



# FINAL WINTER 2008 CURRICULUM REPORT

## OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2008 and **Other Curricular Matters**. Policies and definitions governing group and multicultural general-education requirements are under **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2008, unless a specific term is requested by an academic department and stated otherwise in this report.

The UOCC will consider new proposals during spring term and will submit a spring quarterly report to the University Senate in May 2008.

**Routing of Minor Changes:** The UOCC has confirmed that the following minor course changes may be made without review by the full committee: minor edits of course description, pre- or corequisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Office of the Registrar and Creative Publishing, in care of Mike Jefferis ([jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)) and Scott Skelton ([sskelton@uoregon.edu](mailto:sskelton@uoregon.edu)). The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.

**Courses Not Taught Report:** The UOCC has changed the policy of dropping courses not taught within the past three years from the fall curriculum report to the spring curriculum report. This allows the correct listing of courses in the catalog for the following curricular year. The intention for this change is to allow departments a chance to reply earlier and provide a more thoughtful response while still involved in curricular planning and staffing for the next academic year and can best determine which courses they are able to offer.

**Multicultural Courses Policy:** As part of general education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the university. Departments wishing to offer courses to satisfy the multicultural requirement should make these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

**Extended Course Descriptions for Group-Satisfying Courses:** All proposals for courses that would satisfy a group requirement for general education must include a suitable extended course description for use with the course, as specified in senate legislation:

“For all group-satisfying courses to be offered during a particular term, faculty members or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted course information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned group status.” (US03/04-8, May 12, 2004)

## LOOKING AHEAD

**March 12, 2008:** University Senate considers winter 2008 preliminary report of the University of Oregon Committee on Courses.

**March 19, 2008:** **Curricular proposals for consideration in the spring round must be submitted to the provost’s office.**

**May 14, 2008:** University Senate considers spring 2008 preliminary report of the University of Oregon Committee on Courses.

### Academic Year 2008–9

**September 17, 2008:** **Curricular proposals for consideration in the fall 2008 round must be submitted to the provost’s office.**

**November 26, 2008:** University Senate considers fall 2008 preliminary report of the University of Oregon Committee on Courses.

**December 24, 2008:** **Curricular proposals for consideration in the winter 2009 round must be submitted to the provost’s office.**

**March 11, 2009:** University Senate considers winter 2009 preliminary report of the University of Oregon Committee on Courses.

**March 18, 2009:** **Curricular proposals for consideration in the spring 2009 round must be submitted to the provost’s office.**

**May 13, 2009:** University Senate considers spring 2009 preliminary report of the University of Oregon Committee on Courses.

**Members, University of Oregon Committee on Courses**

**Voting:** Paul Engelking, Chair  
Jack Boss  
Emma Martin  
Paul Peppis  
Arkady Vaintrob  
Frances White

**Ex officio:** Herb Chereck  
John Crosiar  
Marian Friestad  
Scott Skelton  
Andrew Wahlstrom

**Student:** Michelle Lewis

**Staff:** Lizz Zitron  
Mike Jefferis

## MOTION

The University of Oregon Committee on Courses moves that the following course proposals and other curricular matters be approved.

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. "P/N only" or "graded only" indicates that all students must take the course as specified in the bold print. Separate grading options for majors are bracketed in this report and appear in UO class schedule notes; they are not printed in the *UO Catalog*. **R** after course credits means that the course number may be repeated for credit. "Sequence" after the description means the courses must be taken in numerical order.

## COLLEGE OF ARTS AND SCIENCES

### CHEMISTRY

#### NEW COURSES

**CH 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. *Effective spring term 2008.*

*Approved to satisfy Group III: Science general-education requirement.*

### COMPARATIVE LITERATURE PROGRAM

#### DROPPED COURSES

#### **COLT 201 The World of Epic (4)**

Content to be covered in newly proposed course: COLT 211

*Previously satisfied Arts and Letters group requirement.*

#### **COLT 202 The World of Drama (4)**

Replace individual genre courses with COLT 211: a course that addresses world literature across genre.

*Previously satisfied Arts and Letters group requirement.*

#### **COLT 203 The World of Poetry (4)**

Replace individual genre courses with COLT 211: a course that addresses world literature across genre.

*Previously satisfied Arts and Letters group requirement.*

#### **COLT 204 The World of Fiction (4)**

Replace individual genre courses with COLT 211: a course that addresses world literature across genre.

*Previously satisfied Arts and Letters group requirement.*

#### **COLT 206 The World of Autobiography (4)**

Replace individual genre courses with COLT 211: a course that addresses world literature across genre.

*Previously satisfied Arts and Letters group requirement.*

#### **COLT 208 Genre: [Topic] (4R)**

Replace individual genre courses with COLT 211: a course that addresses world literature across genre.

*Previously satisfied International Cultures multicultural requirement.*

#### **COLT 418/518 Modernisms [Topic] (4R)**

This course will be replaced by COLT 430/530 Literary Movements, a course with similar content but in a broader context.

**COLT 464/564 Cross-Cultural Investigations of Gender: [Topic] (4R)**

This course will be replaced by COLT 470/570, Studies in Identity, with similar content but in a broader context.

*Previously satisfied Identity, Pluralism and Tolerance multicultural requirement.*

EXISTING COURSES

COLT 450/550 Cinematic Representations: [Topic] (4-5R)

(Changed course description, course title, credits)

**COLT 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.

COLT 461/561 Studies in Contemporary Theory: [Topic] (4-5R)

(Changed credits)

**COLT 461/561 Studies in Contemporary Theory: [Topic] (4R)**

COLT 462/562 Cultural Intersections: [Topic] (4-5R)

(Changed credits)

**COLT 462/562 Cultural Intersections: [Topic] (4R)**

COLT 490/590 Philosophical Problems and Literary Contexts:[Topic] (4-5R)

(Changed course title, credits)

**COLT 490/590 Literature and Philosophy: [Topic] (4R)**

NEW COURSES

**COLT 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.

*Approved to satisfy Group I: Arts and Letters general-education requirement.*

*Approved to satisfy Category C: International Cultures multicultural requirement.*

**COLT 212 Comparative World Cinema (4)** Introduces the principles of comparative analysis, exploring the aesthetic, ideological, and socio-economic exchanges between national cinematic traditions. Themes vary by instructor. Recent themes include Melodrama, Zombies, Queer Cinema.

*Approved to satisfy Group I: Arts and Letters general-education requirement.*

*Approved to satisfy Category C: International Cultures multicultural requirement.*

**COLT 302 Theories of Poetry (4)** Introduction to the study of poetry and poetic form from a world perspective. Offered alternate years.

**COLT 303 Theories of the Novel (4)** Introduction to the study of narrative and the novel from a world perspective. Offered alternate years.

**COLT 304 Theories of Drama (4)** Introduction to the study of drama and performance from a world perspective. Offered alternate years.

**COLT 305 Cultural Studies (4)** [Graded only for majors] Introduction to the interdisciplinary study of cultural discourses and practices.

*Approved to satisfy Group I: Arts and Letters general-education requirement.*

*Approved to satisfy Category C: International Cultures multicultural requirement.*

**COLT 415 Capstone Seminar (4)** [Graded only for majors] Senior seminar for all comparative literature students includes development and presentation of an original research project.

**COLT 430/530 Literary Movements: [Topic] (4R)** Literature and other media considered within the context of intellectual, cultural and/or socio-political movements (e.g., modernism, situationism, the baroque). **R** when topic changes. Offered once every two or three years.

**COLT 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.

**COLT 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.

**COLT 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.

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**CREATIVE WRITING PROGRAM**

NEW COURSES

UOCC administrative action

**CRWR 608 Special Topics: [Topic] (1–5R)** *Effective fall 2008.*

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**EAST ASIAN LANGUAGES AND LITERATURES**

NEW COURSES

**CHN 420 Intermediate Language Strategies (4) Graded only.** Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 421, 422. Prereq: third-year Chinese language proficiency.

**CHN 421 Intermediate Language Strategies (4) Graded only.** Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 420, 422. Prereq: third-year Chinese language proficiency.

**CHN 422 Intermediate Language Strategies (4) Graded only.** Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 420, 421. Prereq: third-year Chinese language proficiency.

**CHN 440 Advanced Language Strategies (4) Graded only.** Focuses on group and individual language study that is typically related to a content course and domain-specific language learning. Sequence with CHN 441, 442. Prereq: fourth-year Chinese language proficiency.

**CHN 441 Advanced Language Strategies (4) Graded only.** Focuses on group and individual language study that is typically related to a content course and domain-specific language learning. Sequence with CHN 440, 442. Prereq: fourth-year Chinese language proficiency.

**CHN 442 Advanced Language Strategies (4) Graded only.** Focuses on group and individual language study that is typically related to a content course and domain-specific language learning. Sequence with CHN 440, 441. Prereq: fourth-year Chinese language proficiency.

**ECONOMICS**

REINSTATED COURSES

UOCC administrative action

**EC 461/561 Industrial Organization and Public Policy (4)** *Reinstated effective fall 2008.*

**ENGLISH**

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NEW COURSES

(Course previously taught as 607 in fall 2003 and spring 2008)

**ENG 614 Introduction to Literary and Cultural Theory (5) Graded only.** Introduces students to a number of the most important and influential developments in 20th-century literary and cultural theory. Graduate seminar.

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**GEOLOGICAL SCIENCES**

NEW COURSES

**GEOL 418/518 Earth and Environmental Data Analysis (4)** [Graded only for majors] 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.

## GERMAN AND SCANDINAVIAN

### DROPPED COURSES

- UOCC administrative action

**SCAN 250 Scandinavian Fantasies (4)**

### EXISTING COURSES

SCAN 315 Cinematic Traditions in Scandinavia (4)

(Changed course description, course title)

**SCAN 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.

(Changed course description)

**SCAN 340 Emergence of Nordic Cultures and Society (4)**

Explores early history of Nordic region from pre-Viking days to 1750. Includes Viking history, settlement patterns, material culture, language development, political and belief systems.

(Changed course description)

**SCAN 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.

### NEW COURSES

Previously taught as SCAN 250 Scandinavian Fantasies

**SCAN 251 Text and Interpretation (4)** An 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.**

*Approved to satisfy Group I: Arts and Letters general-education requirement.*

*Approved to satisfy Category C: International Cultures multicultural requirement.*

UOCC administrative action

**SCAN 507 Seminar: [Topic] (1-5R)**

UOCC administrative action

**SCAN 510 Experimental Course (1-5R)**

## HISTORY

### DROPPED COURSES

- UOCC administrative action

**HIST 354 American Foreign Relations since 1933**

## HUMAN PHYSIOLOGY

### NEW COURSES

- **HPHY 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. *Effective spring term 2008.*

*Approved to satisfy Group III: Science general-education requirement.*

## LINGUISTICS

### EXISTING COURSES

(Changed course description, credits-workload, fee, instruction types)

**LT 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. Pre- or coreq: LT 446/546.

(Changed course description, credits-workload, instruction types)

**LT 449/549 Testing and Assessment (4)** Principles and types of language testing; focuses on classroom testing, test design and integration into curriculum, and test planning for teaching situations. Pre- or coreq: LT 448/548.

## **POLITICAL SCIENCE**

### EXISTING COURSES

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UOCC administrative action

PS 342, Politics of China I

(Changed course title)

**PS 342 Politics of China**

UOCC administrative action

PS 463/563, Government and Politics of Latin America I

(Changed course title)

**PS 463/563 Government and Politics of Latin America**

UOCC administrative action

PS 480/580, Introduction to Rational Choice I

(Changed course title)

**PS 480/580 Introduction to Rational Choice**

# **PROFESSIONAL SCHOOLS AND COLLEGES**

## **SCHOOL OF ARCHITECTURE AND ALLIED ARTS**

### **ART**

#### EXISTING COURSE CHANGES

(Changed course description)

**ARTO 251 Creative Black-and-White Photography (4R)** Basic black-and-white photographic processes and skills including camera use, film development, printing, and presentation. Exploration of fine art directions within photography. Manual 35mm camera required.

(Changed course description, repeatability)

**ARTO 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. Pre- or coreq: ART 115, 116, 233; ARTO 251.

ARTO 353 Constructed Image in Creative Photography (4R)

(Changed course description, course title, repeatability)

**ARTO 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. Pre- or coreq: ART 115, 116, 233; ARTO 251. **R** once for maximum of 8 credits.

ARTO 484/584 Advanced Photography (4R)

(Changed course description, course title)

**ARTO 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.

ARTP 281 Introductory Painting (3-4R)

(Changed Course Title)

**ARTP 281 Introductory Painting I**

#### NEW COURSES

**ART 308 Technical Workshop: [Topic] (1–3R)** Topics may include Beginning Woodworking, Basic Metal Fabrication, Dreamweaver, InDesign, Photoshop. **R** when topic changes.

**ARTO 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: ART 115, 116, 233; ARTO 251. **R** with mastery of subject.

(Course previously taught as 408/508 in winter 2007)

**ARTO 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.

**ARTP 381 Introductory Painting II (4R)** Integrates concepts and approaches introduced in Introductory Painting I (ARTP 281) to develop more individual and complex strategies of form and meaning. Sequence with ARTP 281. Prereq: ART 115, 116, 233; ARTP 281. **R** with mastery of subject.

## **PLANNING, PUBLIC POLICY AND MANAGEMENT**

### NEW COURSES

(Course previously taught as 408/508)

**PPPM 434/534 Urban Geographic Information Systems (4) Graded only.** Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.

(Course previously taught as 407/507)

**PPPM 460/560 Health Policy (4)** Introduction to the key health-policy issues of access, cost, quality, and racial and ethnic disparities.

### EXISTING COURSES

(UOCC Administrative Action)

**PPPM 636 Public Policy Analysis**

(Change in prerequisite)

Prereq: PPPM 628 or equivalent.

## **PRODUCT DESIGN**

### NEW 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.

**PD 340 Design for Use (4)** Provides the basic theoretical underpinnings for considering the socio-cultural background and design of products. Lectures and readings present main issues; discussions complete conceptual principals.

**PD 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.

**PD 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.

**PD 401 Research: [Topic] (1–12R)** Prereq: instructor's permission. **R** with change of topic.

**PD 404 Internship: [Topic] (1–12R)** Prereq: instructor's permission. **R** with change of topic.

**PD 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.

**PD 405 Reading and Conference: [Topic] (1–6R)** Prereq: instructor's permission. **R** with change of topic.

**PD 406 Special Problems: [Topic] (1–8R)** Prereq: instructor’s permission. **R** with change of topic.

**PD 407 Seminar: [Topic] (1–4R)** **R** with instructor’s permission.

**PD 408 Workshop: [Topic] (1–6R)** **R** with change of topic.

**PD 410 Experimental Course: [Topic] (1–6R)** **R** with instructor’s permission.

**PD 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.

**PD 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.

## COLLEGE OF BUSINESS

### OREGON EXECUTIVE M.B.A. PROGRAM

#### EXISTING COURSES

BA 720 Financial Markets and Corporate Strategy (4)

(Changed course title, description)

**BA 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.

(Change in credits and workload)

**BA 723 Formulating Corporate Strategy (4)**

(Change from 5-credit course to 4, reduce length of course from nine to eight weeks)

## COLLEGE OF EDUCATION

### TEACHER EDUCATION

#### NEW COURSES

**EDST 611 The Scholarship of Teaching (4)** [Graded only for majors] Examines the recent emergence of a focus on teachers as reflective practitioners, inquirers, action researchers, and scholars of pedagogical understanding.

**EDST 612 Foundations of Teaching and Learning (4)** [Graded only for majors] Provides students with the psychological foundations of teaching and learning.

**EDST 613 Motivation and Management (4)** [Graded only for majors] Focuses on the inextricable relationship between assumptions about human motivation and classroom management practices.

**EDST 614 Cultural Context of Education (4)** [Graded only for majors] Examines the cultural foundations of educational practice through a critical review of four decades of ethnographic research on school and student culture.

**EDST 615 Technology and Education (4)** [Graded only for majors] Introduction to major contemporary issues affecting education in the digital age.

**EDST 616 Language, Power, and Education (4)** [Graded only for majors] 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.

**EDST 617 The English Language Learner (4)** [Graded only for majors] Historical, demographic, political, and legal perspectives on the education of children whose native language is not English.

**EDST 620 Evolution and the Math Wars (4)** [Graded only for majors] 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.

**EDST 621 Representing Mathematical Concepts (4)** [Graded only for majors] 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.

**EDST 622 Mathematical Problem-Solving Curriculum (4)** [Graded only for majors] 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.

**EDST 623 Representing Science Concepts (4)** [Graded only for majors] Examines why science is taught, what science subjects need to be taught, and how science is learned. Sequence with EDST 620, 624, 625, 626.

**EDST 624 Scientific Problem-Solving Curriculum (4)** [Graded only for majors] 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.

**EDST 625 Diverse Learners in Mathematics and Science (4)** [Graded only for majors] 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.

**EDST 626 English Language Learners Pedagogy for Mathematics and Science (4)** [Graded only for majors] 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.

**EDST 630 Humanities Curriculum and Cultural Conflict (4)** [Graded only for majors] 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.

**EDST 631 Representing Literature to Young People (4)** [Graded only for majors] Examines why literature is taught and the way teachers represent literary works to students. Sequence with EDST 630, 632, 637, 638.

**EDST 632 Engaging Students in Writing (4)** [Graded only for majors] 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.

**EDST 633 Representing Second-Language Concepts (4)** [Graded only for majors] 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.

**EDST 634 Second-Language Conversation and Composition (4)** [Graded only for majors] 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.

**EDST 635 Representing Social Studies Concepts (4)** [Graded only for majors] Examines why social studies is taught and the way teachers represent social studies concepts to students. Sequence with EDST 630, 636, 637, 638.

**EDST 636 Social Studies Inquiry and Analysis (4)** [Graded only for majors] 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.

**EDST 637 Serving Diverse Learners in Humanities (4)** [Graded only for majors] 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.

**EDST 638 English Language Learners Pedagogy for Humanities (4)** [Graded only for majors] 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.

**EDST 640 Constructing Meaning through Literacy (4)** [Graded only for majors] 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.

**EDST 641 Reading as a Cultural Practice (4)** [Graded only for majors] 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.

**EDST 642 Pedagogical Methods in the Humanities (4)** [Graded only for majors] Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

**EDST 643 Teaching Mathematics: Facts and Inquiry (4)** [Graded only for majors] Focuses on four areas of instruction crucial to becoming a skillful beginning teacher of mathematics. Sequence with EDST 644.

**EDST 644 Teaching Mathematics: Inquiry in Context (4)** [Graded only for majors] Investigates techniques and strategies used to effectively teach mathematics and assess students. Sequence with EDST 643. Prereq: EDST 643.

**EDST 645 Teaching Science: Detail and Discovery (4)** [Graded only for majors] Emphasizes science as a process of contemplating, exploring, and raising questions about the world in elementary classrooms.

**EDST 646 English Language Learners Pedagogy for Elementary Classrooms (4)** [Graded only for majors] 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.

## PHYSICAL EDUCATION AND RECREATION

### DROPPED COURSES

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**PEL 301 Action Leadership (1)**

**PEMB 111 Self Breema (1R)**

**PEOL 287 Glacier Rig/Rescue Prep (1R)**

**PEOW 205 Fly Fishing I (1R)**

### EXISTING COURSES

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**PEAE 301 Core and Stretch (1R)**

(Changed subject code)

**PEF 301 Core and Stretch (1R)**

**PEMA 214 Italian Long Sword (1R)**

(Changed course title)

**PEMA 214 Italian Long Sword I**

### NEW COURSES

(Course previously taught as 399 in fall 2007)

**PEMA 215 Italian Long Sword II (1R) P/NP.** Advanced long sword techniques from the 14th, 15th, and 16th centuries are taught through drills and katas typical in martial arts traditions. Sequence with PEMA 214. Prereq: PEMA 214. **R** once for credit.

## SCHOOL OF LAW

### CONFLICT AND DISPUTE RESOLUTION PROGRAM

#### NEW COURSES

UOCC administrative action

**CRES 410 Experimental Course (1-5R)**

## SCHOOL OF MUSIC AND DANCE

## OTHER CURRICULAR MATTERS

### COLLEGE OF ARTS AND SCIENCES

*Correction:* In the final fall 2007 curriculum report, **BI 309 Diseases of Africa (4)** was erroneously titled as **BI 309 Diseases in Africa (4)**.

### COLLEGE OF EDUCATION

The proposed name change of the **marriage and family therapy** master's program in the Department of Counseling Psychology and Human Services to **couples and family therapy** was approved and effective November 1, 2007. In conjunction with this change, the proposed subject code change of **MFT (Marriage and Family Therapy)** to **CFT (Couples and Family Therapy)** was approved, *effective summer term 2008*.

*Correction:* **EDST 457/557 Equal Opportunity: Diaspora and Immigration** approved fall 2007. Effective term changed to summer 2008.

*Correction:* **EDST 458/558 Observation: Equal Opportunity I** approved fall 2007. Effective term changed to summer 2008.

## DENIED PROPOSALS

## PENDING PROPOSALS

### PLANNING, PUBLIC POLICY AND MANAGEMENT

#### NEW COURSES

(Course previously taught as 407/507)

**PPPM 442/542 Sustainable Urban Development (4)** Examines the city as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

### COUNSELING PSYCHOLOGY AND HUMAN SERVICES

#### NEW COURSES

(Course previously taught as FHS 410)

**FHS 216 Diversity in Human Services (4)** [Graded only for majors] 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.

## WITHDRAWN PROPOSALS

## SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

- ✓ Proposals to the Committee on Courses must be submitted on electronic forms, available on the CAS website, <http://uocurriculum.uoregon.edu/>. Arrangements for access may be made by contacting the appropriate college curriculum coordinator for

each individual professional school or college. Proposals submitted on old forms will be returned, without review, to academic departments, schools, or colleges. Proposals must be submitted to the Committee on Courses prior to the beginning of the term in which they are to be considered. Proposals received after the beginning of the term will be deferred to the following term. **All** departments should consult **their college curriculum coordinator** for deadline dates or go to <http://uocurriculum.uoregon.edu/> and click the “Important Dates” link.

- ✓ The following minor course changes may be made without review by the full committee: minor edits of course description, pre- or co-requisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Offices of the Registrar and Creative Publishing, in care of Mike Jefferis (jefferis@uoregon.edu) and Scott Skelton (sskelton@darkwing.uoregon.edu), respectively. The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.
- ✓ If there is any question that a proposed new or changed course might duplicate coverage in an existing course from another department or school, the proposing department must gain written confirmation that the other department has been consulted and does not object to the new or changed course.
- ✓ Proposals for new courses must be accompanied by full syllabi.
- ✓ For 4xx/5xx level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels.
- ✓ The minimal requirements for general-education status of a course are regarded as necessary, but not always sufficient, for inclusion of a course as part of a comprehensive general-education program at the university.

Group satisfying courses are intended to provide students with a cohesive general-education program. Proposals for group-satisfying status of a course should explain how the course enhances general-education at the university, explicitly stating how the course would complement other group-satisfying courses, and which other courses would be especially suitable for students to take in accompaniment. Approved March 10, 2004.

According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the Intercollege General-education Review Committee.

Proposals for undergraduate group-satisfying and multicultural courses must include written justification, regardless of whether they are new or existing courses.

- ✓ The minimal requirements for multicultural status of a course are regarded as sufficient for inclusion of a course as part of the multicultural course requirements.  
Any course that might appear to satisfy the university multicultural requirements, either by title, description, or content, is carefully examined to see if it should be listed as a multicultural course. If a course might appear on its face eligible for multicultural status, the committee needs clear explanation of why the course does—or does not—satisfy multicultural course guidelines. Arbitrary exclusion of courses from the list of multicultural satisfying courses can engender student confusion or cynicism. Approved on March 10, 2004.
- ✓ The UO Committee on Courses has established the policy that the phrase “or instructor’s consent” will not be stated along with any other course prerequisites. The prerequisites of any course may be overridden by instructor’s consent, and need not be stated explicitly for individual courses. Academic departments are able to override any prerequisite requirements in Banner should a student qualify to enroll. “Instructor’s consent” is reserved for use alone as a sole prerequisite to allow departments to monitor suitability of enrollment in courses for individual students, preventing enrollment without prior approval. Academic departments should be aware they must code the courses correctly and assume enrollment management responsibilities, preauthorizing each student individually, with this option. Approved March 10, 2004.

## CONTENTS OF COURSE SYLLABUS

As the primary, commonly available summary of a course, the syllabus serves several purposes. It outlines the course, it denotes what students may expect from the course, and it locates the course in the curriculum. The syllabus is the best, most concise description of a course by its teacher available to both prospective students and colleagues. The Committee on Courses uses syllabuses in its review of courses. To maximize the usefulness of a syllabus to students and faculty, it should contain the following contents:

1. Course Number
2. Title
3. Credits
4. Term, place, time, instructor  
(For a new course proposal, indicate when it is likely to be offered, and how frequently)  
(For a new course proposal, indicate who is likely to teach the course)
5. Position in the curriculum
  - Satisfies group requirement? Explain why
  - Satisfies multicultural requirement? Explain why
  - Satisfies other general-education requirement?
  - Satisfies other major or program requirement?
  - Preparatory for other courses?
  - List prerequisites or other suggested preparation
6. Format (lecture, discussion, laboratory)

7. Outline of subject and topics explored

8. Course materials (texts, books, readings)

9. Instructor expectations of students

- Be explicit (by pages assigned, lengths of assignments)
- Level of student engagement expected (see suggested Student Engagement Inventory on following page)
- Readings
- Problems
- Attendance
- Project
- Writing
- Laboratory
- Field work
- Work with electronic media, network, online
- Performance
- Presentation
- Exams
- Differential expected for graduate work for joint 4xx/5xx-level courses

10. Assessment

- Methods (testing, homework)
- Times or frequency
- Grading policy
- Incomplete policy

[See Faculty Handbook for other recommendations regarding university policies.]

## STUDENT ENGAGEMENT INVENTORY

To aid in assigning student credit hours uniformly to courses in the curriculum, the committee inventories the amount of student engagement in a course. The committee has found the following tool to be useful. Departments preparing course proposals are invited to use this form when deciding how many SCH units to request for a proposed course. Departments are encouraged to report to the committee how this tool may be improved for their use.

Please identify the number of hours a typical or average student would expect to spend in each of the following activities. The general guideline is that each undergraduate credit should reflect thirty hours of student engagement. Therefore, a 3-credit course would engage students for ninety hours total among the activities listed below, whereas a 4-credit course would list 120 hours of activities in which students are engaged over the course of the term. (Graduate students are expected to perform work of higher quality and quantity, typically with an additional 20–25 percent effort expected.)

| Educational activity | Hours<br>student<br>engaged | Explanatory comments (if any): |
|----------------------|-----------------------------|--------------------------------|
|----------------------|-----------------------------|--------------------------------|

Course attendance

Assigned readings

Project

Writing assignments

Lab or workshop

Field work, experience

Online interaction

Performances, creative activities

Total hours:

Definition of terms:

Course attendance      Actual time student spends in class with instructor or GTF

Assigned readings      Estimated time it takes for a student with average reading ability to read all assigned readings

|                                  |  |
|----------------------------------|--|
| Writing assignments              | Estimated time it takes for a student with average writing ability to produce a final, acceptable written product as required by the assignment  |
| Project                          | Estimated time a student would be expected to spend creating or contributing to a project that meets course requirements (includes individual and group projects)  |
| Lab or workshop                  | Actual time scheduled for any lab or workshop activities that are required but are scheduled outside of class hours  |
| Field work, experience           | Actual or estimated time a student would spend or be expected to spend engaged in required field work or other field-based activities  |
| Online activities                | Actual or estimated time a student would spend or be expected to spend engaged in online activities directly related to the course, separate from online research required for projects or writing assignments |
| Performance, creative activities | Actual or estimated time a student would spend or be expected to spend outside of class hours engaged in preparing for required performance or creative activity   |

## UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

*The following criteria were proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general-education requirements and the distribution of courses student must complete within each group.*

### 1. Group satisfying courses in Arts and Letters, Social Science, and Science must meet the following general criteria:

1.1. **Group satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. **Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives).** Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

1.2. **Group satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g. involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

1.3. **Group satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

### 2. Specific Criteria:

2.1. Group satisfying courses must be numbered at the 100, 200, and 300 levels.

2.2. Lower division courses must be offered annually, and upper division courses at least every other year.

2.3. Approved courses must be at least 4 credits each.

2.4. Upper division group satisfying courses must provide depth and rigor beyond that of typical lower-division general-education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.

2.5. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.

2.6. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

### 3. Procedures governing the approval of all courses designed to meet General-education requirements.:

3.1. Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:

3.1.1. By the curricular committees of the various colleges and schools

3.1.2. By an inter-college committee including the members of the CAS Curricular Committee and two representatives appointed by the deans of the others schools and colleges. This second committee is also charged to review such courses as do not meet the standards set in paragraph (2.) and to negotiate a solution with the sponsoring department.

3.1.3. By the University Committee on Courses.

3.2. The inter college committee is authorized to establish procedures governing the review process.

### 4. Completion of group requirements (student progress):

4.1. Within the full set of courses that fulfills all of the requirements, students may not count

4.1.1. more than one course that has the subject code of the major, or

4.1.2. more than three courses that have the same subject code.

4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two courses that have the same

subject code.

## SUSTAINABLE COURSE DESCRIPTIONS

The 2000–2001 academic year was the first year that the Committee on Courses systematically deleted from the university catalog courses that have not been taught for three years or more.

In several cases, departments had not offered a specialized course under a course number and title specified in the catalog. Yet similar courses had been taught regularly in the department in various formats, under experimental numbers (410, 510, 610), or under the general designations for special topics seminars, workshops, or practicums (the 406/407/408/409, 506/507/508/509, 606/607/608/609 series). With time, departments had discovered that a course description in the catalog was too specialized to apply to any of their courses as actually being taught.

Unfortunately, removal of an overly specialized course, although untaught, still might have consequences for departments. Often that course had been the sole representative in the catalog of subjects that are taught by a department and are part of the regular curriculum. Dropping that course could make it appear that a department offered no courses in that course's subject area.

The committee has noted another, companion problem. Over the years, the committee has observed that new courses tailored to the particular research interests and instructional style of an individual faculty member are likely to fall into disuse within a few years as the person's teaching assignments and interests change, or if the instructor becomes unavailable for teaching that particular course.

The Committee on Courses recommends that departments and programs develop more sustainable course descriptions. A sustainable course description would identify a subject area and general approach, but would not be so restrictive as to exclude different perspectives or specializations also representative of that subject area.

The committee also recommends that departments and programs be selective when proposing permanent course status for specialized courses that can only be taught by one particular instructor.

For example, a department with several experts qualified to teach ceramics, but having only one instructor who specializes in Ming porcelain *per se*, might currently have a specialized course titled Ming Dynasty Porcelains in the catalog. A more sustainable course title could be Chinese Porcelains or even Porcelains, depending upon the range of expertise available to teach the course. Another approach would use the topics course Ceramics, possibly repeatable as the exact subject material—and transcript title—changes.

Departments following these recommendations could then represent the full range of their curricular offerings and could maintain a sustainable list of courses in the catalog.

## MULTICULTURAL-CATEGORY DEFINITIONS

**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 the American Cultures category, 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, 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 twentieth-century United States.

## CRITERIA FOR ADDING AN “H” SUFFIX TO A COURSE NUMBER

**The Committee on Courses has discussed the criteria for adding an “H” suffix to a course number and recommends the following:**

The “H” suffix is intended to advise students that a course provides honors content of significant difficulty and requires honors effort from students. The Committee on Courses will be looking for evidence of the following in determining whether a course should hold an “H” suffix designation:

1. Students enrolling should have a cumulative GPA of at least 3.30 in their major.
2. The content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes.

3. Class size should be small enough to promote intensive student participation.
4. The faculty member(s) teaching the course should be available for close advising outside of class.

## **SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES**

### **MAJOR**

#### **Definition**

Courses in designated primary subject areas or disciplines in which a student commits to gaining in-depth knowledge, skills, competence, and attitudes through a coherent pattern of courses. A footnote accompanies the major definition: Divisional major programs emphasize a general and integrated approach to learning, with the student's major program broadly inclusive of work in several of the discipline or subject areas within the specific division within which the student's degree program lies (i.e., humanities, social science, science). For instance, a divisional major program in the social sciences would call for the student to include within his or her major work from several of the disciplines or subject areas in the social sciences (such as sociology, political science, or economics). Because of the breadth of disciplines or subjects included in the major, the student has less opportunity to delve in depth into a single subject area such as sociology, political science, or economics, than they would be able to do were they in a "departmental major" program in a single one of these disciplines or subject areas.

#### **Minimal Requirements**

36 credits, of which a minimum of 24 must be upper division. Departments should consider setting minimum residency requirements.

### **MINOR**

#### **Definition**

Courses in a designated secondary subject area or discipline distinct from and usually outside the student's degree major in which knowledge is gained in a coherent pattern of courses.

#### **Minimal Requirements**

24 credits, of which a minimum of 12 must be upper division. Should be within a discipline that already has a preexisting major or is sponsored by a department.

### **CERTIFICATE**

#### **Definition**

An approved academic award given in conjunction with the satisfactory completion of a program of instruction requiring one year or more, but less than four years, of full-time equivalent, postsecondary-level work. The conditions and conferral of the award are governed by the faculty and ratified by the governing board of the institution granting the certificate.

#### **Minimal Requirements**

36 credits—24 upper division with 12 minimum at 400 level. The sponsoring department must provide guidance—a template or check list and the name of an adviser, with notice that the student must consult an adviser to apply for the certificate at least two terms prior to graduation.

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