesthetics of naturalistic studies of human experience and surveys the latest innovations in qualitative social science methodology.



Special Education and Clinical Sciences

Kenneth W. Merrell, Department Head

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 (541) 346-0683 fax
 340 HEDCO Education Building
 education.uoregon.edu/specs

Faculty

- Linda Albi, senior research assistant (personnel preparation, supervision). B.A., 1995, M.S., 1997, Oregon. (1998)
- Richard W. Albin, senior research associate with title of associate professor (research design, programming and instruction, instructional technology). B.A., 1969, Rochester; M.A., 1973, Illinois; Ph.D., 1986, Oregon. (1986)
- Cynthia M. Anderson, associate professor (applied behavior analysis, functional behavior assessment systems, family-school connections). B.A., 1990, M.A., 1995, Ph.D., 1999, West Virginia. (2005)
- Erin Barton, assistant professor (early intervention, early childhood education). B.S. 1999, Illinois, Urbana-Champaign; M.Ed., 2002, DePaul; Ph.D., 2007, Vanderbilt. (2007)
- Susan Boettcher, instructor; clinic supervisor. B.S., 1988, Montana State; M.S., 1995, West Virginia. (1999)
- Michael D. Bullis, Somerville-Knight Professor of Education (secondary special education, transition, adult services); dean. B.P.E., 1973, M.S., 1978, Purdue; Ph.D., 1983, Oregon. (1995)
- Jantina Clifford, adjunct assistant professor (developmental screening, instrumental development, personnel preparation). B.A., 1985, M.A., 1988, M.S., 1999, Ph.D., 2006, Oregon. (2006)
- Heidi Corce, adjunct instructor. B.A., 1996, Washington (Seattle); M.Ed., 1997, Lewis and Clark. (2007)
- Thomas J. Dishion, professor (clinical psychology, prevention, developmental psychopathology). B.A., 1977, California, Santa Barbara; M.A., 1984, Ph.D., 1988, Oregon. (1995)
- Bonnie Doren, research associate with title of assistant professor (self-determination, career development, transition issues). B.S., 1982, State University of New York, Binghamton; Ph.D., 1987, Temple (Philadelphia). (1988)
- Debra C. Eisert, research associate with title of associate professor (pediatric psychology, applied developmental psychology). B.A., 1975, Pacific Lutheran; Ph.D., 1978, Nebraska, Lincoln. (1984)
- K. Brigid Flannery, senior research associate with title of associate professor (teacher training, transition issues). B.A., 1975, Marian; M.Ed., 1978, Illinois, Urbana-Champaign; Ph.D., 1992, Oregon. (1989)
- Roland H. Good III, associate professor (psychoeducational assessment, multivariate statistics). B.S., 1977, M.S., 1981, Ph.D., 1985, Pennsylvania State. (1988)
- Donna Graville, assistant professor. B.S., 1985, M.S., 1989, Portland State; Ph.D., 1997, Oregon. (1998)
- Beth Harn, assistant professor (learning disabilities, assessment, instructional design). B.A., 1991, M.S., 1994, California State, Fresno; Ph.D., 2000, Oregon. (2006)
- Lisa Hellems, research assistant (teacher training, supervision); practicum coordinator. B.Mus.Ed., 1986, Willamette; Ph.D., 1991, Oregon. (1993)
- Cynthia M. Herr, research associate with title of assistant professor (autism, learning disabled adults, secondary and postsecondary education). B.A., 1972, Gettysburg; M.A., 1973, Ph.D., 1979, Oregon. (1985)
- Robert H. Horner, Alumni-Knight Professor (behavior management, research design, applied behavior analysis); director, Educational Community Supports. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon. (1976)
- Kathleen Jungjohann, research assistant (teacher training, supervision, instructional design). B.A., 1972, California, Santa Barbara; M.A., 1980, Oregon. (1988)
- Edward J. Kame'enui, Philip H. Knight Professor of Education (learning disabilities, instructional design). B.A., 1970, Pacific; M.S., 1977, Ph.D., 1980, Oregon. (1988)
- Johanna Larson, instructor (American Sign Language). B.A., 1984, California State, Northridge; M.S. 2004, Idaho State. (1999)
- Emma Martin, senior instructor (behavior disorders, effective school practices). B.S., 1975, Eastern Montana; M.S., 1980, Ph.D., 2001, Oregon. (2001)
- Margit Mayr-McGaughey, instructor; clinical supervisor. B.A., 1976, Freiburg; M.A., 1991, Ph.D., 1998, Oregon. (2007)
- Karen McLaughlin, adjunct assistant professor. B.A., 1991, Colorado, Boulder; M.A., 1996, Ph.D., 2001, Oregon. (2000)
- Kenneth W. Merrell, professor (social-emotional assessment, school-based mental health services, at-risk children and youth). B.S., 1982, Oregon State; M.S., 1984, Oregon; Ed.S., 1985, Idaho; Ph.D., 1988, Oregon. (2001)
- Heather Moore, instructor; clinical supervisor. B.S., 1992, James Madison; M.A., 1997, Georgia; Ph.D., 2005, Arizona State. (2007)
- Christopher J. Murray, associate professor (secondary special education and transition). B.A., 1989, University of Maryland, College Park; M.Ed., 1992, Howard; Ph.D., 1998, Washington (Seattle). (2006)
- Marilyn A. Nippold, HEDCO Professor in Communication Disorders and Sciences (language development and disorders in school-age children and adolescents). B.A., 1972, California, Los Angeles; M.A., 1976, California State, Long Beach; Ph.D., 1982, Purdue. (1982)
- Deborah Olson, research associate with title of assistant professor (violence, women with disabilities, disability studies). B.A. 1974, M.S.Ed., 1975, Wisconsin, Superior; Ph.D., 1991, Syracuse. (1988)
- Kathleen Roberts, research associate with title of assistant professor (pediatric audiology, otitis media, newborn hearing screening). B.A., 1978, California, Santa Barbara; M.A., 1981, Cincinnati; Ph.D., 1993, Oregon. (1993)
- Marlene W. Shapiro, clinic supervisor. B.S., 1983, Oregon; M.S., 1987, Washington (Seattle). (2001)
- McKay Moore Sohlberg, associate professor (neuroanatomy, neurophysiology, traumatic brain injury). B.A., 1982, Stanford; M.S., 1984, Ph.D., 1990, Washington (Seattle). (1995)
- Jeffrey R. Sprague, senior research associate with title of professor (severe behavior disorders, personal development, social integration). B.S., 1980, M.S., 1981, Ph.D., 1990, Oregon. (1994)
- Jane Squires, senior research associate with title of professor (infant development, program evaluation, assessment). B.A., 1971, Stanford; M.A., 1973, Saint Mary's; Ph.D., 1988, Oregon. (1988)
- Tary Tobin, research associate (schoolwide discipline, behavior disorders, functional assessment). B.S., 1970, M.Ed., 1990, Ph.D., 1996, Oregon. (1990)
- Anne Todd, senior research assistant (curricular adaptations, specially designed individualized instruction, function-based positive behavioral support). B.Ed., 1979, M.S., 1997, Oregon. (1982)
- Elizabeth Twombly, senior research assistant (screening, infant mental health). B.A., 1983, Colorado; M.S., 1991, Oregon. (1990)
- Deanne Unruh, research associate (secondary special education and transition, high-risk adolescents, program evaluation). B.S., 1985, M.S., 1991, Kansas; Ph.D., 2001, Oregon. (2001)
- Renee Van Norman, assistant professor (applied behavior analysis function-based supports, peer tutoring, coaching). B.A., 1999, M.S., 2002, Temple; Ph.D., 2005, Ohio State. (2008)
- Heidi von Ravensberg, research associate; community outreach liaison. M.B.A., 1995, J.D., 1994, Oregon. (2000)
- Gina Wadsworth, clinic supervisor. B.S., 1982, Tulane; M.S., 1996, Oregon. (1998)
- Hill M. Walker, professor (behavior disorders, behavior management, social skills); director, Center on Human Development. B.A., 1962, Eastern Oregon; M.A., 1964, Ph.D., 1967, Oregon. (1966)
- Cindia Wells, instructor (language, special education policy, student leadership); clinic director. B.S. Eastern Michigan; M.A., 1984, Oregon. (2007)
- Angela Whalen, instructor (instructional consultation, early literacy); practicum coordinator, special education. B.S., 1996, St. Thomas; Ph.D., 2002, Oregon. (2003)
- Mary Ann Winter-Messiers, research assistant (autism, teacher training). B.A., 1980, Oregon; Maitrise, 1987, Sorbonne. (2003)

Courtesy

- Scott K. Baker, courtesy research associate (assessment, second-language barriers, reading interventions). B.A., 1981, California State, Long Beach; M.S., 1984, Western Washington; Ph.D., 1993, Oregon. (2002)
- Jane Carter, courtesy assistant professor (behavior and classroom management, at-risk students). B.A., 1978, San Diego State; M.S., 1980, Ph.D., 1989, Oregon. (1988)
- Siegfried E. Engelmann, courtesy professor (teaching low-performing learners, instructional design, supervision). B.A., 1955, Illinois. (1970)
- Steve Gorsek, courtesy instructor. B.A., 1987, M.A., 1989, California State, Fresno. (2007)
- Steven H. Jonas, courtesy research assistant (life skills, instructional modeling, assessment). B.A., 1980, M.S., 1998, Oregon. (2006)
- Ruth Kaminski, courtesy assistant professor (school psychology and early childhood education). B.S., 1975, Pennsylvania State; M.S., 1984, Ph.D., 1992, Oregon. (1989)
- John R. Seeley, courtesy assistant professor (mood disorders, Internet-based behavioral health intervention, research design and program evaluation). B.S., 1985, M.S., 1991, Ph.D., 2001, Oregon. (2004)
- Randall S. Sprick, courtesy professor (behavior management, behavioral consultation, classroom supervision). B.S., 1973, Portland State; M.S., 1974, Ph.D., 1979, Oregon. (1973)

Emeriti

- Barbara D. Bateman, professor emerita. B.S., 1954, Washington (Seattle); M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon. (1966)
- Diane D. Bricker, professor emerita. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)
- Ned J. Christensen, professor emeritus. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State. (1962)
- V. Knute Espeseth, associate professor emeritus. B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)
- Russell M. Gersten, professor emeritus. B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)
- Elizabeth G. Glover, assistant professor emerita. B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. (1964)
- Andrew S. Halpern, professor emeritus. B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison. (1970)
- Richard J. Rankin, professor emeritus. B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley. (1966)
- George Sheperd, professor emeritus. B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois. (1965)
- Kenneth Viegas, associate professor emeritus. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley. (1967)

Ruth Waugh, professor emerita. B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, Oregon. (1963)

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

Participating

Gerald Tindal, educational methodology, policy, and leadership

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

Karen McLaughlin, Undergraduate Coordinator

(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 2.70 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	54 credits
Communication Disorders in Society and Media (CDS 201).....	4
American Sign Language for Educators (ASL 311).....	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
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 of 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 undergraduate 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, LING 150, CDS 201, ASL 311, EDDL 450, and the sciences.

Students must complete LING 150, EDDL 450, CDS 201, 442, and 450 by the middle of their junior year with a minimum grade of mid-C to continue in the major.

Junior Year. CDS 411, 442, 443, 444, 450, 460, 461 or 462.

Senior Year. CDS 451, 457, 458, 459, 461 or 462, and EDST 441.

Special Education Minor

Deborah Olson, Coordinator

(541) 346-2483

The minor in special education is for students who plan to pursue a career teaching in general or special education, want to work in nonschool settings with individuals who have disabilities, or investigate issues concerning disability. 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 services option. The elective courses 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 special education (SPED) 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, Major Director

(541) 346-2480

(541) 346-6778 fax

HEDCO Education Building, Second Floor
cads@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

McKay Moore Sohlberg, Graduate Coordinator

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 950.

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 100 or above for the Internet-based 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	credits
Special Education Reading Instruction (SPED 521).....	4
Workshop: Evidence-Based Project Research (CDS 608).....	3
Practicum: September Experience (CDS 609).....	3
Practicum: Speech-Language-Hearing (SPED 609).....	1-4
Clinical Methods (CDS 611).....	1
Tests and Measurements in Education (SPSY 617).....	3
Professional Practices in the Schools (CDS 626).....	1
Law and Special Education (SPED 628).....	3
Beginning Counseling Skills (CPSY 641).....	4
Assessment and Treatment of Feeding and Swallowing Disorders (CDS 649).....	4
School-Age Language Disorders (CDS 651).....	4
Phonological Disorders (CDS 652).....	3
Theory and Remediation of Language Disorders in Adults (CDS 654).....	3
Stuttering (CDS 655).....	3
Voice Science and Disorders (CDS 656).....	3
Augmentative Procedures for Communication Disorders (CDS 657).....	2
Motor Speech Disorders (CDS 660).....	3
Introduction to Neuroanatomy and Neurophysiology (CDS 662).....	4
Management of Acquired Cognitive Disorders (CDS 663).....	4
Language Disorders in Young Children (CDS 665).....	4
Issues in Diversity (CDS 668).....	1

For updated requirements information, visit education.uoregon.edu/feature.htm?id=2155.

ASHA Requirements

In addition to the core master's degree requirements, additional course work may be needed to fulfill ASHA certification requirements.

Basic Sciences

- Biological and physical sciences (at least one course)
- Mathematics (at least one course)
- Behavioral or social sciences (at least one course)
- Basic communication processes (at least one course)

Basic Communication Processes

- Anatomical and physiological bases (at least one course)
- Physical and psychophysical bases (at least one course)
- Linguistic and psycholinguistic aspects (at least one course)

Audiology

- Hearing disorders (at least one course)
- Habilitation or rehabilitation procedures (at least one course)

Professional Course Work

Of the 50 credits, 36 must be taken at the graduate level

Communication Disorders. CDS 601, 649, 651, 652, 654, 655, 656, 657, 660, 663, 667, 668..... 34
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 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 with focus areas in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary and transition services. 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

Admissions information and application materials are available on the department's website. Materials also may be requested by telephone, mail, e-mail, or in person from the department office. 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 admission 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

HEDCO Education Building
(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 has program approval from 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 licensure 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, Major 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 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.

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.

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.

Applications for summer session or fall term must be received by early January for doctoral degree applicants and by mid-February for master's degree applicants.

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) Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Recent topics include Special Education, Talented and Gifted.

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

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.

412/512 Foundations of Disability II (3) Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

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 2009–10.

431/531 Introduction to Learning Disabilities (3) Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

432/532 Introduction to Behavioral Disorders (3) Introduces the characteristics and education of children and youth who have emotional and behavioral disorders. Prereq: SPED 411/511.

433/533 Schoolwide Discipline (3). Describes features, principles, and procedures of schoolwide management and discipline. Prereq: SPED 426/526.

434/534 Educating Students with Behavioral Disorders (3) Provides overview of promising and preferred practices for educating children and youth who have emotional and behavioral disorders. Prereq: SPED 411/511, 426/526.

436/536 Advanced Behavior and Classroom Management (3) Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective

behavior support systems for a variety of educational environments. Prereq: SPED 426/526.

480/580 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. Not offered 2009–10.

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 606 or 609. R twice.

503 Thesis (1–9R)

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)

607 Seminar: [Topic] (1–5R) Recent topics include Advanced Applied Behavioral Analysis, Doctoral Orientation, Program Evaluation, Project Aim.

608 Workshop: [Topic] (1–10R)

609 Practicum: [Topic] (1–16R) Topics include Classroom Consultation; College Teaching; Elementary I,II; 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.

655 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.

660 Design of Instruction (4) Design, development, and evaluation of instructional materials for children with disabilities. Emphasis on analysis and construction of instructional sequences for various learning tasks.

664 Multimethod Inquiry in Education (4)

Systematic inquiry to generate information that allows effective professional decision-making. Not offered 2009–10.

665 Qualitative Research in Education I (3)

Focuses on the knowledge tradition of interpretive inquiry and qualitative methods. Not offered 2009–10.

666 Qualitative Research in Education II (3)

Focuses on applying qualitative research methods through the implementation of a research study. Prereq: SPED 665. Not offered 2009–10.

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)

201 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 development 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.

458/558 Audiological Assessment (4) Pure tone, speech, and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing. Prereq: CDS 457/557.

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: EDLD 450/550. Offered alternate years; not offered 2009–10.

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: EDLD 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 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.

663 Management of Acquired Cognitive Disorders (4) Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes. Prereq: CDS 662.

665 Language Disorders in Young Children (4) Child language disorders and related topics, including principles of assessment and interven-

tion, 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.

620 Multivariate Statistics and Research Design (4) The validity of experimental and quasi-experimental designs is explored with a focus on the control and partitioning of variability. Prereq: SPSY 619.

626 Final Supervised Field Experience (1–15R) Limited to students in school psychology program for basic endorsement for an Oregon license.

650 Child Development and Psychopathology (4) Overview of descriptive psychopathology in childhood. Covers phenomenology, etiology, development, and prognosis of major psychological disorders in childhood.

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.

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 classifiers; study of deaf culture as a linguistic minority. Sequence: ASL 101–103, 201–203; must be taken in order.

201 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. **203:** 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.

312 American Sign Language for Educators II (3) Designed for students who have had one term of American Sign Language. Sequence with ASL 311. Prereq: ASL 311.





School of Journalism and Communication

Timothy W. Gleason, Dean

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Faculty

Carol Ann Bassett, associate professor (environmental journalism, magazine, writing about indigenous cultures). B.A., 1977, Arizona State; M.A., 1982, Arizona. (1998)

Thomas H. Bivins, John L. Hulteng Chair in Media Ethics and Responsibility; professor (communication ethics, public relations, publication production). B.A., 1974, M.F.A., 1976, Alaska, Anchorage; Ph.D., 1982, Oregon. (1985)

Mark Blaine, instructor (information gathering, magazine, media writing). B.J., 1993, Missouri, Columbia; M.S., 2000, Oregon. (2003)

Carl R. Bybee, associate professor (communication and democracy, cultural studies, communication studies). B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison. (1982)

Patricia A. Curtin, Endowed Chair in Public Relations; professor (international public relations, research methods, culture and identity). A.B., 1977, Earlham College; M.A., 1991, Ph.D., 1996, Georgia. (2006)

Charles F. Frazer, professor (campaign planning, regulation of advertising, social effects of advertising). A.B., 1968, Rutgers; M.A., 1972, Fairfield; Ph.D., 1976, Illinois. (1990)

Tiffany Derville Gallicano, assistant professor (public relations). B.A., 1997, Willamette; M.A., 2002, Ph.D., 2007, Maryland, College Park. (2007)

Harsha Gangadharbatla, assistant professor (advertising, social and economic effects of advertising, new and emerging media). B.E., 1999, Allahabad (India); M.A., 2002, Michigan State; Ph.D., 2006, Texas, Austin. (2008)

Timothy W. Gleason, professor (communication ethics, communication law, news-editorial); Edwin L. Artzt Dean. B.A., 1980, State University of New York, Empire State; M.A., 1983, Ph.D., 1986, Washington (Seattle). (1987)

Thomas R. Hagley, instructor (public relations writing, planning and campaigns). B.S.J., 1964, M.S.J., 1968, Ohio. (2004)

Lauren J. Kessler, professor (alternative media, literary nonfiction, magazine). B.S.J., 1971, Northwestern; M.S., 1975,

Oregon; Ph.D., 1980, Washington (Seattle). (1980)

David Koranda, instructor (advertising campaigns, media planning, audience research). B.A., 1970, Wilkes; B.S., 1978, Oregon. (2001)

Scott R. Maier, associate professor (investigative journalism, computer-assisted reporting, quantitative methods). B.A., 1977, Oberlin; M.A., 1989, Southern California; Ph.D., 2000, North Carolina at Chapel Hill. (2000)

Gabriela Martinez, assistant professor (electronic media, international communication, Latin American studies). B.A., 1999, M.A., 2000, San Francisco State; Ph.D., 2005, Oregon. (2005)

Duncan L. McDonald, professor (journalistic writing, investigative strategies, language and grammar). B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

Debra L. Merskin, associate professor (communication studies; gender, race, and media; media and society). B.A., 1983, South Florida, Tampa; M.L.A., 1989, South Florida, St. Petersburg; Ph.D., 1993, Syracuse. (1993)

Daniel L. Miller, associate professor (video production, documentary film and video). B.S., 1983, M.S., 1986, Ph.D., 1994, Oregon. (2001)

Deborah K. Morrison, Carolyn Silva Chambers Distinguished Professor of Advertising (advertising and brand creativity, organizational innovation, social responsibility). B.J., 1978, Sam Houston State; M.A., 1984, Ph.D., 1988, Texas, Austin. (2006)

Julianne H. Newton, professor (visual communication, photojournalism, communication ethics); associate dean, undergraduate affairs. B.A., 1970, Baylor; M.A., 1983, Ph.D., 1991, Texas, Austin. (2000)

Jon Palfreman, KEZI Distinguished Professor of Broadcast Journalism (science, environmental, and medical journalism; long-form documentary). B.S., 1971, University College, London; M.S., 1972, Sussex; Ph.D., 2005, Glamorgan. (2006)

John T. Russial, associate professor (news-editorial, organizational change, technology studies). B.A., 1973, Lehigh; M.A., 1975, Syracuse; Ph.D., 1989, Temple. (1992)

William E. Ryan II, associate professor (graphic design, photojournalism, visual communication). B.A., 1964, Loras; M.A., 1975, Ed.D., 1991, South Dakota. (1987)

Kim Sheehan, associate professor (advertising, advertising and new media, consumer research and behavior). B.S., 1980, Northwestern; M.B.A., 1993, Boston University; Ph.D., 1998, Tennessee, Knoxville. (1998)

Carol Stabile, professor (English; gender and technology; gender, race, and class). See **English**.

Alan G. Stavitsky, professor (electronic media, broadcast news, public broadcasting); senior associate dean; director, George S. Turnbull Portland Center. B.A., 1978, Wisconsin, Madison; M.A., 1983, Ph.D., 1990, Ohio State. (1990)

H. Leslie Steeves, professor (diversity and media, development communication and social change); associate dean, graduate affairs and research. B.S., 1971, Vermont; M.S., 1974, Ph.D., 1980, Wisconsin, Madison. (1987)

James R. Upshaw, professor (television news, media and public service). B.A., 1962, San Diego State. (1992)

Janet Wasko, Philip H. Knight Chair of Communication Research; professor (communication studies, political economy of communication). B.A., 1973, M.A., 1974, California State; Ph.D., 1980, Illinois. (1986)

Thomas H. Wheeler, associate professor (ethics of digital image manipulation, magazine writing and editing). B.A., 1969, California, Los Angeles; J.D., 1975, Loyola, Los Angeles. (1991)

Kyu Ho Youm, Jonathan Marshall First Amendment Chair; professor (communication law, international law, news-editorial). B.A., 1980, Konkuk; M.A., 1982, Ph.D., 1985, Southern Illinois; M.S.L., 1998, Yale; M.St., 2006, Oxford. (2002)

Emeriti

Jack D. Ewan, associate professor emeritus. B.S.J., 1948, M.S.J., 1964, Northwestern. (1964)

Arnold Ismach, professor emeritus. B.A., 1951, Oklahoma; M.A., 1970, California, Los Angeles; Ph.D., 1975, Washington (Seattle). (1985)

Kenneth T. Metzler, professor emeritus. B.S., 1956, Oregon; M.S.J., 1967, Northwestern. (1960)

Roy Paul Nelson, professor emeritus. B.S., 1947, M.S., 1955, Oregon. (1955)

Karl J. Nestvold, professor emeritus. B.S., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas, Austin. (1961)

Deanna M. Robinson, professor emerita. B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon. (1976)

Ronald E. Sherriffs, professor emeritus. B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California. (1965)

William B. Willingham, associate professor emeritus. A.B., 1957, M.A., 1963, Indiana. (1965)

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, or journalism: public relations. The school also offers a minor in communication studies. Master's degree majors are communication and society, journalism, journalism: magazine, journalism: news-editorial, and strategic communication (the school is no longer accepting applications for the master's degree in journalism: advertising). 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 media practice and effects. They study the role of the media in society, the history of journalism, visual aspects of communication, the ethics of media practices, the economics of the media, new media technologies, international communication, diversity in the media, 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's influence extends beyond the university campus through scholarly and professional publication, consulting, creative design, documentary filmmaking, and textbooks and trade books in such areas as advertising, language skills, ethics, information gathering, media criticism and history, reporting, visual communication, 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, design, video, and public-relations agencies; the award-winning *Mosaic* newspaper and *Flux* magazine; television and online programs; and alternative and online 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 encouraged.

The school's George S. Turnbull Portland Center offers programs to undergraduates, graduate students, and media professionals in the state's media center. Current information on the center's 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 applications, 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 online.

General Information

The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of the school's first dean. Allen Hall offers wireless Internet connection, as does most of the campus. Fully equipped laboratories support writing, editing, design, video and audio, digital photography, and web production. The school's Carolyn S. Chambers Electronic Media Center houses video and audio production facilities, and the John L. Hulteng Student Services Center supports academic-, internship-, and career-advising services for journalism and communication students. The Willis L. Winter Presentation Room is a state-of-the-art facility for multimedia presentations. Seminars, meetings, and special events are 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. Current collections of newspapers and trade publications are maintained in the Willis S. Duniway Journalism Resource Center, which also houses support services for graduate students and a study area with computer access. 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.

In addition, the school has an undergraduate senior experience professional internship program and a professional master's degree program at the George S. Turnbull Portland Center.

Scholarships. Scholarships ranging from \$300 to \$10,000 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 and on the school's website.

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, sample programs, internships, and careers is available in the Hulteng Center, 101 Allen Hall, and on the school's website. 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: to prepare professional communicators, critical thinkers, and responsible citizens for a global society. The promotion and practice of freedom of expression and intellectual inquiry across an evolving media environment are integral to the school's long and proud tradition of academic excellence. Discrimination of any kind, disrespect for others, or inequity in educational opportunity are unacceptable.

Code of Conduct

Students enrolled in the School of Journalism and Communication as well as its faculty, staff, and administrators are expected to meet the highest standards of conduct as defined in the school and university codes of conduct and 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 and communication 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 online on the School of Journalism and Communication website. 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: Media Professions (J 100), Grammar for Journalists (J 101), and Media and Society (J 201).

Premajors must take the core courses for letter grades and earn grades of C or better in J 101 and C- or better in J 100 and J 201.

Admission as a Major

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

1. Completed 24 or more graded credits of course work at the University of Oregon, earning a cumulative GPA of at least 2.70

2. Completed WR 121 and WR 122 or 123 with grades of P or C– or better
3. Completed the school’s premajor core curriculum (J 100, J 101, and J 201) with grades of C or better in J 101 and C– or better in J 100 and J 201

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 grade point averages 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 may not 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 for undergraduate affairs

Transfer students who want to discuss the transfer policy may consult the associate dean, assistant dean for student services, or academic advisers.

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 a minimum of 60 credits and a maximum of 64 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 count no more than 64 credits (including transfer credits) in journalism toward the degree
3. After being accepted as majors, students must complete the Gateway to Media course series with grades of C– or better in each course. Gateway to Media I (J 205) and Gateway to Media II (J 206) are corequisite courses and must be taken in the same term; Gateway to Media III (J 207) must be taken in the term immediately following the first two
4. Students must take a minimum of 20 credits in one of four major specializations (or tracks): journalism; journalism: advertising; journalism: communication studies; or journalism: public relations, including prerequisites:

Journalism. Reporting I (J 361) and Reporting II (J 462) or The Journalistic Interview (J 483). Three additional “pathway” courses, approved by the student’s adviser, are required. The pathway is an individual course plan that reflects a student’s professional goals and career objectives. Students may select from Introduction to Electronic Media (J 330), Digital Video Production (J 331), Writing for Multimedia (J 333), Photojournalism (J 365), Feature Writing I (J 371), Survey of the Documentary (J 416), Editing Theory and Production (J 419), Documentary Production (J 421), Reporting for Electronic Media (J 432), Advanced Television News (J 434), Newspaper Editing (J 461), Specialized Reporting (J 463), Newspaper Design (J 464), Cyberjournalism (J 465), Advanced Photojournalism (J 466), Advanced News Editing (J 468), Feature Writing II (J 472), Magazine Feature Editing (J 473), Magazine Industry and Strategies (J 474), Flux Magazine Production (J 475), and Magazine Design and Production (J 476)

Journalism: Advertising. Principles of Advertising (J 340); three courses selected from Advertising Media Planning (J 443), Agency Account Management (J 444), Advertising Research (J 445), The Creative Strategist (J 456), Curiosity for Strategists (J 457), Writing Design Concepts (J 458), Branding and Content (J 459), Brand Development [Topics: New Venture Champions or Designing for Media] (J 460); and Advertising Campaigns (J 448) or Advanced Advertising Campaigns (J 449)

Journalism: Communication Studies. Introduction to Media Studies (J 314); three courses selected from Women, Minorities, and Media (J 320), Communication Law (J 385), Communication History (J 387), International Communication (J 396), Media Ethics (J 397); three courses selected from Issues in Communication Studies (J 412), Issues in International Communication (J 467), Research Methods (J 495), Communication Ethics and Law (J 496); one 4-credit course approved by adviser in video production, reporting, magazine writing, photography, or multimedia production; and Communication Studies Capstone (J 413)

Journalism: Public Relations. Principles of Public Relations (J 350), Strategic Writing and Media Relations (J 440), Strategic Public Relations Communication (J 452), Strategic Planning and Cases (J 453), and Public Relations Campaigns (J 454). Majors in journalism: public relations also must include J 495 Research Methods [Topic: Strategic Communication Research Methods] as one of their four context courses (explained below)

5. Students in all majors must take courses that place their specialization within a specific context, such as ethics, history, law, diversity, or international communication. Students majoring in journalism, journalism: advertising, or journalism: public relations must take two 300-level and two 400-level context courses. Students majoring in journalism: communication studies must take three 300-level and three 400-level context courses. Each major track may specify one context course as a requirement. 300-level context courses include Women, Minorities, and Media (J 320), Communication Law (J 385), Communication History (J 387), International Communication (J 396), and Media Ethics (J 397). 400-level context courses include Issues in Communication Studies (J 412), Issues in International Communication (J 467), Research Methods (J 495), and Communication Ethics and Law (J 496)
6. A cumulative UO GPA of 2.50 or better
7. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism and Communication

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 or television 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 online

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. Literature courses taught by the Department of English and the Comparative Literature Program. Rhetoric courses do not count toward this requirement

- Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments in the class schedule
- Introduction to the Humanities I,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). Premajors must earn a grade of C or better in J 101 and a grade of C- or better in J 100 and J 201 to be considered for the major.

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 27 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 or online. Students may submit petitions to apply other journalism courses to the minor.

Required Courses (7 credits)

Media and Society (J 201) and Introduction to Media Studies (J 314)

Elective Courses (20 credits)

Choose from the following: Women, Minorities, and Media (J 320), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 385), Communication History (J 387), Media Ethics (J 397), Issues in Communication Studies (J 412), Issues in International Communication (J 456), Research Methods (J 495), Issues in Communication Ethics and Law (J 496). The repeatable courses, J 412, 456, 495, and 496, may be taken more than once when the topic varies.

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. Three overlapping areas of faculty and program strength are media institutions; ethics, law, and policy; and international and multicultural communication. 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 \$10,000. 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 idiom, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the 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 programs 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:

- 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
- Official Graduate Record Examination (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

- A 750- to 1,000-word essay describing the applicant's academic and career goals
- An up-to-date résumé
- 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
- Three letters of recommendation—preferably two from academic sources
- International students must also submit documentation for
 - Either a Test of English as a Foreign Language (TOEFL) score of 600 or better or a Michigan English Language Assessment Battery (MELAB) score of 85 or better
 - A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines are January 1 for doctoral applicants and February 1 for master's degree applicants. Applicants for the strategic communication master's degree may apply after February 1 until student registration reaches its maximum.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses are determined for each student at the time of admission.

Advising. An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with advisers. Graduate students should meet with their advisers at least once a term.

Evaluation of Progress. All graduate students' programs are examined by the school's graduate affairs committee during progress toward the degree.

Requirements for Graduation

A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.

Master's Degree Programs

Communication and Society 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 (J 609) during the terms in which the research and writing take place

Strategic Communication Major

This graduate program is based at the School of Journalism and Communication's George S. Turnbull Portland Center at the University of Oregon in Portland. The program, offered evenings and weekends, provides advanced skills and managerial training for working professionals in creative-services industries such as public relations, advertising, marketing communication, and corporate communication. Successful applicants typically have significant professional experience as well as strong academic credentials. Candidates for this M.A. or M.S. degree must earn at least 46 credits with a cumulative GPA of 3.00 or better. Courses that do not carry graduate credit are not included in the GPA.

The course of study concludes with a professional project. Students take seven terms (including one required summer course) to complete this program.

The program consists of a core of required 4-credit journalism and communication courses complemented by 2-credit, shorter-term workshop courses. The required course work falls into four programmatic categories:

- Strategic communication core
- Business core (with emphasis on marketing and management)
- Mass communication core
- Professional specialization elective core (choice of three 2-credit workshops)

Specific requirements follow:

Strategic Communication Core (12 credits). Strategic Communication Planning (J 622); Creativity in Strategic Communication (J 623); one from the following: Advertising Media Planning (J 543), Agency Account Management (J 544), Strategic Public Relations Communications (J 552).

Business Core (11 credits). Courses in marketing and finance should be chosen with the help of an adviser.

Mass Communication Core (18 credits). Strategic Communication Research Methods (J 595), Terminal Project (J 609), Mass Communication

and Society (J 611), Foundations of Strategic Communication (J 621).

Professional Specialization Elective Core (6 credits). Select three 2-credit workshops from Strategic Communication: [Topic] (J 624); Corporate Social Responsibility is strongly recommended.

See the School of Journalism and Communication website for more detailed and up-to-date information about application requirements, the curriculum, and final project options.

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: magazine or journalism: news-editorial.

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 625); Mass Communication and Society (J 611); Communication Ethics (J 596) or other conceptual (vs. skills) course approved by adviser
3. The Journalistic Interview (J 583); Reporting II (J 562)
4. Specialized Reporting [Topics: Story Development and Advanced Story Development] (J 563)
5. Elective graduate courses approved by adviser; may include courses outside of the School of Journalism and Communication
6. Terminal Project (J 609)

Literary Nonfiction Option

Candidates for a master's degree in journalism may specialize in literary nonfiction. Applicants typically have prior journalism experience and seek training in long-form narrative nonfiction writing. Students electing this option must earn 46 graduate credits and have a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

Students typically take six terms to complete the program. Specific requirements follow.

Core Courses	31 credits
Writing. Literary Nonfiction I,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)	6
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: J (journalism), JAD (journalism: advertising), JCOM (journalism: communication studies), JPR (journalism: public relations).

100 Media Professions (2) Introduction to dynamic media and communication professions, opportunities, and issues, as well as to majors in journalism and communication. Sequence with J 101, 201.

101 Grammar for Communicators (2) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to media style. Blaine.

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 Media and Society (4) Introduction to the critical examination of the roles of media in society. Gallicano, Gangadharbatla, Martinez, Merskin.

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.

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, Russial, 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.

205 Gateway to Media I (4) Integrates critical thinking with professional media skills needed for nonfiction storytelling in a multimedia environment. Sequence. Majors only.

206 Gateway to Media II (4) Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Sequence. Majors only.

207 Gateway to Media III (4) Integrates critical thinking and intermediate nonfiction storytelling across media platforms. Sequence. Majors only.

208 Introduction to Documentary Production (4) Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production, and postproduction.

314 Introduction to Media Studies (3–4) Presents a historical overview of the study of media, with in-depth discussion of primary theoretical approaches and their application to the current media environment. Prereq: J 201. Bybee, Merskin, Steeves, 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. J majors only. Martinez, Palfreman, Upshaw.

331 Digital Video Production (4) Introduction to techniques of single-camera field video production. J 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) Overview of public relations practice in a diverse global society, including theory, career opportunities, history, communication forms and channels, and legal and ethical concerns. Curtin, Gallicano.

361 Reporting I (4) News gathering and writing. Extensive writing inside and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only. Maier, Werner.

365 Photojournalism (4) Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory- and portfolio-intensive. Majors only. Newton, Ryan.

371 Feature Writing I (4) Introduction to feature writing for print and online media; marketing your ideas and stories. J majors only. Prereq: J 361. Bassett, Blaine, Wheeler.

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, sophomore standing. Gleason, Youm.

387 Communication History (4) The changing structure and character of the mass media in the United States. Prereq: J 201, sophomore standing. Stavitsky.

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, sophomore standing. Curtin, Martinez, Stavitsky, Steeves, Youm.

397 Media Ethics (4) Ethical problems in mass media: privacy, violence, pornography, truth telling, objectivity, media codes, public interest, media accountability. Prereq: J 201, sophomore standing. Bivins.

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)

412/512 Issues in Communication Studies: [Topic] (4R) Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Majors only. R when topic changes. Bybee, Curtin, Merskin, Wasko.

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 JCOM major requirements. Bybee, Merskin, Wasko.

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.

419/519 Editing Theory and Production (4) Introduction to advanced video-editing styles using digital, nonlinear systems. J majors only. Prereq: J 330. Martinez, Miller.

421/521 Documentary Production (4) Workshop in preparation, shooting, and postproduction of the short documentary. J majors only. Prereq: J 331, 432/532. Miller, Palfreman.

432/532 Reporting for Electronic Media (4) Training in gathering, production, and presentation of news for the electronic media. J majors only. Prereq: J 331. Palfreman, Upshaw.

434/534 Advanced Television News (4) News gathering and production for television. Students produce live programming for local cable systems. J majors only. Prereq: J 432/532. Palfreman, Upshaw.

440 Strategic Writing and Media Relations (4) Writing-intensive lab, to produce strategic theory-based content for multiple media platforms using various journalistic styles and storytelling skills, and incorporating ethical media-relations practices. JPR majors only. Prereq: J 350. Curtin, Hagley.

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, Sheehan.

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.

445/545 Advertising Research (4) Application of quantitative and qualitative research techniques to develop advertising objectives. Assessment and

utilization of primary and secondary sources. JAD majors only. Prereq: J 340. Koranda, Sheehan.

448/548 Advertising Campaigns (4) Seniors and graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. JAD majors only. Prereq: three from J 443/543, 444/544, 445/545, 450/550, 456/556, 457/557, 458/558, 459/559, 460/560. Frazer, Koranda, 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.

450/550 Advanced Copy Writing (4) Advanced work in theory and practice of writing advertising copy. Emphasis on clarification and identification of writer's voice. JAD majors only. Prereq: J 458/558. Koranda, Morrison.

452/552 Strategic Public Relations Communication (4) Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. JPR majors only. Prereq: J 440. Gallicano, Hagley.

453/553 Strategic Planning and Cases (4) Campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and timelines. JPR majors only. Prereq: J 440. Curtin, Gallicano, Hagley.

454/554 Public Relations Campaigns (4) Capstone course applying theory, skills, and team-based approaches to researching, planning, presenting, and implementing a campaign for a client. Professional portfolios presented and reviewed. JPR majors only. Prereq: J 452/552, 453/553, 495/595. Curtin, Gallicano, Hagley.

456/556 The Creative Strategist (4) Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis: creative process, generative techniques, teamwork, career planning, industry trends. JAD majors only. Prereq: J 340.

457/557 Curiosity for Strategists (4) Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. JAD majors only. Prereq: J 340.

458/558 Writing Design Concepts (4) Conceptual problem-solving for traditional and emerging media. Emphasis: conceptual development, advertising writing, design, campaigns, presentation of developed work. JAD majors only. Prereq: J 340.

459/559 Branding and Content (4) Capstone course on brand portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios. JAD majors only. Prereq: J 340, J 458.

460/560 Brand Development: [Topic] (4R) Revolving topics on emerging issues in branding and advertising. JAD majors only. Prereq: J 340. R when topic changes.

461/561 Newspaper Editing (4) Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. J majors only. Prereq: J 361 or equivalent.

462/562 Reporting II (4) Advanced reporting on public affairs and community news. J majors only. Prereq: J 361. Maier.

463/563 Specialized Reporting: [Topic] (1–4R) Reporting of special topics, including the environment, business and economics, politics, health and medicine, science, the arts, and precision journalism. J 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. Russial.

465/565 Cyberjournalism (4) Critically examines components of online journalism; explores various aspects of web publishing. Participants collaborate in creating a class website. J majors only. Prereq: J 432/532 or 461/561. Russial.

466/566 Advanced Photojournalism: [Topic] (4R) Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Prereq: J 365. R when topic changes.

467/567 Issues in International Communication: [Topic] (4R) Topics focus on global media issues. Majors only. Prereq: instructor's consent. R when topic changes.

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. J majors only. Prereq: J 461/561. Russial.

472/572 Feature Writing II (4) In-depth story research and advanced feature writing for print and online markets. Individual conferences. J majors only. Prereq: J 371. J majors only.

473/573 Magazine Feature Editing (4) In-depth story research and advanced feature writing for print and online markets. Individual conferences. J majors only. Prereq: J 371. Bassett, Blaine, Kessler, Wheeler.

474/574 Magazine Industry and Strategies (4) How editors plan issues and interact with colleagues in circulation, graphics, production, and advertising. Trends, strategies, and ethics. J majors only. Prereq: J 371.

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: instructor's consent. R for a maximum of 12 credits. Blaine.

476/576 Magazine Design and Production (4) Issues and techniques in picture editing, typography, and work-picture composition for long-form visual storytelling across media platforms. Prereq: instructor's consent.

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. J majors only. Prereq: J 361. Blaine, Kessler, Maier.

495/595 Research Methods: [Topic] (4) Uses a variety of quantitative and qualitative methods to examine concepts and processes of research used in such areas as advertising, public relations, journalism, and communication studies. J majors only. Prereq: junior standing. R when topic changes for a maximum of 12 credits.

496/596 Communication Ethics and Law: [Topic] (4–8R) Analyses of ethical and legal issues

confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific topic. Majors only. R when topic changes. 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)

608 Workshop: [Topic] (1–6R) R for maximum of 16 credits.

609 Terminal Project (1–6R) R for maximum of 6 credits.

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

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. McDonald, Sheehan.

620 Public Relations Planning Theory (4) Public relations management including systems theory and various formulas for program planning and evaluation. Curtin.

621 Foundations of Strategic Communication (4) Reviews major theories, models, and practices in strategic communication. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

622 Strategic Communication Planning (4) Study of theory and practice of audience-context analysis, message development, persuasion techniques, and communication tactics; application to real-world situations. Offered alternate years.

623 Creativity in Strategic Communication (4) Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns.

624 Strategic Communication: [Topic] (2R) Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. R when topic changes.

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 philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Prereq: departmental approval. Bassett, Kessler.

633 Writing About . . . : [Topic] (3R) Advanced, intensive, three-day writing workshops led by notable writers of literary nonfiction. Kessler. **R** for maximum of 12 credits.

635, 636 Literary Nonfiction I,II (6,6) Concentrates on student writing of nonfiction in a workshop setting. Prereq: departmental approval. Kessler.

638 Writing the Nonfiction Book (4) Explores the book-publishing industry. Focuses on conceptualizing a book-length work of literary nonfiction. Prereq: J 631. Kessler.

640 Proseminar I (5) Overview of theories used to study mediated communication, mass communication, and communication technologies; theory application to media processes; discussion of enduring issues in the field. Prereq: doctoral standing. Steeves, Wasko.

641 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 613 or 640. Newton, Steeves.

642 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, Russian, Sheehan.

643 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.

644 Philosophy of Communication (4) Explores the philosophical foundations of communication in the United States—including political philosophies that range from Milton to McLuhan. Bivins.

646 Political Economy of Communication (4) Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets. Wasko.

647 Theoretical Foundations of Communication Ethics (4) Exploration of ethical theories and issues related to the mass media and other relevant forms of mass communication. Offered alternate years.

648 Cultural Approaches to Communication (4) Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems. Bybee.

649 International Communication (4) Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

652 Communication and Politics: [Topic] (4R) Examines communication and mediated communication in formal political settings as well as the general exercise of political power throughout society. **R** when topic changes for maximum of 12 credits. Bybee.

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.







School of Law

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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 natural resources law); director, Environmental and Natural Resources Law Center. B.A., 1995, Drury; J.D., 1998, Oregon (Coif); 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)

Carl S. Bjerre, Orlando John and Marian H. Hollis Professor of Law (commercial law, contracts). B.A., 1982, California, Berkeley; J.D., 1988, Cornell (Coif); New York bar, 1989; Oregon bar, 2001. (1996)

John E. Bonine, professor (environmental law, administrative law, constitutional law); dean's distinguished faculty fellow. A.B., 1966, Stanford; LL.B., 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

Andrea Coles-Bjerre, assistant professor (creditors' rights, bankruptcy, civil procedure). B.A., 1984, Barnard; J.D., 1987, Brooklyn Law; New York bar, 1988. (1996)

Caroline Forell, Clayton R. Hess Professor of Law (women and the law, torts, trusts and estates). B.A., 1973, J.D., 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Dave Frohnmayer, professor (constitutional law, legislation, legislative and administrative processes). B.A., 1962, Harvard; B.A., 1964, M.A., 1969, Oxford; J.D., 1967, California, Berkeley (Coif); California bar, 1967; Oregon bar, 1971. (1970)

Susan N. Gary, Orlando John and Marian H. Hollis Professor of Law (trusts and estates, estate planning, nonprofit organizations). B.A., 1977, Yale; J.D., 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. On leave spring 2009. (1992)

Ibrahim J. Gassama, professor (torts, international law, human rights). B.A.,

1980, Virginia Polytechnic; J.D., 1984, Harvard; New York bar, 1985. (1991)

Rebekah H. Hanley, instructor (legal research and writing). B.A., 1996, Yale; J.D., 2000, California, Los Angeles (Coif); California bar, 2000. (2004)

Leslie J. Harris, Dorothy Kliks Fones Professor of Law (criminal law, family law, children and the law). B.A., 1973, New Mexico State; J.D., 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, professor (ocean and coastal law, property, international environmental law); director, Ocean and Coastal Law Center; dean's distinguished faculty fellow. B.S.E., 1965, J.D., 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969; Oregon bar, 1982. (1978)

Robert C. Illig, assistant professor (business associations, mergers and acquisitions, private equity and venture capital). B.A., 1991, Williams; J.D., 1996, Vanderbilt; New York bar, 1997. (2004)

Svitlana Kravchenko, director, Master of Laws Program in Environmental and Natural Resources Law (human rights and environment, international environmental law). J.D., 1972, Lviv National; Ph.D., 1977, Moscow Institute of Soviet Legislation; LL.D., 1991, Law Academy of Ukraine. (2002)

Carrie Leonetti, assistant professor (criminal law). A.B., 1994, Michigan, Ann Arbor; J.D., 2000, Harvard; Maryland bar, 2000; California bar, 2008. (2008)

Tom Lininger, associate professor (ethics, evidence, criminal law); Elmer Sahlstrom Senior Fellow. B.A., 1988, Yale; J.D., 1991, Harvard; California bar, 1993; Oregon bar, 2008. (2003)

Joan Malmud, senior instructor (legal research and writing). B.A., 1993, Williams; J.D., 1998, Pennsylvania (Coif); New York bar, 1998. (2001)

Roberta Mann, professor (tax law, property law, environmental law). B.S., 1980, M.B.A., 1982, J.D., 1987, Arizona State; LL.M., 1995, Georgetown; Arizona bar, 1987; District of Columbia bar, 1989. (2008)

Megan McAlpin, instructor (legal research and writing). B.S., 2000,

Western Oregon; J.D., 2003, Willamette; Oregon bar, 2003. (2007)

Michelle McKinley, assistant professor (immigration law, refugee and asylum law, international law). B.A., 1985, Wellesley; M.Phil., 1988, Oxford; J.D., 1995, Harvard. (2007)

Joseph C. Metcalfe, assistant professor (trial practice); director, clinics and externships. B.A., 1988, Stanford; J.D., 1992, Harvard; District of Columbia bar, 1992. (2002)

Michael L. Moffitt, associate professor (civil procedure, negotiation, appropriate dispute resolution); associate dean for academic affairs; James O. and Alfred T. Goodwin Senior Faculty Fellow. B.A., 1991, Marietta; J.D., 1994, Harvard. (2001)

Ralph James Mooney, Wallace L. and Ellen A. Kaapcke Professor of Business Law (American legal biography, American legal history, contracts). B.A., 1965, Harvard; J.D., 1968, Michigan (Coif); California bar, 1968. (1972)

James M. O'Fallon, Frank E. Nash Professor of Law (constitutional law). B.A., 1966, Kansas State; M.A., J.D., 1972, Stanford (Coif); California bar, 1973. (1981)

Margaret L. Paris, professor (criminal law, Oregon practice and procedure); Philip H. Knight Dean of Law. B.A., 1981, J.D., 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

Ofer Raban, assistant professor (constitutional law, criminal investigation, legal interpretation). B.A., 1994, City University of New York, City College; D.Phil., 1994, Oxford; J.D., 1999, Harvard. (2008)

Suzanne E. Rowe, associate professor; director, Legal Research and Writing Program; Luvaas Faculty Fellow. B.A., 1983, North Carolina, Chapel Hill; J.D., 1989, Columbia; California bar, 1992; District of Columbia bar, 1992. (2000)

Nancy E. Shurtz, Bernard B. Kliks Professor of Law (taxation, estate planning, women and the law). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Judd Sneirson, assistant professor (contracts, business associations, employment law). B.A., 1992,

Williams; J.D., 1996, Pennsylvania (Coif); New Jersey bar, 1996; New York bar, 1997. (2003)

Merle H. Weiner, Philip H. Knight Professor of Law (torts, family law, domestic violence). B.A., 1985, Dartmouth; LL.M., 1988, Cambridge; J.D., 1990, Harvard; District of Columbia bar, 1991; Maryland bar, 1991; California bar, 1993. (1998)

Mary C. Wood, Philip H. Knight Professor of Law (Indian law, public lands, property). B.A., 1984, Washington (Seattle); J.D., 1987, Stanford; Washington bar, 1989; Oregon bar, 1990. (1992)

Emeriti

Donald W. Brodie, professor emeritus. B.A., 1958, Washington (Seattle); LL.B., 1961, New York University; Washington bar, 1961; Oregon bar, 1981. (1967)

Maurice J. Holland, professor emeritus. A.B., 1958, Yale; M.A., 1961, J.D., 1966, LL.M., 1970, Ph.D., 1980, Harvard; Massachusetts bar, 1963; Oregon bar, 1987. (1986)

Jon L. Jacobson, professor emeritus. B.A., 1961, J.D., 1963, Iowa (Coif); California bar, 1964. (1968)

Frank R. Lacy, professor emeritus. A.B., 1946, Harvard; J.D., 1948, Iowa (Coif); LL.M., 1958, J.S.D., 1971, New York University; Iowa bar, 1948; Oregon bar, 1949. (1949)

Mary S. Lawrence, associate professor emerita. B.A., 1960, M.A., 1962, Michigan State; J.D., 1977, Oregon; Oregon bar, 1977. (1977)

George M. Platt, professor emeritus. B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956. (1966)

William D. Randolph, professor emeritus. B.S., 1948, J.D., 1950, Illinois (Coif); Illinois bar, 1950; California bar, 1962. (1976)

Milton L. Ray, professor emeritus. B.A., 1947, Rochester; J.D., 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Eugene F. Scoles, distinguished professor emeritus. A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., 1949, Harvard; J.S.D., 1955, Columbia; Iowa bar, 1945; Illinois bar, 1946. (1968)

Rennard Strickland, distinguished professor emeritus. B.A., 1962, North-eastern State; M.A., 1966, Arkansas;

J.D., 1965, S.J.D., 1970, Virginia (Coif); Creek Nation bar, 1965. (1997)

Peter N. Swan, professor emeritus. B.S., 1958, LL.B., 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. (1970)

Dominick R. Vetri, professor emeritus (art law, torts, gay and lesbian legal issues). B.S., M.E., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

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; a two-year, full-time program leading to an interdisciplinary master's degree (M.A. or M.S.) in conflict and dispute resolution; and a one-year, full-time program leading to 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 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 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 Association award for pro bono work.

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 externship 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 Externships. Externs 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 Frohnmayer, 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. Jim 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.

Criminal Prosecution 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 Harclerod, J.D. '73, 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 Business Program. This externship 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. The Executive Office for U.S. Trustees is the division of the Department of Justice responsible for overseeing the administration of bankruptcy cases and private trustees in bankruptcy. Andrea Coles-Bjerre, director.

Small Business Clinic. Students advise local small-business owners on business formations, stock sales, leases, contracts, and other transactional legal issues. Jill Fetherstonhaugh, J.D. '98, 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 juries. 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, sustainable business 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 and graduate student fellowships; project grants for new courses or public events; and a variety of conferences and symposiums with the Wayne Morse Chair professor. The center was established in 1981 as a living memorial to the late United States senator and former dean of the law school, Wayne L. Morse. It 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 laws 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. Tim Hicks, director.

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 arts or 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.A. in International Studies

The School of Law and the International Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts degree in international studies with a specialization in international law.

Students receive two degrees in four years. 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 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 mid-May. More information about calendar dates is available online at registrar.uoregon.edu/common/cals/acadmcal.htm.

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, contact the registrar's office at the School of Law.

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 2005 test administration is the oldest acceptable score for fall 2009. 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 May.

Class Profile

In 2008 the School of Law received 2,128 applications for the 180 seats in its first-year class. For first-year students entering in fall 2008, the 75th percentile undergraduate GPA was 3.61, the median GPA was 3.40, and the 25th percentile GPA was 3.11. The 75th percentile LSAT score was 160, the median LSAT score was 158, and the 25th percentile LSAT score was 157.

Costs and Financial Aid

Law students are classified as graduate students. Tuition and fees are payable in full as prescribed by the Office of Business Affairs. 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 2008–9 academic year, tuition and fees were \$20,570 for resident students and \$25,610 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 2008–9 costs for a resident student at the School of Law averaged approximately \$32,411 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged \$37,451. 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 six semesters 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 clinics and externships, 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)
- 618 Criminal Law (3)
- 622, 623 Legal Research and Writing I,II (2,2)
- 643 Constitutional Law I (3)

Second- and Third-Year Courses

Second- and third-year courses are elective except LAW 644 and 649, which are required. Most 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)
- 625 Business Bankruptcy (3)
- 626 Mergers and Acquisitions (3)
- 633 Business Planning (2-3)
- 635 Secured Land Transactions (2-3)
- 636 Commercial Law (4)
- 637 Trusts and Estates I (3)
- 639 Employment Discrimination (3)
- 640 Children and the Law (3)
- 642 International Business Transactions (3)
- 644 Constitutional Law II (3)
- 645 Oregon Practice and Procedure (3)
- 646 Federal Jurisdiction (3)
- 647 Conflict of Laws (3)
- 648 Bankruptcy (3)
- 649 Legal Profession (3)
- 652 Evidence (3)
- 655 Family Law (3)
- 656 Elder Law (3)
- 657 Legal Issues of Lesbians and Gay Men (3)
- 659 Labor Law (3)
- 660 Employment Law (3)
- 661 Remedies (3)
- 663 Antitrust Law (3)
- 664 Administrative Law (3)
- 665 Securities Regulation (2-3)
- 667 Copyrights (3)
- 668 Land Use Law (2-3)
- 669 Water Resources Law (2-3)
- 671 International Law (2-3)
- 673 Patent Law and Policy (2-3)
- 675 Legal Writing (1-3R)
- 678 Indian Law (2-3)
- 680, 681 Federal Income Tax I,II (3,3)
- 682 Estate and Gift Taxes (2)
- 683 Estate Planning (3)
- 684 Criminal Investigation (3)
- 685 Criminal Adjudication (3)
- 686 Environment and Pollution (3)
- 687 Wildlife Law (2)
- 688 Hazardous Waste Law (2)
- 690 International Environmental Law (2-3)
- 691 Comparative Environmental Law (3)
- 692 International Trade and Investment 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)
- 607 Seminar: [Topic] (1-5R) Recent topics include Accounting for Lawyers, Advanced Appellate Advocacy, Advanced Contracts, Advanced Commercial Law, Advanced Legal Research, American Indian Policy, American Legal Biography, American Legal History, Animal Law, Appropriate Dispute Resolution, Arbitration, Art Law, Civil Rights Litigation, Climate Change Litigation, Coastal Law, Commercial Law Survey, Complex Litigation and Advanced Toxic Torts, Constitutional Law Seminar, Criminal Investigation, Criminal Responsibility, Cybercrime, Cyberlaw, Disability Law, Domestic Violence Law, Elder Law, Environmental Justice, European Union Law, Federal Judicial Settlement, Financial Institutions, Forensic Science in Criminal Law, Global Environmental Challenges, Health Law, Human Rights Law, Immigration Law, Indigenous People and International Law, Insurance and Commercial Mediation, Intellectual Property Management Strategies, Intellectual Property Survey, Intellectual Property Licensing, Interviewing and Counseling, Language of Corporate Finance, Latinos and the Law, Law and American Culture, Law and Language, Law, Culture, and Society, Law Practice Management, Litigation Practice and Procedure, LL.M. Seminar, Mediation, Natural Resources Law, Negotiation, Nonprofit Organizations, Ocean Law, Patent Litigation, Perspectives on Tort Law, Postconviction Remedies, Public Trust Law, Refugee and Asylum Law, Selected Issues in Criminal Procedure, Tax Policy, Tribal Courts and Tribal Law, Venture Capital, White Collar Crime, Women and the Law, Writing Fiction about the Law.
- 610 Experimental Course: [Topic] (1-5R)

Clinical Experience and Practice Skills Courses

- 704 Judicial Internship: [Topic] (1-12R)
- 707 Seminar: [Topic] (1-5R) Recent topics are Advanced Civil Practice Clinic, Advanced Domestic Violence Clinic, Advanced Environmental Law Clinic, Advanced Prosecution Clinic, Civil Practice Clinic, Criminal Defense Clinic, Criminal Prosecution Clinic, Domestic Violence Clinic, Environmental Law Clinic, Federal Bankruptcy Court Internship, *Journal of Environmental Law and Litigation*, Legislative Issues Workshop, Mediation Clinic, Moot Court Board, Moot Court Competition, Office of the United States Trustee Permanent Externship Program, *Oregon Law Review*, *Oregon Review of International Law*, Transactional Practice Laboratory, Trial Practice Laboratory.
- 712 Small Business Clinic (3)
- 714 Judicial Externship: [Topic] (1-12R)

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)
- 650 Capstone Seminar (2)





School of Music and Dance

C. Brad Foley, Dean

(541) 346-3761

fax (541) 346-0723

159 MaraBel B. Frohnmayer

Music Building

1225 University of Oregon

Eugene OR 97403-1225

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

Jenifer P. Craig, Department Head

(541) 346-3386
(541) 346-3380 fax
161 Gerlinger Annex
1214 University of Oregon
Eugene OR 97403-1214
dance.uoregon.edu

Faculty

Steven Chatfield, associate professor (modern technique, dance sciences, research); coordinator, dance science program. B.A., 1975, M.A., 1984, Ph.D., 1989, Colorado at Boulder. (1989)

Christian Cherry, associate professor (fundamentals of rhythm, music for dance and dance accompaniment, aesthetics); director, music accompaniment. B.A., 1983, Ohio Wesleyan; M.M., 1996, Ohio State. (2001)

Jenifer P. Craig, associate professor (modern and jazz technique, history and dance philosophy, dance production). B.A., 1971, M.A., 1973, Oregon; Ph.D., 1982, Southern California. (1986)

Rita Honka, adjunct instructor (African and modern technique). B.S., 1989, Wayne State; M.S., 1992, Oregon. (1993)

Walter Kennedy, associate professor (modern and ballet technique, pedagogy, composition); coordinator, undergraduate studies. B.F.A., 1996, California State, Long Beach; M.F.A., 1999, Illinois at Urbana-Champaign. (2000)

Shannon Mockli, assistant professor (modern, jazz, and ballet technique; composition). B.F.A., 2003, M.F.A., 2008, Utah. (2008)

Emeriti

Janet W. Descutner, associate professor emerita. B.A., 1963, M.A., 1965, Ohio State. (1971)

Bruno V. Madrid, senior instructor emeritus. B.Mus., 1955, Santo Tomas Conservatory of Music; M.Mus., 1963, Oregon. (1966)

Susan Zadoff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

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

About the Department

The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also study such idioms as 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 IntroDUCKtion in July should attend the spring-term placement class. New students who register in the fall should attend the placement class during Week of Welcome. Students who want to enter DANC 300 or higher modern dance or ballet technique courses winter or spring term should request a placement decision. More information is available from faculty members.

Dance Program for Nonmajors

A variety of dance experiences 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 DAN courses provide advanced instruction. See DAN 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. Frances Dougherty Dance Theatre, which has lighting and stage equipment for concert productions and seats 225 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, costuming, makeup, management of productions, or a combination of these. Practicum credit is offered in dance choreography, production design, and management. Workshop credit for rehearsal, performance, and production work is also possible.

Repertory groups such as the UO Repertory Dance Company and Dance Africa tour Oregon and the Northwest presenting concert performances as well as lecture-demonstrations and master classes for public schools, colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Theatrical collaborations with the Department of Theater Arts or School of Music 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, set repertory, or 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 Teller Singer 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 255)	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 355)	1
Dance Kinesiology (DAN 360)	3
Modern Dance Laboratory (DAN 394 or higher), three terms	6
Ballet Laboratory (DAN 396 or higher), two terms	4
Three additional terms in one idiom (DAN 394 or 396 or higher)	6
Internship (DAN 404)	2
Workshop: Performance (DAN 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 Repertory (DAN 480)	2
Dance Accompaniment (DAN 490)	1
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, ethnology, notation, or technical production leading to the senior honors thesis and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic.

Minor Program

The dance minor is available to undergraduate students who want to combine an interest in dance with a major in another area of study. The minor allows students flexibility in constructing a program of courses to enhance and complement any chosen major.

A minimum of 32 credits are required for the dance minor, including the technique requirement (9 credits), the core curriculum requirements (15 credits), and a minimum of 8 more credits from the studio theory, dance science, and history-humanities areas of study in the dance program. *The 32 credits must include 15 upper-division credits. Dance courses applied to the minor must be passed with grades of C– or better. Most upper-division courses have prerequisites, corequisites, or both. Independent study courses, including performance credits in Workshop (DAN 408), are applicable to Area 3 with faculty consultation and approval.*

Minor Requirements 32 credits

Area 1: Technique 9 credits

Dance minors must complete a minimum of 6 credits at the DANC 300 level or higher in modern and/or ballet technique **and** a minimum of 3 credits in other dance idioms.

Area 2: Core Curriculum 15 credits

Looking at Dance (DAN 251)	4
Fundamentals of Rhythm (DAN 252)	3
Dance Production I (DAN 255)	3
Body Fundamentals (DAN 256)	3
Dance Improvisation (DANC 271)	1
Dance Production II (DAN 355)	1

Area 3: Upper-Division Courses 8 credits

Student must choose courses from at least two of the three fields listed below.

Studio Theory

Dance Composition I (DAN 351)	3
Dance Composition II (DAN 352)	3
Dance Accompaniment (DAN 490)	1
Teaching Dance (DAN 491)	3

Humanities

Dance and Folk Culture (DANC 301)	4
Ballet from the Courts to Balanchine (DAN 453)	3

Evolution of Modern Dance (DAN 454)	3
Music for Dancers (DAN 458)	3

Science

Dance Kinesiology (DAN 360)	3
Scientific Aspects of Dance (DAN 460)	3

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.

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 videotape documenting teaching skills in at least two dance idioms—African, ballet, ballroom, contact improvisation, hip-hop, jazz, modern, salsa, swing, tango, or tap. Videos should document a complete class; edited highlights of classes are not acceptable. Applications are reviewed beginning March 1 for the following fall term. GTF offers are made beginning April 15. Positions remain open until filled. Fellowship applicants are strongly urged to visit the department; see **Department Visit** in this section of the catalog.

M.A. and M.S. Requirements

A minimum of 54 graduate credits must be completed for an M.A. or M.S. degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. Candidates for the M.A. degree must demonstrate proficiency in one second language by submitting evidence of two years of college-level study within the previous seven years or by passing an examination at the university Testing Office, 238 University Health and Counseling Center Building. Students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level 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 course work:

27 credits

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:

29 credits

Improvisation	1
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
 Options that satisfy this requirement range from 5 to 9 credits
2. At least 16 credits of elective course work must be taken; 6 of these credits may be in Research (601) taken in another department

This individualized program is designed in consultation with the coordinator of the dance science program to meet the interests of the student. Eight to 16 credits must be earned in graduate courses outside the dance department. These courses are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis.

All course work for this option must be approved by the dance science coordinator, who must be a member of the student's thesis committee.

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 proficiencies 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: Read Dance Literature (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).....	8

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 idiom. 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 finish an incomplete, depending on the nature of the course and the instructor's requirements

Introductory Dance Courses (DANC)

DANC courses are open to students who fulfill the prerequisites and meet placement criteria. Introductory Dance Courses do not have prerequisites or placement criteria.

Not all courses can be offered every year. A list of courses offered each term is in the current class schedule. Each course requires payment of a laboratory fee.

101–198 Introductory Dance Courses I (1R)

170 Modern I, **171:** Contact Improvisation, **172:** 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.

201–299 Introductory Dance Courses II (1R) 270:

Modern II, **271:** Dance Improvisation, **272:** Ballet II, **275:** Jazz II, **276:** Tap II, **284:** Ballroom II, **285:** African II. **R** twice for maximum of 3 credits each.

301–398 Introductory Dance Courses III (1R) 370:

Modern III, **372:** Ballet III, **375:** Jazz III, **376:** Tap III. **R** twice for maximum of 3 credits each.

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.

198 Workshop: [Topic] (1–2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Topic] (1–5R)

251 Looking at Dance (4) Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society. Chatfield, Kennedy, Mockli.

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.

256 Body Fundamentals (3) Exploration of patterning in movement. Various body thera-

pies—Bartenieff Fundamentals, ideokinesis, and body-mind centering—provide a framework for experiential investigations. Honka.

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.

342 Movement Theory and Notation (4) Theory and application of movement analysis, including Labanotation and Labananalysis. Investigates qualitative and spatial aspects of movement. Prereq: DAN 252 and 256. Not offered 2009–10.

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, DANC 271, DANC 370 or above. Craig, Chatfield, Kennedy, Mockli.

352 Dance Composition II (3) Compositional forms in dance. Crafting of movements into studies. Prereq: DAN 351. Craig, Chatfield, Kennedy, Mockli.

355 Dance Production II (1–2R) Extended application of skills and procedures used in producing a concert. Practical backstage work; pre- and postconcert sessions. Prereq: DAN 255. **R** eleven times for maximum of 24 credits. Craig.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Chatfield.

394 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. **R** for maximum of 24 credits.

396 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. **R** for maximum of 24 credits.

401 Research: [Topic] (1–4R)

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.

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.

460/560 Scientific Aspects of Dance (3) Nutrition, biochemistry, anatomy, and physiology explored from the perspective of the dancer and dance training. Personal nutritional and physiologic analyses. Prereq: DAN 360. Chatfield.

480/580 Dance Repertory (2R) Dance rehearsal training for repertory company performance experience. Informal performance at end of term. Coreq: DANC 300 level or above in both ballet and modern. R four times for a maximum of 10 credits. Craig, Chatfield, Honka, Kennedy, Mockli.

481/581 Repertory Dance Company: Rehearsal (1-12R) Creating and rehearsing new or existing material in preparation for local performances and tour. Prereq: audition or application; coreq: DANC 300 level or above in ballet and modern. R four times. Craig, Honka, Kennedy, Mockli.

482/582 Repertory Dance Company: Touring (1-12R) Lecture-demonstrations and formal performances of repertory learned in DAN 481/581. Prerequisite: DAN 481/581; coreq: DANC 300 level or above in ballet and modern. R four times.

485/585 Pointe and Variations (1R) Ballet pointe work and the study of classical and contemporary pointe repertory. Coreq: DANC 372 or higher. R seven times for a maximum of 8 credits.

490/590 Dance Accompaniment (1-3R) Examines technique of communication between the dance teacher and the dance accompanist. Prereq: DAN 252, DANC 271, DAN 394; coreq: DAN 491/591. R once for maximum of 6 credits. Cherry.

491/591 Teaching Dance (3) Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: DAN 252, DANC 271, DAN 394; coreq: DAN 490/590. Craig, Kennedy.

493/593 Administration of Dance in Education (3) Organization and administration of dance programs in colleges and universities. Prereq: DAN 491/591. Chatfield, Craig.

494/594 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. R for maximum of 24 credits.

496/596 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. R for maximum of 24 credits.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

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

606 Special Problems: [Topic] (1-16R) Topics include Formal Compositional Structure, Solo Composition, and student-initiated topics. Limited by faculty workload and availability.

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

608 Workshop: [Topic] (1-16R) Topics include Performance, Production, Rehearsal.

609 Practicum: [Topic] (1-16R)

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

611 Research Methods in Dance (3) Review and evaluation of written and creative research in dance and allied fields. Culminating project is a written proposal for original research in dance. Chatfield.

612 M.F.A. Movement Project (1-16R)

613 M.F.A. Professional Paper (1-16R)

693 Aesthetic Bases for Dance in Art and Education (3) Theories of dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Prereq for nonmajors: instructor's consent. Craig.



Music

C. Brad Foley, Dean

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Faculty

D. Tyler Abbott, instructor (double bass, jazz string bass). B.M., 1999, Eastern Washington; M.M., 2003, Oregon. (2003)

Barbara Myers Baird, instructor (organ, harpsichord). B.Mus., 1971, Texas Christian; M.Mus., Southern Methodist, 1976; D.M.A., 1988, Oregon. (1986)

Molly Barth, assistant professor (flute). B.M., 1997, Oberlin College; Artist Diploma in Chamber Music, 2000, Cincinnati; M.M., 2003, Northwestern. (2008)

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)

Jack Boss, associate professor (theory, composition); summer session coordinator. B.Mus, 1979, M.Mus., 1981, Ohio State; Ph.D., 1991, Yale. (1995)

Andiel Brown, instructor (gospel choirs). B.Mus., 2008, Oregon. (2008)

David R. Case, adjunct instructor (classical guitar). B.A., 1979, M.A., 1984, Oregon. (1975)

David Crumb, associate professor (composition, theory). B.M., 1985, Eastman School of Music; M.A., 1991, Ph.D., 1992, Pennsylvania. (1997)

Michael P. Denny, instructor (guitar, jazz studies). B.A., 1992, City College of New York; M.A., 1995, Oregon. (1995)

Ruth Dobson, adjunct instructor (voice). B.M.E., 1968, Montana; M.M., 1970, College-Conservatory of Music, Cincinnati. (2006)

Alexandre Dossin, assistant professor (piano, piano literature). M.F.A., 1996, Moscow Tchaikovsky Conservatory; D.M.A., 2001, Texas, Austin. (2006)

Charles Dowd, Philip H. Knight Professor of Music (timpani, percussion); conductor, Oregon Percussion Ensemble; director, percussion studies. B.A., 1970, San Jose State; M.A., 1971, Stanford. (1974)

John Fenn, adjunct assistant professor (ethnomusicology). See **Arts and Administration**.

C. Brad Foley, professor (saxophone); dean. B.A., 1975, Ball State; M.M., 1977, D.M.A., 1983, Michigan. (2002)

Fritz Gearhart, associate professor (violin). B.M., 1986, M.M. 1988, Eastman School of Music. (1998)

Amy Goesser Kolb, assistant professor (oboe, theory). B.M., 1985, Wisconsin, Madison; M.M., 1991, Staatliche Hochschule für Musik, Cologne; D.M.A., 1999, State University of New York, Stony Brook. (2005)

Michael Grose, associate professor (tuba, basic music). B.M., 1984, M.M., 1985, Northwestern. (2001)

Gary Hobbs, adjunct instructor (jazz drumset). (1998)

Nicholas Isherwood, assistant professor (voice, opera). B.A., B.M., 1981, Oberlin College; D.E.A., 1994, École Pratique des Hautes Études (Paris). (2008)

John Jantzi, adjunct instructor (keyboard skills). Certificat d'études supérieures d'orgue avec mention bien, 1984, Conservatoire de Musique de Genève; A.A., 1974, Hesston; B.A., 1978, Seattle Pacific; M.M., 1995, Ph.D., 2002, Oregon. (2002)

Tegan Johnson, adjunct instructor (music education). B.Mus., 2001, Oregon; M.A.T., 2006, Oregon State. (2006)

Loren Kajikawa, acting assistant professor (ethnomusicology). B.A., 1999, California, Berkeley; M.A. 2003, California, Los Angeles.

- Winifred Kerner, adjunct instructor (keyboard skills). B.A., 1978, M.A., 1980, Wesleyan; M.M., 1982, Michigan. (1999)
- Tobias Koenigsberg, associate professor (jazz piano, jazz studies); associate director, jazz studies. B.M., 1998, Oregon; M.M., 2003, Eastman School of Music. (2003)
- Dean F. Kramer, associate professor (piano). B.Mus., 1973, Oberlin Conservatory; M.Mus., 1976, D.M.A., 1992, Texas, Austin. (1983)
- Lori Kruckenberg, associate professor (musicology). B.A., 1985, Bethany (Kansas); M.A., 1991, Ph.D., 1997, Iowa. (2001)
- Robert Kyr, professor (composition, theory); director, Pacific Rim Gamelan, Vanguard Concert Series, Music Today Festival. B.A., 1974, Yale; postgraduate certificate, 1976, Royal College of Music; M.A., 1980, Pennsylvania; Ph.D., 1989, Harvard. (1990)
- Steve Larson, Robert M. Trotter Memorial Chair in Music; associate professor (musicianship and theory). B.A., 1979, M.A., 1981, Oregon; Ph.D., 1987, Michigan. On leave 2009–10. (1993)
- Donald R. Latarski, adjunct instructor (jazz and blues guitar). B.S., 1979, Oregon. (1984)
- Mark Levy, instructor (ethnomusicology, world music). B.A., 1969, Chicago; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1986)
- Kathryn Lucktenberg, professor (violin, chamber music). B.M., 1980, Curtis Institute. (1993)
- Terry McQuilkin, adjunct instructor (composition). B.M., 1977, M.M., 1979, Southern California; D.M.A., 1995, Oregon. (2002)
- Brian McWhorter, assistant professor (trumpet). B.Mus., 1998, Oregon; M.M., 2000, Juilliard. (2006)
- Eric Mentzel, associate professor (voice, diction). B.M., 1980, Temple; M.F.A., 1983, Sarah Lawrence. (2002)
- Lance Miller, recording engineer. A.A., 1982, Mt. Hood Community. (1998)
- Debra Noel, adjunct instructor (music education). B.A., 1973, M.E., 2001, Oregon State. (2003)
- Stephen W. Owen, professor (jazz studies); director, jazz studies. B.Mus.Ed., 1980, North Texas State; M.Mus., 1985, Northern Colorado. (1988)
- Timothy Pack, instructor (theory, musicianship). B.A., 1993, Huntingdon College; M.M., 1998, Westminster Choir College, Rider; Ph.D., 2005, Indiana, Bloomington. (2005)
- Phyllis M. Paul, associate professor (elementary music education). B.M.E., 1983, Lenoir-Rhyne; M.M.E., 1990, Ph.D., 2003, Florida State. (2003)
- Sharon J. Paul, associate professor (choral conducting). B.A., 1978, Pomona; M.F.A., 1981, California, Los Angeles; D.M.A., 1984, Stanford. (2000)
- Timothy A. Paul, assistant professor (bands, instrumental music education); associate director, bands. B.M., 1983 Lenoir-Rhyne; M.M., 1989, Florida State; D.M.A., 2006, Colorado. (2004)
- Kathleen L. Pengelly, adjunct instructor (music education). B.M., 1967, Lawrence (Wisconsin); M.Mus., 1977, Oregon. (2000)
- Steven Pologe, professor (cello, chamber music). B.M., 1974, Eastman School of Music; M.M., 1978, Juilliard School. (1993)
- Robert D. Ponto, associate professor; director of bands. B.M.E., 1979, Wisconsin, Eau Claire; M.M., 1985, Michigan, Ann Arbor. (1992)
- David Riley, assistant professor (collaborative piano). B.M., 1992, Ithaca College; M.M., 1995, Cleveland Institute of Music; D.M.A., 2000, Eastman School of Music. (2004)
- Helmuth Rilling, Helmuth Rilling Chair at the Oregon Bach Festival; conductor in residence; courtesy professor. State Music Academy, Stuttgart; Conservatorio Santa Cecilia, Rome. (1970)
- Stephen Rodgers, assistant professor (theory, musicianship). M.Phil., 2001, Ph.D., 2005, Yale. (2005)
- Douglas Scheuerell, adjunct instructor (tabla). B.Mus., 1971, Wisconsin, Madison. (1993)
- Sharon Schuman, courtesy assistant professor. A.B., 1967, Stanford; M.A., 1969, San Francisco State; Ph.D., 1975, Chicago. (1994)
- Idit Shner, assistant professor (saxophone, jazz studies). B.M., Oklahoma City; M.M., Central Oklahoma; D.M.A., 2007, North Texas. (2005)
- Marian Elizabeth Smith, associate professor (musicology). B.A., 1976, Carleton; B.Mus., 1980, Texas, Austin; Ph.D., 1988, Yale. (1988)
- 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, Austin. (1988)
- Leslie Straka, professor (viola, chamber music). B.M., 1976, M.Mus., 1978, D.M.A., 1987, Arizona State. (1987)
- Ann Tedards, associate professor (voice, diction, pedagogy); associate dean; director, graduate studies. A.B., 1970, Sweet Briar; M.M., 1972, North Carolina at Chapel Hill; D.M.A., 1997, Peabody Conservatory of Music, Johns Hopkins. (1987)
- Steve Vacchi, associate professor (bassoon, chamber music). B.M., 1990, Eastman School of Music; M.M., 1993, Hartt School; D.M.A., 1997, Louisiana State. (2000)
- Lydia Van Dreel, assistant professor (horn). B.M., 1991, Wisconsin, Madison; M.M., 1993, Juilliard. (2006)
- Marc Vanscheeuwijck, associate professor (musicology, collegium). B.A., 1982, M.A., 1984, Ph.D., 1995, Ghent. (1995)
- Milagro Vargas, professor (diction, pedagogy, voice). B.M., 1970, Oberlin Conservatory; M.M., 1981, Eastman School of Music. (1992)
- Claire L. Wachter, associate professor (piano pedagogy, piano). B.M., 1975, Peabody Conservatory; M.M., 1977, D.M.A., 1993, Texas, Austin. (1991)
- W. Sean Wagoner, instructor (percussion). B.Mus., 1994, M.Mus., 1997, D.M.A., 2001, Oregon. (2001)
- Jeffrey Williams, professor (trombone, brass chamber music); associate dean; director, undergraduate studies. B.Mus., 1965, North Texas; M.S., 1966, Illinois; D.M.A., 1974, North Texas. (1980)
- Eric Wiltshire, assistant professor (instrumental music education); assistant director, bands. B.A., 1991, San Jose State; M.A., 1994, Washington State; Ph.D., 2006, Washington (Seattle). (2006)
- Carl Woideck, instructor (jazz history, rock music history, blues history). B.Mus., 1981, M.S., 1989, Oregon. (1996)
- Laura Zaerr, adjunct instructor (harp). B.Mus., 1984, Oregon; M.M., 1986, Eastman School of Music. (2001)

Emeriti

- Exine Anderson Bailey, professor emerita. 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)
- Leslie T. Breidenthal, professor emeritus. B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan. (1967)
- Richard G. Clark, associate professor emeritus. B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington (Seattle). (1982)
- David P. Doerksen, associate professor emeritus. B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon. (1983)
- John Hamilton, professor emeritus. A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California. (1959)
- J. Robert Hladky, professor emeritus. B.Mus., 1950, Oklahoma State; M.Mus., performer's certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music. (1961)
- Robert I. Hurwitz, professor emeritus. A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana. (1965)

- Gary M. Martin, professor emeritus. B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1966)
- Anne Dhu McLucas, professor emerita. B.A., 1965, Colorado; M.A., 1968, Ph.D., 1975, Harvard. (1992)
- John C. McManus, professor emeritus. B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia. (1967)
- James A. Miller, professor emeritus. B.A., 1952, Goshen; M.Mus., 1956, A.Mus.Doc., 1963, Michigan. (1965)
- J. Robert Moore, professor emeritus. B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.M.A., 1980, Eastman School of Music. (1975)
- Randall S. Moore, professor emeritus. B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State. (1974)
- Harold Owen, professor emeritus. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California. (1966)
- George W. Recker, associate professor emeritus. Former principal trumpet, Kennedy Center Opera House Orchestra, Florida State University, George Peabody College, 1964–69. (1983)
- H. Royce Saltzman, professor emeritus. B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California. (1964)
- Victor Steinhart, professor emeritus. B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles. (1968)
- Stephen Stone, associate professor and assistant dean emeritus. B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon. (1976)
- Richard Trombley, associate professor emeritus. B.S., 1961, Juilliard School; M.Mus., 1962, Manhattan School; D.M.A., 1977, Stanford. (1963)
- Monte Tubb, associate professor emeritus. B.A., 1956, Arkansas; M.A., 1960, Indiana. (1966)
- Mary Lou Van Rysselberghe, senior instructor emerita. B.Mus., 1956, M.Mus., 1976, Oregon. (1977)
- William C. Woods, professor emeritus. B.Mus., 1948, M.Mus., 1949, Southern California. (1950)
- The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

Participating

Leslie K. Bennett, UO 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 UO 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, recitals, 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 UO Libraries online catalog, libweb.uoregon.edu.

The School of Music and Dance houses two pipe organs, including a nationally recognized organ by Jürgen Ahrend of East Friesland, Germany—a concert instrument unique in America—and a tracker organ by Schlicker. Two of the four harpsichords available for student use are French doubles by William Dowd.

Five studios facilitate electroacoustic and new-media creation. The main studio also serves as a classroom and performance space for sonic and videographic realization. The components in the various studios include a Sony DMX-R100 digital audio mixer, multiple Yamaha digital mixers, Symbolic Sound Kyma systems, and Pro Tools systems. In addition, the studios provide the Bias Peak digital audio editing software and the Max/MSP/Jitter programming environment. A battery of game controllers and infrared controlling devices are also available. An eight-channel Tannoy monitoring system complements the large studio.

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 1986 by John and Claudia Lynn of Eugene. The ensemble is a multicultural composing and performing orchestra, and works composed by its members use instruments from around the world as well as gamelan instruments.

Kyai Tunjung 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 275 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 sched-

uled concerts include performances by internationally famous artists sponsored by the Chamber Music Series and the World Music Series.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they read, rehearse, and record music composed for them by members of the Composers Forum.

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, Ingrid Monson, Bruno Nettle, Harold Powers, Jihad Racy, Carl Schachter, Steven Strunk, Michael Tenzer, Alan Walker, 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, Women's Choir, 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, 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 \$350,000 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. 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 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
All music majors	100
Ensemble fee	20
Rental of university instruments is based on use and value—maximum fee	50
Short-term instrument rental (per week).....	10
Summer instrument rental.....	50

Percussion studies instrument fee 20
 Use of electronic studio 75
 Use of organs and harpsichords 20
 Music education course fee 20
 Keyboard skills course fee 10

A student who needs an accompanist is typically charged a fee by the accompanist.

Performance Studies

Courses in performance studies are listed with the MUP subject code. MUP courses fall into two general categories:

Basic and intermediate performance studies (MUP 100–162). Fee required

Performance Studies (MUP 170–191, 271–291, 341–361, 371–391, 471–491, 611–631, 641–661, 670–691, 741–761, 771–791). 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. Prerecital auditions are required to evaluate the student’s readiness for public performance. After the recital a faculty evaluation is required. If approval is given, the recital is formally acknowledged as a fulfilled degree requirement.

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 procedures and policies. This information is found in several sections of this catalog, including About the School, earlier in this section of the catalog. See also the **Registration and Academic Policies and Graduate School** sections.

Undergraduate Studies

Nonmajors

Courses

The School of Music 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, 1950–1970 (MUS 264)
 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 (MUJ 350)
 History of Jazz, 1940 to Present (MUJ 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)
 Film: Drama, Photography, Music (MUS 380)
 Introduction to Ethnomusicology (MUS 451)
 Musical Instruments of the World (MUS 452)
 Folk Music of the Balkans (MUS 453)
 Music of India (MUS 454)
 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 199), Seminar (MUS 407), 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 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, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, Gospel Singers, University Singers, Women’s Choir (MUS 397, 697)

Percussion Master Class—Oregon Percussion Ensemble, University Percussion Ensemble (MUS 411/511)

Jazz Laboratory Band III (MUJ 390, 690)

Jazz Laboratory Band II (MUJ 391, 691)

Oregon Jazz Ensemble (MUJ 392, 692)

Small Jazz Ensemble (MUJ 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

Jazz and Popular Music. Rock History, 1950–1970 (MUS 264), Rock History, 1965 to Present (MUS 265), History of the Blues (MUS 270), History of Jazz, 1900–1950 (MUJ 350), History of Jazz, 1940 to Present (MUJ 351), Innovative Jazz Musicians (MUS 356)

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 in the Frohnmayer 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. 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 gives priority to the University

Symphony Orchestra, University Singers, and Oregon Wind Ensemble. Assigned participation in the following ensembles will also satisfy the ensemble requirement: Concert Choir, Chamber Choir, Repertoire Singers, Oregon Marching Band, and Oregon Symphonic Band. 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 fall term ensemble placement:

- Harp, classical guitar, harpsichord, and organ students may enroll in a chamber ensemble instead of the large conducted ensembles
- Jazz studies majors 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 terms of Analysis (MUS 327).....	6
Music in World Cultures (MUS 358).....	4
Student forum (attendance at thirty forums during the student's undergraduate career)	

Students must pass a musical repertoire identification examination before enrolling in MUS 267, 268, 269. Guided Listening (MUS 168) is offered as an aid to passing the examination.

Satisfactory Progress toward the Degree

Satisfactory progress toward the degree is monitored every term by the director of undergraduate studies.

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 probation 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 readjust 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 readjustment 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).....	1
Ensemble (MUS 395, 396, or 397).....	2
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
Ensemble (MUS 395, 396, or 397).....	2
Performance Studies (studio instruction).....	4
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
Ensemble (MUS 395, 396, or 397).....	2
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 require-

ments for all undergraduate music degrees, each undergraduate music degree has the following specific requirements.

Bachelor of Arts

B.A. in Music

Bachelor of arts degrees require proficiency in a foreign language (see the **Registration and Academic Policies** section of this catalog)

General Music Option	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 lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Enrollment in Senior Project (MUS 499) is optional 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.....	3–6
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).....	12
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 (MUS 443, 444), Computer Music Applications (MUS 446), music literature courses (MUS 464–475)	10
Demonstrated proficiency in piano (MUP 271) or three terms of piano performance (MUP 171) with grades of C– or better	
Senior project; consult adviser for details	

A total of at least 121 music credits, including electives and required courses
 College Composition III (WR 123) strongly recommended

Bachelor of Science

B.S. in Music

Bachelor of science degrees require competence in mathematics or computer science (see the **Registration and Academic Policies** section of this catalog)

General Music Option	credits
Performance Studies (MUP 171 or above), at least three terms with concurrent enrollment in assigned ensemble	6–12
Ensemble: at least six terms.....	6–12
Senior project: a scholarly work, extensive paper, recital, presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Senior Project (MUS 499) is optional when the project is a recital; consult adviser for details and procedure	

Music Technology Option	credits
Performance Studies: at least three terms, with concurrent enrollment in assigned ensemble, the last term of which must be at the MUP 170 level or above.....	4–6
Ensemble: at least three terms	3–6
Concepts of Computing: Information Processing (CIS 110)	4
Concepts of Computing: Computers and Computation (CIS 111).....	4
Multimedia on the Web (CIS 115).....	4
Concepts of Computing: Algorithms and Programming (CIS 122).....	4
Physics of Sound and Music (PHYS 152).....	4
MIDI for Musicians (MUS 419).....	2
Electronic Music Techniques I,II (MUS 443, 444).....	6
Advanced Electronic Composition (MUS 445).....	12
Computer Music Applications (MUS 446).....	3
Choose at least 26 credits from Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442), History of Jazz, 1900–1950 (MUJ 350), History of Jazz, 1950 to Present (MUJ 351), Schenkerian Analysis (MUS 430, 431, 432), Counterpoint (MUS 433, 434, 435), Advanced Electronic Composition (MUS 445), Piano Literature (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, 327.

	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)	2
Functional Jazz Piano I,II (MUJ 271, 272).....	4
Jazz Improvisation I,II (MUJ 273, 274)	4
History of Jazz (MUJ 350 or 351)	4
Jazz Repertoire I,II,III (MUJ 474, 475, 476).....	9
Advanced Jazz Repertoire 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 480, 481, 482)	9
Electives—suggested courses include Analysis (MUS 327), 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	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 453), 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
Seminar: 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 sophomore year, requires a grade of B- or better in Foundations of Music Education (MUE 326), a successfully completed application, and faculty approval

Elementary 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 piano performance studies at the MUP 141 level or above and pass a piano proficiency examination.

Students whose primary performance medium is piano or guitar must pass a minimum of three terms of piano or guitar performance studies at the MUP 341 or 350 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 piano performance studies at the MUP 141 level or above and pass a piano proficiency examination.

Students whose primary performance medium is piano must pass a minimum of three terms of piano performance studies at the MUP 341 level or above. They must also pass three terms of voice performance studies at the MUP 274 level or above.

Students whose primary performance medium is a wind, percussion, or string instrument must meet the primary and secondary voice and piano performance requirements listed above.

Instrumental Option. Students whose primary performance medium is a wind, percussion, or string instrument must pass a minimum of three terms at the MUP 300 level or above (piano, organ, recorder, harp, and guitar may not be used to meet instrumental primary option requirements).

The music education checklist is available from members of the music education faculty, who have current requirements and information.

B.Mus. in Music Performance

	credits
Performance Studies: at least 36 credits including three terms at the MUP 400 level or above with concurrent enrollment in assigned ensemble.....	36
Upper-division MUS electives.....	5
Ensemble: at least twelve terms	

A total of at least 121 music credits including required and elective courses

Junior and senior 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). Consult adviser for details

Piano: three terms of Functional Piano (MUP 163) or equivalent

Chamber ensemble (MUS 394), one term

Piano Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 394)

Piano Pedagogy I,II,III (MUE 471, 472, 473) Practicum (MUE 409)

Prerecital auditions must be approved at least six weeks before the proposed recital date

Harpichord 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

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.

Advanced methods I,II and licensure level (see fifth-year checklist) credits

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 555), 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
Experimental 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.)

- Musicology
- Music Theory

Master of Music (M.Mus.)

- Intermedia Music Technology
- Jazz Studies
 - Composition-arranging
 - Instrumental performance

- Music: Conducting
 - Choral
 - Orchestral
 - Wind ensemble

Music: Piano Pedagogy

Music Composition

Music Education

Music Performance

- Brass: euphonium, horn, trombone, trumpet, tuba, multiple brass
- Keyboard: harpsichord, organ, piano, collaborative piano
- Percussion
- Strings: cello, double bass, harp, viola, violin, violin-violin performance and pedagogy
- Voice
- Woodwinds: bassoon, clarinet, flute, oboe, saxophone, multiple woodwinds

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 admission application 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/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 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 research or analysis papers in history or ethnomusicology (one of which will satisfy number 4 above).

M.A., Music Theory. Music theory qualifying examination. 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. DVD, videotape, or live audition-interview and copies of programs conducted. Two years of successful conducting experience supported by letters of recommendation.

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, DVD, 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.

M.Mus., Music Education. Copies of programs conducted, a résumé, and a DVD or 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, DVD, or live audition, and repertoire list (see the Graduate Entrance Audition Requirements sheet at 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, DVD, or live audition, and repertoire list (see the Graduate Entrance Audition Requirements sheet, listed above); proficiency to enter MUP 641. DVD or videotape showing instruction of a beginning-level student and an intermediate- or advanced-level student. 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 Frohnmayer Music Building.

Ensemble Requirements

There are two parts to the ensemble requirement: (1) most degree programs require 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 give priority to the University Symphony Orchestra, University Singers, and Oregon Wind Ensemble. Assigned participation in the following ensembles will also satisfy the ensemble requirement: Concert Choir, Chamber Choir, Repertoire Singers, Oregon Marching Band, and Oregon Symphonic Band. 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 recording—for the Music Services archive in Knight Library. In addition to Graduate School requirements for master’s degrees (see the **Graduate School** section of this catalog), each degree program listed below has specific requirements.

Master of Arts

M.A. in 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 526), 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 two courses from Post-Tonal Theory I (MUS 516), Post-Tonal Theory III (MUS 518), Audio Recording Techniques (MUS 520), Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), Piano Literature (MUS 564, 565, 566), History of Opera (MUS 574, 575), 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)—may include an experimental course (MUS 610); check with department for details

Advanced Electronic Composition (MUS 545) ..	18
Reading and Conference: History of Electracoustic Music (MUS 605)	3
Terminal Project (MUS 609)	9
Research Methods in Music (MUS 611)	4
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
Advanced Jazz Arranging I,II,III (MUJ 583, 584, 585)	6
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 (MUJ 690 or 691) or Oregon Jazz Ensemble (MUJ 692), two terms.....	2
Small Jazz Ensemble (MUJ 695), two terms	4
Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Workshop: Instrumental Conducting (MUS 508), Schenkerian Analysis (MUS 530, 531, 532), Digital Audio and Sound Design (MUS 547), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590)	6
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: compositions or arrangements of substantial dimension composed under the guidance of a member of the jazz faculty. Public recital and recording of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

Instrumental Performance Emphasis	credits
Computer Music Applications (MUS 446).....	3
Advanced Jazz Repertoire I,II,III (MUJ 577, 578, 579)	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 (MUJ 690 or 691) or Oregon Jazz Ensemble (MUJ 692), three terms..	3
Small Jazz Ensemble (MUJ 695), three terms.....	6
Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Schenkerian Analysis (MUS 530, 531, 532), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590), Technology of Teaching Music (MUE 637)	6
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, at least three terms	6
Chorus: Chamber Choir or University Singers (MUS 697), 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
Choose from Seminars: Issues and Practices in Choral Music, Choral Techniques (MUS 507); Teaching Singing in the Classroom (MUE 542); Choral Materials for Schools (MUE 544); Pedagogy and Practicum: Choral Conducting (MUE 639).....	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, juried rehearsal, juried conducting performance, and a research paper dealing with some aspect of orchestral conducting	

Wind Ensemble Emphasis	credits
Research Methods in Music (MUS 611).....	4
Bibliography in Instrumental Conducting (MUS 620).....	3
Wind Repertoire (MUS 621, 622, 623)	9
Instrumental Conducting Laboratory (MUS 624), three terms	6
Performance Studies (MUP 641 or above), three terms	6
One course in music history chosen from MUS 660–664	3
Music in the 20th Century (MUS 665)	3
Instrumental Conducting Master Class (MUS 686).....	3
Band: Wind Ensemble (MUS 695), 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, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting	

M.Mus. in Music: Piano Pedagogy

	credits
Piano Literature (MUS 564, 565, 566)	9
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
Advanced Pedagogy: Piano (MUE 591).....	3
Practicum (MUE 609), three terms	3
Research Methods in Music (MUS 611).....	4
Performance Studies in piano (MUP 641 or above)	minimum of 12
Appropriate ensemble, at least three terms.....	3–6
Seminars or courses in music history, theory, or literature at the 500 level or above.....	6
Music electives at the 500 level or above and chosen in consultation with an adviser	
Research (MUE 601) project and short recital consisting of at least thirty minutes of music performance	3
A total of at least 52 graduate credits	
Final oral examination reviewing the project and degree course work	

M.Mus. in Music Composition

	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)	3
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 or computer music applications 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), Balinese Gamelan (MUS 590), two terms	4
Reading and Conference: Thesis Proposal (MUS 605).....	1
Research Methods in Music (MUS 611).....	4
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

Instrumental 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)

	credits
Research Methods in Music (MUS 611)	4
Research Methods in Music (MUS 613)	3
Music in School and Society (MUE 632)	3
Curricular Strategies in Music Education (MUE 638)	3
At least 9 credits in music history, literature, theory, or composition at the 500 level or above.....	9
At least 12 credits in courses related to the degree emphasis area at the 500 level or above.....	12
Ensemble: at least three terms	3–6
Performance Studies: at least three terms	6–12
Electives, 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 641–661 or above) and oral examination

The oral examination in each option covers all music education course work.

M.Mus. in Music Performance

Options are available in bassoon, cello, clarinet, early keyboard instruments, euphonium, flute, harp, horn, multiple woodwinds or brass, oboe, organ, percussion, collaborative piano, solo piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, violin and viola performance and pedagogy, voice.

	credits
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
Collegium Musicum (MUS 691)	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
Electives, 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

Multiple 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

Completion requirements: (1) Public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital; (2) final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments

Percussion credits

Percussion Master Class (MUS 511) concurrent with performance study	3–6
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Piano credits

Piano Literature (MUS 564, 565, 566)	9
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Collaborative Piano credits

Performance Studies: Piano (MUP 671)	4
Chamber Ensemble (MUS 694), four terms	4
Reading and Conference: Music for Chamber Ensemble (MUS 605).....	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

Electives, 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
Seminar: CMI Preparation (MUE 607), 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
Electives, approved by an adviser, to total 54 graduate credits	

One year of college study in each of the following languages: Italian, French, German

Doctoral Degree Programs

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)

Music Composition

Music Performance

Doctor of Philosophy (Ph.D.)

Music Composition

Music Education

Musicology

Music Theory

Primary and supporting areas: music composition, music education, music history, music performance, and music theory.

Supporting areas: arts administration, choral conducting, collaborative piano, ethnomusicology, historical performance practice, intermedia music technology, jazz studies, multiple woodwinds, orchestral conducting, piano pedagogy, violin and viola pedagogy, and wind ensemble conducting.

Doctoral candidates in music must complete one primary area and one supporting area. Details are available from the graduate office.

Admission

Conditional Admission

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 admission application 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, admis-

sions.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; repertoire list. For jazz arranging emphasis: representative scores and recordings of arrangements, jazz compositions, or both. See additional jazz studies requirements sheet.

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: music theory qualifying examination; two papers (one of which will satisfy number 4 above) exempting 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 at 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 musicianship 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 satisfied 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 660–665	6

Other Courses. Eight credits of nonmusic courses (excluding basic language courses taken to fulfill the language requirement) chosen in consultation

with the faculty adviser. 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 complete two years of college study in French, German, or Italian 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 (MUE 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) <i>or</i> one term of Solo Vocal Music and one term of History of Opera (MUS 574, 575).....	6–7
Pedagogy and Practicum (MUE 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 UO 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).....	6
Practicum (MUE 609).....	2
Performance Studies (MUP 614 or 644), three terms	6–12
Pedagogy and Practicum (MUE 639).....	3
Chorus: Chamber Choir or University Singers (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

Ethnomusicology

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 359), Celtic Music (MUS 458), 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
Choose one additional course from those listed above or from outside the School of Music and Dance (e.g., anthropology, folklore, dance) in consultation with adviser	4
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)	4
History of Rhetoric and Composition (ENG 592) ..	4
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 545), 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 (MUJ 574, 575, 576) 9
 Pedagogy and Practicum (MUE 639) 3
 Small Jazz Ensemble (MUJ 695), three terms 6
 Juried solo recital
Jazz Arranging Emphasis **credits**
 Jazz Arranging I,II,III (MUJ 580, 581, 582) 9
 Pedagogy and Practicum (MUE 639) 3
 Jazz Laboratory Band III,II (MUJ 690, 691) 4
 Oregon Jazz Ensemble (MUJ 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 three terms of 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 juried performances on each of the two supporting instruments as follows:

1. Two during the first year on one instrument
2. Two during the second year on the second instrument
3. A final juried performance of both woodwinds

Music Composition

Primary-area requirements are the same for the Ph.D. and D.M.A. degrees except for the choice

of supporting area. Ph.D. candidates choose from intermedia music technology, ethnomusicology, music education, music history, or music theory. D.M.A. candidates 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), 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

Music Education

Primary 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 638) 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 I,II,III (MUS 630, 631, 632) 6
 Introduction to Ethnomusicology (MUS 551) 4
 Dissertation (MUS 603) 18
 Introduction to Musicology (MUS 614) 4
 Five music history 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 may complete a lecture-document (MUS 601) or write a dissertation (MUS 603) 6 or 18
 Seminar in thesis organization (MUE 607) 2

Three public performances (subject to prerecital 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 prerecital 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 (MUS 603)	18
History of Theory I,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
Choose at least three of the following: Seminar: 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 Preparation (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).....	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. Case, Goeser Kolb, 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. Pack.

134, 135, 136 Aural Skills I,II,III (2,2,2) Elementary ear training through sight singing, dictation, and related activities. Pack.

137, 138, 139 Keyboard Skills I,II,III (1,1,1) Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Keyboard lab fee. Jantzi.

155, 156 Introduction to Lyric Diction (2,2) Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. **155:** English, Italian, Spanish. **156:** German, French. 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.

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. McQuilkin.
- 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. Fenn.
- 264 Rock History, 1950–1970 (4)** Evolution of rock emphasizing musical style and social context. Roots of rock through the British Invasion. Woideck.
- 265 Rock History, 1965 to Present (4)** Evolution of rock emphasizing musical style and social context. Psychedelic rock to early rap music. Woideck.
- 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, Smith, Vanscheeuwijck.
- 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)** Not offered 2009–10.
- 327 Analysis (3R)** Techniques of analysis in various types of music. Prereq: MUS 233, 236, 239. **R** when topic changes. Boss, Pack, Rodgers.
- 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. Crumb.
- 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. Fenn, Levy.
- 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 (1–3R)** Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition. Vanscheeuwijck.
- 394 Chamber Ensemble: [Topic] (1R)** Accompanying, Brass Choir, Brass Ensemble, Chamber Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Studio Guitar Ensemble, Jazz Guitar Ensemble. Prereq for all but chamber ensemble: audition. Denny, Grose, Latarski, Riley, Vacchi, Williams.
- 395 Band: [Topic] (1–2R)** Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, UO Symphonic Band, Yellow Garter Band. Ensemble fee for Oregon Wind Ensemble, UO Symphonic Band, UO Campus Band. Prereq: audition for all bands except UO Campus Band and Oregon Marching Band. T. Paul, Ponto, Wiltshire.
- 396 Orchestra: [Topic] (2R)** University Symphony Orchestra, Campus Orchestra. Ensemble fee. Prereq: audition. W. Bennett.
- 397 Chorus: [Topic] (2R)** Chamber Choir, Concert Choir, Gospel Singers, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers, Women's Choir. Ensemble fee. Prereq: audition or voice screening for all except Gospel Choir. S. Paul.
- 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. Isherwood.
- 399 Special Studies: [Topic] (1–5R)**
- 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.
- 407/507 Seminar: [Topic] (1–5R)**
- 408/508 Workshop: [Topic] (1–21R)** A recent topic is Javanese Gamelan.
- 409 Supervised Tutoring (1–21R)**
- 410/510 Experimental Course: [Topic] (1–5R)**
- 411/511 Percussion Master Class (1R)** Techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Coreq: private percussion study. Dowd, Wagoner.
- 412 Music Theory Review (2)** Review of tonal theory. Abbott, Pack.
- 413 Music History Review (3)** Review of music history from the medieval period to the present. Prereq: placement examination.
- 414 Aural Skills Review (2)** Review of aural skills and sight singing. Abbott, Pack, Rodgers.
- 416/516, 417/517, 418/518 Post-Tonal Theory I,II,III (3,3,3)** Introduction to theory and analysis of post-tonal music. **416/516, 417/517:** concepts of pitch-class set analysis and practical applications. **418/518:** analytic approaches to twelve-tone music. Prereq: MUS 327. Boss. Not offered 2009–10.
- 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, L. Miller.
- 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.
- 433/533, 434/534, 435/535 Counterpoint (4,4,4)** Study of modal and tonal counterpoint through analysis and composition. **433/533:** 1500–1650; **434/534:** 1650–1750; **435/535:** 1750–1950. Prereq: MUS 232, 236. Boss, Larson.
- 438/538 Composers Forum (1R)** Formulation of a two- or three-concert series of student compositions; 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. Wagoner.
- 440/540, 441/541, 442/542 Composition III (3,3,3)** Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342. Kyr.
- 445 Electronic Composition (3R)** Develops an elementary understanding about how computers and software are used to process digital audio and create musical compositions. Laboratory fee. Prereq: MUS 444/544. Stolet. **R** twenty-four times for maximum of 75 credits.
- 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 representation, sampling, and processing; considers 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.
- 452/552 Musical Instruments of the World (4)** Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations. Levy.
- 453/553 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.

455/555, 456/556 Lyric Diction (3,3) Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Prereq: MUS 156. Mentzel, Tedards. Not offered 2009–10.

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.

459/559 African Music (4) Authentic musical instruments, repertoire, and recordings illustrate how different societies use music to express identity in 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.

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. Fenn.

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 bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 269 or equivalent. Vargas. Offered alternate years; not offered 2009–10.

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.

476/576 Digital Audio Workstation Tech I (3R) Explores how MIDI (musical instrument digital interface) is used to compose, edit, and record using a personal computer. Sequence. Basic Mac skills recommended. **R** if student is not satisfied with earned grade or wishes for increased skill set.

MUS 477/577 Digital Audio Workstation Tech II (3R) Explores the principles and techniques used in recording audio with a computer. Sequence. Prereq: MUS 476. **R** if student is not satisfied with earned grade or wishes for increased skill set.

MUS 478/578 Digital Audio Workstation Tech III (3R) Explores advanced uses of plug-ins, mixing, and editing using a computer. Sequence. Prereq: MUS 477. **R** if student is not satisfied with earned grade or wishes for increased skill set.

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.

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 compositions and traditional music for gamelan. Three public performances a year. Kyr. **R** with instructor's consent. Limited to twelve performers.

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 music. **613:** experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music.

614 Introduction to Musicology (4) Introduces musicology and several of its subfields; includes current and recent arguments. Prereq: major standing. Smith.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. Ponto.

621, 622, 623 Wind Repertoire (3,3,3) Survey and analysis of music composed for large wind groups. **621:** 1500–1850. **622:** 1850–1950. **623:** 1950 to the present. 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, Tinctoris, Ramis, and Aron. Kruckenberg. Offered 2009–10 and alternate years.

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 2009–10 and alternate years.

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 2009–10 and alternate years.

640, 641, 642 Advanced Composition Studies (3R, 3R, 3R) Studio instruction in composition. Prereq: MUS 442/542; coreq: MUS 538. **R** twice with instructor's consent for a maximum of 9 credits. Crumb, Kyr.

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. Kruckenberg. Offered alternate years; not offered 2009–10.

645 Advanced Electronic Composition (3R) Develops an advanced understanding of computers and software and how they are used to process digital audio and create musical and media compositions. Prereq: MUS 547, 548, 576. **R** with instructor's consent.

650, 651, 652 Piano Literature (3,3,3) Advanced study of solo piano literature from Bach to the present. Sequence. Offered 2009–10 and alternate years.

660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Kruckenberg. Offered 2009–10 and alternate years.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; high Renaissance music; late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Kruckenberg. Offered alternate years; not offered 2009–10.

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. Vanscheeuwijck. Offered alternate years; not offered 2009–10.

663 Music in the Classical Period (3) Study of galant, *Empfindsamer*, and classical styles from c. 1730 to Boccherini, Haydn, and Mozart. Focus on instrumental and sacred music, and on opera before Mozart. Vanscheeuwijck. Offered 2009–10 and alternate years.

664 Music in the Romantic Era (3) Virtuoso and lyric extremes in instrumental and vocal styles. Literary romanticism, descriptive music, and the *Lied*; opera in France and Italy; Wagner's music drama as *Gesamtkunstwerk*. Smith. Offered alternate years; not offered 2009–10.

665 Music in the 20th Century (3) Crisis of romanticism and tonality; transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent trends. Boss. Offered 2009–10 and alternate years.

680, 681, 682 Historical Performance Practices I,II,III (3) Introduction to theory and practice of sound production, rhetoric, pronunciation, instrumentation, pitch, temperament, and ornamentation in period vocal and instrumental solo and ensemble music. **680:** 12th through 16th centuries. **681:** 17th and early 18th centuries. **682:**

Late 18th and 19th centuries. Offered once every third year. Vanscheeuwijck.

686 Instrumental Conducting Master Class (3)

Advanced conducting techniques as applied to band and orchestral music with emphasis on baton techniques and rehearsal strategies; includes score preparation. 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 (1–3R) See MUS 391.

694 Chamber Ensemble: [Topic] (1R) See MUS 394.

695 Band: [Topic] (1–2R) See MUS 395.

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, rhythmic 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.

271, 272 Functional Jazz Piano I,II (2,2)

Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Prereq: MUJ 270. Koenigsberg.

273, 274 Jazz Improvisation I,II (2,2) Task-oriented performance of selected standard jazz repertoire. **273:** chord and scale study, solo transcription, analysis, pattern practice, simple compositional forms. **274:** chord alteration, chord substitution, reharmonization and chromaticism. Prereq: MUJ 270. Denny, S. Owen.

350 History of Jazz, 1900–1950 (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, 1940 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.

395 Small Jazz Ensemble: [Topic] (1–2R) Improvisation group. Study current and past small-group jazz performances. Prereq: audition. **R** six times for maximum of 14 credits. Denny.

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

474/574, 475/575, 476/576 Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Prereq: MUJ 274. S. Owen.

477/577, 478/578, 479/579 Advanced Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through study of traditional and contemporary jazz repertoire. Prereq: MUJ 476/576. Koenigsberg.

480/580, 481/581, 482/582 Jazz Arranging I,II,III (3,3,3) Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Prereq: MUJ 272. Koenigsberg.

483/583, 484/584, 485/585 Advanced Jazz Arranging I,II,III (3,3,3) Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior and graduate degree recitals. Prereq: MUJ 482/582. S. Owen.

503 Thesis (1–16R)

605 Reading and Conference: [Topic] (1–4R)

660 Survey of Jazz Composition (3) Overview of important developments and historically significant figures in jazz composition and arranging. Analysis of their music and stylistic traits.

661 Jazz Program Planning and Development

(3) Designing and nurturing a successful jazz program. Jazz curriculum, grant writing, budgets, resources, organizing student support, setting and reaching program goals.

690 Jazz Laboratory Band III (1R) See MUJ 390. **R** six times for maximum of 7 credits.

691 Jazz Laboratory Band II (1R) See MUJ 391. **R** six times for maximum of 7 credits.

692 Oregon Jazz Ensemble (1–2R) See MUJ 392. **R** six times for maximum of 14 credits.

695 Small Jazz Ensemble: [Topic] (1–2R) See MUJ 395. **R** six times for maximum of 14 credits.

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, Wiltshire.

392 Instrumental Techniques: [Topic] (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, cello, guitar, and voice. Instrument rental fee. Prereq: admission to music education. Extra fee.

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; 388 or 488; MUS 395 or 695. **R** once for a maximum of 6 credits. Wiltshire.

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 388 or 488; MUE 409 or 609.

420/520 Contemporary Methods (3) Study of contemporary methodologies used in planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodály, Orff, and comprehensive musicianship. Prereq: MUE 412/512, MUS 484/584. P. Paul.

428/528 Music for Early Childhood (3R) Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. Prereq: MUE 391 and 412/512. **R** once for a maximum of 6 credits. P. Paul.

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, MUE 413/513, MUS 484/584.

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.

455/555 Marching Band Methods (3) Teaching methods for secondary school marching bands. Wiltshire.

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.

460/560 Violin Pedagogy I: Suzuki Method (3R) Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and the beginning-book repertoire. Required observation and teaching assignment with Community Music Institute. **R** once with instructor's consent for maximum of 6 credits.

461/561 Violin Pedagogy II: Suzuki Method (3R) Development of skills for teaching violin students using the Suzuki method intermediate-book repertoire. Required observation and teaching assignment with Community Music Institute. Prereq: MUE 460/560. **R** once for maximum of 6 credits.

462/562 Violin Pedagogy III: Suzuki Method (3R) Development of skills for teaching violin students using the Suzuki method advanced-book repertoire. Required observation and teaching assignment with Community Music Institute. Prereq: MUE 461/561.

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.

471/571 Piano Pedagogy I: Teaching Beginners (3) In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Wachter. Offered alternate years; not offered 2009–10.

472/572 Piano Pedagogy II: Teaching Groups (2) Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Prereq: MUE 471/571; coreq: MUE 409 or 609. Wachter. Offered alternate years; not offered 2009–10.

473/573 Piano Pedagogy III: Teaching Intermediate Levels (2) Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Prereq: MUE 472/572; coreq: MUE 409 or 609. Wachter. Offered alternate years; not offered 2009–10.

486, 487, 488 Teaching Laboratory II (1,1,1) See MUE 386, 387, 388. Prereq: admission to music education. P. Paul, T. Paul, Wiltshire.

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)

632 Music in School and Society (3) Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve.

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.

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.

639 Pedagogy and Practicum: [Topic] (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnomusicology, jazz studies, music education, music history, music technology, music theory, voice, keyboard, strings, woodwinds, brass, and percussion. **R** twice when topic changes for maximum of 9 credits.

641 College Music Teaching (3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements.

777 Supervised Field Experience (1R) Discussion of problems encountered in student teaching. Preparation of required work samples. Preparation for productive job search.

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) **100:** Piano, **101:** Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass, **105:** Percussion. Prereq: audition for MUP 102–105. **R** twice for maximum of 6 credits.

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 of 4 credits. Latarski.

109 Basic Performance Studies: Jazz Guitar (2R) Studio instruction. **R** twice for maximum of 6 credits.

110 Basic Performance Studies: Classical Guitar (2R) Studio instruction. Prereq: audition. **R** twice for maximum of 6 credits.

120 Beginning Guitar I (3R) Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice

skills. 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 a 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 4 credits. Latarski.

140–161 Performance Studies: [Topic] (2–4R) Studio instruction in performance for students with minimal previous training. **140:** Voice, **141:** Piano, **142:** Harpsichord, **143:** Organ, **145:** Violin, **146:** Viola, **147:** Cello, **148:** Bass, **149:** Harp, **150:** Guitar, **151:** Flute, **152:** Oboe, **153:** Clarinet, **154:** Saxophone, **155:** Bassoon, **156:** Trumpet, **157:** French Horn, **158:** Trombone, **159:** Euphonium, **160:** Tuba, **161:** Percussion. Prereq: audition. **R** eleven times for maximum of 48 credits.

162 Performance Studies: [Topic] (1–5R) Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Tuba and Euphonium Routine, Breathing Technique. **R** when topic changes.

163 Functional Piano (2R) Group instruction in functional keyboard skills. Prereq: MUS 138. **R** twice for maximum of 6 credits. Baird.

170–191 Performance Studies: [Topic] (2–4R) Studio instruction. Technique and style of artistic performance. **170:** Voice for Nonvoice Specialists, **171:** Piano, **172:** Harpsichord, **173:** Organ, **174:** Voice, **175:** Violin, **176:** Viola, **177:** Cello, **178:** Bass, **179:** Harp, **180:** Guitar, **181:** Flute, **182:** Oboe, **183:** Clarinet, **184:** Saxophone, **185:** Bassoon, **186:** Trumpet, **187:** French Horn, **188:** Trombone, **189:** Euphonium, **190:** Tuba, **191:** Percussion. Prereq: audition.

199 Special Studies: [Topic] (1–5R) Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Tuba and Euphonium Routine, Breathing Technique.

271–291 Performance Studies: [Topic] (2–4R) Studio instruction. **271:** Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Euphonium, **290:** Tuba, **291:** Percussion. Prereq: audition to demonstrate proficiency equivalent to completion of 100 level.

341–361 Performance Studies: [Topic] (2–4R) Studio instruction. **341:** Piano, **342:** Harpsichord, **343:** Organ, **344:** Voice, **345:** Violin, **346:** Viola, **347:** Cello, **348:** Bass, **349:** Harp, **350:** Guitar, **351:** Flute, **352:** Oboe, **353:** Clarinet, **354:** Saxophone, **355:** Bassoon, **356:** Trumpet, **357:** French Horn, **358:** Trombone, **359:** Euphonium, **360:** Tuba, **361:** Percussion. Prereq: jury audition, proficiency equivalent to completion of 200 level.

362 Performance Studies: [Topic] (1–5R) Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Tuba and Euphonium Routine, Breathing Technique. **R** when topic changes.

371–391 Performance Studies: [Topic] (2–4R)
 Studio instruction. **371:** Piano, **372:** Harpsichord, **373:** Organ, **374:** Voice, **375:** Violin, **376:** Viola, **377:** Cello, **378:** Bass, **379:** Harp, **380:** Guitar, **381:** Flute, **382:** Oboe, **383:** Clarinet, **384:** Saxophone, **385:** Bassoon, **386:** Trumpet, **387:** French Horn, **388:** Trombone, **389:** Euphonium, **390:** Tuba, **391:** Percussion. Prereq: jury audition, proficiency equivalent to completion of MUP 271–291.

471–491 Performance Studies: [Topic] (2–4R)
 Studio instruction. **471:** Piano, **472:** Harpsichord, **473:** Organ, **474:** Voice, **475:** Violin, **476:** Viola, **477:** Cello, **478:** Bass, **479:** Harp, **480:** Guitar, **481:** Flute, **482:** Oboe, **483:** Clarinet, **484:** Saxophone, **485:** Bassoon, **486:** Trumpet, **487:** French Horn, **488:** Trombone, **489:** Euphonium, **490:** Tuba, **491:** Percussion. Prereq: audition to demonstrate proficiency equivalent to completion of MUP 371–391.

611–631 Performance Studies: [Topic] (2R)
 Studio instruction. **611:** Piano, **612:** Harpsichord, **613:** Organ, **614:** Voice, **615:** Violin, **616:** Viola, **617:** Cello, **618:** Bass, **619:** Harp, **620:** Guitar, **621:** Flute, **622:** Oboe, **623:** Clarinet, **624:** Saxophone, **625:** Bassoon, **626:** Trumpet, **627:** French Horn, **628:** Trombone, **629:** Euphonium, **630:** Tuba, **631:** Percussion. Prereq: jury audition to demonstrate proficiency required for admission to MUP 271–291. **R** for maximum of 6 credits.

641–661 Performance Studies: [Topic] (2–4R)
 Studio instruction. **641:** Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Euphonium, **660:** Tuba, **661:** Percussion. Prereq: jury audition to demonstrate proficiency required for admission to MUP 341–361 or 371–391. **R** for maximum of 12 credits.

662 Advanced Special Studies: [Topic] (1–5R)
 Recent topics include Beatles Guitar Music, Folk Harp, Jazz Drumset, Tabla, Tuba and Euphonium Routine, Breathing Technique. **R** when topic changes.

670 Performance Studies: Piano Accompanying (2–4R) Studio instruction. Concentration on vocal and instrumental repertoire. Prereq: audition to demonstrate proficiency equivalent to MUP 671.

671–691 Performance Studies: [Topic] (2–4R)
 Studio instruction. **671:** Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Euphonium, **690:** Tuba, **691:** Percussion. Prereq: jury audition to demonstrate proficiency at completion of MUP 471–491.

741–761 Performance Studies: [Topic] (2–4R)
 Studio instruction. **741:** Piano, **742:** Harpsichord, **743:** Organ, **744:** Voice, **745:** Violin, **746:** Viola, **747:** Cello, **748:** Bass, **749:** Harp, **751:** Flute, **752:** Oboe, **753:** Clarinet, **754:** Saxophone, **755:** Bassoon, **756:** Trumpet, **757:** French Horn, **758:** Trombone, **759:** Euphonium, **760:** Tuba, **761:** Percussion. Prereq: jury audition to demonstrate proficiency at completion of MUP 641–661 or 671–691, sufficient talent and experience to justify undertaking performance as a supporting area.

771–791 Performance Studies: [Topic] (2–4R)
 Studio instruction. **771:** Piano, **772:** Harpsichord, **773:** Organ, **774:** Voice, **775:** Violin, **776:** Viola, **777:** Cello, **778:** Bass, **779:** Harp, **781:** Flute, **782:** Oboe, **783:** Clarinet, **784:** Saxophone, **785:** Bassoon, **786:** Trumpet, **787:** French Horn, **788:** Trombone, **789:** Euphonium, **790:** Tuba, **791:** Percussion. Prereq: jury audition to demonstrate proficiency at completion of MUP 671–691, sufficient talent and experience to justify undertaking performance as a primary area.



Academic Resources

AHA International Anne Haberkern, Executive Director

(503) 295-7730
(800) 654-2051
70 NW Couch St., Suite 242
Portland OR 97209
anneh@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 50,000 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 any academic major during their junior and senior years. More information about these programs is available from Air Force ROTC at Oregon State University.

Allowances, Uniforms, Textbooks

Students enrolled in the professional officer course are paid 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.

Nonscholarship cadets must receive a field training allocation before reaching age thirty to be commissioned as Air Force officers. Cadets designated to attend flight training must receive their commission before reaching age 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 teaching, training, and employment opportunities for graduate students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields. See also American English Institute in the **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
cep.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 instructional techniques. Academic credit from the UO College of Education is available for most sessions.

Meeting 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; academic credit from the Arts and Administration Program is available for most sessions.

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, procure-

ment, supply-chain development, and sustainability 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

osher.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 Elderhostel program offers two weeklong sessions every summer in conjunction with the prestigious Oregon Bach Festival.

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 developing activities for UO students and community members, academic societies, association regional meetings, and nonacademic community-interest programs.

Summer Session

Ronald E. Trebon, Director

(541) 346-3475
(800) 524-2404 toll free in Oregon
1279 University of Oregon
Eugene OR 97403-1279
uosummer.uoregon.edu

Enrollment during summer session does not require formal admission to the university. Summer courses carry university credit and begin throughout the summer. Most academic departments, schools, and colleges at the university offer courses in summer. Enrollment in summer is about 40 percent of academic year enrollment, which results in smaller classes. Detailed information about summer courses, fees, and registration is available on the summer session website in early March.

The dates for the eight-week 2009 summer session are June 22–August 14. Registration begins May 4. Selected eleven-week courses begin June 22 and end September 4. 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) 346-4397 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 enterprisewide 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

(541) 346-5851
330 Oregon Hall
international.uoregon.edu

The university enrolls more than 1,200 international students from nearly 90 countries, and sponsors study-abroad programs in more than 80 countries. More than 1,000 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 19,000 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, academic English support services, admission inquiries, housing options, employment opportunities, tax issues, and scholarship 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 Community-International Friend Program, which introduces international students to local families, and the Conversation Friend Program, in which students may 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 forty to fifty 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 available online at the International Affairs website or published in the brochures 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.

Semester at Sea. Students may participate in this program, offered in partnership with the Institute for Shipboard Education, during fall or spring semester or summer voyages. Each voyage incorporates shipboard course work with ports of call in multiple countries.

Africa

CIEE programs generally consist of a combination of courses offered by host institutions that are specifically designed for study-abroad students (language courses and a core culture-theme course). The UO-sponsored CIEE programs in this region include Botswana, Ghana, Morocco, Senegal, South Africa, and Tanzania.

SIT offers field-based programs that focus on a theme and usually offer an independent-study project. The UO-sponsored SIT programs in this region include Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, Rwanda, Senegal, South Africa, Tanzania, Tunisia, and Uganda.

Ghana, Accra. Each summer the UO School of Journalism and Communication offers a six-week media and internship program in Accra. A UO faculty member accompanies the group. Weekend sightseeing field trips are also included.

Ghana, Accra, Legon. This fall or spring semester program, open to students from any discipline, offers students the opportunity to focus on development issues in Africa, combining relevant course work with service-learning opportunities.

Senegal, Dakar. The UO Department of International Studies offers a five-week summer program in Dakar that introduces students to the culture, society, politics, and language of West Africa. The program includes a service-learning placement. A faculty member from the University of Oregon or Indiana University accompanies the group.

Tunisia, Tunis. This fall term program offers students the opportunity to study French or Arabic in Tunisia's capital city. Faculty members from Oregon State University accompany the group and teach elective courses in gender studies, environmental studies, and Mediterranean and Tunisian culture.

Americas

CIEE programs generally consist of a combination of courses offered by host institutions that are specifically designed for study-abroad students (language courses and a core culture-theme course). The UO-sponsored CIEE programs in this region include Argentina, Bonaire, Brazil, Chile, Costa Rica, Dominican Republic, Nicaragua, and Peru.

SIT offers field-based programs that focus on a theme and usually offer an independent-study project. The UO-sponsored SIT programs in this region include Argentina, Bolivia, Brazil, Chile, Nicaragua, Panama, and Peru.

Argentina, Rosario. This program, offered fall or spring semester or summer, focuses on Argentine life and culture, and offers Spanish courses at all levels. One term of college-level Spanish is required.

Chile, Valdivia. This semester or yearlong program is designed for students who want to perfect their Spanish skills. At least two years of college-level Spanish is required. The program follows the Chilean academic calendar, which begins in March and ends in December.

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.

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. Advanced students may enroll in regular university courses in many fields of study.

Mexico, Morelia. The Morelia program is designed for students who want to improve their Spanish skills while learning about the cultural, historical, educational, economic, and social aspects of the Mochoacán region. One term of college-level Spanish is required. The program is offered fall, winter, spring, and summer terms.

Mexico, Puebla. This semester or yearlong program at the Universidad de las Américas allows students to enroll in advanced Spanish courses as well as regular university courses in many fields of study, taught entirely in Spanish. At least three years of college-level Spanish is required.

Mexico, Querétaro. Fall and spring semesters or summer programs are available. The programs cover second-, third-, and fourth-year Spanish and course work in Mexican literature, art history, and civilization.

Asia

American Councils for International Education offers students the opportunity to study language and culture in Russia and cities in Eurasia in an immersion setting. The programs are offered fall or spring semester, the academic year, or summer.

CIEE programs generally consist of a combination of courses offered by host institutions that are specifically designed for study-abroad students (language courses and a core culture-theme course). The UO-sponsored CIEE programs in this region include Cambodia, China, India, Japan, Taiwan, Thailand, and Vietnam.

SIT offers field-based programs that focus on a theme and usually offer an independent-study project. The UO-sponsored SIT programs in this region include China, India, Indonesia, Mongolia, Nepal, and Vietnam.

China, Beijing. The fall or spring semester program at the Beijing Language and Culture University offers intensive study of Chinese language and culture. Students may also choose a full academic-year program.

Hong Kong. This semester or yearlong program at the University of Hong Kong offers students an immersion experience in Hong Kong. Students take courses in most major departments, including journalism, education, the sciences, and the liberal arts. All courses (except for Chinese) are taught in English.

Japan, Akita. The Akita International University program, offered fall or spring semester, the academic year, or summer, gives students the opportunity to take basic to advanced courses in Japanese as well as English-language course work.

Japan, Sapporo. The yearlong Hokkaido University program provides students with an opportunity to study Japanese and take courses in English in various academic disciplines. Students with

sufficient language skills may also take a limited number of regular courses taught in Japanese.

Japan, Tokyo—Japan Women's University. This yearlong program provides female students with a total immersion experience at a Japanese women's university. Participants must have strong skills in Japanese and be prepared to take most courses in Japanese, although language courses are also available.

Japan, Tokyo—Meiji University. One or two students with advanced skills in Japanese have the opportunity to study a wide range of subjects. Students enroll in regular Japanese university classes, and instruction is in Japanese. This yearlong exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Tokyo—Senshu University. Senshu offers a program of intensive language, culture, history, and business studies. 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. Participants must have at least one year of college-level Japanese.

Singapore. The semester or yearlong program at the National University of Singapore is designed to allow students from any discipline opportunities to study at one of the best institutions in the Asia-Pacific region. Course work is taught in English.

South 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.

Taiwan, Taipei. The National Taiwan University program, offered fall or spring semester or yearlong, allows students the opportunity to study Mandarin Chinese and enroll in a limited number of courses in various academic disciplines, taught in English. Students with sufficient language skills may also take regular courses taught in Chinese.

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 IE₃ Global Internships program.

Europe

American Councils for International Education offers students the opportunity to study Russian language and culture in Moscow, Saint Petersburg, or Vladimir, Russia, or the non-Russian languages and cultures of select Eurasian countries. The programs are offered fall and spring semester, the academic year, or summer.

CIEE programs generally consist of a combination of courses offered by host institutions that are specifically designed for study-abroad students (language courses and a core culture-theme course). The UO-sponsored CIEE programs in this region include Belgium, Czech Republic, Hungary, Ireland, Italy, Netherlands, Poland, Portugal, Russia, Spain, and Transylvania.

SIT offers field-based programs that focus on a theme and usually offer an independent-study

project. The UO-sponsored SIT programs in this region include Croatia, Czech Republic, Iceland, Ireland, Macedonia, Montenegro, Netherlands, and Switzerland.

Transatlantic Science Student Exchange

Program. This program is for students majoring in the sciences. Participants integrate into the host university and complete course work (primarily in the sciences) from the local curriculum. The program includes a network of approximately twenty European universities in several different countries.

Austria, Vienna. This program, offered fall term and winter semester, takes advantage of Vienna's setting to let students fully experience Austria's rich cultural arts heritage. Courses offered include German, social sciences and humanities. German is offered at beginning, intermediate, and advanced-intermediate levels. One term of college-level German is recommended.

Denmark, Copenhagen. The Danish Institute for Study Abroad program offers summer, semester, and full-year programs in architecture and design, international business, science, communication, medical practice and policy, humanities, and social sciences. Field trips are integrated with academic course work. Courses are taught in English by Danish professors.

Denmark, Copenhagen. Open to undergraduate and graduate business students, this program offers a variety of courses in English at the Copenhagen School of Business. In addition to the business, economics, and area studies courses, students may take Danish courses. Students may attend either fall or spring semester and summer.

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.

England, Cambridge. The summer program in Cambridge allows students to take courses in a variety of subjects offered by the University of Cambridge International Summer Schools while living at one of the university's colleges.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Students live with British families. The program is offered fall, winter, and spring terms.

England, London. Every other spring, graduate and undergraduate theater arts students study the performing arts in London. Accompanied by a UO professor, participants attend more than forty performances.

England, Norwich. This exchange program at the University of East Anglia 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, Helsinki. Every other summer, the UO School of Architecture and Allied Arts sponsors a studio in Helsinki. A faculty member from the Department of Architecture accompanies the Oregon group.

Finland, Tampere. UO students 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 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.

France, Lyon. Students with intermediate or advanced training in French may choose the yearlong program in Lyon and enroll in a language institute or regular university courses. In addition, students with one year of French may study business in a fall semester program.

France, Poitiers. This yearlong or semester program is for students who have studied at least two years of college-level French. Most students are enrolled in the language institute at the University of Poitiers. Students with sufficient academic preparation may enroll in regular University of Poitiers courses.

Germany, Baden-Württemberg. Students in this yearlong or semester program may study at any one of the participating universities in the state of Baden-Württemberg. 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 are eligible for this intensive language program offered each year from April to July. By the end of the program, participants will have completed the entire second-year German sequence.

Greece, Athens. Organized by the Athens Center, this fall and spring term program showcases Athens' rich historical and cultural resources. Except for one course in modern Greek, all courses are taught in English. Excursions and field trips are important parts of the program.

Ireland, Dublin. This five-week summer program is designed for students interested in Irish life and culture. The program arranges for the student to stay with an Irish family and provides organized excursions to the greater Dublin area and other parts of Ireland.

Ireland, Galway. This five-week summer program offers a variety of courses for students from all majors with emphases in history, music, theater, literature, and Gaelic language. An optional Dublin tour is also offered.

Italy, Macerata or Siena. Italian, humanities, and the social sciences are emphasized in this program. Italian is taught at all levels. All other courses are taught in English. Field trips complement classroom work. One term of college-level Italian is recommended. The program is offered fall, winter, and spring terms.

Italy, Paderno del Grappa. This fall or spring semester program is designed for students majoring in economics, journalism, or any of the disciplines of the Charles H. Lundquist College of Business. The program provides students with a broad array of courses, taught in English, in the American academic style.

Italy, Pavia. One to two students are 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.

Norway, Bergen. Students with sufficient knowledge of Norwegian can enroll in regular University of Bergen courses for a semester or an academic year. Others can study Scandinavian history, politics, and culture, all taught in English. Courses in Norwegian are offered at every level of proficiency.

Norway, Oslo. This program, offered fall or spring semester, the academic year, or summer, provides students an opportunity to enroll directly in courses taught at the University of Oslo. Courses are offered in English in a wide variety of fields. Students with two or more years of Norwegian may take one or more courses taught in Norwegian.

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.

Spain, Oviedo. These fall term, spring semester, or summer programs, sponsored by NCSA, offer courses in Spanish language, history, and art. All courses are taught in Spanish.

Sweden, Uppsala. Students may 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. Courses in Swedish are offered at beginning to advanced levels.

Middle East

CIEE programs generally consist of a combination of courses offered by host institutions that are specifically designed for study-abroad students (language courses and a core culture-theme course). The UO-sponsored CIEE programs in this region include Jordan and Turkey.

SIT offers field-based programs that focus on a theme and usually offer an independent-study project. The UO-sponsored SIT programs in this region include Jordan and Oman.

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.

Oceania

SIT offers field-based programs that focus on a theme and usually offer an independent-study project. The UO-sponsored SIT programs in this region include Fiji and Samoa.

Australia, Adelaide. The UO School of Law maintains an exchange program with the University of Adelaide School of Law in South Australia. This program is open only to law students, who may participate in either the spring or fall semester.

Australia, Canberra, Melbourne, or Perth. Australian National University, La Trobe University, and Curtin University offer a broad curriculum for students participating in these semester or yearlong exchange programs. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

Australia. Deakin University and James Cook University offer yearlong or semester programs for undergraduate students. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

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.

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 may 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 adviser in early fall. International Affairs offers scholarship and grant advising for students.

Study-Abroad Courses

Each subject code below is unique to a single study-abroad program. 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 study-abroad 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].

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

OBEL 288, 388, 488 Overseas Studies: Beijing, Central Institute for Nationalities (1-12R)

The Czech Republic

OCHA 188, 288, 388, 488 Overseas Studies: Prague, Charles University (CIEE) (1-12R)

Denmark

ODIS 188, 288, 388, 488, 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)

OBRT 388, 488, 688 Overseas Studies: London (1-12R)

OLON 188, 288, 388, 488 Overseas Studies: London, NCSA Program (1-12R)

OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1-12R)

Finland

OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1-12R)

France

OANG 188, 288, 388, 488 Overseas Studies: Angers, NCSA Program (1-12R)

OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1-12R)

OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers (1-12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1-12R)

OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1-12R)

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)

OPER 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)

Japan

OAGU 288, 388, 488 Overseas Studies: Tokyo, Aoyama Gakuin University (1–12R)

OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1–12R)

OSEN 188, 288, 388, 488 Overseas Studies: Tokyo, Senshu University (1–12R)

OWAS 188, 288, 388, 488 Overseas Studies: Tokyo, Waseda University (1–12R)

Mexico

OQUE 188, 288, 388, 488, 688 Overseas Studies: Querétaro, Summer Study in Mexico (1–12R)

Norway

OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1–12R)

Poland

OWAR 188, 288, 388, 488 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1–12R)

Russia

OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1–12R)

OSTP 188, 288, 388, 488 Overseas Studies: Russia (CIEE) (1–12R)

Scotland

OUAB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1–12R)

South Korea

OEWK 188, 288, 388, 488, 688 Overseas Studies: Seoul, Ewha Womans University (1–12R)

OYON 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1–12R)

Spain

OSVL 188, 288, 388, 488 Overseas Studies: Seville, University of Seville (CIEE) (1–12R)

Sweden

OUPP 188, 288, 388, 488, 688 Overseas Studies: Uppsala, Uppsala University (1–12R)

Thailand

OKKU 188, 288, 388, 488 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1–12R)

Internships

OINT 488, 688 Overseas Study: Internships (1–12R)

Experimental Programs

Africa

OXAF 188, 288, 388, 488, 688 Overseas Experimental Program: Africa (1–12R)

Asia and Oceania

OXAO 188, 288, 388, 488, 688 Overseas Experimental Program: Asia and Oceania (1–12R)

Europe

OXEU 188, 288, 388, 488, 688 Overseas Experimental Program: Europe (1–12R)

Latin America

OXLA 188, 288, 388, 488, 688 Overseas Experimental Program: Latin America (1–12R)

Middle East

OXME 188, 288, 388, 488, 688 Overseas Experimental Program: Middle East (1–12R)

Labor Education and Research Center

Robert Bussel, Director

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www.uoregon.edu/~lerc

Faculty

Robert Bussel, associate professor. B.A., 1973, Cornell; M.Ed., 1983, Rutgers; Ph.D., 1993, Cornell. (2002)

Barbara Byrd, senior instructor; coordinator, Portland Center. B.A., 1971, Rice; M.S., 1978, Massachusetts at Amherst; Ph.D., 1988, Texas, Austin. (1994)

Lynn M. Feekin, instructor. B.A., 1972, Northern Iowa. (1994)

Jennifer Hess, research associate. B.S., 1983, Western Washington; M.P.H., 1996, Washington (Seattle); Ph.D., 2004, Oregon. (2002)

Gordon Lafer, associate professor. B.A., 1983, Swarthmore; M.A., 1989, M.Ph., 1992, Ph.D., 1995, Yale University. (1997)

Helen Moss, instructor. B.A., 1982, San Francisco State; M.A., 2001, Portland State University. (2000)

Marcus Widenor, associate professor. B.A., 1974, Antioch; M.A., 1976, Massachusetts at Amherst. (1983)

Emeriti

Steven Deutsch, professor emeritus. See **Sociology**.

James J. Gallagher, associate professor emeritus. B.A., 1961, California, Berkeley. (1978)

Margaret J. Hallock, professor emerita. B.A., 1969, Southern California; M.A., 1971, Ph.D., 1974, Claremont. (1988)

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 changing environment and structure of collective bargaining, sustainability and green jobs, immigration and Oregon's changing work force, privatization, and worker rights in organizing and dispute resolution. 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. LERC offices in Portland offer services to the metropolitan area through general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The Portland office is located in the University of Oregon's White Stag Block at 70 NW Couch Street, Suite 353; telephone (503) 412-3721.

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)

410/510 Experimental Course: [Topic] (1–5R) Topics include Bargaining Simulations, Techniques of Labor Education, Unions and Technology.

601 Research: [Topic] (1–16R))

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

606 Supervised Field Studies (1–16R)

608 Workshop: [Topic] (1–16R)

Libraries

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Faculty

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Rebecca Belford, assistant professor; music librarian. B.A., 2001, Vassar College; M.L.S., 2007, State University of New York, Buffalo. (2007)

Leslie K. Bennett, professor; head, music services. B.A., 1971, M.A., 1977, California State, Long Beach; M.L.S., 1979, California, Los Angeles. (1983)

Andrew R. Bonamici, professor; associate university librarian for instructional services. B.A., 1983, Marylhurst; A.M.L.S., 1984, Michigan, Ann Arbor. (1985)

Heather I. Briston, Mary Corrigan and Richard Solari University Historian and Archivist; associate professor. B.A., 1992, Michigan State; J.D., 1995, Syracuse; M.S.I., 1999, Michigan, Ann Arbor. (2001)

Sara N. Brownmiller, professor; director, library systems. B.A., 1974, Incarnate Word; M.L.S., 1978, Arizona. (1987)

Barbara A. Butler, professor; science librarian. B.S., 1980, M.S., 1983, California, Davis; M.L.I.S., 1990, California, Berkeley. (1992)

Deborah A. Carver, professor; Philip H. Knight Dean of Libraries. B.A., 1973, Massachusetts; M.L.S., 1976, North Carolina, Chapel Hill; M.P.A., 1984, Virginia, Charlottesville. (1990)

Glenda Claborne, assistant professor; metadata management librarian. B.S., 1983, Lyceum of the Philippines; M.L.I.S., 2005, Washington (Seattle). (2008)

Andrea G. Coffman, associate professor; ocean and coastal law librarian. B.S., 1974, California, Santa Cruz; M.L.S., 1977, Oregon. (2007)

Karen M. Estlund, assistant professor; digital collections coordinator. B.A., 2001, Reed College; M.L.I.S., 2005, Washington (Seattle). (2007)

Robert H. Felsing, professor; East Asian bibliographer. B.A., 1968, Briar Cliff (Sioux City); M.A., 1970, Hawaii, Manoa; Ph.D., 1979, M.L.I.S., 1984, Iowa. (1989)

David C. Fowler, professor; head, acquisitions department. B.A., 1984, Alaska, Anchorage; M.L.S., 1995, State University of New York, Albany. (2006)

James D. Fox, associate professor; head, special collections and university archives. B.A., 1980, California, Santa Cruz; M.A., 1984, Chicago; M.L.S., 1986, Columbia. (2000)

Paul A. Frantz, professor; assistant head, reference and instruction department; reference librarian, journalism specialist. B.A., 1972, Alberta; M.A., 1977, Portland State; M.L.S., 1984, Washington (Seattle). (1986)

Nathan Georgitis, assistant professor; metadata librarian. B.A., 1996, Brown; M.L.S., 2000, Simmons College. (2003)

Mary C. Grecni, associate professor; serials catalog team leader. B.Mus., 1985, Youngstown State; M.Mus., 1987, New England Conservatory of Music; M.L.S., 1995, Southern Connecticut. (1996)

Heghine Hakobyan, assistant professor; Slavic librarian. B.A., 1983, Kurgan College of Culture and

Enlightenment; M.A., 1988, Tyuman State University; M.L.I.S., 2003, City University of New York, Queens College. (2007)

Joni Herbst, associate professor; technical services law librarian. B.S., 1981, Arizona State; M.L.S., 1986, Arizona. (1994)

Mary Ann Hyatt, professor; director, law library. B.A., 1979, Rhodes; M.L.S., 1980, Emory; J.D., 1993, Washington (Seattle). (2004)

Jon R. Jablonski, David and Nancy Petrone Map-GIS Librarian; assistant professor. B.F.A., 1994, Wisconsin (Milwaukee); M.L.I.S., 2002, Washington. (2002)

Barbara Baxter Jenkins, professor; head, reference and instruction department. B.A., 1978, Earlham; M.L.S., 1982, Chicago. (1992)

JQ Johnson, professor; director, scholarly communication and instructional support. A.B., 1973, Harvard; M.A., 1987, Stanford. (1987)

Kathleen M. Lenn, professor; reference librarian. B.A., 1983, Eastern Illinois; M.L.S., 1985, Illinois. (1985)

Cara A. List, associate professor; architecture and allied arts reference librarian. B.A., 1984, Scripps; M.F.A., 1990, School of Visual Arts; M.L.I.S., 1998, Michigan, Ann Arbor. (2000)

Linda J. Long, associate professor; manuscripts librarian. B.A., 1978, Seattle; M.A., 1979, Case Western; M.L.S., 1987, Brigham Young. (1997)

Michael Majdic, professor; television producer and director, Center for Media and Educational Technologies. B.A., 1984, Illinois at Urbana-Champaign; M.A., 1993, Sangamon State. (1994)

Stephanie A. Midkiff, associate professor; law reference librarian. B.A., 1978, J.D., 1985, M.L.S., 1994, Kentucky. (1997)

Ann E. Miller, associate professor; head, metadata services and digital projects. B.A., 1980, Goshen College; A.M.L.S., 1983, Michigan, Ann Arbor. (2008)

Victoria S. Mitchell, associate professor; head, science library. B.S., 1979, California; M.S.L.I.S., 1989, Simmons College. (2001)

Karen E. Munro, assistant professor; head, Portland Library and Learning Commons. B.A., 1995, McGill; M.F.A., 1999, Iowa; M.L.I.S., 2002, British Columbia. (2008)

Angus B. Nesbit, associate professor; law reference librarian. B.A., 1984, Maine; M.L.I.S., 1985, Pittsburgh; J.D., 1992, Oregon. (1997)

Rosemary Nigro, assistant professor; acquisitions librarian. B.A., 1993, Yale; M.L.I.S., 2003, Simmons College. (2007)

Erin O'Meara, assistant professor; electronic records archivist. B.A., 2001, Arizona; M.A., 2004, British Columbia. (2005)

Elizabeth M. Peterson, assistant professor; humanities reference librarian—literature. B.A., 1990, California, Santa Cruz; M.L.I.S., 2002, San Jose State. (2006)

Miriam E. Rigby, assistant professor; social sciences librarian. B.A., 2002, Reed College; M.A., 2004, Chicago; M.L.I.S., 2008, Washington (Seattle). (2008)

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Jeffrey Staiger, assistant professor; humanities librarian—Romance languages. B.A., 1985, Williams College; Ph.D., 1997, California, M.L.I.S., 2005, Rutgers. (2006)

Laine Stambaugh, professor; director, library human resources. B.A., 1977, M.A., 1986, California State, Long Beach; M.L.S., 1987, Arizona. (1987)

Thomas A. Stave, professor; head, document center. B.A., 1972, Whitworth; M.L., 1974, Washington (Seattle). (1980)

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Hsiao-Guang "Daphne" Wang, associate professor; East Asian catalog team leader. B.A., 1984, M.L.S., 1986, Rutgers. (1997)

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Kaiping Zhang, associate professor; business and economics reference librarian. B.A., 1967, Beijing Institute of Foreign Languages; M.L.S., 1992, State University of New York, Albany. (2000)

Emeriti

Rodney E. Christensen, professor emeritus. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California. (1967)

Lawrence N. Crumb, associate professor emeritus. B.A., 1958, Pomona; M.A., 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)

Kenneth W. Duckett, professor emeritus. B.A., 1950, Denver; M.S., 1954, Wisconsin, Madison. (1979)

Katherine G. Eaton, associate professor emerita. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon. (1970)

J. Richard Heinzkill, professor emeritus. B.A., 1955, Saint John's (Collegeville); A.M.L.S., 1964, Michigan, Ann Arbor. (1967)

Jane Yen-Cheng Hsu, assistant professor emerita. B.A., 1946, Gingling Girls' School, Nanking. (1956)

Donald L. Hunter, professor emeritus. B.S., 1945, Nebraska. (1946)

Dennis R. Hyatt, professor emeritus. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington (Seattle). (1976)

Edward C. Kemp, professor emeritus. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley. (1955)

William C. Leonard, professor emeritus. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon. (1968)

Howard A. Lindstrom, associate professor emeritus. B.S., 1958, Southern Oregon State; M.A., 1966, California State, San Jose; Ed.D., 1987, Oregon. (1987)

Robin B. Lodewick, assistant professor emerita. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers. (1961)

Reyburn R. McCready, associate professor emeritus. B.A., 1950, John Brown; M.A., 1961, Denver. (1961)

Guido A. Palandri, professor emeritus. B.A., 1949, Oregon; B.L.S., 1954, California, Berkeley. (1960)

Huibert Paul, assistant professor emeritus. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California, Berkeley. (1965)

K. Keith Richard, professor emeritus. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon. (1972)

Claire Runkel, assistant professor emerita. B.A., 1958, M.A., 1961, Minnesota. (1961)

George W. Shipman, university librarian and Philip H. Knight Chair 1997–2000 emeritus. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan, Ann Arbor. (1980)

Marcia J. Sigler, assistant professor emerita. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California, Berkeley. (1969)

Ruth E. South, associate professor emerita. B.A., 1950, M.L.S., 1972, M.A., 1981, Oregon. (1973)

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Luise E. Walker, associate professor emerita; science reference librarian. A.B., 1951, Washington (Seattle); A.M.L.S., 1955, Michigan, Ann Arbor; M.S., 1961, State University of New York, College of Environmental Sciences and Forestry. (1967)

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

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.

The UO Libraries, an Association of Research Libraries member, houses the largest research collection in the state, with more than 3 million volumes and 46,000 journal subscriptions, both in print and electronic format. Extensive holdings of manuscripts, microforms, CDs, DVDs, phonograph records, films, videotapes, slides, maps, and state, federal, and international documents complement the core collections. To meet the growing demand for digital resources, the UO Libraries is actively expanding its digital holdings and forging partnerships to increase access to digitized collections.

Facilities and Resources

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 and Learning Commons. Reference service is provided in all campus libraries. For library hours, call (541) 346-3054 or consult the website.

All libraries provide access to an array of technology, including scanning equipment, digital cameras, color printers, and desktop and laptop computers equipped with production, presentation, and graphics software. Facilities for audio

and video transfer and editing are available in Knight Library.

The library is structured as a learning commons, providing consolidated access to scholarly information, research assistance, tutoring, advising, and technology to support research and discovery.

The library's website is an excellent starting point from which to explore myriad information resources. With front-page search capabilities, the website gives users access to the library's online catalog, which is constantly updated with information about the circulation status of library materials, new books and book orders, and journal availability. Users can search numerous 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 website provides a connection to Summit, a union catalog of the Orbis Cascade Alliance, a consortium of thirty-six 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, as well as other libraries worldwide. Materials may be borrowed directly through Summit or from other libraries through interlibrary loan.

The website also provides convenient access to growing collections of digitized print and nonprint material.

Services

The UO Libraries offers a suite of services to assist faculty members in developing research and instructional projects with digital and multimedia components. The library also manages and maintains the UO Scholars' Bank, an online archive of the scholarly output of the campus community, and provides administrative support for Blackboard, the university's online course management system.

The library's instructional programs include technology workshops, 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 delivery and maintenance of instructional technology equipment in more than 150 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.

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 services are available, including special programs for distance-education students. Through its course reserves program, the library provides students with access to course 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.

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 biannual publication *Building Knowledge*. For more information, call the library administration office, (541) 346-3056.

Library Courses (LIB)

101 Introduction to Library Research (1)

Introduction to the use of resources and services offered by the UO Libraries.

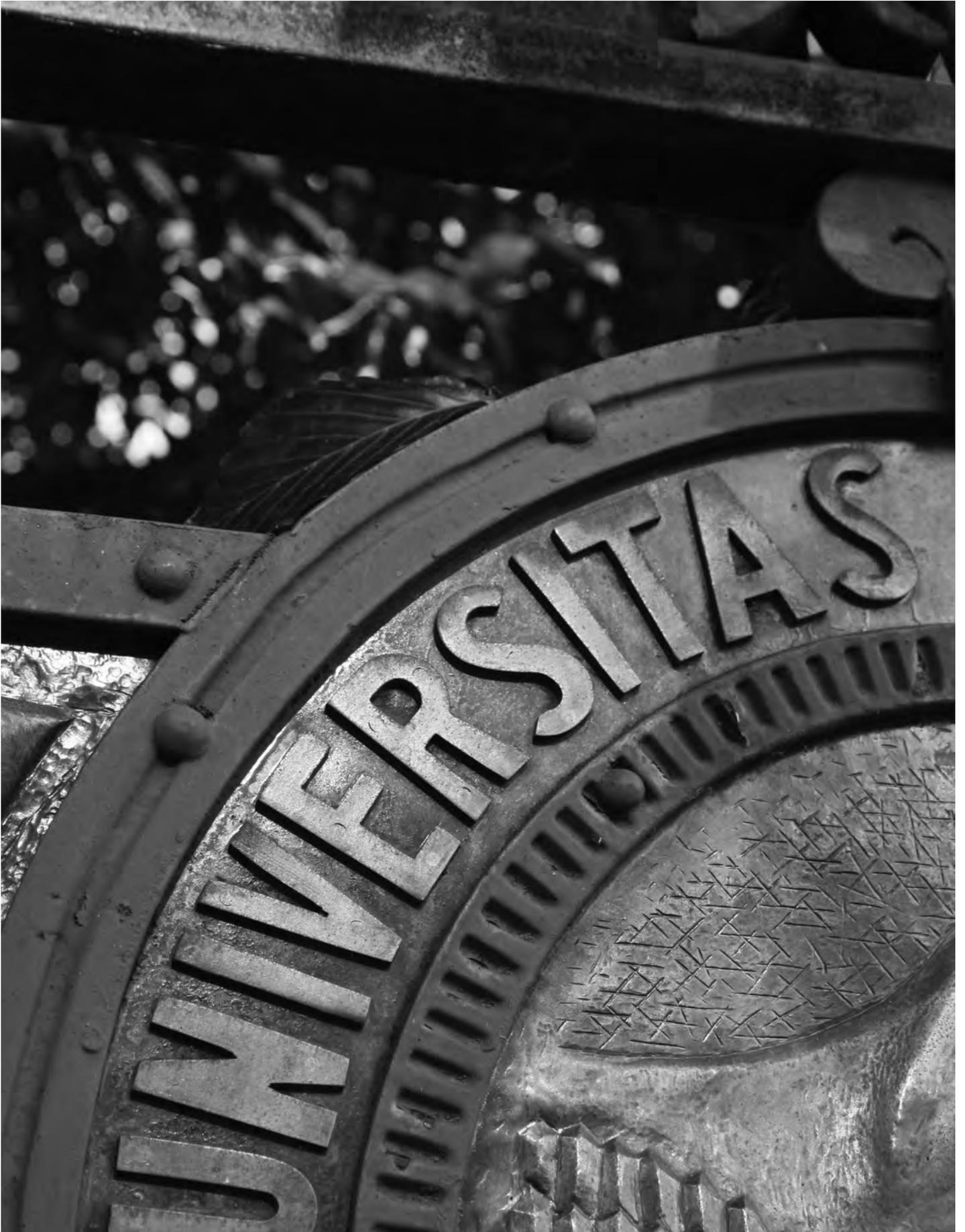
199 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

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] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics are Library Resources, Bibliography.



409 Practicum: [Topic] (1–12R)

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

453/553 Government Information (4) Finding and using government information; characteristics and life cycles of information produced by federal, state, and local government bodies. Policies governing access to public information.

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

Military Science

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Courtesy Faculty

Thomas D. Malone, courtesy instructor; captain, U.S. Army. B.A., 2001, Oregon. (2008)

Matthew R. Kelley, courtesy instructor; captain, U.S. Army. B.S., 2002, U.S. Military Academy at West Point. (2007)

Darren L. McMahon, courtesy instructor; captain, U.S. Army. B.A., 1996, Troy State. (2002)

James L. Miller, courtesy instructor; captain, U.S. Army. B.S., 2002, Montana State. (2003)

L. Joelle Rankins Goodwin, courtesy instructor; major, U.S. Army. B.S., 1986, Oregon; M.A., 1995, Hood College. (2005)

Special Staff

Donald J. Rummer, courtesy instructor; sergeant first class, U.S. Army. (2006)

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 instructional 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, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army.

Extracurricular Activities

The department supports a variety of events including ranger challenge (a club sport), Marauders (an elective course), football, basketball, softball, and color guard.

Military Science Courses (MIL)

121, 122, 123 Military Science I (2,2,2) 121: constitutional beginnings, organization, and role of today's army; physical fitness; introduction to 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 systematic 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 leadership 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] (1–5R) 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 obligations 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) Lectures, laboratory, field training exercises. **321:** teaches the sixteen leadership dimensions and application to infantry tactics, operation orders, and orienteering. 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 nontactical 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) Lectures, laboratory, and field training exercises. **421:** planning, 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 universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission. 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 requirements 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 scholarship, or both should contact the department.

Multicultural Academic Success

Audrey Cramer, Director

(541) 346-3479

(541) 346-3416 fax

164 Oregon Hall

uoregon.edu/~omas

The Office of Multicultural Academic Success 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 to achieve academic success and graduate
- work with the Career Center to facilitate placement opportunities
- work with the Office of Student Life to provide an inclusive and welcoming environment for students of color

- work with the Office of Academic Advising to provide enhanced advising services for students
- collaborate with local community organizations and government agencies on issues of racial and ethnic diversity

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 I,II (WR 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), 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 Success 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 Success.

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 paleontological 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.

Museum exhibits focus on Pacific Northwest geology, archaeology, biology, Native American cultures, and traditional cultures worldwide. Each year, courses in anthropology, biology, geological sciences, architecture and allied arts, and other departments and schools use the museum. Faculty and staff members lecture, teach, and lead museum and field tours for UO students and the broader community. Internship, individual study, volunteer, and employment opportunities are available for students. Graduate students use the collections for research leading to theses and dissertations.

Offering tours and educational activities for children, families, and community groups, the museum works closely with local and regional school districts and other community groups.

Admission is free for UO students, faculty, staff, and museum members, \$3 for adults, \$2 for seniors and youth, and \$8 for families; admission is free for all on Wednesdays. Exhibits and the museum store are open Wednesday through Sunday, 11:00 a.m. to 5:00 p.m.

The museum's research and collections divisions, which include the Oregon State Museum of Anthropology, are described in the **Research Institutes and Centers** section of the catalog.

Condon Collection of Fossils

(541) 346-4577
202 Volcanology Building
1272 University of Oregon
Eugene OR 97403-1272

The Condon Collection, part of 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
percec.uoregon.edu

Faculty

Janice Radcliffe, senior instructor (fitness management). B.S., 1978, M.S., 1985, Oregon; Ph.D., 1994, Texas, Austin. (1986)

David Rubino, instructor (team sports, running). B.S., 1987, Cortland; M.A., 1988, Northern Colorado. (2001)

Greg Smith, instructor (racquet sports). B.S., 1975, Texas, Austin. (2001)

Michael Strong, senior instructor (outdoor pursuits). B.S., 1976, Alberta; M.S., 1986, Oregon. (1986)

Emeritae

Karla S. Rice, senior instructor emerita. B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)

Becky L. Sisley, professor emerita; athletic liaison. B.A., 1961, Washington (Seattle); M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro. (1965)

Lois J. Youngen, associate professor emerita. B.S., 1955, Kent State; M.A., 1957, Michigan State; Ph.D., 1971, Ohio State. (1960)

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 Fitness. The Rec Fitness Workout Program provides 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) 346-4112.

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

Bryan Haurert, 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 gymnasiums primarily used for physical education and intramurals. The Student Tennis Center is located behind McArthur Court and features six courts. In addition, six 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 170 courses are offered each term in a variety of activity areas— aerobics, aquatics, certification, fitness, individual activities, leadership, martial arts, mind-body, outdoor pursuits, racquet sports, running, scuba, team sports, and weight training. This ever-changing array of courses is taught by a staff of faculty members and contract employees who share their expertise and experiences.

Most classes meet twice a week for 1 credit. Several outdoor-pursuit courses include field trips in addition to on-campus sessions. Up to 12 credits in physical education may be applied to the bachelor's degree. Each term's offerings are listed in the schedule of classes online. Students may register for credit-earning courses through DuckWeb, which is explained in the **Registration and Academic Policies** section of this catalog.

Students and members of the staff, faculty, and community can enroll in physical education courses as noncredit participants. Noncredit participants pay only the PE course fee and register in person at the PE office at the start of each term.

Opportunities are available for people who have disabilities or who need special accommodations in order to participate in physical education courses. More information is available from the PE office, 102 Esslinger Hall; telephone (541) 346-4113. The office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Fees for Physical Education Courses

Course	Dollars
Activity (1 credit)	57
Activity (2 credits).....	108
Outdoor pursuits	39–399
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)

101–198 Aerobics: [Topic] (1–2R) 131: Body Sculpting I, **132:** Body Sculpting II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Aerobics: [Topic] (1–2R) 221: Aerobics I, **231:** Step Aerobics I, **232:** Step Aerobics II, **241:** Aerobic Funk I, **251:** Aerobic Kick Boxing I, **261:** Cardio Fusion NIA (Neuromuscular Integrated Action). **R** once for maximum of 2 credits per activity.

301–398 Aerobics: [Topic] (1–2R) 340: Cross-Training I, **341:** Cross-Training II. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Aquatics (PEAQ)

101–198 Aquatics: [Topic] (1–2R) 121: Aqua Aerobics I, **122:** Aqua Aerobics II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Aquatics: [Topic] (1–2R) 201: Swimming I, **202:** Swimming II, **221:** Swim Conditioning I, **222:** Swim Conditioning II. **R** once for maximum of 2 credits per activity.

301–398 Aquatics: [Topic] (1–2R) 311: Swim Training I, **312:** Swim Training II, **351:** Lifeguard Certification. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Aquatics—Scuba (PEAS)

199 Special Studies: [Topic] (1–2R)

301–398 Aquatics Scuba: [Topic] (1–2R)

368: Scuba: Basic, **369:** Scuba: Advanced, **370:** Scuba: Rescue Diver, **372:** Scuba: Altitude Diver, **376:** Scuba: Night Diver-Underwater Naturalist, **377:** Scuba: Equipment, **378:** Scuba: Nitrox, **380:** Scuba: Underwater Photography, **381:** Scuba: Dive Master I, **382:** Scuba: Dive Master II, **390:** Scuba Instructor. **R** once for maximum of 4 credits per activity.

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] (1–5R)

408 Workshop: [Topic] (1–5R)

Fitness (PEF)

101–198 Fitness: [Topic] (1–2R) 111: Stretch and Flex I. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–5R)

201–298 Fitness: [Topic] (1–2R) 201: Pilates Matwork I, 202: Pilates Matwork II, 205: Pilates Yoga Fusion, 241: Group Cycling I, 291: Speed and Agility. **R** once for maximum of 2 credits per activity.

301–398 Fitness: [Topic] (1–2R) 301: Core and Stretch. **R** once for maximum of 2 credits per activity.

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.

325 Healthy Weight Loss (3) For students motivated to use a lifestyle approach to weight loss. Two hours of both lecture and activity each week.

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)

101–198 Individual Activities: [Topic] (1–2R)

101: Disc Golf I, **102:** Disc Golf II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Individual Activities: [Topic] (1–2R)

201: Juggling I, **202:** Juggling II, **221:** Billiards I, **222:** Billiards II, **223:** Billiards III, **241:** Golf I, **242:** Golf II, **243:** Golf III, **244:** Golf Swing Exercise, **251:** Ice Skating I, **252:** Ice Skating II. **R** once for maximum of 2 credits per activity.

305 Triathlon (2R) Learn to manage your competitive training while improving techniques in swimming, running and biking. Prereq: Beginning swim, run, and biking experience.

399 Special Studies: [Topic] (1–2R)

Intercollegiate Athletics (PEIA)

199 Special Studies: [Topic] (1–2R)

301–398 Intercollegiate Athletics: [Topic] (1–2R)

301: Lacrosse, **305:** Team Stunts, **311:** Women's Golf, **312:** Men's Golf, **317:** Women's Tennis, **318:** Men's Tennis, **323:** Women's Cross-Country, **324:** Men's Cross-Country, **329:** Women's Track, **330:** Men's Track, **341:** Softball, **342:** Baseball, **347:** Volleyball, **350:** Soccer, **353:** Women's Basketball, **354:** Men's Basketball, **360:** Football. **R** once for maximum of 2 credits per activity.

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.

Martial Arts (PEMA)

101–198 Martial Arts: [Topic] (1–2R) 115: Self-Defense, 116: Women's Self-Defense, 121: Aikido I, 122: Aikido II, 123: Aikido III. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Martial Arts: [Topic] (1–2R) 211: Fencing I, 212: Fencing II, 213: Fencing III, 214: Italian Long Sword I, 215: Italian Long Sword II, 221: Karate I, 222: Karate II, 223: Karate III, 241: Judo I, 242: Judo II, 251: Tae Kwon Do I, 255: Kickboxing. **R** once for maximum of 2 credits per activity.

301–398 Martial Arts: [Topic] (1–2R) Advanced levels of martial arts activities. 301: Aikido Weapons, 311: Jeet Kune Do I, 312: Jeet Kune Do II, 321: Jiu-Jitsu I, 322: Jiu-Jitsu II. **R** once for maximum of 2 credits per activity

399 Special Studies: [Topic] (1–2R)

Mind-Body Courses (PEMB)

101–198 Mind-Body: [Topic] (1–2R) 101: Meditation I, 131: Tai Chi I, 132: Tai Chi II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Mind-Body: [Topic] (1–2R) 201: Gentle Yoga, 211: Hatha Yoga I, 212: Hatha Yoga II, 213: Hatha Yoga III, 230: Sports Yoga, 231: Kundalini Yoga I, 232: Kundalini Yoga II. **R** once for maximum of 2 credits per activity.

301–398 Mind-Body: [Topic] (1–2R) Advanced levels of yoga activities. 302: Ashtanga Yoga. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Outdoor Pursuits—Land (PEOL)

199 Special Studies: [Topic] (1–2R)

201–299 Outdoor Pursuits—Land: [Topic]

(1–2R) 251: Rock Climbing I, 252: Rock Climbing II, 266: High-Angle Rescue Preparation, 285: Wilderness Survival, 286: Backpacking Preparation, 288: Mountaineering Preparation, 290: Mountain Rescue Preparation, 292: Snow Camping Preparation, 294: Ski Touring Preparation, 296: Avalanche Safety Preparation, 297: Rock Climbing III Preparation, 298: Rock Climbing III Outing. **R** once for maximum of 2 credits per activity.

301–398 Outdoor Pursuits—Land: [Topic] (1–2R) 315: Basics of Technical Rescue, 331: Rock Climbing III, 341: Introductory Lead Climber, 351: Backpacking, 355: Ultralight Backpacking, 356: Backcountry Navigation, 361: Mountaineering I Outing, 363: Ice Climbing I, 364: Mountain Rescue Outing, 366: Verticle Rescue Techniques, 371: Snow Camping, 373: Cascade Traverse, 381: Ski Touring Outing, 391: Avalanche Safety, 392: Backcountry Survival. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

451 Adventure Education (3) Focuses on principles and practices of adventure education using experiential education methods. How to facilitate outdoor adventure experiences. Prereq: PEOL 285.

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) Preparation for leading safe and environmentally responsible outdoor pursuits courses. Topics include field leadership, risk management, and emergency procedures. Prereq: PEOL 285, backpacking experience, instructor's consent.

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)

199 Special Studies: [Topic] (1–2R)

201–299 Outdoor Pursuits—Water: [Topic] (1–2R) 261: Kayaking I. **R** once for maximum of 2 credits per activity.

301–398 Outdoor Pursuits—Water: [Topic] (1–2R) 325: Swift-Water Safety, 361: River Rescue Techniques. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Racquet Sports (PERS)

199 Special Studies: [Topic] (1–2R)

201–299 Racquet Sports: [Topic] (1–2R) 211:

Table Tennis I, 212: Table Tennis II, 231: Badminton I, 232: Badminton II, 241: Racquetball I, 242: Racquetball II, 243: Racquetball III, 271: Tennis I, 272: Tennis II, 273: Tennis III. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Running (PERU)

101–198 Running: [Topic] (1–2R) 101: Fitness Walking, 131: Jog-Run. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

301–398 Running: [Topic] (1–2R) 331: 5K Training I, 332: 5K Training II, 341: 10K Training. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Team Sports (PETS)

101–198 Team Sports: [Topic] (1–2R) Beginning levels of team sport activities. 101: Bocce Ball, 111: Flag Football. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Team Sports: [Topic] (1–2R) 232: Volleyball II, 233: Volleyball III, 242: Basketball II, 243: Basketball III, 252: Ultimate Frisbee I, 253: Ultimate Frisbee II, 261: Soccer I, 262: Soccer II, 263: Soccer III, 265: Indoor Soccer II. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Weight Training (PEW)

199 Special Studies: [Topic] (1–2R)

201–299 Weight Training: [Topic] (1–2R) 211: Weight Training I, 212: Weight Training II. **R** once for maximum of 2 credits per activity.

301–398 Weight Training: [Topic] (1–2R) 331: Sports Conditioning I, 332: Sports Conditioning II, 333: Sports Conditioning III. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Undergraduate Studies

Karen U. Sprague, Vice Provost for Undergraduate Studies

Academic Advising

Jennifer Joslin, Director

(541) 346-3211

(541) 346-6048 fax

364 Oregon Hall

advising.uoregon.edu

The Office of Academic Advising assists 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—first-year and transfer—with academic departments as well as assisting students seeking help withdrawing from the university.

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. Advisers 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 fifty 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 Andrew Wahlstrom, (541) 346-3211.

Disability Services

Hilary Gerdes, Senior Director

(541) 346-1155
(541) 346-6013 fax
164 Oregon Hall
disabrsrv@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 course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want to complete their

first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the *Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University*, available in the Department of Physics office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first year at the university. Physics and chemistry courses are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering *Advising Guide*, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (541) 737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

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, 252, 253)	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
*Several-Variable Calculus I,II (MATH 281, 282).....	8
*Elementary Linear Algebra (MATH 341, 342)...	8
*General Chemistry (CH 221, 222).....	8
*General Chemistry Laboratory (CH 227, 228) ...	4
*Foundations of Physics II (PHYS 351)	4
Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)	12

Additional Requirements

In addition to WR 121, two communication courses and an upper-division writing-intensive course in the major are required. Some engineering programs require three terms of chemistry.

Consult the preengineering director about these and other bachelor's degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory**Arwen Spicer, Prehealth Coordinator**

(541) 346-3211
364 Oregon Hall
advising.uoregon.edu/prehealth

The Office of Academic Advising supervises the following preprofessional health science programs. Information on other health-career programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers and with the professional schools they want to enter.

The Office of Academic Advising has a prehealth science center with recent literature about health professions and information and assistance on admission tests and procedures. Information is also available on the prehealth science website.

Clinical Laboratory Science—Medical Technology, Preparatory**Arwen Spicer, Prehealth Coordinator**

(541) 346-3211

The university offers most course work needed to satisfy the minimum requirements for admission to the Oregon Health and Science University (OHSU) Clinical Laboratory Science—Medical Technology Program in Portland. A required course in immunology, which is not offered at the UO, must be taken elsewhere. The fifteen-month program at OHSU culminates in a bachelor of science degree.

Admission Requirements

Students entering the program without a bachelor's degree must have completed at least 103 transferable credits and be eligible for an OHSU bachelor's degree upon completion of the program.

The required credits must include

Biology. 24 credits including Microbiology (BI 330) and Microbiology Laboratory (BI 331). Immunology is required as a separate course. Genetics, physiology, and anatomy are recommended

Chemistry. 24 credits of lecture and laboratory work that include general inorganic chemistry, organic chemistry, or biochemistry. Quantitative

analysis and physical chemistry are recommended

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) 494-8698; or from the program's website.

Dentistry, Preparatory**Arwen Spicer, Prehealth Coordinator**

(541) 346-3211

Pre dental Curriculum

The university offers a pre dental 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)

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 pre dental 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 pre dental 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 pre dental 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 yearlong 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-

tories (CH 237, 238, 239); Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338) Instrumental Analysis (CH 429) is strongly recommended

Calculus I,II (MATH 251, 252) and a course in statistics

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

Additional recommended course subjects are photography and public speaking.

A complete list of graduate programs is available from the head adviser. Students are urged to contact the graduate programs of their choice for information about application procedures.

Medicine, Preparatory

Arwen Spicer, Prehealth Coordinator

(541) 346-3211

The university offers a premedical program that satisfies the requirements for admission to the Oregon Health and Science University (OHSU) School of Medicine in Portland as well as other American medical schools.

The Office of Academic Advising has a prehealth science center with recent literature about the profession and information and assistance on admission tests and procedures.

Admission requirements for medical schools, which vary, are listed in *Medical School Admission Requirements*. Most students should consult this book during their junior year before applying to their chosen medical schools. Recent editions are available at the prehealth science center or may be ordered through the website for the Association of American Medical Colleges.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many others can be met with the following course work:

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. The biology foundations sequence (BI 251–253) is recommended for premedical studies.

One college-level mathematics course (MATH 112 or higher). Many schools require calculus, upper-division biochemistry (CH 360), and genetics (BI 320)

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

One year of English including two composition courses

One year of arts and letters courses

One year of work in the social sciences

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisers and *Medical School Admission Requirements*.

Admission

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, Prehealth 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 may complete transfer requirements at the UO for other programs in the state. Some out-of-state accelerated programs admit students after they have completed a bachelor's degree in any subject and taken specified science courses.

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, Prehealth 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)

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)

General Biology I,II,IV: Cells, Organisms, Biochemistry and Genetics (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 Arwen Spicer, Prehealth Coordinator

(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 OSU website or by calling (503) 494-1409.

Veterinary Medicine, Preparatory Arwen Spicer, Prehealth Coordinator

(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, 364 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) with laboratories (CH 237, 238, 239)

Organic chemistry sufficient to meet requirements for upper-division biochemistry courses (CH 331, 332) or (CH 331, 335, 336); laboratories (CH 337, 338) recommended

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)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Students may

take the general biology sequence (BI 211–214) or the biology foundations sequence (BI 251–253)

At least 6 credits in upper-division biology courses with a minimum of one laboratory (e.g., physiology, genetics, cell biology, microbiology, or more biochemistry)

General physics (PHYS 201, 202). Many veterinary schools require two terms with laboratories; some require a full year

One course in basic animal nutrition. Students may take an OSU-approved animal nutrition correspondence course

General education courses and electives to total 48 credits, if the student has not completed a bachelor's degree. Consult with a representative of OSU regarding requirements

Students may be admitted to veterinary school before completing the bachelor's degree. However, the bachelor's degree must be completed before the doctor of veterinary medicine (D.V.M.) degree can be granted. With careful planning, credits earned at the professional school can be transferred to the undergraduate institution to satisfy the remaining requirements for the bachelor's degree. UO students must complete 132 credits at the University of Oregon or have satisfied university residence requirements. Students planning on an early entry into veterinary school should consult regularly with advisers to ensure that general university requirements as well as major requirements are met.

Occupational Therapy, Preparatory Lori Manson, Prehealth Adviser

(541) 346-3211

The university offers courses that satisfy requirements for admission to United States schools of occupational therapy. Students may fulfill requirements for entry into a master's program in occupational therapy while they earn a bachelor's degree. Requirements may vary by school.

Recommended Courses

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

College Algebra (MATH 111), Elementary Functions (MATH 112), and Introduction to Methods of Probability and Statistics (MATH 243)

General Biology I,II,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,II (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 20824-1220; (800) 377-8555; or visit their website.

Optometry, Preparatory Arwen Spicer, Prehealth Coordinator

(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 20852, or visit their website.

Physical Therapy, Preparatory Lori Manson, Prehealth Adviser

(541) 346-3211

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy master's or doctoral degree program.

Requirements. Students planning to obtain a bachelor's degree at the UO should declare their majors relatively early so that physical-therapy option requirements can be fulfilled as part of a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. Because

considerable physical science background is required for admission, students usually choose a compatible major, such as biology, general science, or 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), 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 in March and April for the following fall.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

The only physical therapy program in Oregon is a doctoral degree program at Pacific University.

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, Prehealth 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, Prelaw Coordinator

(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) and 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, 213) 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 University Teaching and Learning Center, 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, 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 may 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

Rachel Johnson, Adviser

(541) 346-0658
176 Education Building

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 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 visual and hearing 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.

Orientation

Cora Bennett, Director, Student Orientation Programs

(541) 346-1167
(541) 346-6204 fax
5263 University of Oregon
Eugene OR 97403-5263
uointro@uoregon.edu
orientation.uoregon.edu

Student Orientation Programs introduces new and prospective students and their families to the university's intellectual climate, improving the

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 student leaders coordinate programs that offer information about the University of Oregon's academic programs and support services. New students meet with an academic adviser and register for fall term courses. During the visit, participants live in the residence halls, become familiar with campus, and acquire college survival skills before Week of Welcome activities in September.

Week of Welcome. This five-day orientation program is held in September before the start of fall term. Faculty members and returning students help ease incoming first-year and transfer students' transition to the University of Oregon by presenting more than 300 academic, social, and cultural activities. During the orientation, new students meet other students, start their college careers smoothly, and discover the campus and community resources vital to their 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 fifth-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 1995.

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 information, 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 may 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.

University Teaching and Learning Center

Susan Lesyk, Center Director

(541) 346-3226
(541) 346-2184 fax
68 Prince Lucien Campbell Hall
als.uoregon.edu

The University Teaching and Learning Center 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 administers 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, math strategies,

and money management. **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)

409 Practicum: [Topic] (1–4R) R for maximum of 6 credits.

608 Workshop: [Topic] (1–4R)

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.



Services for Students

Robin H. Holmes, Vice President for Student Affairs; Paul Shang, 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: asuorg@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: asuouniv@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.

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 résumés can be reviewed online. The on-campus recruiting program 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. Career counselors are available on a daily basis to assist individuals in this process.

Currently enrolled students are encouraged to use the Career Center's services throughout their education. There are no additional fees for these services and programs.

For more information, see the **Academic and Career Planning** and **Employment Services** sections of this catalog.

Counseling and Testing

Shelly Kerr, 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 provides mental health counseling and testing services to students at the university. Some fees are charged for testing, however counseling services are paid for out of student health fees and are available to currently enrolled students.

Counseling: 346-3227. The center provides individual and group counseling on issues such as substance abuse, eating disorders, relationship difficulties, grief, stress, depression, sexual identity, and cultural issues, among others. Staff members provide consultation and outreach services to student groups, and counselors offer training for and consultation with faculty and staff members on behavioral issues and mental health concerns.

Testing: 346-3230. The testing office schedules, coordinates, and administers required placement examinations, Credit by Examination programs, and proctored academic tests as well as national computer-based testing programs such as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOEFL), and Pre-Professional Skills Test (PPST). The testing office also coordinates with Disability Services for extended-time academic examinations. Registration materials and information are available in the testing office, located in 270 University Health, Counseling, and Testing Center Building. Hours of operation are Monday, Tuesday, Wednesday, and Friday from 8:00 a.m. to 5:00 p.m. and Thursday 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.

The Duck Store

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 five divisions: the Literary Duck (bookstore); the Digital Duck (computer supplies); the Creative Duck (art supplies); the Spirit Duck (UO-related apparel

and memorabilia); and the Duck Stop (specialty coffee bar).

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 composed 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, 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 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 Duck Store 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 450 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 Duck Store 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 Duck Store 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 on campus. 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 Duck Store main floor for a fun selection of unique gifts, greeting cards, and magazines.

Knight Law Center

The Duck Store serves the John E. Jaqua Law Library with the Court Café, selling coffee, beverages, and food. Students can pick up law course packets and books, send faxes, and have film developed. Court Café hours can be found on the Duck Store website.

University of Oregon in Portland, Washington Square, and the Old Mill District in Bend

For the convenience of Portland-area students, alumni, and friends of the university, the Duck Store sells university sportswear and insignia merchandise at the University of Oregon in Portland facility and in Tigard at the Washington Square mall. Supplies required for the Portland architecture program are also available at the White Stag location, 70 NW Couch St. In summer 2006, a Duck Store location was opened at the Old Mill District in Bend. For contact and location information, visit the website.

Internet Store

The Duck Store online (uoduckstore.com) is a great resource for reserving course books, ordering merchandise and gifts, subscribing to free newsletters, finding information about current events, and much more.

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 individuals 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 visit the website, 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 licensed by the State of Oregon. 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, presentations, and instructional workshops. The resource room has maps, guidebooks, and information handouts that are free to use and photocopy.

The Outdoor Program "Barn," home to the equipment rental and bicycle-loan program and a bike maintenance shop, is located five blocks from the EMU, at the corner of University Street and East 18th Avenue.

For more information, call (541) 346-4365 (for "The Barn," call 346-4371) 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) 346-3711.

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. Licensed pharmacy
11. Nutrition counseling
12. Health-promotion services
13. Travel clinic
14. Health insurance program

Hours of Operation. The University Health Center is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; and from 10:00 a.m. to 2:00 p.m., Saturday, fall through spring terms. Summer session hours are 9:00 a.m. to 4:30 p.m., Monday through Friday; closed weekends. 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.

Local emergency rooms and after-hours clinics are available 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

Mike Bellotti, Director

(541) 346-4481
Len Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches

Kathy Arendsen, softball
Chip Kelly, 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.

The university has a rich heritage in men's intercollegiate athletics, one that includes five National Collegiate Athletic Association (NCAA) track-and-field championships, five NCAA cross-country championships, and the first-ever NCAA basketball championship in 1939. University women earned national cross-country titles in 1983 and 1987 and the outdoor track-and-field crown in 1985. The men claimed NCAA track championships in 1962, 1964, 1965, 1970, and 1984 as well as cross-country title in 1971, 1973, 1974, 1977, and 2007.

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 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 championships in the 1981–82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

The UO football program—participants in 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

Doug Tripp, Interim Director

Straub Hall
1319 E. 15th Ave.
(541) 346-5444
(541) 346-0947 fax
safetyweb.uoregon.edu

The Department of Public Safety (DPS) is responsible for the general safety of the campus twenty-four hours a day, seven days a week; its public safety officers are the primary law enforcement

providers on campus, trained in accordance with standards established by the Oregon Department of Public Safety Standards and Training.

Under the Oregon Revised Statutes (Section 352.385), DPS officers possess stop-and-frisk authority and may make probable-cause arrests. In addition, an intergovernmental agreement with the City of Eugene provides DPS officers with additional limited citation authority under the City of Eugene Municipal Code (Section 4.035).

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 on the department website. 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.

In addition to overseeing public safety and police services on campus, the department provides workshops and training on crime prevention and personal safety, issues keys and building access, sells parking permits, oversees transportation services including the disability shuttle and administration of the faculty-staff Lane Transit District Ridership Program, registers bicycles, and issues driver-certification cards.

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

(541) 346-0881
1685 E. 17th Ave.
hep@uoregon.edu
hep.uoregon.edu

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

65 Prince Lucien Campbell Hall
(541) 346-3226
(541) 346-2184 fax
als.uoregon.edu

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 University Teaching and Learning Center.

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 University Teaching and Learning Center, is open weekdays, 8:30 a.m. to 5:00 p.m.

Veterans Affairs

Susan M. Eveland, University Registrar

(541) 346-3119
220 Oregon Hall
veterans.uoregon.edu

The Office of Veterans Affairs, a unit within the Office of the Registrar, helps eligible student veterans, reservists, and military dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs. The office provides basic information about educational benefits administered by both the United States and Oregon veterans affairs offices.

Eligible student veterans should contact the veterans coordinator by telephone, e-mail, or mail as soon as they are admitted to the university. The mailing address is Office of the Registrar, 5257 University of Oregon, Eugene OR 97403-5257. The veterans coordinator is available 8:00 a.m. to noon and 1:00 to 5:00 p.m., Monday through Friday.

Yamada Language Center

Jeffrey Magoto, Director

(541) 346-4011
(541) 346-3917 fax
121 Pacific Hall
ylc@uoregon.edu
babel.uoregon.edu

The Yamada Language Center is a language and technology center that serves the university community with teaching and learning tools for more than thirty foreign languages. The center is an active partner with the university's language departments, and is home to two programs that focus on less commonly taught languages: the World Languages Academy and the Self-Study Language Program.

The center provides support services to training programs for teachers of second languages and English as a second language. As a research unit, the center brings together faculty members in second-language instruction, education, and related fields to work on individual and collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media. The center hosts workshops and seminars on topics related to second-language acquisition and instruction.

The center has an extensive collection of audio-video media and computer software, much of it located on the Virtual Language Lab, an online language-learning tool. The center's lounge is open for group work and presentation practice, and also has reading material in a variety of languages as well as round-the-clock foreign-language TV.

Student Life

Sheryl Eyster and Chicora Martin, Codirectors

(541) 346-3216
164 Oregon Hall
stl@uoregon.edu
studentlife.uoregon.edu

The Office of Student Life helps students derive full benefit from their university experience by assessing and communicating the needs of a changing student body, providing education and support programs and services, working to ensure that all students are supported and accepted, minimizing the obstacles to student success, and celebrating the accomplishments of individuals and the campus community.

A comprehensive student service resource and referral center is located in the Office of Student Life on the first floor of Oregon Hall.

Bias Response Team

Chicora Martin and Jason Rodriguez, Coordinators

The Bias Response Team was formed specifically to obtain information and respond to incidents of bias on campus and in the community. Filing a report of bias with the response team adds information that helps improve the climate on campus and in the community. The report form is available on the student life website.

Conflict Resolution Services

Director

Services include mediation, facilitation, interpersonal communication coaching, and other related services. The program's workshops present basic conflict resolution skills. Conflict Resolution Services coordinates the Neutral Observer Program, which provides trained observers at campus events. The presence of observers provides for unbiased witnesses in the event that conflict escalates. Services are confidential and free for students.

Diversity Education and Support

Jason Rodriguez, Director

The Office of Student Life provides support and assists students in developing programs that enhance and foster a campus environment that recognizes, celebrates, and values its racial diversity. It provides assistance to the ethnic student unions and the Multicultural Center to ensure that students of color have a successful and productive experience at the university. The office assists the unions in building strong coalitions on campus.

Family Programs and Commencement

Amber Garrison, Director

The Office of Student Life offers programs that promote and foster continued participation between students, parents, families, and members of the university staff, resulting in a vibrant campus community. The UO Parents Association serves as a forum for parents and families in this process. Timely information about the

university experience is provided to members through a monthly e-newsletter titled Connections. In addition, Family Programs sponsors an official family weekend each term of the academic year and facilitates programs for parents of first-year and transfer students during IntroDUCKtion and Week of Welcome. Another role of the Office of Student Life involves coordinating the spring and summer commencement ceremonies.

Nontraditional Student Programs

Gretchen Jewett, 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, Erb Memorial Union, Suite 4; call (541) 346-0632.

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 by Major and Classification Fall 2008

College of Arts and Sciences	Admitted Undergraduates					Admitted Graduates			Totals
	Freshman	Sophomore	Junior	Senior	Postbaccalaureate	Master	Doctor	Other	
Anthropology.....	27	19	53	81	3	17	23	0	223
Applied Physics.....	0	0	0	0	0	7	0	0	7
Asian Studies.....	5	6	7	3	0	4	0	0	25
Biochemistry.....	48	20	20	24	2	0	0	0	114
Biology.....	179	117	96	174	23	18	66	1	674
Chemistry.....	40	25	17	32	8	28	92	0	242
Chinese.....	9	4	5	9	1	0	0	0	28
Classical Civilization.....	1	5	3	2	1	0	0	0	12
Classics.....	4	1	1	6	1	4	0	0	17
Comparative Literature.....	3	5	11	13	1	0	22	0	55
Computer and Information Science.....	28	14	23	40	7	17	32	1	162
Creative Writing.....	0	0	0	0	0	25	0	0	25
East Asian Languages and Literature.....	0	0	0	0	0	6	13	0	19
Economics.....	70	78	133	169	17	6	37	2	512
English.....	115	116	162	188	9	19	73	0	682
Environmental Science.....	38	24	17	30	2	0	0	0	111
Environmental Sciences, Studies, and Policy.....	0	0	0	0	0	0	7	0	7
Environmental Studies.....	52	40	58	63	3	13	0	0	229
Ethnic Studies.....	4	5	8	19	0	0	0	0	36
Exercise and Movement Science.....	0	0	0	2	0	0	0	0	2
General Science.....	27	18	27	86	8	0	0	0	166
General Science (Bend).....	0	0	1	3	1	0	0	0	5
General Social Science (Bend).....	0	0	0	1	0	0	0	0	1
Geography.....	10	12	27	52	4	16	16	0	137
Geological Sciences.....	9	6	22	23	0	9	26	0	95
Germanic Languages and Literatures.....	2	6	11	16	3	8	2	0	48
Greek.....	0	1	0	0	0	0	0	0	1
History.....	77	84	132	159	4	13	17	1	487
Humanities.....	21	17	11	11	0	0	0	0	60
Human Physiology.....	143	115	134	169	14	27	20	0	622
Independent Studies.....	1	0	0	0	0	0	0	0	1
International Studies.....	0	3	29	64	3	25	0	0	124
Japanese.....	18	18	22	42	3	0	0	0	103
Judaic Studies.....	0	1	2	0	0	0	0	0	3
Latin.....	0	0	0	0	0	0	0	0	0
Linguistics.....	20	13	23	32	2	33	25	1	149
Marine Biology.....	0	0	2	8	0	0	0	0	10
Mathematics.....	38	26	46	66	5	0	53	0	234
Mathematics (Bend).....	0	0	0	2	0	0	0	0	2
Mathematics and Computer Science.....	0	1	1	3	0	0	0	0	5
Medieval Studies.....	2	3	5	5	2	0	0	0	17
Philosophy.....	19	25	24	33	2	9	26	0	138
Physics.....	24	16	27	25	1	2	72	3	177
Political Science.....	106	124	180	219	5	10	33	0	670
Precomputer and Information Science.....	21	20	17	16	0	0	0	0	74
Preengineering.....	25	6	3	3	0	0	0	0	37
Premarine Biology.....	35	23	15	7	0	0	0	0	80
Premath and Computer Science.....	1	3	0	0	0	0	0	0	4
Psychology.....	259	216	278	277	10	20	59	0	1,119
Psychology (Bend).....	0	0	1	0	0	0	0	0	1
Religious Studies.....	5	5	11	13	0	0	0	0	34
Romance Languages.....	7	17	9	16	0	4	20	0	73
French.....	3	12	14	9	2	7	0	0	47
Italian.....	1	1	4	7	0	1	0	0	14
Spanish.....	13	33	54	93	2	16	0	0	211
Russian.....	0	0	0	0	0	0	0	0	0
Russian and East European Studies.....	4	3	1	5	3	6	0	0	22
Sociology.....	35	62	145	208	7	1	42	0	500
Theater Arts.....	37	20	35	29	1	6	12	0	140
Undeclared.....	1,806	922	398	93	42	0	0	0	3,261
Women's and Gender Studies.....	1	8	12	12	0	0	0	0	33
Total	3,393	2,319	2,337	2,662	202	377	788	9	12,087

Professional Schools

Architecture and Allied Arts.....	133	126	264	536	12	495	6	7	1,579
Education.....	147	149	180	180	16	414	169	4	1,259
Journalism and Communication.....	364	307	342	382	6	65	23	0	1,489
Law.....	0	0	0	0	0	30	0	539	569
Lundquist College of Business.....	1,139	610	604	629	17	207	33	2	3,241
Music.....	96	49	63	86	8	89	63	0	454
Total	1,879	1,241	1,453	1,813	59	1,300	294	552	8,591

Other

National Student Exchange.....	0	0	0	0	0	0	0	0	24
Unclassified Graduates.....	0	0	0	0	0	0	0	13	13
Unclassified Undergraduates.....	0	0	0	0	0	0	0	0	0
Interdisciplinary Studies.....	0	0	0	0	0	66	0	0	66
Nonmatriculated.....	0	0	0	0	0	0	0	0	726
Total All Majors and Classifications	5,272	3,560	3,790	4,475	261	1,743	1,082	574	21,507

Summary of Degrees Granted: Fall 2007 through Summer 2008

Bachelor's Degrees	Male	Female	Total		Male	Female	Total
Bachelor of Arts.....	573	992	1,565	Master of Community Education and Regional Planning.....	8	6	14
Bachelor of Science.....	1,005	890	1,895	Master of Education.....	55	128	183
Bachelor of Architecture.....	30	34	64	Master of Fine Arts.....	8	17	25
Bachelor of Education.....	16	64	80	Master of Interior Architecture.....	0	2	2
Bachelor of Fine Arts.....	14	13	27	Master of Landscape Architecture.....	2	12	14
Bachelor of Interior Architecture.....	0	9	9	Master of Laws.....	2	4	6
Bachelor of Landscape Architecture.....	7	9	16	Master of Music.....	16	15	31
Bachelor of Music.....	20	15	35	Master of Public Administration.....	8	16	24
Total	1,665	2,026	3,691	Doctor of Education.....	5	7	12
Advanced Degrees				Doctor of Philosophy.....	74	63	137
Master of Arts.....	39	78	117	Doctor of Musical Arts.....	3	2	5
Master of Science.....	113	144	257	Doctor of Jurisprudence.....	101	81	182
Master of Accounting.....	12	15	27	Total	584	685	1,269
Master of Architecture.....	38	23	61	Total Degrees Granted	2,324	2,692	5,016
Master of Business Administration.....	40	33	73				

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.

Term of Entry	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number of Students in Entering Class	2,305	2,642	2,870	3,126	2,729	2,963	2,947	3,133	3,239
Percentage Enrolled the Following Fall Term.....	81.8%	82.4%	83.9%	83.0%	85.5%	84.1%	84.0%	84.5%	83.7%
Percentage Graduated after Four Years	39.0%	39.6%	41.6%	41.9%	46.4%	44.5%			
Percentage Graduated after Five Years	59.8%	59.6%	62.3%	62.2%	66.7%				
Percentage Graduated after Six Years	64.5%	64.7%	66.9%	66.6%					

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

Jack D. Adler, associate professor emeritus. B.A., 1951, M.S., 1960, Washington (Seattle); D.Ed., 1967, Oregon. (1965)

Robert E. Kime, professor emeritus. B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State. (1963)

Christine Leonard, assistant professor emerita. B.S., 1981, Oregon. (1968)

Larry L. Neal, associate professor emeritus. B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon. (1965)

Norval J. Ritchey, professor emeritus. B.S., 1953, M.S., 1956, Oregon. (1956)

Karen Seidel, director emerita, Bureau of Governmental Research and Service. B.A., 1957, Knox. (1963)

Richard J. Smith, associate professor emeritus. B.S., 1949, M.Ed., 1953, Springfield; Ph.D., 1968, Oregon. (1962)

Warren E. Smith, professor emeritus. B.S., 1941, Oregon; M.A., 1941, Michigan; Ed.D., 1957, Stanford. (1963)

Celeste Ulrich, professor emerita. B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California. (1979)

Donald P. Van Rossen, associate professor emeritus. B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois. (1958)

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.



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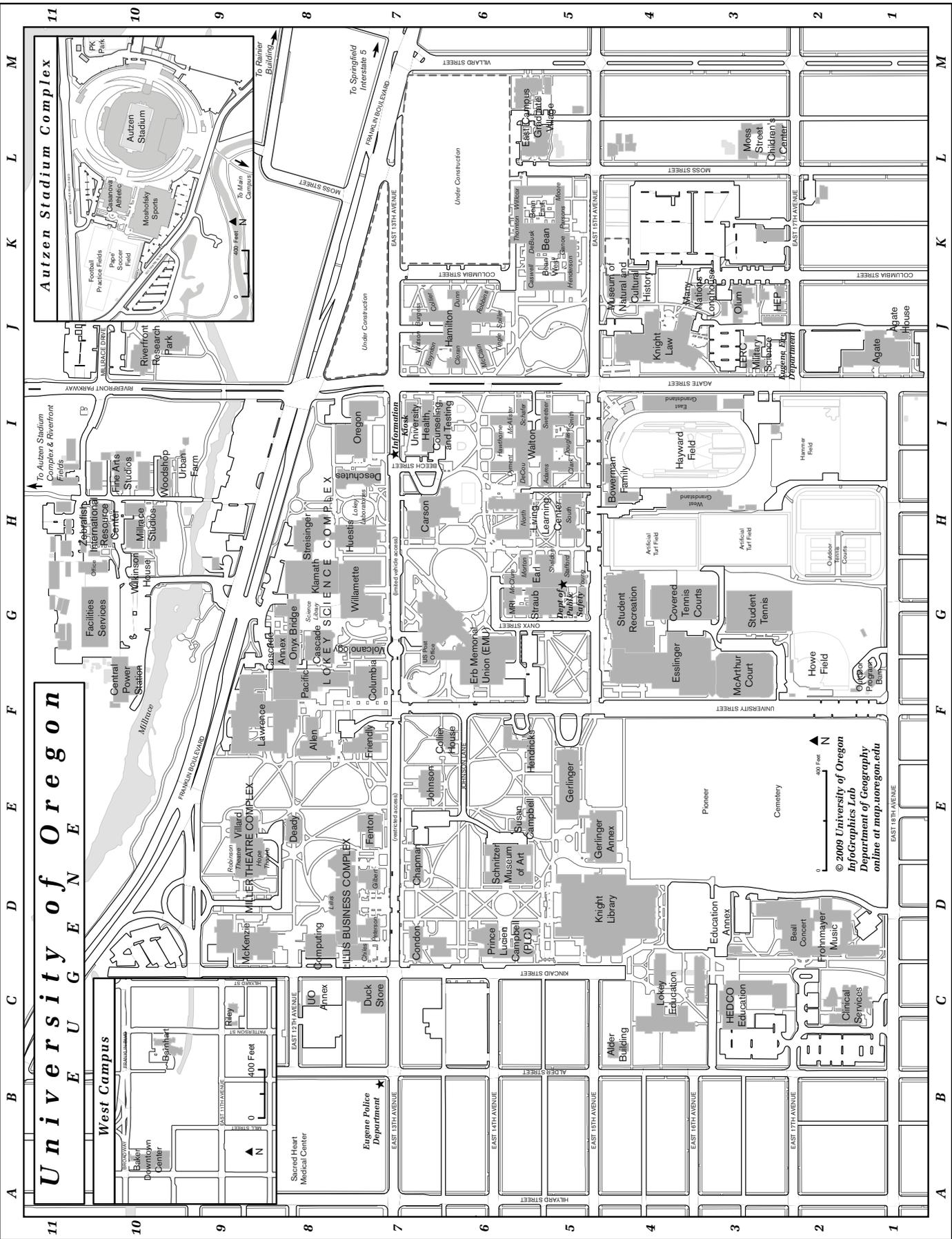
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University of Oregon

West Campus

Autzen Stadium Complex

Miller Theatre Complex

Lokey Science Complex

Lokey Business Complex

Miller Theatre Complex

400 Feet



N

400 Feet



N

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 InfoGraphics Lab
 Department of Geography
 online at map.uoregon.edu

Buildings

Miller Theatre Complex E9
 Millrace Studios H10
 Moshofsky Sports Center K10
 Moss Street Children's Center
 (Child Care and Development
 Centers) L3
 Museum of Natural
 and Cultural History K5
 Olum Child Development
 Center J3
 Onyx Bridge G8
 Oregon Hall I8
 Outdoor Program Barn G1
 Pacific Hall F8
 Peterson Hall D7
 Prince Lucien Campbell Hall
 (PLC) D6
 Rainier Building
 1244 Walnut St.
 Riverfront Research Park J10
 Robinson Theatre E9
 Schnitzer Museum of Art D6
 Straub Hall G5
 Streisinger Hall H8
 Student Recreation Center G4
 Student Tennis Courts G3
 Susan Campbell Hall E6
 University Health, Counseling,
 and Testing Center I7
 UO Annex C8
 Villard Hall E9
 Volcanology Building G8
 Wilkinson House H10
 Willamette Hall H8
 Zebrafish International Resource
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University Housing

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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, 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, art, and athletic events; it's a time for celebrating life in all its diversity. The open-air Saturday Market is a minicelibration 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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