Welcome!

University of Oregon

Arts & Administration Program

Fall 2004

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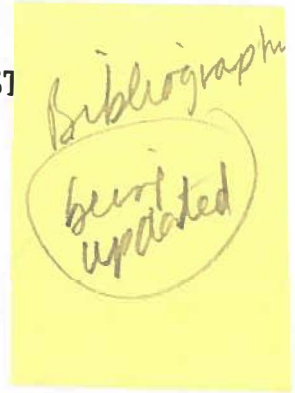
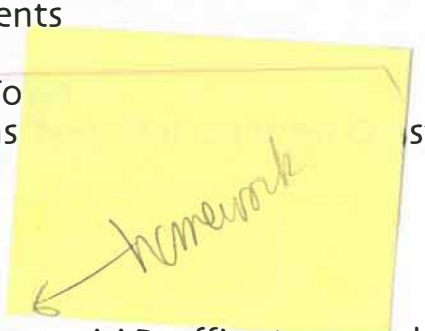




Arts and Administration Program (AAD)
School of Architecture and Allied Arts
University of Oregon

NEW STUDENT ORIENTATION

Thursday September 23, 2004

MORNING

9-9:30	Continental Breakfast
9:30-9:45	Welcome, Faculty Introductions and Overview of the Day - Gaylene Carpenter
9:45-11	Student Introductions – Janice Rutherford
11-11:15	Break
11:15-12:00	Overview of AAD Program:

Program Core	Gaylene Carpenter
Research	Patricia Dewey
Technology	Eric Schiff
Internship	Lori Hager
Areas of Concentration:	
Community Arts	Doug Blandy / Lori Hager
Event Mgmt	Gaylene Carpenter
Museum Studies	Janice Rutherford
Performing Arts	Patricia Dewey
AAD Professional Resources Council	Kassia Dellabough

AFTERNOON

12:15-1:15	Lunch with AAD faculty in Advising Clusters
	Exhibit of Graduate Student Information and Multimedia Design – 263 LA
1:30-2:15	AAD Student Forum (AADSF)
2:15-2:45	AAD Faculty Round Table
2:45-3	Office Administration - Maia Howes
3-3:15	Break
3:15-3:30	Other Opportunities
	Non-Profit Management Certificate Program - Patricia Dewey
	Museum Certificate – Janice Rutherford
	Festival / Events Certificate – Gaylene Carpenter
	Special Workshops and Course Offerings – Gaylene Carpenter
3:30-4:15	Summary – Janice Rutherford
4:15	Adjourn

FRIDAY, SEPTEMBER 24, 2004

Welcome Reception and Dessert Potluck for all AAD Students, Alumni, Faculty, and Advisory Board Members

7:00 PM at the home of Janice Rutherford and Frank Steffes, 2380 W. 28th

SCHOOL OF ARCHITECTURE AND ALLIED ARTS
University of Oregon

MISSION STATEMENT

The School of Architecture and Allied Arts is dedicated to advancing the understanding, value, and quality of visual culture and the built, natural, and social environments through excellent and distinctive teaching, research, and creative endeavors. Grounded in a unique multi-disciplinary structure, AAA is a diverse, collegial learning community of faculty, students and staff. We seek to enhance the lives of individuals and communities through endeavors that stem from intellectual curiosity, critical thinking, and broad inquiry, rooted in the inter-relatedness of theory, history and practice.

In support of this mission, AAA affirms the following **values**

EXCELLENCE
Supporting and celebrating a culture that promotes rigor, encourages risk-taking, and challenges standards in creating, composing, and presenting ideas.

OPEN DISCOURSE
Fostering the open exchange and critique of ideas in an environment that welcomes a diversity of views.

INCLUSIVENESS
Actively encouraging the presence and participation in the School of individuals with differing backgrounds, experience and world-views.

COOPERATION
Working together in shared efforts to teach, learn, understand, and create.

INTER-DISCIPLINARY EXPERIENCE
Engaging multiple disciplines to expand our perspectives and enrich our teaching, research, and creative practice.

RESPONSIBILITY
Recognizing our accountability for the impact of our actions on environmental, social, and cultural systems.

Adopted by the A&AA Faculty, 22 May 2003

MISSION

Arts management is a multidisciplinary field, focused on promoting the arts and culture for individuals and societies. The master's degree in arts management at the University of Oregon is based on the belief that professional arts managers must be familiar with the social, cultural, economic, political, technical and ethical contexts on the arts. The University of Oregon program in arts management is built upon over two decades of academic research, programming, and publication in the area of cultural and community arts services.

An Introduction to Arts Administration

What is arts administration?

Arts administration (or *arts management* or *cultural management*) is a multidisciplinary field, focused on promoting the arts and culture for individuals and societies. Professional arts managers are familiar with the social, cultural, economic, political, technical, and ethical contexts of the arts. Arts administration typically refers to the business and programmatic management of arts organizations in the non-profit or public sector, including orchestras, opera companies, presenting organizations, community arts centers, festivals, public sector folklore, museums, theaters, dance companies, arts councils and service organizations. Arts administrators can also be found in for-profit organizations in such areas as artist management, recording, art galleries, film, and television.

What jobs exist in arts administration?

A career path in arts administration is something for undergraduate and graduate visual, performing, and media arts majors to seriously consider. Artistic talents and experience can be used in a wide range of professional positions in diverse city/community sizes and locations. The administration of an opera company, for example, consists of professionals in its marketing, public relations, development (fundraising), finance, artistic administration, and production departments. A strong liberal arts and fine arts education is definitely an asset in pursuing a career in arts management.

What kinds of skills are required of arts administrators?

Arts administration is a challenging and fascinating profession due to the wide range of functions required on a daily basis. Typical functional areas include fiscal management, personnel management, board relations, strategic planning, development, marketing, labor relations, and government relations. Specific skills that are required might include strong abilities in leadership, team building, budgeting, fundraising, communications, and a strong familiarity with aesthetics, public policy, contract law, information management, education, diplomacy, and community outreach.

What educational opportunities in arts administration are available for University of Oregon students at the undergraduate level?

The UO Arts and Administration Program offers both a *Community Arts Minor* and a *Professional Distinction in Arts Management* – both of which could be combined with majors in the visual arts, dance, music, theater, or almost any other major.

What graduate-level educational opportunities in arts administration are available?

Most arts administration programs in the United States and abroad are offered at the master's degree level. The best portal websites to research the diverse range of programs in this field are www.artsmanagement.net (click on the Training link) and www.artsnet.org/aaae/. The University of Oregon's Arts and Administration (AAD) Program (see http://aad.uoregon.edu), the only program of its kind in the Pacific Northwest, offers concentration areas in community arts management, event management, museum management, and performing arts management. The AAD Program also encourages student participation in three specialized graduate-level certificate program options: the Festival & Event Management Certificate, the Museum Studies Certificate, and the Not-for-Profit Management Certificate. Graduate visual and performing arts students at the University of Oregon thus have several options for combining an education in arts administration with their master's degree studies in the arts.

Could you recommend a few books for undergraduates and graduates to learn more about arts administration as an academic field?

A good introductory textbook for arts administration is *Management and the Arts*, 3rd edition, by William J. Byrnes (New York: Focal Press, 2003). To explore a specific interest area in the field, the www.artsmanagement.net website (click on the "Books" link) lists many excellent references. Further, several academic journals publish current research in arts policy, cultural economics, and arts management: take a look at *Arts Education Policy Review; International Cultural Policy; International Journal of Arts Management; Journal of Arts Management, Law, and Society;* and the *Journal of Cultural Economics.* All of these journals as well as many reference materials in arts administration can easily be found in the University of Oregon's library system.

Prepared by Patricia Dewey, November 2003
UO Arts and Administration Program
http://aad.uoregon.edu

AAD Office Administration

1. Welcome! AAD graduate mailboxes have been assigned first alphabetically by last name, then by number, and are located in the hallway outside 251E Lawrence. Second-year student numbers have changed!
2. After you have registered for classes, please go to the Photo ID Office in the Erb Memorial Union (EMU) for your picture ID. This ID allows bus privileges, library privileges, and may be used as additional photo ID to your driver's license when needed.
3. To set up your e-mail account, go to the "Help Desk" in the South Lobby of the Computing Center. You will need to show your photo ID and your PAC number used to access Duck Web. **E-mail is the primary communications tool used by the AAD program.** Daily messages from the office, faculty announcements, job postings and other important data with time sensitivity make it important that you check your email at least once each day. Please use the e-mail list-serve only for official and professional business that is of interest to constituents in the program.
4. The fall term Schedule of Classes is available from the UO Bookstore for $1.00. It has a wealth of information on financial aid, billing and tuition statements, campus-wide course information, how to use Duck Web to register, final exam schedules, grades and transcripts, and general university services.
5. Parking permits may be requested through the Office of Public Safety in Straub Hall. Bicycles must also be registered with Public Safety.
6. The Fall 2004 term dates of critical interest are:
    - Monday, September 27 – first day of classes
    - Monday, October 10 – last day to drop a class without a mark of "W" on the transcript
    - Wednesday, October 6 – last day to add a class
    - **Friday, October 29 – AAD Advising Session for Winter; 12:00-1:30 p.m. in 249 Lawrence**
      – AAD Masters Summer Internship Presentations (time/place TBA)
    - Thursday, November 11 – Veteran's Day; classes are in session, but offices are closed
    - Friday, November 12 – last day to withdraw from a class
    - Monday, November 15 –registration begins for Winter Term
    - Thursday/Friday, November 25-26 – Thanksgiving Holiday, UO closed
    - Monday-Friday, December 6-10 – Fall Final Exams
    - Thursday, December 16 – Fall grades available on Duck Web
    - Monday, January 3 – first day of Winter Term
7. Pre-authorization procedures for classes (these have check marks by them in the Schedule of Classes)
    - Speak with the instructor of the class for permission to be pre-authorized
    - Come to the AAD office and find the pink pre-authorization notebook in the purple bin on the front counter (just inside the office door). Enter your name, SSN, topic, phone number and e-mail on the page for the appropriate class. Topic is very important on open-ended classes (with middle number as zero), as we can customize the listing on your transcript. (example; Prac Oregon Bach Fest is a practicum you have done with the Oregon Bach Festival)
    - Allow up to 48 hours for the office to enter the pre-authorizations in the UO integrated database
    - Log on to Duck Web to register
8. Each AAD professor has a bin in 251E Lawrence (AAD Office) for the return of papers and projects to students. Please check there first for graded materials.
9. Remember that the AAD/HP office serves two academic programs, both the Arts & Administration and Historic Preservation programs. Because of decentralization of administrative duties and the shared office, we have curtailed office hours to 9am-noon and 1pm-4pm in order to handle the increased workload. **Please be patient and honor these hours.**
10. The AAD Resource Room (256 Lawrence) houses archival copies of student theses and terminal projects. Access to the Resource Room is by request from the AAD Administrative GTF, and is limited to the GTF's scheduled office hours. Sorry but you may not borrow these copies, as too many have been lost in the past. You may only remove them from the Resource Room for the purpose of copying in the AAA Library. If the Resource Room is in use for meetings by the faculty or GTFs with their students, it will not be available to you. To schedule a meeting in the Resource Room please email Maia for availability information.
11. The AAD office number is 346-3639. Maia Howes' e-mail address is: mhowes@uoregon.edu
12. Academic deadlines are available online at the Registrar's website, http://registrar.uoregon.edu. Please get into the habit of visiting this site on a regular basis.

9/20/04

UNIVERSITY OF OREGON

ARTS AND ADMINISTRATION PROGRAM

TEN YEAR ANNIVERSARY CELEBRATION

Calendar of Events

Fall 04

November 19

Friday Forum – The Founders 9:30 AM -11:30 PM

Panel: Beverly Jones, Rogena Degge, Linda Ettinger, Jane Maitland Gholson, Doug Blandy, Liz Hoffman (facilitator)

Invite members of first admitted class to attend lunch

Commission Liz Hoffman to write history of first 10 years of AAD

Winter 05

February 11,

Research Symposium: Community Arts and Cultural Context: The Legacy of June King McFee and Vincent Lanier (Times to be announced)

Kristin G. Congdon, Professor, Film and Philosophy, University of Central Florida

Paul Bolin, Professor, Visual Studies, University of Texas at Austin

Laurie Hicks, Associate Professor, Art Education, University of Maine

Spring 05

April 29

Faculty Research Symposium: Current Research and Imagining the Future of Arts and Administration (Doug Blandy, Gaylene Carpenter, Janice Ruherford, Patricia Dewey, and Lori Hager) (Time to be Announced)

ARTS & ADMINISTRATION PROGRAM

School of Architecture and Allied Arts · 5230 University of Oregon · Eugene OR 97403-5230 · (541) 346-3639 · Fax (541) 346-3626

An equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Fall 05

October 6-8

2005 Social Theory, Politics, and the Arts Conference (Patricia Dewey, Conference Chair)

Release of commissioned history of the first ten years of AAD through CultureWork

Winter 06

Event yet to be determined

Spring 06

May 13

Honor first class of graduates at Master's Project Presentations

Join us for

THE EFFIE-2005

featuring

Dennis Morrow

An expert in human resources, diversity management and interactive training exercises.

Topic: Organization Development

Friday May 6, 2005 9:15 a.m. to 3:30 p.m.
at Hilyard Community Center in Eugene

*** Dennis Morrow, M.A. Ed., MBA:** Executive Director of Janus Youth Programs, Inc. since 1980. The agency has an $8 million budget, employs a staff of 150 at 20 locations in Oregon and Washington, and provides a wide array of services to high-risk adolescents. Dennis is also a founding partner of the Federation for Children and Youth, a unique interagency collaboration that is now the largest single provider of services to children in Oregon. In addition, he is a management consultant working with both nonprofit and for-profit businesses, and he serves as an instructor at Portland State University (Institute for Nonprofit Management).

Keep an Eye on THE EFFIE Website for Updated Information.
http://aad.uoregon.edu/effie/

Arts & Administration/Historic Preservation Programs
Fall, 2004 Courses, September 27 - December 3, 2004

MONDAY (M)	TUESDAY (U)	WEDNESDAY (W)	THURSDAY (H)	FRIDAY (F)
		10:00-11:50 LA 249 607/Sem: Issues in Arts Mgmt, 2 credits, Rutherford		10:30-13:30, LA 249 AADSF Practicum Faire, Sept 24 only
10:00-11:50, Ed 276 AAD 251 Art & Visual Literacy, Bretz 4 credits (80 studnts) LA 249, LA 263	10-11:20, LA 249 AAD 199 Thinking Outside the Box Dellabough	10:00-11:50, Ed 276 AAD 251 Art & Visual Literacy, Bretz 4 credits (80 studnts) LA 263	10-11:20, LA 249 AAD 199 Thinking Outside the Box Dellabough	
				14:00-16:50, LA 263 AAAP 4/510 Fundamentals of HP Meijer, 3 credits
10:00-12:00, LA 256 AAD Faculty Meetings (varying dates)	12:00-13:50, McK 125 AAD 252/Art & Gender, Rutherford, 4 credits, Condon 104		12:00-13:50, McK 125 AAD 252/Art & Gender, Rutherford, 4 credits, Condon 104	
	12:00-13:20, LA 249 AAD 199 Globilization Culture, Dewey		12:00-13:20, LA 249 AAD 199 Globilization Culture, Dewey	SATURDAY (S)
12:00-13:50, LA 249 AAD 604/Internship III, Hager, 2 credits		14:00-14:50, LA 249 AAD 199/FIG Coll Experience Blandy, 1 credit	14:00-16:50, LA 241 AAAP4/511 Intro to Historic Pres Kingston Heath, 3 cred	09:00-16:50, LA 249 AAD 4/510 Planning Interpretive Exhibits Oct 2 & Oct 16 only Parman, 2 credits
14:00-16:50, LA 249 AAD 631/Research Proposal Developmt Dewey, 3 credits	14-16:50, LA 249 AAD 4/522 Arts Program Theory, Carpenter, 4 credits			
		15:00-17:50, LA 249 (LA 231?) AAD 4/560 Arts Administration Rutherford, 4 credits		
	16-17:20, LA 263 AAAP4/510 Research Methods, Beecher 3 credits	16-18:50, PPPM 607 or 610/Nonprofit Management, Downes	16-17:20, LA 263 AAAP4/510 Research Methods, Beecher 3 credits	
AAD Individualized Study Courses: AAD 250/Art & HV (web-based) AAD 252/Art & Gender (web-based) AAD 401/Research AAD 405/Reading AAD 406/Spec Prob AAD 409/Practicum AAD 503/Thesis AAD 601/Research AAD 602/Super Col Teaching AAD 605/Reading AAD 606/Spec Prob AAD 609/Practicum	16:00-17:50, CHA 207 AAD 250/Art & Human Values Blandy, 4 credits (also LA 249)		16:00-17:50, CHA 207 AAD 250/Art & Human Values Blandy, 4 credits (also LA 249)	HP Individualized Study Courses: AAAP406/Spec Prob AAAP503/Thesis AAAP601/Research AAAP605/Reading AAAP606/Spec Prob AAAP609/Practicum Internship AAAP611/Terminal Project
	18:00-19:20, 112MR1 AAD 4/583 Information Des & Pres Schiff, 3 credits		18:00-19:20, 112MR1 AAD 4/583 Information Des & Pres Schiff, 3 credits	

rts & Administration

Historic Preservation

8.23.04

University of Oregon Arts & Administration Program Master's Degree

Name_____ **Faculty Advisor**_____

Admit Date_____ **Student ID**_____

Core Requirements (20 Graded Credits):	**Term/YR**	**Grade**	**Credits**
AAD 550 Art in Society (4)			
AAD 560 Arts Administration (4)			
AAD 522 Arts Program Theory (4)			
AAD 562 Cultural Policy and Art (4)			
AAD 565 Marketing the Arts (4)			
Management Component (6 Graded Credits)			
AAD 607 Issues in Arts Management (2)			
_____ Management Elective (4)			
Technology Component (6 Graded Credits)			
AAD 584 Advanced Info Design & Presentation			
AAD 585 Multimedia For Arts Administration			
Professional Practice Component (6 Pass/No Pass Credits)			
AAD 604 Internship I (1)			
AAD 604 Internship II (2)			
AAD 604 Internship III (2)			
AAD 606 Internship IV (1)			
Research Component (Credits Minimum depends on option)			
AAD 630 Research Methods (4 Graded)			
AAD 631 Research Proposal (3 Pass/No Pass)			
If Thesis:			
AAD 503 Master's Degree Thesis (6 Pass/No Pass)			
_____ Research Methods Elective (Selected w/Advisor)			
If Project:			
AAD 601 Research (6 Pass/No Pass)			
If Capstone: Capstone Electives (6-8 Graded or Pass/No Pass Selected with Advisor)			
_____			
_____			
AAD 601 Reading (1 Credit of Capstone each term Working w/Advisor)			
Area of Concentration Electives (Minimum 13 Credits):			
_____ _____			
_____ _____			
_____ _____			
_____ _____			
_____ _____			
_____ _____			
_____ _____			
			72 Total Credit Hours Required _____

Documents::workstudyfolder/progress 8/13/04

University of Oregon
Arts and Administration Program

2004-2005 Graduate Course Offerings

Fall 2004	Winter 2005	Spring 2005
AAD 560 Arts Administration*	**AAD 550 Art and Society**	**AAD 565 Marketing the Arts**
AAD 607 Issues in Arts Management	AAD 510 Performing Arts Policy & Administration	AAD 524 Conference Management
AAD 522 Arts Program Theory	AAD 520 Event Management	AAD 529 Museum Education
AAD 510 Interpretive Exhibits		
AAD 583 Information Design and Presentation	**AAD 584 Advanced Info Design & Presentation**	**AAD 585 Multimedia for Arts Administrators**
AAD 604 Internship III	**AAD 604 Internship I**	**AAD 604 Internship II**
AAD 631 Research Proposal	**AAD 606 Internship IV**	**AAD 606 Internship IV**
		AAD 630 Research Methods
AAD 609 Practicum	AAD 609 Practicum	AAD 609 Practicum
AAD 601 Research	AAD 601 Research	AAD 601 Research
AAD 605 Reading	AAD 605 Reading	AAD 605 Reading
AAD 503 Thesis	AAD 503 Thesis	AAD 503 Thesis
AAD 606 Special Problems	AAD 606 Special Problems	AAD 606 Special Problems
AAD 602 Supervised College Teaching	AAD 602 Supervised College Teaching	AAD 602 Supervised College Teaching

(* -- required courses are in bold print)

August 31, 2004

September 2004

RE: Museum Studies Certificate

Welcome to our Arts and Administration program! If you are planning to pursue the Museum Studies Area of Concentration, you will be interested to know that we now offer a Museum Studies Certificate in addition to our Arts Management masters degree. This academic year, we are able to offer enrollment to the Museum Certificate course of study through the fall quarter for those students who have been accepted in the AAD graduate program.

Please read the accompanying Museum Certificate Guidelines for information about requirements. The additional credit hours may, for some students, necessitate a 7th quarter of study. If you wish to enroll in the Museum Studies Certificate, please give me a separate Statement of Purpose. I will have your transcript and letters of recommendation copied for your Museum Certificate file, which will be housed in the AAD offices. When your file is complete, you will receive a letter of acceptance into the Museum Studies Certificate course of study, a copy of which will be forwarded to the Graduate School.

You must then obtain a copy of our Museum Studies Course of Study checklist, a copy of which your advisor will keep as you complete requirements. Upon completion of your course work and the requirements for your graduate degree, you will file a Statement of Completion through the AAD office.

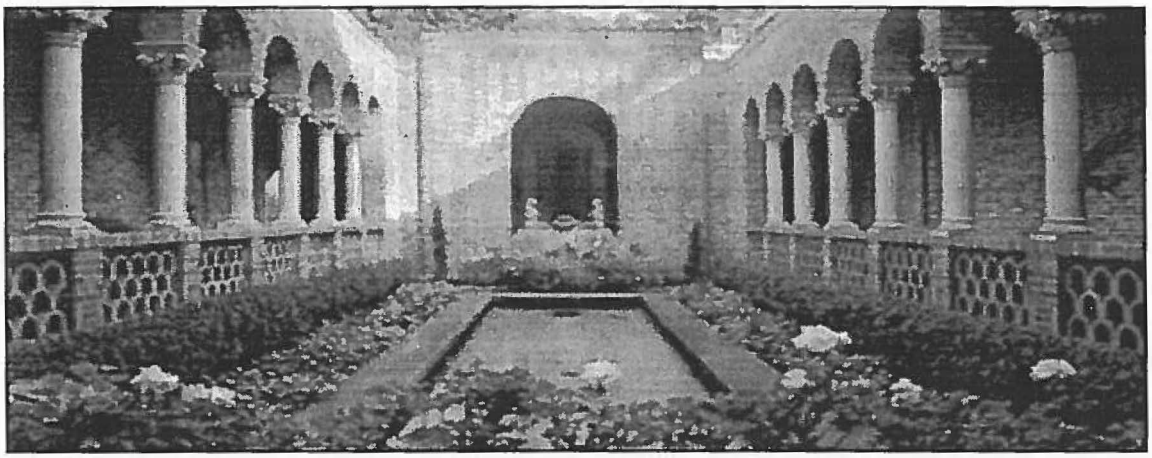
Janice W. Rutherford
Coordinator, Museum Studies
Arts & Administration
School of Architecture & Allied Arts
5230 University of Oregon
Eugene, OR 97403-5230

NEW MUSEUM STUDIES CERTIFICATE

University of Oregon

A New Instructional Option in the Arts and Administration Master's Program Will Lead to a Graduate-level Certificate in Museum Studies

A certificate program in Museum Studies is now available to University of Oregon graduate students. Students enrolled in the graduate programs in Arts & Administration, Art History, Anthropology, or Architecture are eligible to enroll. Students with full admittance to any other graduate program in the University are eligible to apply. Students not fully admitted to a UO graduate program are not eligible. Guidelines are available at: <museumcertificateguidelines>.



The credit hour requirement for the certificate is 28 hours. No more than 12 hours of department degree requirements may count toward the certificate; the additional 16 hours will be taken in museum studies courses including an internship.

Available Museum Studies courses include Museology, The Natural and Cultural History Museum, Museum Education, The History Museum, Planning Interpretive Exhibits, and Interpretive Exhibits Studio. A wide variety of electives is offered, many from departments outside the sponsoring academic units. Students will culminate the certificate program with a presentation based on their terminal masters degree projects or on their internships. See letter of invitation at <museumcertificateletter>.

Museum Studies Certificate, University of Oregon

A new instructional option, administered by the Arts & Administration Program, will lead to a graduate-level Certificate in Museum Studies

The credit hour requirement for the certificate is 28 hours. No more than 12 hours of home department's degree requirements may count toward the certificate; the additional 16 hours will be taken in museum studies core and elective courses. A wide variety of electives, chosen through individual advising, can be applied to the certificate curriculum from departments across campus such as: Art History, Anthropology, Architecture, Folklore, and History. Museum-related courses include: Museology, The Anthropology Museum, Museum Education, The History Museum, Planning Interpretive Exhibits, and Interpretive Exhibits Studio. A summer internship will provide on-site museum experience.

This certificate addresses the growing demand for professionally trained museum personnel across the country. It will provide University of Oregon students who are interested in museum work with an invaluable credential as they approach the job market.

Any student officially enrolled in a University of Oregon graduate program may apply to pursue the Museum Studies Certificate which is a masters-level, multi-disciplinary course of study sponsored by the Arts and Administration Program, the Department of Architecture, the Department of Art History, and the Department of Anthropology.

The program requires 28 credit hours, no more than 12 of which may count as both degree hours and certificate hours. All students will serve a 200-hour internship and all will make a public presentation at the end of the program.

Application and Enrollment

Students from Sponsoring Units

Students who are applying for fall admission to a graduate program in the sponsoring units (Anthropology, Architecture, Art History, or Arts and Administration), will ask the department to which they are applying to submit to the Arts and Administration program by February 1, on their behalf:

- a separate letter of purpose addressing their desire to complete a Museum Studies Certificate
- copies of transcripts
- copies of recommendations

Students in sponsoring units who have been admitted to their graduate program for more than one year will ask their departments to submit to the Arts and Administration program, on their behalf, the following:

- The History Museum
- Planning Interpretive Exhibits
- Interpretive Exhibits Studio
- Youth Art Curriculum/Methods
- Marketing the Arts
- Arts Administration
- Environmental Control Sys
- Daylighting
- Landscape Preservation
- Venetian Renaissance Art
- 19th Century Problems
- 20th Century Problems
- Modern German Art
- Contemporary Art
- Problems in Chinese Art
- Japanese Prints
- Seminar Special Topic
- Cultural Resources Management
- Cultures of Mainland Southeast Asia
- Anthropology and Folklore
- North American Prehistory
- Grantwriting
- Public & Nonprofit Financial Mgt.
- Resource Dev. for Nonprofit Org.
- Leadership & Organizational Change
- Leadership and Facilitation Methods
- Professional Practice in Nonprofit Org
- Marketing Communications
- Folk Art & Material Culture
- The Book in History
- The Pacific Northwest
- American Indian History

Internship

*A 200-hour internship in a museum is required as part of the Museum Studies Certificate curriculum. The internship that is required for the Arts and Administration Masters degree will serve as the Museum Studies Certificate as well.

*This internship requires six credits in pre- and post- internship courses. Other departments may substitute other internship credit requirements.

*If students from other departments are required by their home departments to complete an internship, that internship can serve as the Museum Studies internship requirement so long as it is done in a museum for 200 hours.

*Students from departments that do not require an internship will work with their Museum Studies advisor to secure a satisfactory internship and complete it before earning their certificate.

A Great Educational Opportunity in the UO School of Architecture and Allied Arts:

Combine the M.A. / M. S. in Arts Administration (AAD) With a Certificate in Not-for-Profit Management (PPPM)

The UO Department of Planning, Public Policy and Management (PPPM) offers a Graduate Certificate in Not-for-Profit Management that may be easily combined with graduate studies in arts administration. The 24-credit certificate requires completion of 14 credit hours of required courses in PPPM (as listed below); the remaining 10 required credits may be applied to the Certificate from core AAD coursework.

Requirements

In general, for AAD graduate students to receive this Certificate, they must:

1) **File a formal application. This is a streamlined process for AAD students: PPPM requires copies of students' undergraduate and/or current UO transcript, and copies of two reference letters from students' AAD admissions file (these items can be sent over from the AAD office). The student must submit a written statement as described on the Certificate website.**
2) **Have a summer internship (6 credits) in a non-profit organization;**
3) **Take a total of 18 additional credits that are required or approved for the certificate.**

AAD students acquiring the Certificate must take the following PPPM courses:

Course #	*Name*	*Quarter**	*Instructor*	*Credits*
PPPM 680	Managing NPOs	Fall *W* (2nd year AAD)	Downes	4
PPPM 524	Financial Management	Spring *M*	Irvin	4
PPPM 581	Resource Development	Winter *U*	Irvin	4
PPPM 522	Grant Writing	Every Q, 2 classes	Choquette	1
PPPM 683	Prof. Practice in NPOs	Spring, 6 sessions	Downes	1

And AAD students must formally apply credits ("double-dipping") from one of the following courses for joint fulfillment of the Certificate credit requirements. All of the following courses have been approved for the Not-for-profit Management Certificate requirement; AAD 551 and 510 are electives in our program.

Course #	*Name*	*Quarter**	*Instructor*	*Credits*
AAD 560	Arts Administration	Fall	Rutherford	4
AAD 551	Community Cultural Development	----	Blandy	4
AAD 562	Cultural Policy	----	Degge / Dewey	4
AAD 510	Performing Arts Policy & Admin.	Winter	Dewey	4

(This listing of courses reflect 2004/05 scheduling. Please note that the quarters in which courses in PPPM and AAD are instructed are subject to change.)*

Internship course credits for the AAD master's degree in arts administration can be applied to the Certificate, as long as the internship takes place in a non-profit organization.

Additional PPPM electives (for 2004/05) that might be of interest to AAD students include:

PPPM 622	Project Management	Winter	Choquette
PPPM 624	Plan Making	Winter	Margerum
PPPM 634	Strategic Planning	Spring	Choquette
PPPM 635	Planning & Social Change	Winter	Schlossberg
PPPM 607	Seminar in Philanthropy	Fall	Irvin

To learn more about combining a master's degree in arts administration with a certificate in not-for-profit management, please contact Patricia Dewey, Assistant Professor, Arts and Administration Program (pdewey@uoregon.edu) or 541-346-2050. Detailed information about the PPPM Certificate Program in Not-for-Profit Management is available online at http://utopia.uoregon.edu/ppm/ppm_certificate.htm Certificate participants are requested to meet individually with Prof. Renee Irvin in PPPM.

Corrected Version -- Last Updated: April 30, 2004

University of Oregon Arts and Administration Program

Performing Arts Management Concentration

The Performing Arts Management Concentration of the arts and administration master's degree at the University of Oregon prepares individuals for leadership positions in non-profit, public, and for-profit organizations involved with music, opera, dance, and theater; a specialization in media/film management may also be pursued within this concentration. This concentration focuses on the not-for-profit professional performing arts and aims to develop interlinkages among cultural policy, organizational mission, and artistic vision in a broadly defined cultural sector. Required and elective courses develop critical thinking and address theoretical, aesthetic, and practical issues in performing arts management.

Prospective students from a wide range of undergraduate educational backgrounds are encouraged to apply, but students participating in this concentration frequently have academic qualifications and professional experience as a performing artist. With their advisor, students will individually select elective coursework from diverse departments on campus, will structure their practicum and internship experiences to develop their practical skills, and will design their final master's projects or theses to address their academic interests and professional goals.

Students in this area of concentration are strongly encouraged to concurrently participate in the Not-for-Profit Management Certificate Program offered through the Planning, Public Policy & Management Department; required coursework for this certificate is included in the sample curricular plan below.

Sample Curriculum, 2004-2006

M.A./M.S. in Arts Administration, Performing Arts Management Area of Concentration
Including Requirements for the Certificate in Not-for-Profit Management
(Note: Quarters in which courses are instructed are subject to change.)

YEAR ONE

Fall Quarter

AAD 560 (4)	Arts Administration
AAD 607 (2)	Issues in Arts Management
AAD 583 (3)	Information Design & Presentation I
AAD 522 (4)	Arts Program Theory
PPPM 552 (1)	Grant Writing
Practicum or Elective	

Winter Quarter

AAD 604 (1)	Internship I
AAD 550 (4)	Art and Society
AAD 584 (3)	Information Design & Presentation II
AAD 510 (4)	Performing Arts Policy & Administration
PPPM 581 (4)	Resource Development

Spring Quarter

AAD 604 (2)	Internship II
AAD 565 (4)	Marketing the Arts
AAD 630 (4)	Research Methods
AAD 585 (3)	Multimedia for Arts Administrators
PPPM 524 (4)	Public & Nonprofit Financial Management

Summer: Internship

YEAR TWO

Fall Quarter

AAD 604 (2)	Internship III
AAD 631 (3)	Research Proposal
AAD 551 (4)	Comm. Cultural Dev.
PPPM 680 (4)	Managing NPOs
Elective	

Winter Quarter

AAD 606 (1)	Internship IV
AAD 562 (4)	Cultural Policy
AAD 601/503 (3)	Project or Thesis
Electives	

Spring Quarter

AAD 601/503 (3)	Project or Thesis
PPPM 683 (1)	NPO Professional Practice
Electives	

For more information, please contact:
Patricia Dewey, Assistant Professor, University of Oregon Arts and Administration Program
pdewey@uoregon.edu or (541) 346-2050

August 31, 2004

University of Oregon Arts and Administration Program

Community Arts Management Concentration

The Community Arts area of concentration has evolved from the University of Oregon Community Arts Study Program, conceptualized by Dr. June King McFee in 1966 and implemented in 1968. The purpose of this program was to enable faculty and students from the School of Architecture & Allied Arts to work with the citizens of Oregon communities toward the understanding of the dynamics of their communities, and the cultivation of attentiveness to the quality of a community's arts environment.

This area of concentration continues to be based on a definition of community arts that emphasizes the potential participation of all citizens in performance- or exhibition- focused art groups and organizations that are community-based and culturally democratic in orientation. Such organizations and groups typically promote the arts as integral to the everyday life of the community, and build a sense of the unique character of the area. There is often a strong commitment to neglected and underrepresented groups in community arts programs.

Core requirements, coupled with courses in this area of concentration will encourage students to be cognizant of the relationships between the arts and culture, ethnicity, politics, economics, class, education, age, and occupation. Students graduating from this area of concentration will be prepared to access community culture, facilitate citizen participation in the arts, understand methodologies for program development, administer community arts programs, facilitate community arts policy, evaluate community arts programs and develop community strategies for distributing information about the arts.

Sample Curriculum

M.A./M.S. in Arts Administration, Community Arts Management Area of Concentration
Including Requirements for the Certificate in Not-for-Profit Management
(Note: Quarters in which courses are instructed are subject to change)

YEAR ONE

Fall Quarter
AAD 560 (4) Arts Administration
AAD 607 (2) Issues in Arts Management
AAD 522 (4) Art Program Theory

Winter Quarter
AAD 604 (1) Internship I
AAD 550 (4) Art & Society
AAD 584 (3) Information Design & Presentation II
Practicum or Elective
PPPM 581(4) Resource Development

Spring Quarter
AAD 604 (2) Internship II
AAD 630 (4) Research Methods
AAD 585 (3) Multimedia for Arts Administrators
PPPM 524 (4) Public & Nonprofit Financial Management
Practicum and/or electives

Summer: Internship

YEAR TWO

Fall Quarter
AAD 604 (2) Internship III
AAD 631 (3) Research Proposal
AAD 551 (4) Community Cultural Dev
PPPM 680 (4) Managing NPO
PPPM 522 (1) Grant Writing
Practicum and/or Elective

Winter Quarter
AAD 607 (1) Internship IV

Research, Practicum and/or Electives
AAD 562 (4) Cultural Policy

Spring Quarter
AAD 601/503 Project, Capstone, Thesis
PPPM 683 (1) NPO Professional Practice
AAD 565 (4) Marketing the Arts
Practicum and/or electives

For more information, please contact:
Lori Hager, Assistant Professor, University of Oregon Arts and Administration Program
lhager@darkwing.uoregon.edu

University of Oregon Arts and Administration Program

Event Management Concentration

The Event Management Concentration of the Arts & Administration Program (AAD) Master's Degree at the University of Oregon allows students to pursue their interests in art and cultural event programming. Increasingly, art and cultural organizations offer a number of special events for a variety of purposes. Typical events include art fairs and festivals (i.e., visual, performing, literary, culinary), fundraising and promotional, cultural and heritage, venue-specific events, and others designed for educational and professional purposes (i.e., seminars, meetings, conferences, education). Students in this area of concentration will seek leadership positions in non-profit, public, and for-profit organizations directly involved with the production and provision of art and cultural festivals and events or with those organizations that use festivals and events for other purposes (e.g.s., marketing, fundraising, etc.).

Students in this area of concentration take required AAD courses along with students concentrating in other areas (i.e., community arts, museums, performing arts). With their advisor, event management students will select elective coursework from other academic departments on campus, will structure their practicum and internship experiences to develop their practical skills, and will design their final master's projects or theses to address their academic interests and professional goals related to festivals and events.

Event Management students are encouraged to obtain their Certificate of Accomplishment in Festival & Event Management (F&E) by participating in a joint program AAD provides in conjunction with UO's Division of Continuing Education. A number of the certificate requirements are AAD courses that also meet requirements for the Master's Degree. F&E workshops can be taken as 1-2 credit electives that will count toward AAD requirements. In addition, students are encouraged to concurrently participate in the Not-for-Profit Management Certificate Program offered through the Planning, Public Policy & Management Department; required coursework for this certificate is included in the sample curricular plan below.

Sample Curriculum, 2004-2006

M.A./M.S. in Arts Administration, Event Management Area of Concentration
Including Requirements for the Certificate in Not-for-Profit Management
(Note: Quarters in which courses are instructed are subject to change.)

YEAR ONE

Fall Quarter

AAD 560 (4)	Arts Administration
AAD 607 (2)	Issues in Arts Management
AAD 583 (3)	Information Design & Presentation I
AAD 522 (4)	Arts Program Theory
PPPM 552 (1)	Grant Writing
Practicum or Electives (AAD/F&E)	

Winter Quarter

AAD 604 (1)	Internship I
AAD 550 (4)	Art and Society
AAD 584 (3)	Information Design & Presentation II
AAD 520 (4)	Event Management
PPPM 581 (4)	Resource Development

Spring Quarter

AAD 604 (2)	Internship II
AAD 565 (4)	Marketing the Arts
AAD 630 (4)	Research Methods
AAD 585 (3)	Multimedia for Arts Administrators
PPPM 524 (4)	Public & Nonprofit Financial Management

Summer: Internship

YEAR TWO

Fall Quarter

AAD 604 (2)	Internship III
AAD 631 (3)	Research Proposal
AAD 551 (4)	Comm. Cultural Dev.
PPPM 680 (4)	Managing NPOs
Practicum or Electives (AAD/F&E)	

Winter Quarter

AAD 606 (1)	Internship IV
AAD 562 (4)	Cultural Policy
AAD 601/503 (3)	Project or Thesis
Practicum or Electives (AAD/F&E)	

Spring Quarter

AAD 601/503 (3)	Project or Thesis
PPPM 683 (1)	NPO Professional Practice
Electives (AAD/F&E)	

For more information, please contact:
Gaylene Carpenter, Associate Professor, University of Oregon Arts and Administration Program
gcarpent@uoregon.edu or (541) 346-5600

Dated: September 19, 2004

Arts Administration as a New Supporting Area of Study for the School of Music D.M.A. or Ph.D. Degree

- Overview -

The University of Oregon School of Music has decided to introduce Arts Administration as a new supporting area for their D.M.A. and Ph.D. students, beginning in the 2004/05 academic year. It was agreed that the UO Arts and Administration Program (AAD), located in the School of Architecture and Allied Arts, would provide the coursework to make such interdepartmental cooperation possible.

The supporting area required of UO School of Music doctoral students will likely inform research, but may or may not be directly linked to the student's dissertation. The supporting area is generally viewed as mastery of an area of study at a master's degree level. Supporting areas vary significantly in the scope and amount of coursework requirements, with 24 to 59 credits required (some of which may double with primary area requirements). The student completes a comprehensive written and oral exam in the supporting area. While a total of 36 credits is formally required for the arts administration supporting area, AAD faculty also recommend that students consider taking additional courses in information technology and research methods, depending on their individual professional goals and research interests. All requirements could be completed within two years.

Prospective students should apply directly to AAD to participate in arts administration as a supporting area in conjunction with their music studies. The AAD faculty advisor and supporting area liaison is Patricia Dewey. Additional information pertaining to this supporting area– including an *Admission Checklist* and *Application for Admission* – is now available upon request.

- Curricular Requirements - for Arts Administration as a Doctoral Supporting Area of Study

Core and Concentration Requirements (30)

AAD 560 (4)	Arts Administration
AAD 607 (2)	Issues in Arts Management
AAD 550 (4)	Art in Society
AAD 551 (4)	Community Cultural Development
AAD 562 (4)	Cultural Policy
AAD 522 (4)	Arts Program Theory
AAD 565 (4)	Marketing the Arts
AAD 510 (4)	Performing Arts Policy & Administration

Practicum Requirement (3)

AAD 609 (3) Practicum
(This would substitute for and is equivalent to MUE 639.)

Capstone Requirement (3)

AAD 601 (3) Research
(A capstone synthesis/research paper and public presentation.)

A comprehensive 8-hour written exam and 2-hour oral exam would be required of each student.

For more information, please contact Patricia Dewey (pdewey@uoregon.edu or 541-346-2050)
To learn more about the Arts and Administration Program, please see: http://aad.uoregon.edu

May 4, 2004

INFORMATION DESIGN AND PRESENTATION

AAD 483/583

Fall Term 2004 • 6:00pm-7:20pm UH

Mill Race Lab 1

Eric J. Schiff - Instructor
Voice: 484.0907(Hm.), 915.4664 (Cell)
Email: ejschiff@uoregon.edu

Course Requirements:
Attendance - 80% minimum for P
Assignments - 35%
Midterm - 25% *Due 11/09*
Final Projects - 40% *Due 12/07*

Texts:
Robin William's Design Workshop
Williams, Robin Peachpit Press 2001
The Non-Designer's Design Book *(Optional)*
Williams, Robin Peachpit Press 1994

DAY	DATE	SESSION	ASSIGNMENT
Tuesday	09/28/04	Introduction, Survey, Syllabus, Facility, Systems & Resources	RWDW-Ch.1, 2
Thursday	09/30/04	Text Processing: Type, Styles & Format Issues of Ownership	NDDB-Ch.3, 4 RWDW-Ch.3
Tuesday	10/05/04	Text Formatting, Graphic Design: Programs and Formats Graphics Standards **Assignment #1 - Resume Makeover**	NDDB-Ch.5, 6 RWDW-Ch.4 DUE 10/12
Thursday	10/07/04	Identity: Organization ID/Branding Press Kits, Backgrounders **Assignment #2 - Logo Drafts (sketches)**	NDDB-Ch.7, 8 RWDW-Ch.6 DUE 10/19
Tuesday	10/12/04	Draw Programs - Illustrator Basics **Assignment #3 - Logo Design (vector)**	DUE 10/26
Thursday	10/14/04	Scanning Basics/DigitalFile Formats	RWDW-Ch.7
Tuesday	10/19/04	Business Correspondence - Tools & Tips **Assignment #4 - Business Collateral Drafts**	RWDW-Ch.5 DUE 11/02

DAY	DATE	SESSION	ASSIGNMENT
Thursday	10/21/04	DTP: InDesign - Basic Tools *Work Session*	
Tuesday	10/26/04	DTP: Graphics Import & Placement, Page Format - One page design Text Formatting, Styles, Grids **Assignment #5 - Flyer**	RWDW-Ch.14 NDDB-Ch.9 DUE 11/16
Thursday	10/28/04	*Work Session*	NDDB-Ch.10 RWDW-Ch.12
Tuesday	11/02/04	DTP: Brochures & Newsletters - Basic Design & Layout, Tools & Tips **Assignment #6 - Nameplate & Cover Page**	RWDW-Ch.13 DUE 11/18
Thursday	11/04/04	Graphics Standards *Work Session* **Assignment #8 - Mailer**	 DUE 11/23
Tuesday	**11/09/04**	**Midterm Presentations** **Collateral Materials**	
Thursday	11/11/04	*Work Session*	
Tuesday	11/16/04	DTP: Brochures & Newsletters - Design & Layout issues	
Thursday	11/18/04	DTP: Newsletters - Inside pages: Graphic enhancements, reader cues	
Tuesday	11/23/04	Projects Check: Newsletters and Standards *Work Session*	
Thursday	**11/25/04**	******No Class******	
Tuesday	11/30/04	*Work Session*	
Thursday	12/02/04	*Work Session*	
Tuesday	**12/07/04**	**Final Project Presentations***	*6:00 P.M.

SELF-ASSESSMENT CHECKLIST

Arts & Administration Program

Waiver of AAD 583, Information Design and Presentation, Fall Term

One of the requirements of the master's degree in Arts Management is a three-part series of technology-based courses:
AAD 583, Information Design and Presentation (fall term)
AAD 584, Advanced Information Design and Presentation (winter term)
AAD 585, Multimedia for Arts Administration (spring term)

We consider the AAD 583, fall term class to be a "leveling" class, giving students who have minimal or limited experience in computer systems, software applications, and design presentation the opportunity to learn basic skills that will support their required registration in the winter and spring term classes. Please complete the following self-assessment prior to the fall orientation session with your AAD faculty academic advisor.

WORD PROCESSING PROFICIENCY:

o Excellent Skills o Good Skills o Fair Skills o Minimal Skills o No Skills
My background is in: o Microsoft Word o Word Perfect o Other _____

DESKTOP PUBLISHING PROFICIENCY:

o Excellent Skills o Good Skills o Fair Skills o Minimal Skills o No Skills
My background is in: o PageMaker o InDesign o Quark
o Other _____

GRAPHIC DESIGN APPLICATION PROFICIENCY (bit map and vector programs):

o Excellent Skills o Good Skills o Fair Skills o Minimal Skills o No Skills
My background is in: o PhotoShop o Illustrator/Freehand o Other _____

OPERATING SYSTEM KNOWLEDGE AND PROFICIENCY:

o Excellent Skills o Good Skills o Fair Skills o Minimal Skills o No Skills
My background is in: o Windows o Macintosh o Other _____
I have experience in: o Desktop mgmt. o Hard drive mgmt. o o External storage devices
o jpeg o pict o tif o gif
Other: _____

DESIGN APPLICATIONS:

I have experience with the following business design applications, and can present a portfolio of this work (check all that apply):
o Collateral design (business cards, letterhead, envelopes, etc.) o Newsletters o Brochures
o Display ads o Resume design o Logo design o Graphic standards
I can present a portfolio of this work: o Electronically o Hard Copy o Both

I request permission to waive AAD 583 during fall term:

Signed Name _____ Date _____
Printed Name _____

Permission given to waive AAD 583 during fall term:

Faculty Signature _____ Date _____

9/04

AAD Technology Component:

Three courses are offered as core competencies for fulfilling the AAD program technology component. The Fall Term course is optional with students being required to take the Winter and Spring Term courses. It should be noted that the Fall term course is recommended as an excellent introductory course providing students with an opportunity to prepare and familiarize themselves with computer systems, software applications, case studies specific to arts management, and basics in information design and presentation theory.

Fall Term: Information Design and Presentation (3 credits) AAD 583
Introduction to design and presentation of electronically processed and digital information. Uses concepts from aesthetics and graphic design; branding and marketing; computer, behavioral, and social sciences. Practical applications in various contexts.

Competencies required: None

Winter Term: Advanced Information Design and Presentation (3 credits) AAD 584
Examines design and presentation of information in both print and non-print mediums for personal, professional and business marketing purposes. Practical "real world" design and presentation applications along with case studies are explored. This course will focus on maximizing technology tools (many introduced in AAD 483/583) to develop design and presentation **projects** reflecting concepts from graphic and visual design, and information protocols inherent in effective communication and project management.

Competencies required:

- Windows and/or Macintosh operating system knowledge; file saving and file type protocols; file transfer protocol; desktop and file management protocol
- Desktop publishing basics (Pagemaker, InDesign, and/or Quark)
- Graphic design application program basics: both bit map and vector programs (Photoshop, Illustrator and/or Freehand)

Internet Media in Arts Administration (3 credits) AAD 585
This course examines current tools, platforms and trends influencing information design, development, and management for internet media. Concepts from graphic design, information architecture, and project management are threaded through the course. This course will focus on effective manipulation of media for domain-specific *Internet* media venues of information presentation, and marketing and promotion.

Competencies required: Winter Term Course or equivalent

Computer System and Software Recommendations: Please reference the minimum computer standards page in this notebook. Direct inquiries regarding hardware and software to ejschiff@uoregon.edu.

MINIMUM computer standards for AAD Master's students:

For students entering the program without a system, we recommend that you work with the UO Bookstore to identify the system of your preference. The Bookstore has special student pricing for both PC and Apple computers which in many cases constitutes savings over computer retail outlets and catalogs. Visit their site at: http://www.uobookstore.com/.

Consideration should be given to the purchase of a laptop computer as it provides high utility and flexibility for working both on and off campus. The UO campus has total wireless network coverage and internet access capabilities. Wireless cards are also available at the UO Bookstore.

Most new desktops and laptops handle the productivity and design software used in the technology core courses. Students already owning a desktop or laptop computer should check to see that it is capable of running software programs being used in the courses.

Software: While it is not required to own the software being used in the technology core courses, key pieces are recommended. Many students have found it beneficial to own some or all of the software for internships and jobs after graduation. The UO Bookstore offers educational pricing on software at substantial savings. Software used includes Microsoft Office – Word, Excel, and Powerpoint, Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Macromedia Dreamweaver, and Macromedia Fireworks.

Printers: Inexpensive inkjet printers will be fine to fulfill most of your printing needs. The UO Bookstore and local retail outlets carry affordably priced printers.

Eric Schiff, Technology Instructor, is available as a resource if you have questions. E-mail him at ejschiff@uoregon.edu or call 541.915.4664.

Overview of AAA Computing Resources

The University of Oregon's School of Architecture and Allied Arts offers a wide array of services to the AAA community. Following is a brief overview of the resources available to AAA students, faculty, and staff from AAA Computing Services.

Technical Support

AAA Computing Services offers a complete suite of technical support services. We support both Macintosh and Windows computers with the exception of PCs running Windows 95/98/ME. We offer software support, individual training, networking services, and computer installation and upgrades. Although we are capable of doing rudimentary hardware repairs, we highly recommend that faculty and students rely solely on the UO Computing Center Repair Center (346-3548).

There are many different ways to request help from AAA Computing Services; you may call 346-2081 to talk directly to a technician, visit our service window in 280 Lawrence Hall, or request help via e-mail by contacting Chris Jones at jonesey@uoregon.edu.

Computer Technology Purchasing

Chris Jones, Director of AAA Computer Service, is responsible for approving AAA technology-related purchases. If you are considering purchasing a computer or computer-related technology, please contact Chris at jonesey@uoregon.edu or at 346-2094.

Web Services

AAA employs a full-time webmaster. For more information, contact Ed Parker at edparker@uoregon.edu.

AAA Output Room

The AAA Output Room offers high-end printing resources to all AAA students and faculty. Currently, the output room offers three plotters and one color laser printer. For more detailed technical information, please visit http://aaa-output.uoregon.edu or contact Karl Owens, the AAA Output Room manager and student support, at karlo@uoregon.edu or call 346-2081 to speak with an output room technician.

AAA Computer Labs

AAA Computer Services maintains many computing labs available to AAA students and faculty. The following information changes constantly. We strongly urge you to visit the AAA Computing Labs web site located at http://darkwing.uoregon.edu/~aaalabs.

AAA Computing Services support AAA Computing Labs as well as administrative and instructional computing. If you need help in your office or studio, please contact or visit the AAA computer Support office in 280 Lawrence or contact Chris Jones at jonesey@uoregon.edu.

A&AA Computing Labs: Mac OS Software

All Macintosh lab computers run either Mac OS X 10.3 or Mac OS 9.2.2. Almost all software is available in the Apple menu on OS 9 Macs or on the Dock in OS X Macs. If you can't find a program there, look on the Mac Hard Drive. If a Mac OS 9 lab Mac is not working right, open the Utilities folder and run Restore This Mac. The Mac will clean itself up (files in the Student Work Folder are preserved) and restart, after which it should be fixed. See http://darkwing.uoregon.edu/~aaalabs for current versions of the software listed below.

Software Installed on all Mac OS X A&AA Computing Lab Macintosh Computers

* Adobe Acrobat 5.0.5 (5 copies)
* Adobe GoLive 6.0 (10 copies)
* Adobe InDesign 2 (10 copies)
* Adobe Premiere 6.5 (5 copies)
* Aladdin Stuffit Expander 8 (unlimited copies)
* Apple DVD Studio Pro 2 (6 copies)
* Apple iDVD 3 (5 copies)
* Apple iPhoto 2.0 (unlimited copies)
* Apple LiveType (unlimited copies)
* Apple Soundtrack 1.1 (7 copies)
* Corel Painter 8.1 (5 copies)
* EndNote 6 (2 copies)
* Form•Z RenderZone RadioZity 4 (20 copies)
* Macromedia Director MX (10 copies)
* Macromedia Extension Manager (8 copies)
* Macromedia Flash MX (8 copies)
* Microsoft Office v.X (Excel, Powerpoint, Word) (16 copies)
* Mozilla 1.5 (unlimited copies)
* Peak Express 3.3 (7 copies)
* Roxio Toast Titanium 5 (5 copies)
* Shockwave Player 8.5.1 plug-in (unlimited copies)
* Toon Boom Studio 1.2 (2 copies)
* Adobe AfterEffects 5.5 (4 copies)
* Adobe Illustrator 10 (5 copies)
* Adobe Photoshop 7 (7 copies)
* Adobe Reader 6.0 (unlimited copies)
* Alias/Wavefront Maya 5 (20 copies)
* Apple Final Cut Pro 4 (7 copies)
* Apple iMovie 3 (unlimited copies)
* Apple iTunes 4.1 (unlimited copies)
* Apple QuickTime Pro 6 (6 copies)
* BBEdit Lite 6.1 (unlimited copies)
* Discreet Cleaner 6 (6 copies)
* Fetch 4 (unlimited copies)
* Knockout 2 (3 copies)
* Macromedia Dreamweaver MX (8 copies)
* Macromedia Fireworks MX (8 copies)
* Microsoft Internet Explorer 5 (unlimited copies)
* Microsoft Windows Media Player (unlimited copies)
* Painter 7 (3 copies)
* RealPlayer Basic (unlimited copies)
* Shockwave Flash 6.0 plug-in (unlimited copies)
* Symantec Norton Anti-Virus (unlimited copies)

Software Installed on all Mac OS 9 A&AA Computing Lab Macintosh Computers

* Adobe Acrobat 5.05
* Adobe GoLive 5.0
* Adobe InDesign 2.0.1
* Adobe Photoshop 6.0.1
* Apple DVD Player 2.7
* Apple DVD Studio Pro 1.5.1 (on computers with DVD burners)
* Apple iDVD 1.0.1 (on computers with DVD burners)
* AppleWorks 5.0.4 (an upgrade from Claris Works 5)
* ArcView 3.0a
* Design Workshop Pro 1.8.5
* Fetch 3.0.3
* Form•Z RenderZone Radiosity 3.9.5
* iTunes 1.1
* KnockOut 2
* Mac OS Runtime for Java 2.2.4
* Macromedia Dreamweaver MX
* Macromedia Flash MX
* Microsoft Office 98
  - Excel
  - Powerpoint
  - Word
* Mozilla 1.2.1
* Netscape Communicator 4.75
* Norton AntiVirus 6.0.1
* QuickTime 5.0.4
* Roxio Toast Titanium 5.0.2
* Adobe Acrobat Reader 5.05
* Adobe Illustrator 9.0.2
* Adobe Pagemaker 6.52
* Aladdin Stuffit Expander 6.5.1
* BBEdit Lite 6.1
* Energy Scheming 3.0
* Final Cut Pro 3.0.2
* iMovie 2.0.3
* IomegaWare 2.2.1
* MacGIS 3.0
* MacLink Plus 9.0
* Macromedia Flash 5.0a
* Microsoft Internet Explorer 5.0
* Multiframe3D 2.04
* NiftyTelnet 1.1 SSH (secure telnet)
* Painter 7
* RealPlayer 8 Basic
* VectorWorks 8.5.2

ARTS AND ADMINISTRATION PROGRAM
UNIVERSITY OF OREGON

RESEARCH and PRACTICE COMPONENT
(Courses taken pass/no pass unless noted)

Overview

The research and practice component of the master's degree in arts management provides students with the opportunity to connect theory with practice through systematic exploration of a research area of individual interest. Although some students choose to participate in a "practicum" (see course description AAD 609 under Electives) at various points during their graduate studies, the research component formally begins with the internship requirement. In the winter quarter of the first year, students begin to design their summer internship experience. The required research methods course in spring quarter of the first year of study drives development of a preliminary research concept for the final master's thesis, project, or capstone. The summer internship experience will likely inform and refine this preliminary research concept, so that students are prepared to begin developing a detailed research design at the start of the second year of study. The final research component commences in winter quarter of the second year in cooperation with an assigned faculty advisor. In winter and spring quarters of the second year, students register for thesis credits, research credits, or courses selected for the capstone option.

The Internship Requirement

Students are required to serve a supervised internship of 200 hours during the summer between the first and second year of the program. The summer internship experience is non-credit; students do not need to register for summer session. A series of four internship courses prepares the student to optimize their internship experience with regard to their personal, professional, and research goals.

Internship I (1 credit) AAD 604 – winter quarter of first year
Enables student to clarify career goals, identify internship opportunities, review internship requirements, and develop an internship contract.

Internship II (2 credits) AAD 604-spring quarter of first year
Students prepare for the internship experience through formalizing contracts, identifying learning goals, developing on-site research tools and examining selected issues related to professional practice.

Internship III (2 credits) AAD 604-fall quarter of second year
Enables students to prepare a formal presentation about the summer internship experience, integrate the professional experience into their academic curriculum, and develop a learning module for presentation.

Internship IV (1 credit) AAD 606-winter or spring quarter of second year
Students present their internship-learning module in a selected academic or professional setting.

AAD Master's Degree Research Options

In the final phase of the master's degree program of study in Arts Management, students are required to demonstrate their ability to select and frame a research topic, propose and implement a plan of inquiry, report the results in written form and conduct a public presentation. The goal is to foster skills necessary for success in a competitive professional arts management environment. As part of the final research phase students will:

develop an independently framed area of inquiry built upon knowledge gained in required coursework, professional experience and published resources;

implement a systematic research activity including data collection, analysis and interpretation;

gain experience in formal report writing and documentation; and,

gain experience in oral presentation of research findings, in a collegial setting.

There are three options available to students for completing this final research phase. These are: (1) Thesis; (2) Project; or (3) Capstone. A summary of each option follows:

In the Thesis option students are required to:

(1) write a formal research proposal in the Fall term AAD Proposal Seminar; (2) receive faculty approval of the proposal; (3) enroll in at least one additional research methodology class beyond AAD Research Methods, appropriate to the thesis study; (4) spend a minimum of two additional terms beyond the AAD Proposal Seminar developing and documenting the thesis study; and (5) register for a minimum of 6 hours of Thesis credits, beyond the AAD Proposal Seminar. The outcome of the thesis option is an in-depth, documented investigation of a carefully developed research question. It is pursued with the supervision of a research director and in consultation with a selected committee. The document is typically 75-150 pages. It must conform to UO Graduate School standards and be approved by the master's thesis committee. A Statement of Completion is submitted to the UO Graduate School. The thesis document is submitted to the Graduate School and the AAD Program. AAD receives two hardcopies and a PDF file. The thesis is orally presented in a public forum. A thesis usually requires an additional year of study beyond the two years minimum associated with the program.

Students revise and develop the research concept prepared during AAD 630, prepare a detailed research design for their master's thesis, project or capstone, and develop data collection and analysis tools to allow them to commence research in the following winter quarter.

Thesis Research (6 credit minimum) AAD 503
Enrollment requirement for students researching and writing their final thesis, within guidelines established by the Graduate School of the University of Oregon. I addition students doing a thesis are required to enroll in an

> **Additional research methodology class** beyond AAD Research Methods, appropriate to the thesis study.

Project Research (6 credit minimum) AAD 601
Enrollment requirement for students researching and writing their terminal project, within guidelines established by the Arts and Administration Program.

Capstone Research (1 credit minimum) AAD 601
Enrollment requirement for students writing their capstone synthesis paper within guidelines established by the Arts and Administration Program.

Research Ethics Resources on the World Wide Web

Matt Strother, Teaching Research Ethics Intern

April 1999

[Note: The World Wide Web is subject to considerable link rot; many of the links compiled on this site in 1999 are no longer active. We will update the site as time permits and welcome suggestions for repairs or additions. In the meantime, we hope it is still useful as an outline and a conceptual system for resources on the Web. 17 September 2002]

One of the newer resources available to a teacher of research ethics is cyberspace. The World Wide Web offers a vast array of ideas and information simply waiting to be discovered. Syllabi, teaching ideas, teaching material, lecture outlines, and many other resources for the budding research ethics program await, but because of sheer volume this array can be dizzying. Therefore, in order to save you the effort of winnowing the wheat from the chaff, I have compiled a list of sites that I believe to be worthwhile.

The sites have been roughly grouped, based on their content, into the following categories:

Electronic Ethics | Ethics Warehouses | Policy Pages | On-Line Publications | Literature and Science | Online Syllabi

Each category includes 1-10 sites listed by URL, followed by a brief description of the content, and my surmise on the utility of the information. Keep in mind that this is a brief list, probably only touching on the tip of the iceberg.

Electronic Ethics

These sites have to do with the ethics surrounding computer technology, including the Internet, computer engineering, etc.

- **International Webmasters Association Pro-Ethics Pledge** (http://www.iwanet.org/about/pro-ethics.html) Promotes the professionalization of webmasters. An on-line web ethics pledge is offered on this page, which a webmaster can electronically "sign," thus earning the organization's certification that the signer is an ethical

headings, On-line Resources and Ethical Codes of Conduct, each of which with several subheadings. These subheadings are Web Sites to Search, Centers and Programs, Individuals, Miscellaneous, Institutional Policies, Professional Societies, and Publishing Guidelines. Of particular utility are some of the sites under the Individuals and Miscellaneous headings, which feature scientists' views on scientific ethics and some interactive on-line case studies, respectively. One link, titled ETHEX, offers several case studies in genetic research and a listserv to discuss the cases, though when I visited the site it looked as though the listserv was rarely utilized.

- **Science and Ethics: Links to Research Ethics Issues and Resources** (http://www.phil.uga.edu/faculty/wolf/sci.htm) Features several good links to sites that feature a specific well-known case study, such as the Baltimore Case and the DeLuca Case. This site is maintained by Clark Wolf, Department of Philosophy, University of Georgia.
- **The Eubios Ethics Institute's Information Sources for Bioethics** (http://www.csu.edu.au/learning/eubios/Info.htm) The Eubios Ethics Institute (http://www.csu.edu.au/learning/eubios/index.htm) is a nonprofit organization based in New Zealand and Japan. The web site given first is a large list of ethics-related links, such as ethics centers, on-line journals, and other information sources. The web site in parentheses is the home page for the Institute and may be more useful, offering on-line publications by the Institute, teaching materials, and links to various English and Japanese bioethics web sites.
- **University of British Columbia's Centre for Applied Ethics** (http://www.ethics.ubc.ca/) Features a lot of good general information. Of particular use to the instructor are the links to "Applied Ethics Resources on the World Wide Web" and "Starting Points in Applied Ethics." The former hooks up the instructor to a page that offers links to the following categories: Health Care Ethics, Business Ethics, Computer and Info-Tech Ethics, Environmental Ethics, Moral/Ethical Decision Making, Media Ethics, Animal Welfare and the Ethics of Animal Use, Professional Ethics, Science and Technology Ethics, and Miscellaneous Ethics Resources. At this point, it is up to the browser to search through the links. Some are worthwhile, others are not.
- **University of Pennsylvania's The Center for Bioethics "Virtual Library"** (http://www.med.upenn.edu/~bioethic/library/resources/bioethics.html) Essentially an on-line collection of bioethics related articles. A good basic reference tool.

Policy Pages

These pages of on-line ethics policies represent pretty much the standard fare for policies regarding human subjects, radiation, and animal welfare.

the public consumption. Some of the individual reports are interesting, but it takes a good bit of looking. Some of the more interesting reports are found by searching under reports of the Office of the Inspector General, which generally offer a quick look at current ethical issues being dealt with by NSF.

- ***On Being A Scientist*** (http://www.nap.edu/readingroom/books/obas/) On-line copy of the book. This is a very good basic resource for anyone interested in research ethics.
- ***The Laboratory Primate Newsletter*** (http://www.brown.edu/Research/Primate/back.html) On-line database of all the past issues of *The Laboratory Primate Newsletter.* I haven't checked all of the links, I have found a smattering of articles about the ethics of animal research. But be warned -- most of the articles are more geared toward sharing information about the research presently in the field and the technical side of maintaining a primate research facility.

Literature and Science

These are interesting sites that offer an interdisciplinary approach to research ethics, by blending science and literature.

- **Literature and Science On-Line Syllabi Database** (http://www2.humnet.ucla.edu/projects//sls/syllabi/coursetitle.html) On-line database of syllabi for classes that look at the interplay between literature and science. Some of these syllabi are better than others, but they all offer some food for thought.
- **Science-in-fiction** (http://www.djerassi.com/) Offers a list of Carl Djerassi's novels, in a genre he has termed "Science-in-fiction," not to be confused with science fiction. He writes novels about very realistic science with the goal of using fiction to highlight issues in real science. This site also offers his advice on how to use his novels as teaching tools. If you can stomach the egoism that emanates from this site, it really offers an interesting and unique approach to teaching research ethics.

Syllabi On-Line

This is a short list of on-line syllabi to give you an idea of how others are designing research ethics-related classes. In general these syllabi give an overview of the class, the schedule of readings and assignments, and finally, the list of recommended readings. The quality of the syllabi ranges from very quick sketches of the class to extremely detailed course outlines with extensive links to recommended readings.

- **Courses and Syllabi** (http://www.scs.usna.navy.mil/~schulze/ethics/www/courses.html) This is a list of course syllabi in computer ethics. The links seem to be very slow or inactive.
- **Cyberethics Syllabi** (http://www.siu.edu/departments/coba/mgmt/iswnet/isethics/

syllabus for a fairly broad class taught at Cornell by a Professor Hilgartner. It includes components of philosophy, sociology, and problem solving. It offers an extensive list of class readings, and divides the course into major components by issues, i.e., fraud, plagiarism, and authorship.

Poynter Center home page TRE Teaching Research Ethics home page

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Last updated: 17 September 2002
URL: http://poynter.indiana.edu/tre-onln.html
Comments: pimple@indiana.edu
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Date: Fri, 07 Feb 2003 15:46:02 -0800
From: Colleen Bell <cbell@darkwing.uoregon.edu>
Subject: Some Additional Resources
X-Sender: cbell@darkwing.uoregon.edu (Unverified)
To: Gaylene Carpenter <gcarpent@OREGON.UOREGON.EDU>
Original-recipient: rfc822;gcarpent@OREGON.UOREGON.EDU

Gay, thanks so much for inviting me to talk to the Arts & Administration grad students today. I really enjoyed it, and they asked some great questions. I thought they might be interested in some more detailed information about some of the resources we talked about today or that I included on the brief handout; would you please forward this email message to them? Thanks.

More on Research

Plagiarism Guide for Students
http://libweb.uoregon.edu/guides/plagiarism/students/
This is a brand new guide that talks about how to avoid plagiarism, illustrating techniques such as quoting, paraphrasing, and summarizing, as well as advocating good notetaking and citing habits.

Citation Style Guide
http://libweb.uoregon.edu/guides/citing/
This guide was developed to provide examples of some of the more commonly cited types of resources in both APA and MLA style. It also links to several good web sites discussing various citation styles, including citing online sources. Not intended as a substitute for the actual style manual.

Bibliographic Management Software
http://libweb.uoregon.edu/network/bibsoftware/
The web pages here are temporarily unavailable, as they're currently undergoing revision. Once the revised web pages are available (hopefully by the end of next week), this page will redirect you to the new location. The two most commonly used packages on campus are Endnote and Procite; both are available from the UO Bookstore for about $99 each. This software's especially useful if you plan to be collecting large numbers of resources for your research, and it will format both your in-text citations and your reference list (bibliography) in whatever styly you've chosen to work with. If you are considering purchasing this software, our local guru in the library recommends Endnote, since the software publishers seem to be putting more resources into its development. If you have specific questions related to using this software, you can contact Katy Lenn, klenn@oregon.uoregon.edu

Ulrich's International Periodical Directory
http://0-www.ulrichsweb.com.janus.uoregon.edu/
An online directory listing over 240,000 journals and magazines published around the world. Useful for finding out where a journal is indexed, as well as details about the journal (including whether it's peer reviewed). Includes reviews/annotations for some titles. Use the Title(Keyword) search for longer titles, or the Title(Exact) search for titles with just one or two words. Once you're looking at the record for the journal, click on the Document Access tab to see which indexes index that particular journal.

Looking for Books & Journals
http://libweb.uoregon.edu/guides/findbooks/
Discusses using the library catalog, included sample searches, as well as related information: how to read a catalog record (for both a journal and a book); how to use call numbers to find an item on the shelf; what subject headings are and how they work; interlibrary loan options; and questions to help you critically evaluate information sources.

Looking for Articles in Journals and Magazines
http://libweb.uoregon.edu/guides/findarticles/
Discusses a strategy for finding articles, as well as related information: locating articles not available as full text; types of periodicals (both scholarly and popular sources); a comparison of the general characteristics of scholarly and popular sources; and questions to help you critically evaluate information sources.

Academic Search Elite
http://0-search.epnet.com.janus.uoregon.edu/login.asp?profile=ase

Plagiarism Guide for Students

AN INTRODUCTORY NOTE...

What is Plagiarism?

How to Avoid Plagiarizing
- **Direct Quotation**
- **Paraphrasing**
- **Using/buying another's paper**
- **Common Knowledge**
- **Tips on Quoting**
- **Citation Style Guides**

UO Policy & Consequences

UO Libraries Resources

Campus Resources

"If you steal from one author, it's plagiarism; if you steal from many, it's research."
Wilson Mizner, U.S. playwright (1876-1933)
Source: The Oxford dictionary of quotations edited by Angela Partington.
Rev. 4th ed. Oxford ; New York : Oxford University Press, 1996. p. 478.

Misconceptions about plagiarism abound, as you can see from the tongue-in-cheek quotation above, but it is a serious matter in academia and the professional world. Penalities for plagiarising can include receiving an 'F' for the class, academic probation, expulsion, or even degrees being withdrawn, among other consequences. In the professional world, legal suits and professional humiliation have ensued.

This web page is intended as a general primer on plagiarism, presenting definitions, examples, and resources to illustrate key concepts. In the case of differences between information presented here and UO Official Policy, UO Official Policy takes precedence. If you have further questions, please contact your Instructor/GTF, Office of Student Life (346-3216), Office of Student Advocacy (346-3722), or a Reference Librarian (346-1818).

WHAT IS PLAGIARISM?

The following is quoted from the **Office of Student Life's Academic Dishonesty Policy**:

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts....

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise(for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor."

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.
- Avoid quoting more than is needed. Most of the time, brief quotations suffice.
- Use direct quotations only when the author's wording is necessary or particularly effective. Some disciplines discourage direct quotations. Check with your professor.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as is quoted in...."
- End citation alone is not sufficient for direct quotations; place all direct quotations within quotation marks. Be sure to copy quotations exactly as they appear.
- To avoid any unintentional failure to cite sources, include all citation information on notecards and in your first draft.

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CITATION STYLE GUIDES

The UO Libraries have developed a quick guide to **APA & MLA citation style formats**, as well as citing electronic resources. The examples cover the most widely used citations formats, e.g. journal articles, books, newspaper articles, and government documents. The guide also includes information on finding the full APA and MLA handbooks in the Library in addition to other citation style manuals if you need more.

DIRECT QUOTATION EXAMPLES:

Original source

"Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity."

Source: **Buddhadasa: A Buddhist thinker for the modern world** by Peter Jackson. Bangkok, Thailand: Siam Society, 1988. p. 200.

Version A

Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity.

Comment:

Plagiarism. There is no signal phrase, quotation marks, or an in-text citation to the original source. It thus appears to the reader as if the author of the paper is also the original author of the quote.

Version B

Jackson writes, "Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity."

Comment:

Plagiarism. While there are quotation marks and a signal phrase, the original source is not cited. In addition to giving proper credit to sources, citations are a crucial link in scholarly research so that readers may find and evaluate the original source.

against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, the Mediterranean powers, and the African powers were bound to take the lead against Italy at the league. But they did so feebly and half-heartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all."
Source: **History of the World** by J. M. Roberts.
New York: Knopf, 1976, p. 845.

Version A

Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations, yet the efforts of England and France to take the lead against her were feeble and half- hearted. It appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

Comment:

Plagiarism. The writer has taken entire phrases from the source, and there is no citation. The writer's interweaving of his or her own language does not mean that the writer is innocent of plagiarism.

Version B

Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J.M. Roberts points out, this violated the covenant of the League of Nations (Roberts, 845). But France and Britain, not wanting to alienate a possible ally against Germany, put up only feeble and half-hearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all" (Roberts, 845).

Comment:

Still plagiarism. Even though the writer has used two correct citations from the source, he or she has not cited other phrases.

Version C:

Much has been written about German rearmament and militarism in the period 1933-39. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of the Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the League of Nations, as J.M. Roberts observes, "feebly and half- heartedly because they did not want to alienate a possible ally against Germany" (Roberts, 845). Suppose Italy, France, and Britain had retained a certain common interest. Would Hitler have been able to get away with his remarkable bluffing bullying in the later Thirties?

Comment:

No plagiarism. The writer properly acknowledges the one use of Roberts's ideas. (Note that the writer has chosen to use only one idea from the source and has integrated that idea into his or her own argument.)

CAMPUS RESOURCES

Listed below are various offices across campus that can assist you in a number of ways: from improving your writing skills to tapping into resources and services that support you as a student.

Academic Learning Services (ALS) offers learning support services to UO students to improve their academic achievement through **drop-in labs**, **classes**, and **workshops**.
Office: 68 Prince Lucien Campbell (PLC)
Telephone: (541) 346-3226

Office of Academic Advising advisors help students tap into the UO's abundant academic resources available across campus. Offers drop-in sesssions and appointments with advisors.
Office: 364 Oregon Hall
Telephone: (541) 346-3211 TTY: (541) 346-1083

Office of Student advocacy (ASUO)
From the OSA website: "The Office of Student Advocacy (OSA) represents and advocates for students who have complaints or grievances against University policy or students who are facing disciplinary action under the Student Conduct Code. We provide individual client counseling and representation, or more broadly based advocacy at the policy making level...."
Office: 334 Erb Memorial Union
Telephone: (541) 346-3722
Email: **asuoosa@gladstone.uoregon.edu**

Office of Student Life advisors help students work through a variety of issues so they can succeed at the UO. Offers drop-in sessions and appointments with advisors. Also the home of **Student Judicial Affairs** which deals with cases of alleged student misconduct.
Office: 164 Oregon Hall
Telephone: (541) 346-3216

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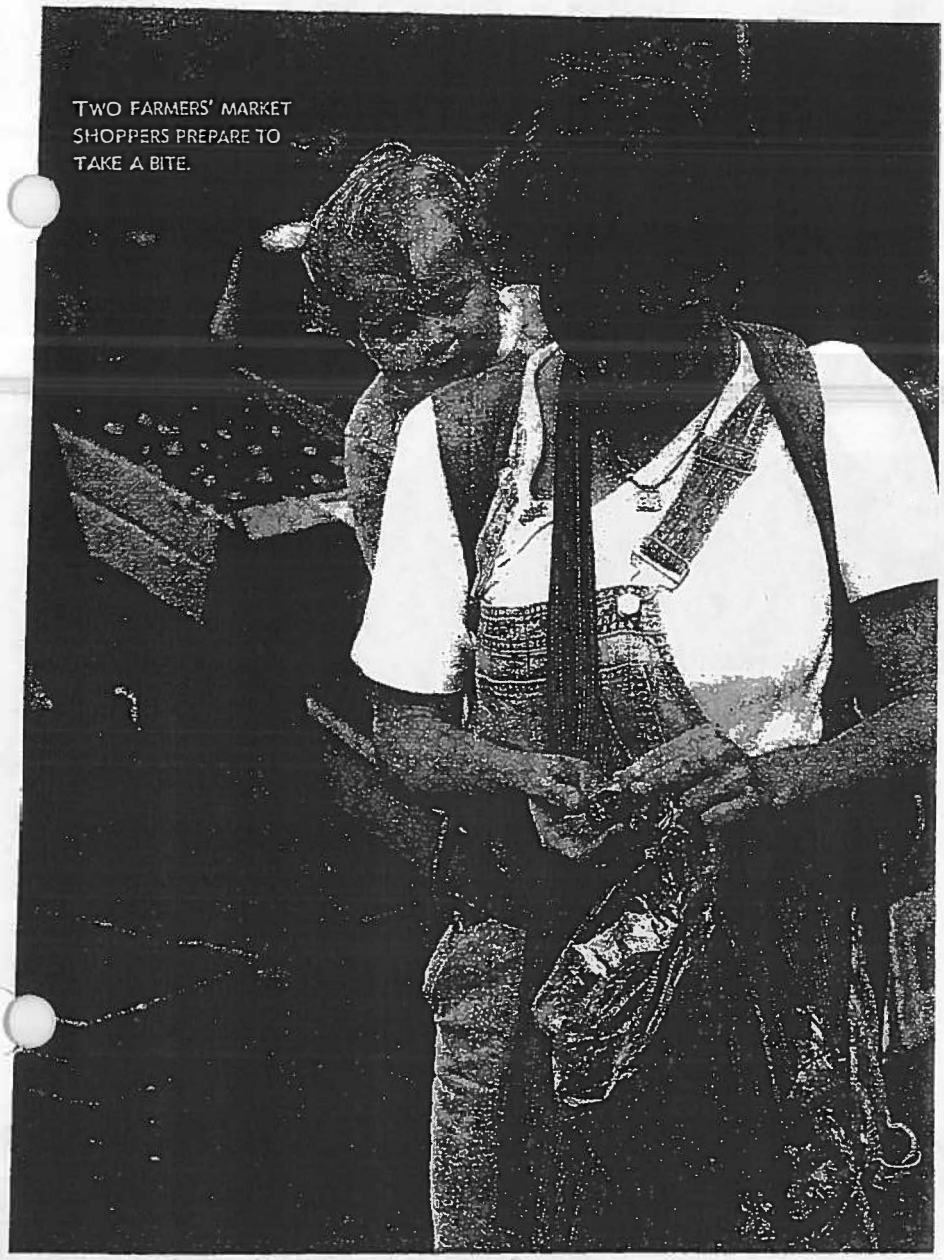
http://libweb.uoregon.edu/guides/plagiarism/students/
Created by Robin Paynter
Maintained by Colleen Bell, **cbell@uoregon.edu**
Last revision: 09 March 2004

THE EUGENE EFFECT

OREGON'S QUIRKY COLLEGE TOWN HAS A DUAL PERSONALITY THAT INDULGES HIGH CULTURE AND COUNTERCULTURE, FINE RESTAURANTS AND FUNKY STREET BAZAARS. **MARTIN BOOE** MELLOWS OUT, SETTLES IN AND EXPLORES IT ALL

PHOTOGRAPHY BY SANDRA JOHNSON



TWO FARMERS' MARKET SHOPPERS PREPARE TO TAKE A BITE.

MAYBE IT WAS just the endorphins, those feel-good vibes you get from exercise. Or maybe it was the natural beauty of the tree-lined Willamette River and the pine-scented summer air that surrounded me as I cycled past joggers, Rollerbladers, and people using every other form of human-powered transport. At any rate, I can only describe what came over me as a wave of euphoria. It had suddenly occurred to me that since I'd been in Eugene I'd gone two full days without getting in the car, making my way around entirely by bicycle. That was when I realized I'd fallen in love with this gem of a town.

I shouldn't have been surprised: A friend who once lived in Eugene often recalled the laid-back little city with urban perks but nature close at hand. Liberally dappled with parks, this city of 139,000 is nestled between two craggy buttes that swarm with hikers. Bisecting Eugene is the Willamette, which in summer is flecked with canoes, kayaks and fishing flies and which is shadowed by ten of the city's hundred-plus miles of bicycle paths. But what's remarkable is how much diversity—geographical, cultural and culinary—is packed into the town and its surroundings.

"I think we're getting past being a one-night-stopover town for tourists," Oregon native Myra Plant told me over a breakfast of freshly baked scones, homemade granola and an artichoke-Parmesan frittata. We were in the dining room of The Campbell ➤

HAZELNUT AND DRIED-PEAR SCONES

These delicious breakfast or afternoon treats are from The Campbell House.

MAKES 16

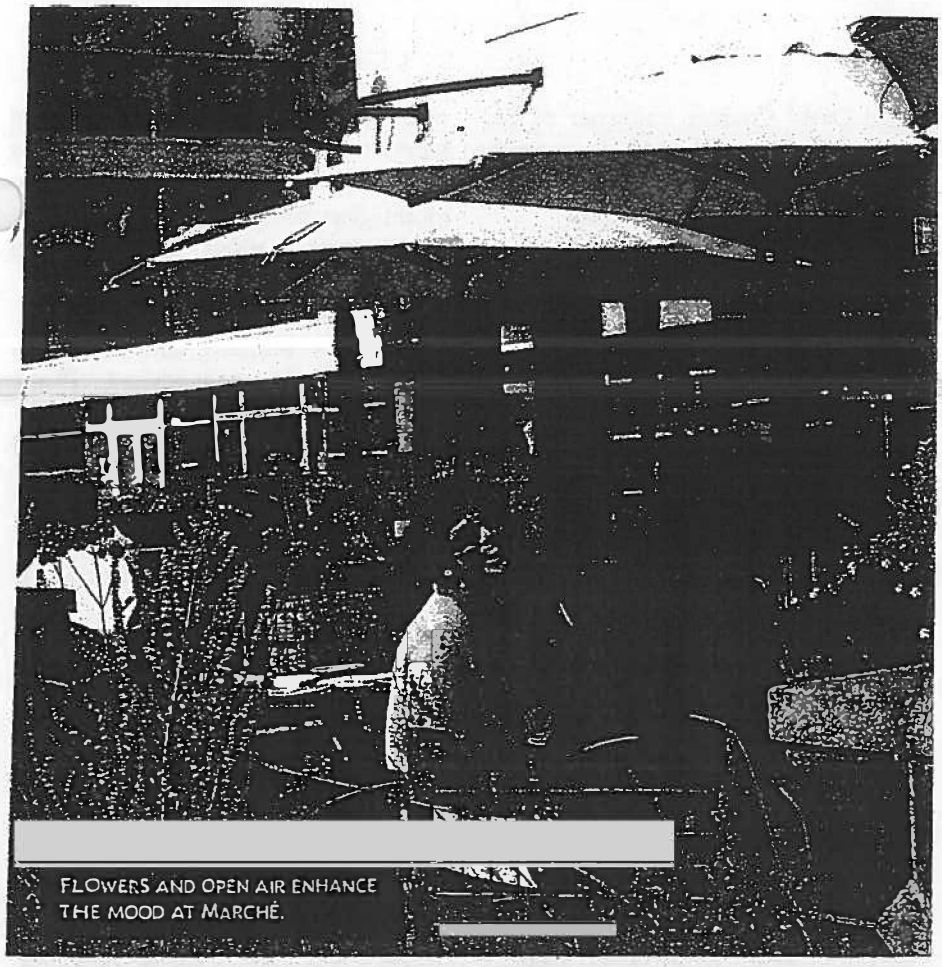
- 3 cups all purpose flour
- ⅓ cup plus 1 tablespoon sugar
- 2½ teaspoons baking powder
- ¾ teaspoon salt
- ½ teaspoon baking soda
- ¾ cup (1½ sticks) chilled unsalted butter, cut into ½-inch cubes
- ¾ cup chopped dried pears (about 3¾ ounces)
- ¾ cup chopped toasted hazelnuts (about 3 ounces)
- 1 cup plus 2 tablespoons milk
- 1 teaspoon vanilla extract
- 1 teaspoon grated orange peel

- ½ teaspoon ground cinnamon

Preheat oven to 400°F. Mix flour, ⅓ cup sugar, baking powder, salt and soda in processor. Add butter; cut in using on/off turns until mixture resembles coarse meal. Transfer to large bowl. Mix in pears and nuts. Add 1 cup milk, vanilla and orange peel; stir until dough holds together.

Turn dough out onto lightly floured work surface. Divide dough into 4 balls. Flatten each into ½- to ¾-inch-thick round. Cut each into 4 wedges. Place wedges on large ungreased baking sheet, spacing evenly. Mix cinnamon and remaining 1 tablespoon sugar in small bowl. Brush 2 tablespoons milk over scones. Sprinkle cinnamon sugar over scones. Bake until scones are cooked through and are firm to touch, about 15 minutes. Transfer scones to racks and cool slightly. Serve warm or at room temperature.

JACK ANDERSEN



FLOWERS AND OPEN AIR ENHANCE THE MOOD AT MARCHÉ.

House, a sprawling 1892 Queen Anne-style mansion that Plant had restored and turned into an elegant yet cozy inn. "Word is getting out that there's more to do here than most people realized," she said.

On the one hand, you've got high culture. In the summer the Oregon Bach Festival draws hordes of music lovers. And the Hult Center for the Performing Arts hosts an impressive number of nationally prominent touring groups.

On the other, you've got counter-culture. That is found in abundance at the weekly Saturday Market, billed as the nation's longest-running bazaar for handmade wares. It's here that Eugene's funky side is on parade.

Since the 1960s, Eugene has been known for activism, environmentalism, vegetarianism, and other idealistic and progressive *isms* aimed at the betterment of mankind and the planet.

In the seventies, Eugene kept a righteous hold on such utopian values while the rest of the country lapsed into disco-fueled hedonism. By the eighties, though, the town's firm grip on the flower-power era convinced some that it had *lost* its grip on reality. As I sat nursing a fine ale at the mahogany bar of the Steelhead Brewing Company, a brew-pub and restaurant, one local told me, "Just don't tell anybody Jimi Hendrix is dead, 'cause they'll freak."

That's hyperbole, of course, but there's truth in jest. For example, the downtown Saturday Market, that eclectic collection of stalls that hovers somewhere between a Deadhead Revival and a Renaissance Faire, testifies to the staying power of tie-dye, acres of which are for sale. Also on display are crystals, stained-glass artwork and other hippie-dippie gewgaws—the sort of stuff one person loves and another won't let through the door. But the air is a pungent jumble of cooking aromas, from Indian to Chinese and everything in between, and there's an easygoing communal vibe.

To the dismay of some residents and the amusement of others, the national media have more than once dubbed Eugene a hotbed of anarchy. There have been a few incidents, like the protest a couple of years ago against Nike, which left battered one of the company's stores. But the air hardly seems charged with revolution. "The whole anarchist thing has been blown way out of proportion," sighed Anthony Vanderford, a sculptor who subsidizes his art by selling tie-dyed wares at the market—including a banner featuring the letter *A* encased in a circle, the symbol of anarchy.

Still, I resolved to keep an eye peeled for anarchists. I wanted to invite one to dinner. Then, beneath the market's canopied performance area, I thought I'd found one: a singer-songwriter with a pierced nose called Mother Zosima. Strumming a guitar and singing in a feathery voice, she delivered clever, tuneful invocations for the radical deconstruction of society. Sounded like anarchy to me. I was going to ask her, but she slipped offstage and disappeared into the crowd before I could speak to her.

So I wandered across the street to the farmers' market, a cornucopia of gorgeous organic fruits and vegetables. There I spotted Stephanie Pearl Kimmel, chef and owner of Marché—which is rapidly becoming a destination restaurant—where I'd eaten the night before.

Marché is French for "market," a moniker that aptly refers to Kimmel's insistence on personally trolling farmers'

GET OUT OF TOWN: WINE TASTING AND MORE

Twenty-five miles to the southwest of Eugene, down a winding road flanked by towering Douglas firs and rolling farmland, is a notable patch of Oregon's thriving wine country.

The area is anchored by the King Estate Winery, North America's largest producer of Pinot Gris, where the excellent wines are drawing increasing crowds. A little farther along are other wineries worth visiting, including Chateau Lorane, Hinman Vineyards Silvan Ridge, Tyee Wine Cellars, and Secret House Winery, which hosts a wine-and-blues festival each August (on the 11th and 12th this year).

For natural wonders, check out the windswept coast an hour and a half to the west of Eugene, where you can spend an afternoon riding a dune-buggy over the rumpled sands of the Oregon Dunes National Recreation Area. An hour to the east of Eugene is the McKenzie River area, situated in the foothills of the Cascade Range and an excellent spot for hiking, fishing and rafting.

ARTHUR FROMMER'S

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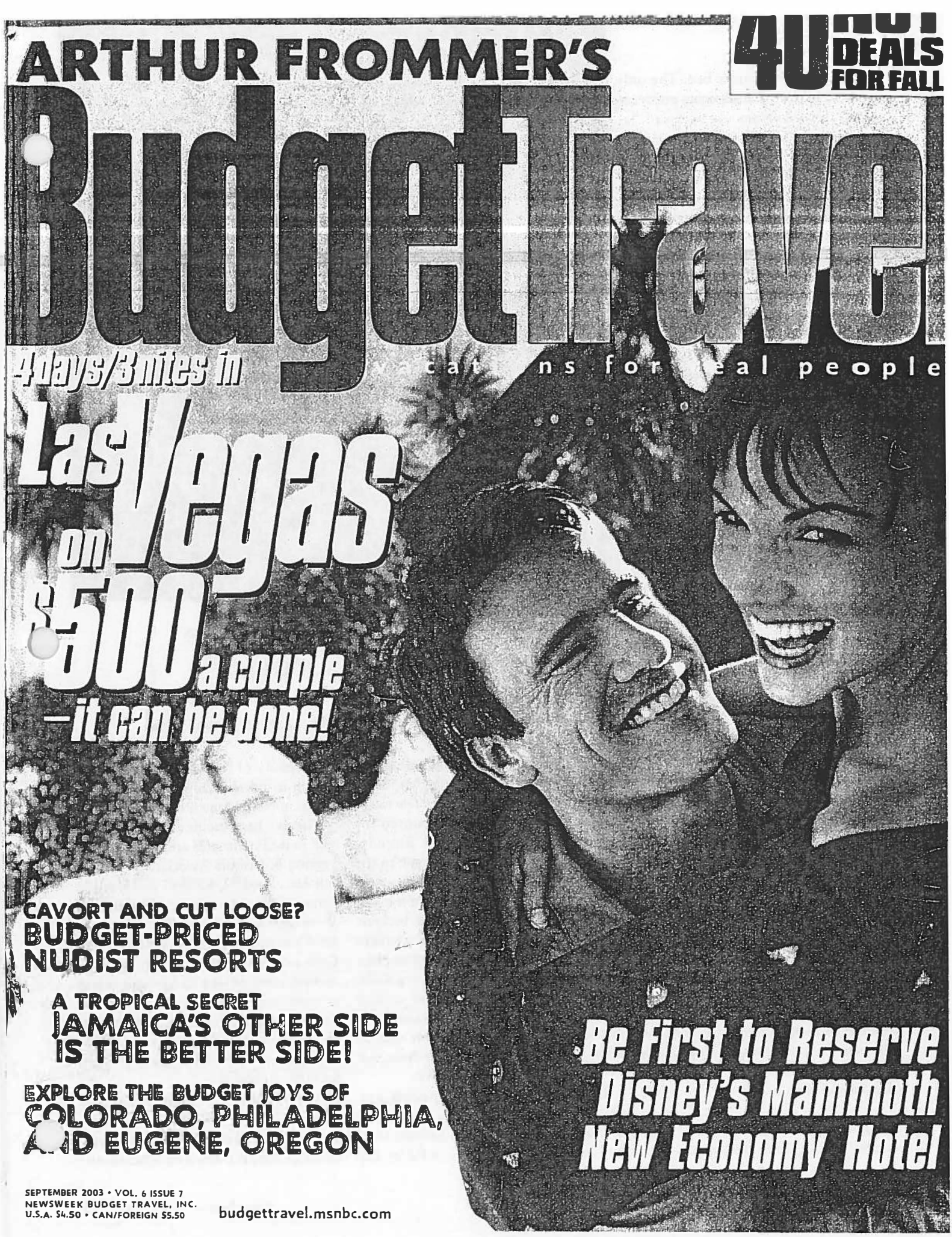

CAVORT AND CUT LOOSE?
BUDGET-PRICED NUDIST RESORTS

A TROPICAL SECRET
JAMAICA'S OTHER SIDE IS THE BETTER SIDE!

EXPLORE THE BUDGET JOYS OF
COLORADO, PHILADELPHIA, AND EUGENE, OREGON

Be First to Reserve Disney's Mammoth New Economy Hotel

SEPTEMBER 2003 • VOL. 6 ISSUE 7
NEWSWEEK BUDGET TRAVEL, INC.
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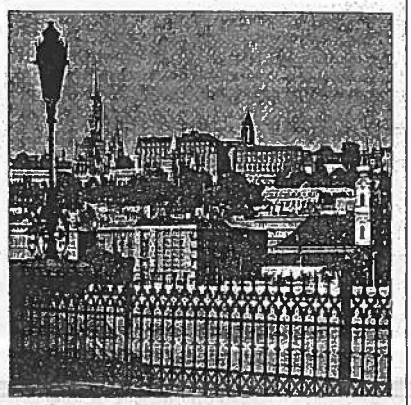
century buildings such as Deady Hall, and grassy sections that invite you to plop down on a sunny day. For a basic overview of campus, student-led tours (sprinkled with fun tidbits, like the fact that party flick *Animal House* was filmed here) depart from Oregon Hall at 10 A.M. Monday to Saturday and 2 P.M. weekdays.

Alternately, head directly to the Erb Memorial Union (at 13th and University, 541/346-3705), which is the heart of campus. Inside you can scout out the upcoming day's events via bulletin boards and various free publications, grab coffee or a cheap bite to eat, or simply hang out and absorb the atmosphere. The ground floor of the EMU brims with a broad range of activity, from the production of the radical rag the *Insurgent*, to workshops in woodworking, sculpture, jewelry making, and such at the Craft Center (open to the public; some single-day classes start at only $25).

During the school year, visitors have their pick of campus events daily. On a fairly typical Tuesday this past April, there was an ensemble performance of classical music for $5 in Beall Concert Hall, a free Indian film in Pacific Hall, a free lecture on slavery in Knight Library, and a free reading in the bookstore café from Portland-based author and storyteller Mitch Luckett. Utilize the *Eugene Weekly* or head online to http://duckhenge.uoregon.edu/calendar to find out what's happening.

Campus proper ends at Kincaid Street, but you'll still get that student vibe by crossing it to the shops, bars, and cafés on 13th Avenue. Swing by at lunchtime—most eateries post specials for $5 or less.

DELVING INTO DOWNTOWN There's nothing more Eugene than its Saturday market (541/686-8885, www.eugenesaturdaymarket.org), which takes over the corner of 8th and Oak weekly from April to November. Bongo-playing hippies in tie-dyes, farmers with fresh produce for sale, 200 artisans hawking their works, two dozen food vendors, and live music are some of what you can expect. The only sight that might make a local blink is someone wearing a tie. Across the street, in front of the county buildings, there is always some kind of protest about cultural imperialism, global warming, or the



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NEWS BRIEF

University ranks as 'best deal' on West Coast

Fiske Guide to Colleges, 21st edition, has rated the University as "the best deal in public education on the West Coast." The University has held thatrating for seven consecutive years; less than two percent of surveyed colleges and universities earned a best-deal rating.

The publication surveyed 2,200 institutions, ranking 20 public and 23 private colleges as "best buys." According to the guide, the "UO is a university of manageable size in a great location. The liberal arts are more than just a slogan, and the programs in business and communication are strong."

The guide praises the College of Arts and Sciences and notes the University's green chemistry laboratory and instrumentation center as the first in the nation to use nontoxic materials in experiments. The guide also praises the schools of journalism and communication, architecture and allied arts, education, law, business and music.

"This is a great reflection of the quality of our faculty, staff and students," University President Dave Frohnmayer said. "Our consistency and our high ranking in the Fiske Guide underscore how well we use our resources, especially in these financially challenging times."

— Omie Drawhorn