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UNIVERSITY OF OREGON

W E L C O M E



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Mission Statement

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

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

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

Oregon University System

The Oregon University System (OUS) is governed by the State Board of Higher Education, whose members are appointed by the governor with confirmation by the Oregon Senate. Board members serve four-year terms, except for student members, who serve two-year terms. The names of the members follow; expiration date for each term is June 30 of the year shown.

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vice president

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for academic affairs, Eugene

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Virginia Thompson, secretary, State Board of Higher
Education, Eugene

Susan F. Weeks, deputy to the chancellor for
planning; chief information officer

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

Member Institutions

Eastern Oregon University, La Grande

Khosrow Fatemi, president

Oregon Institute of Technology, Klamath Falls

Martha Anne Dow, president

Oregon State University, Corvallis

Edward Ray, president

Portland State University, Portland

Daniel O. Bernstine, president

Southern Oregon University, Ashland

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University of Oregon, Eugene

Dave Frohnmayer, president

Western Oregon University, Monmouth

Philip W. Conn, president

Affiliated Institution

Oregon Health and Science University, Portland

Peter O. Kohler, president



UNIVERSITY OF OREGON

Inspiration and Discovery

Generations of leaders and citizens have studied at the University of Oregon since it opened in 1876. Today's students, like the 190,000 alumni before them, have access to the most current knowledge in lectures, laboratories, and seminars conducted by active researchers. By sharing their research through teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge.

University of Oregon students select courses from departments and programs in the College of Arts and Sciences and from seven professional schools and colleges and the Robert D. Clark Honors College. Some 811 full-time and 353 part-time faculty members—and 1,303 graduate teaching and research assistants—serve as mentors, colleagues, and friends to the more than 20,000 undergraduate and graduate students enrolled at the university.

Although most students are from Oregon, 25 percent are from other states and nearly 7 percent from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise—a real asset in a world where national and international relations influence everyday life.

Teaching, research, and a spirit of sharing are characteristics of the campus community. Faculty members and students engage in research programs that bring to the university some \$80 million in research grants each year, primarily from federal agencies. The university's science departments receive national attention for their work in such areas as computer science, genetics, materials, optics, and neuroscience. Eight faculty members belong to the prestigious American Academy of Arts and Sciences, and five have been elected to the National Academy of Sciences.

Connection to Community

The sharing of knowledge and the love of learning do not stop at the campus borders. Public service is important to the university.

Members of the UO faculty share their experience and knowledge in community activities that include service in local and state governments. They also serve as consultants for businesses, industries, school districts, and government agencies. Students work as interns in a variety of educational programs in the community and volunteer for service activities.

University programs that serve the public include the Continuation Center's Continuing Education program, which offers for-credit and noncredit activities throughout the state. Planning and technical assistance from the Community Service Center helps Oregon communities solve local problems and improve the quality of life in rural Oregon. For three decades, the Oregon Bach Festival has offered an annual program of concerts and master classes to music lovers in the Pacific Northwest. The UO's classical music radio station, KWAX-FM, is an affiliate of the Public Radio International Classical 24. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities and cybercasts entertain listeners around the world.

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

The university is the second largest employer in Lane County, with an estimated annual economic impact of more than \$700 million.

The Campus Experience

The university's 295-acre campus is an arboretum of more than 500 species and more than 3,000 specimens of trees. Campus buildings date from 1876, when Deady Hall opened, to 1999, when the William W. Knight Law Center was completed. The Museum of Natural and Cultural History is located at 15th Avenue and Columbia Street.

Across campus, the Jordan Schnitzer Museum of Art, a member of the American Association of Museums, is noted for its collections of Oriental and Northwest art. Newly expanded facilities at the museum have doubled its exhibition space.

The UO Libraries, a member of the Association of Research Libraries, is an important research facility for scholars through-out the Northwest. The free Oregon Card Program allows Oregon residents who are eighteen or older to borrow from the libraries' two-million-volume collection.

Campus athletic facilities include the 54,000-seat Autzen Stadium, the Casanova Athletic Center, Ed Moshofsky Sports Center, Papé Field, McArthur Court, Hayward Field's all-weather track, the Bowerman Family Building, the Student Recreation Center, and open-air and covered tennis courts. Student-guided tours of the university are available Monday through Friday. Tours may be arranged by calling (541) 346-3014. Campus maps and pamphlets describing university programs, answers to questions about services and office locations, and general information about the university are available at the campus visits desk in the lobby of Oregon Hall.

The university's website has daily news updates and information about programs and events, <http://www.oregon.edu>.

Accreditation

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

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

Contents

General Information

Degrees, Majors, Minors,
and Certificates 6

Reader's Guide to the Catalog 8

2004–5 Academic Calendar 11

Entering the University 12

Admissions 12

Registration and Academic Policies 17

Group Requirements 18

Multicultural Requirement 22

Tuition and Fees 26

Student Financial Aid and Scholarships 27

Employment Services 33

Student Housing 33

Academic and Career Planning 35

Graduate Studies and Research

Graduate Studies 37

Graduate School 37

Advanced Degrees and Certificates 37

General Information 38

General Requirements and Policies 39

Graduate Tuition, Fees, and Financial Aid 40

Master's Degrees 41

Doctoral Degrees 43

Research Institutes and Centers 46

Center for Asian and Pacific Studies 46

Center for Ecology and Evolutionary
Biology 46

Center for Housing Innovation 46

Center for Indigenous Cultural Survival 46

Center for the Study of Women in Society 47

Center on Diversity and Community 47

Computational Intelligence Research
Laboratory 47

Computational Science Institute 47

Institute for a Sustainable Environment 47

Institute for Policy Research and
Innovation 48

Institute of Cognitive and Decision
Sciences 48

Institute of Industrial Relations 48

Institute of Molecular Biology 48

Institute of Neuroscience 49

Institute of Theoretical Science 49

International Institute for Sport and Human
Performance 49

Lewis Center for Neuroimaging 49

Materials Science Institute 50

Oregon Center for Optics 50

Oregon Humanities Center 50

Oregon Institute of Marine Biology 51

Oregon State Museum of Anthropology 51

Oregon Survey Research Laboratory 51

Solar Energy Center 51



Honors and Awards

Honors at Oregon 52

Robert Donald Clark Honors College 52

Academic Honors 55

Honors Lists 55

Latin Honors 55

Honorary Societies 55

Awards and Prizes 57

Liberal Arts and Sciences

College of Arts and Sciences 59

African Studies 60

Anthropology 61

Asian Studies 65

Biology 67

Canadian Studies 74

Chemistry 74

Classics 79

Greek

Latin

Comparative Literature 81

Computer and Information Science 84

Computer Information Technology

Creative Writing 90

East Asian Languages and Literatures 91

Chinese

Japanese

Korean

Economics 96

English 100

Expository Writing

Environmental Studies 106

Ethnic Studies 112

European Studies 113

Folklore 113

General Science 115

Geography 116

Geological Sciences 120

Germanic Languages and Literatures 125

German

Scandinavian

Danish

Finnish

Norwegian

Swedish

German Studies 128

History 129

Humanities 133

Independent Study

Human Physiology 134

Anatomy

International Studies 138

Judaic Studies 142

Hebrew

Latin American Studies 143

Linguistics 144

Academic English for International Students

Language Teaching

Mathematics 148

Mathematics and Computer Science 153

Medieval Studies 154

Neuroscience 155

Pacific Island Studies 156

Peace Studies 156

Philosophy 157

Physics 159

Astronomy

Political Science 164

Psychology 168

Religious Studies 173

Romance Languages 175

French

Italian

Spanish

Russian and East European Studies 181

Russian

Scandinavian Studies 184

Sociology 184

Southeast Asian Studies 188

Statistics 189

Theater Arts 189

Women's and Gender Studies 192

Professional Schools

School of Architecture and Allied Arts 195

Architecture 197
Art 203
Art History 208
Arts and Administration 212
Historic Preservation 214
Interior Architecture 216
Landscape Architecture 219
Planning, Public Policy
and Management 223

Charles H. Lundquist College of Business 231

Undergraduate Programs 234
Graduate School of Management 236
Accounting
Business Administration
Business Environment
Decision Sciences
Finance
Management
Marketing
Sports Business

College of Education 245

Counseling Psychology and Human
Services 248
Counseling
Counseling Psychology
Family and Human Services
Marriage and Family Therapy
Substance Abuse Prevention Program
Educational Leadership 252
Special Education 255
Early Intervention
School Psychology
Speech, Language, and Hearing
Sciences 259
Communication Disorders and Sciences
Teacher Education 262
Education
Educational Studies
Graduate Elementary
Middle-Secondary Teaching

School of Journalism and Communication 267

School of Law 274

School of Music 279

Dance 279
Music 285
Jazz Studies
Music Education
Performance Studies

Academic Resources and Student Services

Academic Resources 302

Academic Learning Services 302
AHA International 302
Air Force ROTC 302
American English Institute 303
CAPITAL Center 303
Computing Center 303
Continuation Center 304
Human Development 305
International Programs 305
Overseas Study
Labor Education and Research Center 308
Libraries 309
Military Science 311
Museums 312
Jordan Schnitzer Museum of Art
Museum of Natural and Cultural History
Physical Activity and Recreation
Services 313
Physical Education
Portland Center 315
Undergraduate Studies 315
Academic Advising
Preparatory Programs
First-Year Programs
Multicultural Affairs
Orientation

Services for Students 323

Affirmative Action and Equal
Opportunity 323
Associated Students of the University
of Oregon 323
Bookstore 325
Career Center 326
Counseling and Testing 326
Erb Memorial Union 327
Health Services 327
Intercollegiate Athletics 328
Public Safety 328
Special Services 328
Student Alumni Relations Board 329
Student Life 329
Work and Family Services 330

References

Enrollment Statistics 331

Faculty Index 333

Subject Index 340

Campus Map 346

Living in Eugene 348

Catalog Expiration and Requirements Policies

The *University of Oregon Catalog* lists requirements for active degrees offered by the university.

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

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

Undergraduate Students

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

or

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

or

 - when the student changed to a different major or minor

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

Graduate Students

- To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and **Graduate School** sections of the catalog in effect when the student was first admitted and enrolled at the University of Oregon
- A student who has not maintained continuous enrollment is subject to the requirements described in the department and **Graduate School** sections of the catalog in effect the first term the student was readmitted by the Graduate School and reenrolled at the University of Oregon

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

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

Degrees, Majors, Minors, and Certificates

Colleges and Schools

A&AA	School of Architecture and Allied Arts
BUS	Charles H. Lundquist College of Business
CAS	College of Arts and Sciences
ED	College of Education
GRAD	Graduate School
J&C	School of Journalism and Communication
LAW	School of Law
MUS	School of Music

Undergraduate Majors

Accounting (bus) B.A., B.S.
 Anthropology (CAS) B.A., B.S.
 Architecture (A&AA) B.Arch.
 Art (A&AA) B.A., B.S., B.F.A.
 Art history (A&AA) B.A.
 Asian studies (CAS) B.A.
 Biochemistry (CAS) B.A., B.S.
 Biology (CAS) B.A., B.S.
 Business administration (BUS) B.A., B.S.
 Ceramics (A&AA) B.F.A.
 Chemistry (CAS) B.A., B.S.
 Chinese (CAS) B.A.
 Classical civilization (CAS) B.A.
 Classics (CAS) B.A.
 Communication disorders and sciences (ED) B.A., B.S.
 Comparative literature (CAS) B.A.
 Computer and information science (CAS) B.A., B.S.
 Dance (MUS) B.A., B.S.
 Economics (CAS) B.A., B.S.
 Educational studies (ED) B.A., B.S., B.Ed.
 English (CAS) B.A.
 Environmental science (CAS) B.A., B.S.
 Environmental studies (CAS) B.A., B.S.
 Ethnic studies (CAS) B.A., B.S.
 Family and human services (ED) B.A., B.S., B.Ed.
 Fibers (A&AA) B.F.A.
 French (CAS) B.A.
 General science (CAS) B.A., B.S.
 Geography (CAS) B.A., B.S.
 Geological sciences (CAS) B.A., B.S.
 German (CAS) B.A.
 Greek (CAS) B.A.
 History (CAS) B.A., B.S.
 Humanities (CAS) B.A.

Human physiology (CAS) B.A., B.S.
 Independent study (CAS) B.A.
 Interior architecture (A&AA) B.I.Arch.
 International studies (CAS) B.A.
 Italian (CAS) B.A.
 Japanese (CAS) B.A.
 Journalism (J&C) B.A., B.S.
 Journalism: advertising (J&C) B.A., B.S.
 Journalism: communication studies (J&C) B.A., B.S.
 Journalism: electronic media (J&C) B.A., B.S.
 Journalism: magazine (J&C) B.A., B.S.
 Journalism: news-editorial (J&C) B.A., B.S.
 Journalism: public relations (J&C) B.A., B.S.
 Judaic studies (CAS) B.A.
 Landscape architecture (A&AA) B.L.A.
 Latin (CAS) B.A.
 Linguistics (CAS) B.A.
 Marine biology (CAS) B.A., B.S.
 Mathematics (CAS) B.A., B.S.
 Mathematics and computer science (CAS) B.A., B.S.
 Metalsmithing and jewelry (A&AA) B.F.A.
 Multimedia design (A&AA) B.A., B.S., B.F.A.
 Music (MUS) B.A., B.S.
 Music composition (MUS) B.Mus.
 Music education (MUS) B.Mus.
 Music: jazz studies (MUS) B.Mus.
 Music performance (MUS) B.Mus.
 Painting (A&AA) B.F.A.
 Philosophy (CAS) B.A., B.S.
 Photography (A&AA) B.F.A.
 Physics (CAS) B.A., B.S.
 Planning, public policy and management (A&AA) B.A., B.S.
 Political science (CAS) B.A., B.S.
 Printmaking (A&AA) B.F.A.
 Psychology (CAS) B.A., B.S.
 Religious studies (CAS) B.A., B.S.
 Romance languages (CAS) B.A.
 Russian and East European studies (CAS) B.A.
 Sculpture (A&AA) B.F.A.
 Sociology (CAS) B.A., B.S.
 Spanish (CAS) B.A.
 Theater arts (CAS) B.A., B.S.
 Visual design (A&AA) B.F.A.
 Women's and gender studies (CAS) B.A., B.S.

Undergraduate Minors

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

Peace studies (CAS)
 Philosophy (CAS)
 Physics (CAS)
 Planning, public policy and management (A&AA)
 Political science (CAS)
 Psychology (CAS)
 Religious studies (CAS)
 Russian and East European studies (CAS)
 Scandinavian (CAS)
 Sociology (CAS) *inactive*
 Southeast Asian studies (CAS)
 Spanish (CAS)
 Special education (ED)
 Theater arts (CAS)
 Women's and gender studies (CAS)

Graduate Majors

Accounting (BUS) M.Actg., Ph.D.
 Anthropology (CAS) M.A., M.S., Ph.D.
 Applied information management. See Interdisciplinary studies: applied information management
 Applied physics (CAS), M.S.
 Architecture (A&AA) M.Arch.
 Art (A&AA) M.F.A.
 Art history (A&AA) M.A., Ph.D.
 Arts management (A&AA) M.A., M.S.
 Asian studies (CAS) M.A., M.S.
 Biology (CAS) M.A., M.S., Ph.D.
 Ceramics (A&AA) M.F.A.
 Chemistry (CAS) M.A., M.S., Ph.D.
 Classics (CAS) M.A.
 Communication and society (J&C) M.A., M.S., Ph.D.
 Communication disorders and sciences (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
 Community and regional planning (A&AA) M.C.R.P.
 Comparative literature (CAS) M.A., Ph.D.
 Computer and information science (CAS) M.A., M.S., Ph.D.
 Counseling, family, and human services (ED) M.A., M.S., M.Ed.
 Counseling psychology (ED) D.Ed., Ph.D.
 Creative writing (CAS) M.F.A.
 Dance (MUS) M.A., M.S., M.F.A.
 Decision sciences (BUS) M.A., M.S.
 Decision sciences: business statistics (BUS) M.A., M.S., Ph.D.
 Decision sciences: production and operations management (BUS) M.A., M.S., Ph.D.
 Early intervention (ED) M.A., M.S., M.Ed., Ph.D.
 East Asian languages and literatures (CAS) M.A., Ph.D.
 Economics (CAS) M.A., M.S., Ph.D.
 Educational leadership (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
 English (CAS) M.A., Ph.D.

Environmental sciences, studies, and policy (CAS) Ph.D.
 Environmental studies (CAS) M.A., M.S.
 Exercise and movement science (CAS) M.S., Ph.D.
 Fibers (A&AA) M.F.A.
 Finance (BUS) M.A., M.S., Ph.D.
 Folklore. See Interdisciplinary studies: individualized program
 French (CAS) M.A.
 Geography (CAS) M.A., M.S., Ph.D.
 Geological sciences (CAS) M.A., M.S., Ph.D.
 German (CAS) M.A., Ph.D.
 Historic preservation (A&AA) M.S.
 History (CAS) M.A., Ph.D.
 Human resources and industrial relations (BUS) M.H.R.I.R. *inactive*
 Interdisciplinary studies: applied information management (GRAD) M.S.
 Interdisciplinary studies: individualized program (GRAD) M.A., M.S. (e.g., folklore, religious studies)
 Interdisciplinary studies: teaching: one subject (ED) M.A. *inactive*
 Intermedia music technology (MUS) M.Mus.
 International studies (CAS) M.A.
 Interior architecture (A&AA) M.I.Arch.
 Italian (CAS) M.A.
 Journalism (J&C) M.A., M.S.
 Journalism: advertising (J&C) M.A., M.S.
 Journalism: magazine (J&C) M.A., M.S.
 Journalism: news-editorial (J&C) M.A., M.S.
 Landscape architecture (A&AA) M.L.A.
 Law (LAW) J.D.
 Linguistics (CAS) M.A., Ph.D.
 Management (BUS) M.A., M.S., Ph.D.
 Management: general business (BUS) M.B.A.
 Marketing (BUS) M.A., M.S., Ph.D.
 Mathematics (CAS) M.A., M.S., Ph.D.
 Metalsmithing and jewelry (A&AA) M.F.A.
 Multimedia design (A&AA) M.F.A.
 Music composition (MUS) M.Mus., D.M.A., Ph.D.
 Music: conducting (MUS) M.Mus.
 Music education (MUS) M.Mus., D.M.A., Ph.D.
 Music history (MUS) M.A., Ph.D.
 Music: jazz studies (MUS) M.Mus.
 Music performance (MUS) M.Mus., D.M.A.
 Music: piano pedagogy (MUS) M.Mus.
 Music theory (MUS) M.A., Ph.D.
 Painting (A&AA) M.F.A.
 Philosophy (CAS) M.A., Ph.D.
 Photography (A&AA) M.F.A.
 Physics (CAS) M.A., M.S., Ph.D.
 Political science (CAS) M.A., M.S., Ph.D.
 Printmaking (A&AA) M.F.A.
 Psychology (CAS) M.A., M.S., Ph.D.
 Public policy and management (A&AA) M.P.A.
 Religious studies. See Interdisciplinary studies: individualized program
 Romance languages (CAS) M.A., Ph.D.

Russian and East European studies (CAS) M.A.
 School psychology (ED) M.A., M.S., M.Ed., Ph.D.
 Sculpture (A&AA) M.F.A.
 Sociology (CAS) M.A., M.S., Ph.D.
 Software engineering (CAS), M.S.E. *inactive*
 Spanish (CAS) M.A.
 Special education (ED) M.A., M.S., M.Ed., D.Ed., Ph.D.
 Special education: rehabilitation (ED) D.Ed., Ph.D.
 Teaching and learning (ED) M.Ed.
 Theater arts (CAS) M.A., M.S., M.F.A., Ph.D.

Certificates

Communication disorders (ED) graduate
 Continuing administrator–superintendent (ED) graduate
 Early childhood (ED) graduate
 Early childhood–elementary special education (ED) graduate
 Early intervention–early childhood special education (ED) graduate
 Elementary (ED) graduate
 English speakers other languages (ED) graduate
 English speakers other languages—bilingual (ED) graduate
 European studies (CAS) undergraduate
 Film studies (CAS) undergraduate
 Folklore (CAS) undergraduate
 Global management (LCB) undergraduate
 Initial administrator (ED) graduate
 Integrated teaching (ED) graduate
 Middle-secondary education (ED) graduate
 Middle-secondary special education (ED) graduate
 Museum studies (A&AA) graduate
 Music education (ED) graduate
 Not-for-profit management (A&AA) graduate
 Reading education teaching (ED) graduate
 Russian and East European studies (CAS) undergraduate (*inactive*), graduate
 School psychology (ED) graduate
 Second-language acquisition and teaching (CAS) undergraduate
 Technical teaching in architecture (A&AA) graduate
 Women's and gender studies (CAS) graduate

Majors, Minors, Options

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

Reader's Guide to the Catalog

Organization

The University of Oregon's largest academic units are its colleges and professional schools. Each consists of smaller units called departments or programs or areas. The academic year is divided into three terms (fall, winter, spring) and one summer session.

Where to Find It

This catalog has three sections. The first contains information about the academic calendar, admission, registration, tuition and fees, financial aid and scholarships, employment, housing, and academic and career planning. Next is the curriculum section, which describes all the university's academic programs in detail: faculty members, degree and nondegree programs, and course listings. This section is organized by colleges and schools, beginning with **Graduate Studies**. Next comes **Honors at Oregon**, followed by the **College of Arts and Sciences**, its departments and programs arranged alphabetically. The six professional schools and colleges follow in alphabetical order. The last section contains academic resources and student services.

Still Can't Find It?

In addition to the **Contents**, the **Faculty** and **Subject Indexes** at the back are invaluable for locating a person or topic quickly. Cross-references within the text refer to listings in the **Subject Index**; cross-references in bold type indicate major headings.

Definitions

The academic terms defined below are used throughout this catalog.

Certificate. A formal document that recognizes academic achievement in a specific discipline—usually as an adjunct to an undergraduate or graduate degree program. Stand-alone certificates are offered through Continuing Education.

Competency. A specific skill in a specific area.

Corequisite. A course or other educational requirement that must be completed simultaneously with another course.

Course. A subject, or an instructional subdivision of a subject, offered through part of a term, a whole term, or over several terms. Each course is assigned a course level. Courses numbered 100–499 are undergraduate courses; 100–299 are lower division, and 300–499 are upper division. Courses numbered 500 and above are graduate or professional.

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

Curriculum. An organized program of study arranged to provide integrated cultural or professional education.

Discipline. A branch of learning or field of study (e.g., mathematics, history, psychology).

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

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

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

Grade point average (GPA). The GPA is determined by dividing

total points for all letter grades—A+ through F—by total credits.

Grading option. Unless specified otherwise, nonmajors may take courses either graded (A+ through F) or pass/no pass (P/N). The class schedule identifies courses for which majors are limited to a particular grading option.

Group-satisfying course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of the three general-education groups: arts and letters, social science, science.

Interdisciplinary or multidisciplinary. A course of study from two or more academic disciplines.

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

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

Minor. A secondary undergraduate field of specialized study.

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

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

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

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

Reading and conference. A particular selection of material read by a student and discussed in conference with a faculty member.

Repeatable for credit. Only courses designated **R** may be repeated for

credit. Except for generic, studio, or performance courses, the circumstances under which a course may be repeated for credit are restricted.

Residence credit. Academic work completed while the student is formally admitted and officially registered at the University of Oregon; this includes courses taken in UO overseas study programs.

Semester. One-half the academic year (sixteen weeks) applicable only to the UO School of Law.

1 semester credit. Indicates one semester credit, which equals one and one-half quarter (or term) credits.

Seminar. A small group of students studying a subject with a faculty member. Although practices vary, students may do original research and exchange results through informal lectures, reports, and discussions.

Sequence. Two or three closely related courses that must be taken in specified order.

Series. Two or more closely related courses that may be taken in any order.

Subject code. An abbreviation used with a course number to indicate an academic subject area. See the list of subject codes in this section of the catalog.

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

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

Courses

Abbreviations

The following abbreviations are used in course descriptions.

Coreq: corequisite

H: honors content of significant difficulty

Prereq: prerequisite

R: repeatable for credit

Sample Course Listings

The following examples are from **Biology (BI)**:
123 [BI freshman-level course number] **Biology of Cancer** [course title] (4) [course credits]
 Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and the biological basis of therapy. [course description]

CH [other-department subject code] **461/561, 462/562, 463/563** [senior/graduate course numbers] **Biochemistry** [title] (**4,4,4**) [credits per course] See **Chemistry** [cross reference]

484/584 [BI senior/graduate course numbers] **Molecular Evolution** [title] (**4**) [credits] General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. [description]
 Prereq: BI 320. [prerequisite]

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

Subject Codes

The following subject codes are used at the University of Oregon, other Oregon University System institutions, and Oregon community colleges. They appear in University of Oregon catalogs and in class schedules.

AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
AAD	Arts and Administration
ACTG	Accounting
AEIS	Academic English for International Students
AIM	Applied Information Management
ALS	Academic Learning Services
ANAT	Anatomy
ANTH	Anthropology
ARCH	Architecture
ARH	Art History
ART	General Art
ARTC	Art: Ceramics
ARTD	Art: Multimedia Design
ARTF	Art: Fibers
ARTM	Art: Metalsmithing and Jewelry
ARTO	Art: Photography
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ARTV	Art: Visual Design
ARTX	Art: Multidisciplinary
ASIA	Asian Studies
ASTR	Astronomy
BA	Business Administration
BE	Business Environment
BI	Biology
CAS	Freshman Honors Colloquium
CDS	Communication Disorders and Sciences
CH	Chemistry
CHN	Chinese
CIS	Computer and Information Science

CIT	Computer Information Technology
CLAS	Classics
COLT	Comparative Literature
COUN	Counseling
CPSY	Counseling Psychology
CRWR	Creative Writing
DAN	Professional Dance
DANC	Introductory Dance
DANE	Danish
DSC	Decision Sciences
EALL	East Asian Languages and Literatures
EC	Economics
EDLD	Educational Leadership
EDST	Educational Studies
EDUC	Education
EINT	Early Intervention
ENG	English
ENVS	Environmental Studies
ES	Ethnic Studies
EURO	European Studies
FHS	Family and Human Services
FIN	Finance
FINN	Finnish
FLR	Folklore
FR	French
GEOG	Geography
GEOL	Geological Sciences
GER	German
GET	Graduate Elementary Teaching
GRK	Greek
HC	Honors College
HDEV	Human Development
HIST	History
HPHY	Human Physiology
HUM	Humanities
IARC	Interior Architecture
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JPN	Japanese
KRN	Korean
LA	Landscape Architecture
LAT	Latin
LAW	Law
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LT	Language Teaching
MATH	Mathematics
MFT	Mariage and Family Therapy
MGMT	Management
MSEC	Middle-Secondary Teaching
MIL	Military Science
MKTG	Marketing
MUE	Music Education
MUJ	Music Jazz Studies
MUP	Music Performance
MUS	Music
NORW	Norwegian

OACT	Overseas Studies: American Council of Teachers of Russian [Russia]
OADE	Overseas Studies: Adelaide, University of Adelaide [Australia]
OAGU	Overseas Studies: Tokyo, Aoyama Gakuin University [Japan]
OANG	Overseas Studies: Angers, NCSA Program [France]
OBEI	Overseas Studies: Beijing, Central Institute for Nationalities [China]
OBER	Overseas Studies: Bergen, University of Bergen [Norway]
OBRI	Overseas Studies: Bristol, Bristol University [England]
OBRT	Overseas Studies: London [England]
OBUD	Overseas Studies: Budapest, Budapest University of Economic Sciences [Hungary]
OBWU	Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCHA	Overseas Studies: Prague, Charles University [Czech Republic]
OCUR	Overseas Studies: Curtin University [Australia]
ODIS	Overseas Studies: Copenhagen, Denmark's International Study Program
OEWH	Overseas Studies: Seoul, Ewha Womans University [Korea]
OHAN	Overseas Studies: Hanoi, Hanoi University [Vietnam]
OHUJ	Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
OINT	Overseas Studies: Internship program
OKKU	Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]
OLAT	Overseas Studies: La Trobe University [Australia]
OLEG	Overseas Studies: Legon, University of Ghana
OLON	Overseas Studies: London, NCSA Program [England]
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMAL	Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia]
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
OMSE	Oregon Master of Software Engineering
OPAV	Overseas Studies: Pavia, University of Pavia [Italy]
OPER	Overseas Studies: Perugia, Italian University for Foreigners
OPOI	Overseas Studies: Poitiers, University of Poitiers [France]
OQUE	Overseas Studies: Querétaro, Summer Study in Mexico
OQUI	Overseas Studies: Quito, Catholic University of Ecuador
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]
OSEN	Overseas Studies: Tokyo, Senshu University [Japan]
OSEV	Overseas Studies: Seville, Study in Spain

OSIE	Overseas Studies: NCSA Program [Italy]
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OSTP	Overseas Studies: Russia
OSVL	Overseas Studies: Seville, University of Seville [Spain]
OTAM	Overseas Studies: Tampere, University of Tampere [Finland]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]
OVIE	Overseas Studies: Vienna, NCSA Program [Austria]
OWAR	Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]
OXAF	Overseas Experimental Program: Africa
OXAO	Overseas Experimental Program: Asia and Oceania
OXEU	Overseas Experimental Program: Europe
OXLA	Overseas Experimental Program: Latin American
OXME	Overseas Experimental Program: Middle East
OYON	Overseas Studies: Seoul, Yonsei University [Korea]
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEAS	Physical Education Aquatics SCUBA
PEC	Physical Education Certification
PEF	Physical Education Fitness
PEI	Physical Education Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEL	Physical Education Leadership
PEMA	Physical Education Martial Arts
PEMB	Physical Education Mind-Body
PEOL	Physical Education Outdoor Pursuits—Land
PEOW	Physical Education Outdoor Pursuits—Water
PERS	Physical Education Racquet Sports
PERU	Physical Education Running
PETS	Physical Education Team Sports
PEW	Physical Education Weight Training
PHIL	Philosophy
PHYS	Physics
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
REES	Russian and East European Studies
REL	Religious Studies
RL	Romance Languages
RUSS	Russian
SAPP	Substance Abuse Prevention Program



SBUS	Sports Business
SCAN	Scandinavian
SOC	Sociology
SPAN	Spanish
SPED	Special Education
SPSY	School Psychology
SWED	Swedish
TA	Theater Arts
TED	Teacher Education
WR	Expository Writing
WGS	Women's and Gender Studies

Course Numbering System

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

1–99

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

100–299

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

300–499

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

500–599

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

600–699

Courses for graduate students only

700–799

Except in the School of Music, professional or technical courses that apply toward professional degrees but not toward advanced academic degrees such as the M.A., M.S., or Ph.D. Both 600 and 700 numbers in the School of Music indicate graduate courses only.

Generic Courses

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

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

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

2004–5 Academic Calendar

Fall Term 2004

Initial registration
May 17–28

Week of Welcome
September 23–26

Classes begin
September 27

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

Last day to register or add courses
October 6

Thanksgiving vacation
November 25–26

Fall-term final examinations
December 6–10

Winter vacation
December 13–31

Winter Term 2005

Initial registration
November 15–24

Classes begin
January 3

**Martin Luther King Jr. Day
holiday**
January 17

Last day to drop courses without
recorded “W”
January 10

Last day to register or add courses
January 12

Winter-term final examinations
March 14–18

Spring vacation
March 21–25

Spring Term 2005

Initial registration
February 21 to March 4

Classes begin
March 28

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

Last day to register or add courses
April 6

Memorial Day holiday
May 30

Spring-term final examinations
June 6–10

Commencement Day
June 11

Summer Session 2005

Initial registration
May 2–6

Classes begin
June 20

Independence Day holiday
July 4

Eight-week session ends
August 12
Summer-session graduation
convocation
August 13

Eleven-week session ends
September 2

Labor Day holiday
September 5

Fall Term 2005

Initial registration
May 16–27

Week of Welcome
September 22–25

Classes begin
September 26

Last day to drop courses without
recorded “W”
October 3

Last day to register or add courses
October 5

Thanksgiving vacation
November 24–25

Fall-term final examinations
December 5–9

Winter vacation
December 12, 2005 to January 6,
2006

2004

September

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

October

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

November

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

December

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

2005

January

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

February

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

March

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

April

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

May

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

June

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

July

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

August

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

September

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

October

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

November

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

December

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

Entering the University

Admissions

Martha Pitts, Assistant Vice President for Enrollment Management; Director, Office of Admissions

(541) 346-3201
(541) 346-5815 fax
240 Oregon Hall
<http://admissions.uoregon.edu/>

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

Application Deadlines

<i>Student Classification</i>	<i>Application Deadline for Winter 2005 Enrollment</i>
All classifications except international undergraduates	October 15, 2004
	<i>for Summer 2005 Enrollment</i>
Transfer	April 15, 2005
Postbaccalaureate nongraduate or graduate	April 15, 2005
Graduate	April 15, 2005

	<i>for Fall 2005 Enrollment</i>
Architecture (university application)	December 15, 2004
Freshman, early notification	November 1, 2004
Freshman, standard notification	January 15, 2005
University scholarship	January 15, 2005
International freshman	March 15, 2005
Transfer, early notification	March 15, 2005
Transfer, standard notification	May 15, 2005
International transfer	May 15, 2005
Postbaccalaureate nongraduate or graduate	May 15, 2005
Graduate	July 8, 2005

	<i>for Fall 2005 Reenrollment</i>
Graduate and undergraduate	May 10, 2005

The following majors require a separate application in addition to the university application and have strictly enforced deadlines for admission. Students who plan to enter the university as majors in architecture, fine and applied arts, interior architecture, landscape architecture, or music—who hope to enroll in the Clark Honors College—should be aware of the special admission requirements and application deadlines. These deadlines are given below. Details are in the departmental sections of this catalog.

<i>Fall Term 2005</i>	<i>Departmental Application Deadline</i>
Architecture	January 15, 2005
Interior Architecture	January 15, 2005
Landscape Architecture	February 15, 2005
Art	March 1, 2005
Clark Honors College	
Early notification	November 1, 2004
Standard	January 15, 2005

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

Freshman Admission

Application Procedures

Freshman applicants must submit the following to the Office of Admissions:

1. A completed application for admission and a nonrefundable \$50 application fee
2. At the time of application, a transcript showing at least six semesters of the applicant's high school record
3. The results of either the SAT I or the American College Test (ACT)
4. A final transcript of the applicant's high school record certifying graduation

Freshman Admission Prerequisites

To be considered for admission to the University of Oregon, students must complete the minimum number of years of study in certain disciplines and meet the grade point average or test score alternatives outlined below. Fulfilling these minimum requirements does not guarantee admission.

Fourteen total units (one unit equals one year) of college preparatory course work are required. Applicants for admission fall 2005 must have earned a C– or better in all college preparatory course work. Specific subject requirements include:

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

Mathematics—three years. Study must include first-year algebra and two additional years of college preparatory mathematics such as geometry, advanced algebra, trigonometry, analytical geometry, calculus, finite mathematics, advanced applications, probability and statistics, or courses that

integrate topics from two or more of these areas. It is recommended that an advanced mathematics course be taken in the senior year. Regardless of the pattern of mathematics courses or the number of years of mathematics taken, the mathematics course work must culminate at the Algebra II (or equivalent) level or higher.

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

Social studies—three years. Study must include one year of United States history, one year of global studies (for example, world history or geography), and one year of a social studies elective (American government strongly recommended).

Second-language proficiency.

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

Students admitted as exceptions to the second-language requirement must complete two terms of the same second language before graduating from the university.

Address questions about demonstrating second-language proficiency to the Office of Admissions.

PASS proficiency. The Proficiency-based Admission Standard System (PASS) may be used to meet some of the standards required for admission. More information about PASS may be found on the OUS website.



Admission Requirements

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

1. Graduated from a standard or accredited high school *and*
2. Completed the subject requirements outlined above *and*
3. Achieved a cumulative grade point average (GPA) of 3.00 on a 4.00 scale. Applicants whose GPA is lower than 3.00 on a 4.00 scale may qualify for admission based on SAT I or ACT scores. A chart showing the minimum scores needed for admission with a GPA below 3.00 is available from the Office of Admissions and on its website. Such applicants must submit with their application a personal statement that will be considered as part of a comprehensive file review

Students who have not graduated from high school may be considered for admission on the basis of the Test of General Educational Development (GED). Students who have graduated from a nonstandard or unaccredited high school or who were home schooled must complete either the SAT I or the ACT and take the SAT II in English, Mathematics I or II, and a third test of the student's choice. Inquire at the Office of Admissions for more details.

Automatic Admission

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

Computing Admission Grade Point Averages

A numerical point value is assigned to graded work as follows: A=4 points per credit, B=3 points per credit, C=2 points per credit, D=1 point per credit, F or N=0 points. The grade point average (GPA) equals the total points divided by total credits for which grades are received.

Admission Exceptions

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

Transfer Admission

Students who have completed between 12 and 35 quarter credits of college work must meet the freshman requirements outlined above and the transfer requirements described here. Students who have completed 36 or more credits of college work, 24 of which must be graded, are considered

for admission based only on a review of their college-level study. A minimum grade point average of 2.25 (2.50 for nonresidents) is required. Students must have successfully completed one course each in college-level writing and mathematics with grades of C– or better and must be eligible to return to the last college attended. Transfer students who graduated from high school or earned a GED spring 1997 or after must meet the freshman second-language requirement. Meeting these minimum standards does not guarantee admission. Priority consideration is given to students who earn an associate of arts Oregon transfer degree from an Oregon community college.

Transfer students who apply to one of the professional schools may be expected to show proficiency beyond the minimum requirement for transfer admission. See departmental sections of this catalog for details.

Transfer of Credit

The amount of credit transferred depends upon the nature of the applicant's college work, which is evaluated according to the academic requirements of the University of Oregon. Records from institutions fully accredited by appropriate accrediting associations are evaluated before admission is granted. Up to 124 credits from accredited community or junior colleges may be applied to the bachelor's degree.

See Bachelor's Degree Requirements under **Registration and Academic Policies** for requirements that apply to new undergraduates.

Application Procedures

Transfer applicants must submit the following to the Office of Admissions:

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

Transfer students may submit their applications up to one year before they plan to enroll at the university. Applications and official transcripts should be received by the university by the deadlines listed above to allow time for a complete evaluation of the transferred credits.

Premajor Status

The departments listed below admit new students only as premajors. The premajor student is eligible to take advantage of the department's advising services and, in most cases, complete lower-division course work required for the major. Each department screens enrolled premajor students who have completed some university study and decides if they may advance to major status. Professional schools and arts and sciences departments with premajor admission requirements are the Lundquist College of Business; School of Journalism and Communication; Asian studies; computer and information science; international studies; mathematics and computer science; planning, public policy and management; and psychology.

Dual Enrollment Program

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

International Admission

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

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

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

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

English Proficiency. Students whose native language is not English must supply results of a standardized language proficiency test. A

minimum score from one of the following tests is required:

- Test of English as a Foreign Language (TOEFL)—500 (paper-based test), 173 (computer-based test)
- English Language Proficiency Test (ELPT)—950
- International English Language Testing System (IELTS)—6.0
- Advanced Placement International English Language (APIEL)—3.0

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

- 575 or better on the paper based TOEFL
- 233 or better on the computer-based TOEFL
- 970 on the ELPT
- 8.0 on the IELTS

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

Application Procedure

International applicants must submit the following to the Office of Admissions:

1. A completed application for admission and a nonrefundable \$50 application fee
2. Official transcripts of all schoolwork taken beyond the eighth year of school (e.g., the equivalent of the American secondary school grades nine, ten, eleven, and twelve, and for any college or university work). An official transcript is an original or a certified copy
3. An official test score report from one of the English proficiency tests described above
4. A completed Supplementary Application and Financial Statement for Foreign Students (provided by the Office of Admissions)
5. An account statement issued by a bank (certificate of balance) that indicates an amount covering one year's expenses

Specialized Admission Assistance

Assistance is available from the following offices:

- Office of Academic Advising, 364 Oregon Hall; telephone (541) 346-3211
- Office of Admissions, 240 Oregon Hall; telephone (541) 346-3201
- Office of Multicultural Affairs, 164 Oregon Hall; telephone (541) 346-3479

See also Undergraduate Studies in the **Academic Resources** section of this catalog.

Graduate Admission

Students planning to earn graduate degrees at the university must be admitted to the Graduate School and the departments in which they plan to study. General admission requirements for the Graduate School are described in that section of this catalog. Each school and department in the university determines its specific requirements

and application deadlines for graduate admission. For this reason, inquiries concerning graduate admission should be sent directly to the department or school of interest.

Postbaccalaureate Admission

Students who have earned a bachelor's degree and want to earn a second undergraduate degree, or to take additional work without entering a formal degree or certification program, may be admitted with postbaccalaureate nongraduate status. These students pay appropriate undergraduate fees. Applications and information are available from the Office of Admissions.

Notice to Nonresidents of the State of Oregon

Oregon Board of Higher Education Administrative Rules

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

580-010-0029

Definitions

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

- (1) "Domicile" is a person's true, fixed, and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere. In order to establish a domicile in Oregon, a person must maintain a predominant physical presence in Oregon for 12 consecutive months after moving to the state.
- (2) A "financially independent person" is a person who, at the time of application for residency status:
 - (a) declares himself or herself to be financially independent;
 - (b) has not been claimed as a dependent during the immediately preceding tax year, and will not be claimed as a dependent during the current tax year, on the federal or state income tax returns of any other person; and
 - (c) has not received in the immediately preceding calendar year, and will not receive during the current calendar year, one-half or more of his or her support, in cash or in kind, from another person or persons, except for support received from his or her spouse.
- (3) A "financially dependent person" is a person who, at the time of application for residency status:
 - (a) declares himself or herself to be financially dependent; and
 - (b) has been claimed as a dependent on the federal and state income tax returns of another person during the immediately preceding tax year.

580-010-0030

Determination of Residence

- (1) For purposes of admission and instruction fee assessment, OUS institutions shall classify a student as Oregon resident or nonresident. In

determining resident or nonresident classification, the primary issue is a person's intent in coming to Oregon. Intent is inferred from a person's conduct and history as they relate to the requirements of these residency rules. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. It is possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver's license and not meet the residency requirements established by these rules.

(2) An Oregon resident is a financially independent person who, prior to the term for which Oregon resident classification is requested, has both:

(a) established and maintained a domicile in Oregon as provided under OAR 580-010-0029(1) for 12 consecutive months; and

(b) during that period, has been primarily engaged in activities other than those of being a college student.

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

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

(a) established and maintained an Oregon domicile as provided under OAR 580-010-0029(1) for 12 consecutive months; and

(b) during that period, has been primarily engaged in activities other than those of being a college student.

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

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

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

(8) Notwithstanding section (4) of this rule, a student who is financially dependent on a non-Oregon resident may nonetheless be considered an Oregon resident if the student resides in Oregon for at least 12 consecutive months with a parent or legal guardian who has both:

(a) established and maintained an Oregon domicile under OAR 580-010-0029(1) for 12 consecutive months; and

(b) during that period, has been primarily engaged in activities other than those of being a college student.

Residency Consideration Factors 580-010-0031

(1) The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:

(a) Reside in Oregon for 12 consecutive months prior to the beginning of the term for which resident classification is sought and during that period be primarily engaged in activities other than those of a college student;

(b) Reliance upon Oregon resources for financial support;

(c) Domicile in Oregon of persons legally responsible for the student;

(d) Acceptance of an offer of permanent employment in Oregon; and

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

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

(a) Voting or registration to vote;

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

(c) The lease of living quarters;

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

(e) Automobile registration;

(f) Public records, for example, birth and marriage records, Oregon driver's license;

(g) Continuous presence in Oregon during periods when not enrolled in school;

(h) Ownership of property in Oregon or the payment of Oregon income or other Oregon taxes; or

(i) Domicile in Oregon of the student's spouse.

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

Evidence of Financial Dependency 580-010-0033

(1) In determining whether a student is financially dependent, a student must provide:

(a) Evidence of established domicile as provided under OAR 580-010-0029(1) of the person claiming the student as a dependent; and

(b) The identification of the student as a dependent on the federal and state income tax returns of the person claiming the student as a dependent. Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

(2) A student who provides evidence that he or she is a financially dependent person under these rules shall not be required to establish a 12-month domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

580-010-0035

Residence Classification of Armed Forces Personnel

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

(a) The Army, Navy, Air Force, Marine Corps, and Coast Guard of the United States;

(b) Reserve components of the Army, Navy, Air Force, Marine Corps, and Coast Guard of the United States;

(c) The National Guard of the United States and the Oregon National Guard.

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

(a) Reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state;

(b) Reside in this state while serving as members of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station; or

(c) Reside in another state or a foreign country and file Oregon state income taxes no later than 12 months before leaving active duty.

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

(4) An Oregon resident who has been in the armed forces and assigned on duty outside of Oregon, including a person who establishes residency under section (2)(c) of this rule, must, within a reasonable time, demonstrate an intent to retain classification as an Oregon resident. Such intent may be shown by returning to Oregon within six months after completing service in the armed forces.

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

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

(a) Is under 18 years of age and not married, otherwise emancipated or self-supporting; or

(b) Is under 23 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

580-010-0037

Residence Classification of Members of Oregon Tribes

(1) Students who are enrolled members of federally recognized tribes of Oregon or who are enrolled members of a Native American tribe which had traditional and customary tribal boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon shall be assessed resident tuition regardless of their state of residence.

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

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

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

- (a) **CALIFORNIA:**
 - (A) Benton Paiute Tribe;
 - (B) Big Bend Rancheria;
 - (C) Big Lagoon Rancheria;
 - (D) Blue Lake Rancheria;
 - (E) Bridgeport Indian Colony;
 - (F) Cedarville Rancheria;
 - (G) Fort Bidwell Indian Tribe;
 - (H) Hoopa Valley Tribe;
 - (I) Karuk Tribe of California;
 - (J) Likely Rancheria;
 - (K) Lookout Rancheria;
 - (L) Lytton Rancheria;
 - (M) Melochundum Band of Tolowa Indians;
 - (N) Montgomery Creek Rancheria;
 - (O) Pit River Tribe;
 - (P) Quartz Valley Indian Community;
 - (Q) Redding Rancheria;
 - (R) Roaring Creek Rancheria;
 - (S) Smith River Rancheria;
 - (T) Susanville Rancheria;
 - (U) Tolowa-Tututni Tribe;
 - (V) Winnemucca Colony;
 - (W) XL Ranch;
 - (X) Yurok Tribe.

(b) **IDAHO:**

- (A) Nez Perce Tribe of Idaho;
- (B) Shoshoni-Bannock Tribes.

(c) **NEVADA:**

- (A) Duck Valley Shoshone-Paiute Tribes;
- (B) Fallon Paiute-Shoshone Tribe;
- (C) Fort McDermitt Paiute-Shoshone Tribe;
- (D) Lovelock Paiute Tribe;
- (E) Pyramid Lake Paiute Tribe;
- (F) Reno-Sparks Indian Colony;
- (G) Summit Lake Paiute Tribe;
- (H) Walker River Paiute Tribe;
- (I) Winnemucca Indian Colony;

(J) Yerington Paiute Tribe.

(d) **OKLAHOMA:** Modoc Tribe of Oklahoma.

(e) **WASHINGTON:**

- (A) Chehalis Community Council;
- (B) Colville Confederated Tribes;
- (C) Quinault Indian Nation;
- (D) Shoalwater Bay Tribe;
- (E) Yakama Indian Nation.

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

580-010-0040

Residence Classification of Non-Citizens

A person who is not a citizen of the United States may be considered an Oregon resident if the person qualifies as a resident under OAR 580-010-0030 and is one of the following:

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

580-010-0041

Changes in Residence Classification

- (1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in an OUS institution, the residence classification of that student shall be re-examined and determined on the same basis as for any other person.
- (2) A financially dependent student who is dependent on a person who establishes a permanent Oregon residence as defined in OAR 580-010-0030(2) during a term when the dependent student is enrolled at an OUS institution may register as a resident at the beginning of the next term.
- (3) Once established, classification as a resident continues so long as the student remains in continuous academic year enrollment in the classifying institution.
- (4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit and all required supportive documents and materials must be submitted by the last day

to register for the term in which resident status is sought.

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

580-010-0045

Review of Residence Classification Decisions by IRC

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

(2) Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred by an institution residence classification officer to the IRC for decision.

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

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

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

580-010-0047

Residents Under WICHE

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

Registration and Academic Policies

Herbert R. Chereck, University Registrar

(541) 346-2935
220 Oregon Hall
<http://registrar.uoregon.edu/>

Student Records Policy

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

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

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

Academic Year

The university divides the academic year into three terms of approximately eleven weeks each (except for the School of Law, which uses a semester calendar).

The summer session supplements the work of the fall, winter, and spring terms; a catalog and announcements are issued for that session.

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

Students are held responsible for familiarity with university requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the class schedule.

About the UO Catalog. This publication, the 2004–5 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 2004. Changes to the university curriculum that were made through spring term 2004 are reflected in the academic sections of the catalog. Bachelor Degree Requirements, in this section of the catalog—including group-satisfying and

multicultural course lists—have been updated to reflect curriculum changes that were made through spring term 2004. The class schedule also lists changes that were through spring term 2004.

A student who is admitted and enrolls at the university during any academic year may graduate under the general requirement provisions of the catalog in effect that year, provided the catalog has not expired. A student may choose to graduate under the general requirements of a subsequent catalog, provided he or she completes all of those requirements. Major requirements are determined by the academic departments and programs; requirements are subject to change for students who are not continuously enrolled. See Catalog Expiration and Requirements Policies, in the **Contents** section of this catalog, for more information.

Undergraduate and graduate degrees and certificates are listed in the **Degrees, Majors, Minors, and Certificates** section of this catalog. For details about graduate degrees, see the **Graduate School** section.

Details on major classification and procedures for change appear in the class schedule.

Grading Systems

The university has two grading systems. When regulations permit, a student may elect to be evaluated for a course with a letter grade or pass/no pass (P/N). Letter-graded work is designated A, B, C, D, or F. Pass/no pass work is designated P or N. An asterisk after the P or N indicates that the course is offered P/N only. See Bachelor's Degree Requirements for regulations on graded credits.

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

Students must choose their grading option at the time of registration and are permitted to change it only within the period allowed. See the academic calendar in the class schedule.

Graded

Student work is graded as follows: A, excellent; B, good; C, satisfactory; D, inferior; F, unsatisfactory (no credit awarded). Instructors may affix + or – to the grades A, B, C, and D.

Pass/No Pass

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

Student work may be graded as follows: P (pass), satisfactory performance (C– or better for undergraduate course work, B– or better for graduate course work), or N (no pass), unsatisfactory performance, no credit awarded (D+ or worse for undergraduate course work, C+ or worse for graduate course work). The class schedule designates courses that are offered only pass/no pass. Passing credits are also awarded for advanced placement and CLEP work and for work taken at another collegiate institution if the director of admissions cannot equate the quality of the work to the UO grading system.

Marks

AU (audit). Student-initiated mark. Audit enrollments are recorded on the student's academic record, but no credit is earned by audit. Audited classes do not satisfy degree requirements, nor do they count toward the Graduate School's continuous enrollment requirement.

I (incomplete). Instructor-initiated mark. A mark of I may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. To remove an incomplete, an undergraduate student must complete the required work within the next four terms of residence at the university or, if absent from campus, no later than three calendar years after the incomplete was awarded, or at such earlier date as the instructor, dean, or department head specifies. Applicants for graduation should see special limitations under Application for a Degree. Graduate students should refer to the **Graduate School** section of this catalog for time limits on the removal of incompletes.

W (withdrawal). Student-initiated mark. Students may withdraw from a course through web registration. See the class schedule for deadlines.

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

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

Grade Point Average

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

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

Application for an Undergraduate Degree

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

Advance notice to the Office of the Registrar of the intent to graduate permits timely review of degree requirements and notification of deficiencies in general-education requirements, allowing students to plan or change their final term's course schedule to ensure completion of all requirements.

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Corrections to the academic

record are made **only** during the thirty days following the granting of the degree.

Applications for graduate degrees are available from the Graduate School.

Bachelor's Degree Requirements

Students who were admitted before fall term 2002 and who graduate fall 2009 or after must satisfy fall 2002 requirements. See Catalog Expiration and Requirements Policies in the Contents section of this catalog. Students who were admitted before fall term 1999 and who graduate fall 2006 through summer 2009 must satisfy fall 1999 requirements.

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

University Requirements

Credits

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

Concurrent Degrees

Concurrent degrees are awarded under the following conditions:

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

Academic Major

All bachelor's degrees must be awarded with a major. Minimum requirements are 36 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments.

A student may be awarded a bachelor's degree with more than one major by completing the general university degree requirements for the designated majors and degree and all requirements in each major as specified by the major departments, schools, or colleges.

Academic Minor

Unless specified by a particular department, a minor is not required for a bachelor's degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 12 in upper-division work. Minor requirements, including residency, are listed under department headings. A minor may be awarded only at the time a bachelor's degree is conferred.

Upper-Division Work

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

Residency

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

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

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

UO Credits of A, B, C, D

A minimum of 45 credits graded A, B, C, or D must be earned at the University of Oregon. Courses required in the major and designated P/N only in the class schedule may be counted toward the 45-credit requirement only if the 168-credit requirement has been satisfied.

Satisfactory Work

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

Written English

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

Requirements for Bachelor of Arts and Bachelor of Science

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

Bachelor of Arts (B.A.) Requirements

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

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

Bachelor of Science (B.S.) Requirements

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

1. Students with a limited background in mathematics can complete the requirement

with any of the combinations of three courses listed below. Inquire at the Office of Academic Advising, 364 Oregon Hall, for other possible combinations.

MATH 105, 106, 107, 111 (any three)

MATH 105, 111, 243

MATH 111, 241, 242

2. Students who placed above the MATH 111 level on the mathematics placement test may complete the requirement with any two courses chosen from the following:

MATH 112, 231, 241, 243 or 425

CIS 111, 122, 210

3. Students who have MATH 111 skills and an additional prerequisite course or appropriate skills may complete the requirement with one course chosen from the following:

MATH 232, 242, 246, 251, 261, 271

CIS 211, 212

4. Satisfactory completion of MATH 211, 212, 213

Group Requirements

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

Only the departments and courses listed below may be used to satisfy group requirements. Courses refer to the current year only. For previous years, consult earlier UO catalogs.

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

Substituting a Minor or Second Major. Some minors or second majors may be used to satisfy part of one group requirement. Students should consult their advisers for more information.

Group Requirements for Specific Degrees

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

Bachelor of Arts, Fine Arts, or Science

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

“Double-Dipping” Restriction. Students admitted fall term 1999 or after may not use courses that fulfill the second-language requirement for the bachelor of arts degree to fulfill the arts and letters group requirement. Courses used to demonstrate proficiency in mathematics or in computer and information science or in a combination of the two for the bachelor of science degree may not also be used to fulfill the science group requirement. Students admitted before fall term 1999 have through summer session 2006 to graduate without the double-dipping restriction.

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

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

This list of group-satisfying courses has been updated to include changes made to the university's curriculum through spring term 2004.

Group I: Arts and Letters

See “Double-Dipping” Restriction under Group Requirements.

Art (ART)

101 Understanding Contemporary Media

111 The Artist Experience

Art History (ARH)

204, 205, 206 History of Western Art I,II,III

207 History of Indian Art

208 History of Chinese Art

209 History of Japanese Art

314, 315 History of Western Architecture I,II

322 Art of Ancient Greece

323 Art of Ancient Rome

348 Rome in Age of Bernini

349 History of Prints

351 19th-Century Art

352 20th-Century Art

358 History of Design

359 History of Photography

381 Nomadic Art of Eurasia

382 Art of the Silk Route

384, 386 Chinese Art I,III

387 Chinese Buddhist Art

394, 395, 396 Japanese Art I,II,III

397 Japanese Buddhist Art

Arts and Administration (AAD)

250 Art and Human Values

251 The Arts and Visual Literacy

252 Art and Gender

Classics in English Translation (CLAS)

201 Greek Life and Culture

202 Roman Life and Culture

301 Greek and Roman Epic

302 Greek and Roman Tragedy

303 Classical Greek Philosophers

314 Gender and Sexuality in Antiquity

321 Classic Myths

Classics: Greek (GRK)

301, 302, 303 Authors: [Topic]

Classics: Latin (LAT)

301, 302, 303 Authors: [Topic]

Comparative Literature (COLT)

101 Literature, Language, Culture

201 The World of Epic

202 The World of Drama

203 The World of Poetry

204 The World of Fiction

206 The World of Autobiography

301 Approaches to Comparative Literature

360 Gender and Identity in Literature

Dance (DAN)

251 Looking at Dance

301 Dance and Folk Culture

302 Dance in Asia

East Asian Languages and Literatures (EALL)

210 China: A Cultural Odyssey

211 Japan: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)

150 Introduction to the Chinese Novel

151 Introduction to Chinese Film

152 Introduction to Chinese Popular Culture

201, 202, 203 Second-Year Chinese

301, 302, 303 Third-Year Chinese

305, 306, 307 History of Chinese Literature

308 Literature of Modern Taiwan

350 Gender and Sexuality in Traditional Chinese Literature

351 Gender and Sexuality in Modern Chinese Literature

East Asian Languages and Literatures: Japanese (JPN)

201, 202, 203 Second-Year Japanese

301, 302, 303 Third-Year Japanese

305, 306, 307 Introduction to Japanese Literature

East Asian Languages and Literatures: Korean (KRN)

201, 202, 203 Second-Year Korean

English (ENG)

104, 105, 106 Introduction to Literature

107, 108, 109 World Literature

207, 208 Shakespeare

210, 211 Survey of English Literature

215, 216 Survey of American Literature

230 Introduction to Environmental Literature

250 Introduction to Folklore

265, 266 History of the Motion Picture

321, 322, 323 English Novel

340 Jewish Writers

391, 392 American Novel

394, 395 20th-Century Literature

Environmental Studies (ENVS)

203 Introduction to Environmental Studies: Humanities

345 Environmental Ethics

Germanic Languages and Literatures: Danish (DANE)

201, 202, 203 Second-Year Danish

Germanic Languages and Literatures: Finnish (FINN)

201, 202, 203 Second-Year Finnish

Germanic Languages and Literatures: German (GER)

201, 202, 203 Second-Year German

204, 205 Intensive Second-Year German

221 Postwar Germany: Nation Divided

222 Voices of Dissent in Germany

223 Germany: A Multicultural Society

257, 258, 259 German Culture and Thought

311, 312, 313 Intermediate Language Training

317 Study in Germany

340, 341 Introduction to German Culture and Society

350 Genres in German Literature

351 Diversity in Germany

352 Authors in German Literature

354 German Gender Studies

355 German Cinema: History, Theory, Practice

356 German Fairy Tales

360, 361, 362 Introduction to German Literature

366, 367, 368 Themes in German Literature

Germanic Languages and Literatures: Norwegian (NORW)

201, 202, 203 Second-Year Norwegian

Germanic Languages and Literatures: Scandinavian (SCAN)

250 Scandinavian Fantasies

259 Vikings through the Icelandic Sagas

315 Cinematic Traditions in Scandinavia

325 Constructions versus Constrictions of Identity

340 Emergence of Nordic Cultures and Society

341 Revisions of the Scandinavian Dream

351 Periods in Scandinavian Literature

352 Topics in Scandinavian Literature

353 Scandinavian Women Writers

354 Genres in Scandinavian Literature

Germanic Languages and Literatures: Swedish (SWED)

201, 202, 203 Second-Year Swedish

301, 302, 303 Third-Year Swedish

Humanities (HUM)

101, 102, 103 Introduction to the Humanities I,II,III

254 The City

300 Themes in the Humanities

Journalism and Communication (JJ)

397 Mass Media Ethics

Judaic Studies (JDST)

212 Medieval and Early Modern Judaism

Judaic Studies: Hebrew (HBRW)

201, 202, 203 Second-Year Modern Hebrew

311 Biblical Narrative

312 Biblical Poetry

313 Postbiblical Literature

Landscape Architecture (LA)

260 Understanding Landscapes

375 Contemporary American Landscapes

Linguistics (LING)

150 Structure of English Words

162 Nature versus Nurture in Language

Music (MUS)

125 Understanding Music

267, 268, 269 Survey of Music History

270 History of the Blues

351 The Music of Bach and Handel

353 Survey of Opera

355 Beethoven

358 Music in World Cultures

359 Music of the Americas

379 Music for Dancing

380 Film: Drama, Photography, Music

Music: Jazz Studies (MUJ)

350 History of Jazz, 1900–1950

351 History of Jazz, 1940 to Present

Philosophy (PHIL)

101 Philosophical Problems
 102 Ethics
 103 Critical Reasoning
 110 Human Nature
 170 Love and Sex
 211 Existentialism
 213 Eastern Philosophy
 216 Philosophy and Cultural Diversity
 310 History of Philosophy: Ancient and Medieval
 311 History of Philosophy: Modern
 312 History of Philosophy: 19th Century
 322 Philosophy of the Arts
 332 Philosophy of Film
 340 Environmental Philosophy

Religious Studies (REL)

101 World Religions: Asian Traditions
 102 World Religions: Near Eastern Traditions
 222 Introduction to the Bible
 233 Introduction to Islam
 317 Jesus and the Gospels
 332 Islamic Civilization
 353 Dark Self, East and West
 355 Mysticism

Romance Languages: French (FR)

150 Cultural Legacies of France
 201, 202, 203 Second-Year French
 211, 212 Intensive Intermediate French
 301 *Culture et langage: la France contemporaine*
 303 *Culture et langage: identités francophones*
 317 French Survey: Medieval and Renaissance
 318 French Survey: Baroque and Enlightenment
 319 French Survey: 19th and 20th Centuries
 330 French Poetry
 331 French Theater
 333 French Narrative
 361 Francophone Literature and Culture
 362 French Film
 363 *Le français du monde économique moderne*

Romance Languages: Italian (ITAL)

150 Cultural Legacies of Italy
 201, 202, 203 Second-Year Italian
 301 *Cultura e lingua: l'Italia contemporanea*
 303 *Cultura e lingua: società, economia, politica*
 305 *Cultura e lingua: arte, music, i mass media*
 317 Italian Survey: Medieval and Renaissance
 318 Italian Survey: Baroque and Enlightenment
 319 Italian Survey: 19th and 20th Centuries
 341 Dante in Translation
 363 Contemporary Italian Film

Romance Languages: Spanish (SPAN)

150 Cultures of the Spanish-Speaking World
 201, 202, 203 Second-Year Spanish
 211, 212 Intensive Intermediate Spanish
 301 *Cultura y lengua: identidades hispanas*
 303 *Cultura y lengua: expresiones artisticas*
 305 *Cultura y lengua: cambios sociales*
 316, 317 Survey of Peninsular Spanish Literature
 318, 319 Survey of Spanish American Literature
 328 Hispanic Literature in the United States
 330 Introduction to Spanish Poetry
 331 Introduction to Spanish Theater
 333 Introduction to Spanish Narrative

Russian and East European Studies: Russian (RUSS)

201, 202, 203 Second-Year Russian
 204, 205, 206 Introduction to Russian Literature
 240 Russian Culture
 241 Great Russian Writers
 301 Readings in Russian Literature
 316, 317, 318 Third-Year Russian
 350 Russian Cinema
 351 Russian Film and Literature

Theater Arts (TA)

271 Introduction to Theater Arts
 367, 368, 369 History of the Theater I,II,III

Women's and Gender Studies (WGS)

351, 352 Women's Literature, Art, and Society

Group II: Social Science

See "Double-Dipping" Restriction under Group Requirements.

Anthropology (ANTH)

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

Business Administration (BA)

101 Introduction to Business

Economics (EC)

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

Educational Studies (EDST)

111 Educational Issues and Problems
 212 Foundations of Learning and Intervention

Environmental Studies (ENVS)

201 Introduction to Environmental Studies: Social Sciences

Ethnic Studies (ES)

101, 102 Introduction to Ethnic Studies
 250 Introduction to African American Studies
 252, 253 Introduction to Asian American Studies
 254, 255 Introduction to Chicano and Latino Studies
 256, 257 Introduction to Native American Studies

Geography (GEOG)

142 Human Geography
 201 World Regional Geography
 202 Geography of Europe
 204 Geography of Russia and Neighbors
 205 Geography of Pacific Asia
 206 Geography of Oregon
 208 Geography of the United States and Canada
 209 Geography of the Middle East and North Africa
 214 Geography of Latin America
 341 Population and Environment
 342 Geography of the Globalization
 343 Society, Culture, and Place

History (HIST)

101, 102, 103 Western Civilization
 104, 105, 106 World History
 190 Foundations of East Asian Civilization
 191 China, Past and Present
 192 Japan, Past and Present
 201, 202, 203 United States
 240 War and the Modern World
 245 Russia, America, and the World
 250, 251 African American History
 273 Introduction to American Environmental History
 301, 302, 303 Modern Europe
 308, 309 History of Women in the United States I,II
 310 Perceptions and Roles of Women from the Greeks through the 17th Century
 311 Women and Social Movements in Europe from 1750 to the Present
 319 Early Middle Ages in Europe
 320 High Middle Ages in Europe
 321 Late Middle Ages in Europe
 325 Precolonial Africa
 326 Colonial and Postcolonial Africa
 352 The U.S. in the 1960s
 353, 354 American Foreign Relations since 1933
 359 Religious Life in the United States
 380, 381, 382 Latin America
 387 Early China

International Studies (INTL)

240 Perspectives on International Development
 250 Value Systems in Cross-Cultural Perspective
 251 Cooperation, Conflict, and Global Resources
 350 International Leadership

Journalism and Communication (J)

201 The Mass Media and Society
 385 Communication Law
 386 Communication Economics
 387 Communication History
 388 Communication Theory and Criticism
 394 Journalism and Public Opinion

Judaic Studies (JDST)

- 213 The Jewish Encounter with Modernity
- 330 American Jewish Cultures
- 342 Israelis and Palestinians

Linguistics (LING)

- 101 Introduction to Language
- 160 Language, Power, and Gender
- 211 Languages of the World
- 225 Writing Systems
- 290 Introduction to Linguistic Analysis
- 295 Language, Culture, and Society
- 396 Language and Cognition

Philosophy (PHIL)

- 307, 308 Social and Political Philosophy
- 339 Introduction to Philosophy of Science
- 344 Introduction to Philosophy of Law

Planning, Public Policy and Management (PPPM)

- 201 Introduction to Planning, Public Policy and Management

- 280 Introduction to the Nonprofit Sector

Political Science (PS)

- 101 Modern World Governments
- 104 Problems in United States Politics
- 201 United States Politics
- 203 State and Local Government
- 204 Introduction to Comparative Politics
- 205 Introduction to International Relations
- 207 Introduction to Contemporary Political Theory
- 208 Introduction to the Tradition of Political Theory
- 225 Political Ideologies
- 230 Introduction to Urban Politics
- 255 Mexican Politics
- 275 Legal Process
- 301 Art and the State
- 321 Introduction to Political Economy
- 324 European Politics
- 326 United States Foreign Policy I
- 331 Social Justice
- 337 Politics of Development
- 347 Political Power, Influence, and Control
- 349 Mass Media and American Politics
- 352 Political Parties and Interest Groups
- 353 Campaigns and Elections
- 386 United States Social Movements and Political Change

Psychology (PSY)

- 202 Mind and Society
- 330 Thinking
- 366 Culture and Mental Health
- 375 Development
- 380 Psychology of Gender

Religious Studies (REL)

- 211 Early Judaism
- 302 Chinese Religions
- 303 Japanese Religions
- 314 Greek and Roman Religions
- 316 Beginnings of Christianity
- 321, 322, 323 History of Christianity
- 324, 325 History of Eastern Christianity

Sociology (SOC)

- 204 Introduction to Sociology
- 207 Social Inequality

- 301 American Society
 - 303 World Population and Social Structure
 - 304 Community, Environment, and Society
 - 305 America's Peoples
 - 313 Social Issues and Movements
 - 317 Sociology of the Mass Media
 - 328 Introduction to Social Psychology
 - 335 Interaction and Social Order
 - 345 Race, Class, and Ethnic Groups
 - 346 Work and Occupations
 - 355 Sociology of Women
 - 380 Introduction: Deviance, Control, and Crime
- Women's and Gender Studies (WGS)**
- 101 Women, Difference, and Power
 - 315 History and Development of Feminist Theory
 - 321 Feminist Perspectives: Identity, Race, Culture
 - 341 Women, Work, and Class

Group III: Science

See "Double-Dipping" Restriction under Group Requirements.

Anthropology (ANTH)

- 170 Introduction to Human Origins
- 171 Introduction to Monkeys and Apes
- 172 Introduction to Human Adaptation
- 173 Evolution of Human Sexuality
- 340 Fundamentals of Archaeology
- 361 Human Evolution
- 362 Human Biological Variation
- 367 Human Adaptation
- 375 Primates in Ecological Communities

Biology (BI)

- 120 Reproduction and Development
- 121 Introduction to Human Physiology
- 122 Introduction to Human Genetics
- 123 Biology of Cancer
- 130 Introduction to Ecology
- 131 Introduction to Evolution
- 132 Introduction to Animal Behavior
- 211 General Biology I: Cells
- 212 General Biology II: Organisms
- 213 General Biology III: Populations
- 214 General Biology IV: Biochemistry and Genetics
- 251 Foundations I: Biochemistry and Cell Physiology
- 252 Foundations II: Genetics and Molecular Biology
- 253 Foundations III: Evolution and Biodiversity
- 306 Pollination Biology
- 307 Forest Biology
- 308 Freshwater Biology
- 357 Marine Biology

Chemistry (CH)

- 101 Science and Society
- 111 Introduction to Chemical Principles
- 211, 212 Introductory General Chemistry
- 221, 222, 223 General Chemistry
- 224, 225, 226 (H) Honors General Chemistry

Computer and Information Science (CIS)

- 111 Concepts of Computing: Computers and Computation
- 122 Concepts of Computing: Algorithms and Programming
- 170 Science of Computing

- 210, 211, 212 Computer Science I,II,III

Environmental Studies (ENVS)

- 202 Introduction to Environment Studies: Natural Sciences

Geography (GEOG)

- 141 The Natural Environment
- 143 Global Environmental Change
- 321 Climatology
- 322 Geomorphology
- 323 Biogeography
- 360 Watershed Science and Policy

Geological Sciences (GEOL)

- 101 Earth's Dynamic Interior
- 102 Environmental Geology and Landform Development
- 103 The Evolving Earth
- 201 Earth's Interior Heat and Dynamics
- 202 Earth Surface and Environmental Geology
- 203 Evolution of the Earth
- 213 Geology of National Parks
- 304 The Fossil Record
- 305 Dinosaurs
- 306 Volcanoes and Earthquakes
- 307 Oceanography
- 308 Geology of Oregon and the Pacific Northwest
- 310 Earth Resources and the Environment
- 353 Geologic Hazards

Human Physiology (HPHY)

- 101 Exercise as Medicine
- 102 Exercise and Wellness across the Life Span
- 103 Exercise and Performance

Mathematics (MATH)

- 105, 106, 107 University Mathematics I,II,III
- 211, 212, 213 Fundamentals of Elementary Mathematics I,II,III
- 231, 232, 233 Elements of Discrete Mathematics I,II,III
- 241, 242 Calculus for Business and Social Science I,II
- 243 Introduction to Methods of Probability and Statistics

- 246, 247 Calculus for Biological Sciences I, II

- 251, 252, 253 Calculus I,II,III

- 261, 262, 263 Honors Calculus I, II, III

- 271, 272, Mathematical Structures I,II

Physics (PHYS)

- 101, 102, 103 Essentials of Physics
- 152 Physics of Sound and Music
- 153 Physics of Light and Color
- 155 Physics behind the Internet
- 161 Physics of Energy and Environment
- 162 Solar and Other Renewable Energies
- 201, 202, 203 General Physics
- 211, 212, 213 General Physics with Calculus
- 251, 252, 253 Foundations of Physics I
- 301, 302 Physicists' View of Nature

Physics: Astronomy (ASTR)

- 121 The Solar System
- 122 Birth and Death of Stars
- 123 Galaxies and the Expanding Universe
- 221(H) Honors Astronomy: The Solar System
- 222(H) Honors Astronomy: The Birth and Death of Stars
- 223 (H) Honors Astronomy: Cosmology

Psychology (PSY)

201 Mind and Brain

304 Biopsychology

Multicultural Requirement

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

This list of courses that satisfy the multicultural requirement has been updated to include changes made to the university's curriculum through spring term 2004.

Category A: American Cultures

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

Anthropology (ANTH)

320 Native North Americans

344 Oregon Archaeology

442 Northwest Coast Archaeology

Art History (ARH)

463 Native American Architecture

English (ENG)

356 Black Radicalism in U.S.

480 Native American Representation in Film

484 American Folklore

Ethnic Studies (ES)

101, 102 Introduction to Ethnic Studies

250 Introduction to African American Studies

252 Introduction to Asian American Studies

254 Introduction to Chicano and Latino Studies

246 Introduction to Native American Studies

330 Minority Women: Issues and Concerns

Folklore (FLR)

486 African American Folklore

Geography (GEOG)

208 Geography of the United States and Canada

471 North American Cultural Landscapes

History (HIST)

250, 251 African American History

253 African Americans in the West

273 Introduction to American Environmental History

360 The American City: [Topic]

449 Race and Ethnicity in the American West

455 Colonial American History

Music (MUS)

264 Rock History, 1950–1970

265 Rock History, 1965 to Present

270 History of the Blues

356 Innovative Jazz Musicians: [Topic]

359 Music of the Americas

379 Music for Dancing

450 History of Gospel Music

Music: Jazz Studies (MUJ)

350 History of Jazz, 1900–1950

351 History of Jazz, 1940 to Present

Philosophy (PHIL)

216 Philosophy and Cultural Diversity

450 African American Philosophy

451 Native American Philosophy

Political Science (PS)

230 Introduction to Urban Politics

Romance Languages: Spanish (SPAN)

328 Hispanic Literature in the United States

Sociology (SOC)

305 America's Peoples

345 Race, Class, and Ethnic Groups

445 Sociology of Race Relations

Theater Arts (TA)

472 Multicultural Theater: [Topic]

Women's and Gender Studies (WGS)

321 Feminist Perspectives: Identity, Race, Culture

Category B: Identity, Pluralism, and Tolerance

The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Anthropology (ANTH)

165 Sexuality and Culture

173 Evolution of Human Sexuality

314 Women and Culture I: Politics, Production, and Power

315 Women and Culture II: Creativity and Symbols

325 The Americas: Indigenous Perspectives

329 Immigration and Farmworkers Political Culture

362 Human Biological Variation

368 Scientific Racism: An Anthropological History

421 Anthropology of Gender

424 Feminist Methods in Anthropology

429 Jewish Folklore and Ethnology

439 Feminism and Ethnography

443 North American Archaeology

444 Middle American Prehistory

448 Gender and Archaeology

465 Gender Issues in Nutritional Anthropology

Arts and Administration (AAD)

250 Art and Human Values

251 The Arts and Visual Literacy

252 Art and Gender

Classics in English Translation (CLAS)

314 Gender and Sexuality in Antiquity

Comparative Literature (COLT)

101 Literature, Language, Culture

301 Approaches to Comparative Literature

360 Gender and Identity in Literature

464 Cross-Cultural Investigations of Gender

479 Literature and Testimony

East Asian Languages and Literatures: Chinese (CHN)

350 Gender and Sexuality in Traditional Chinese Literature

351 Gender and Sexuality in Modern Chinese Literature

Economics (EC)

330 Urban and Regional Economic Problems

430 Urban and Regional Economics

English (ENG)

245 Ethnic American Literature: [Topic]

250 Introduction to Folklore

315 Women Writers' Cultures: [Topic]

316 Women Writers' Forms: [Topic]

340 Jewish Writers

488 Race and Representation in Film

496 Feminist Film Criticism: [Topic]

497 Feminist Literary Theory

498 Studies in Women and Literature: [Topic]

Folklore (FLR)

483 Folklore and Mythology of the British Isles

Geography (GEOG)

343 Society, Culture, and Place

441 Political Geography

445 Culture, Ethnicity, and Nationalism

Germanic Languages and Literatures: German (GER)

222 Voices of Dissent in Germany

223 Germany: A Multicultural Society

351 Diversity in Germany

354 German Gender Studies

Germanic Languages and Literatures: Scandinavian (SCAN)

325 Constructions versus Constrictions of Identity

353 Scandinavian Women Writers

History (HIST)

308, 309 History of Women in the United States I,II

310 Perceptions and Roles of Women from the Greeks through the 17th Century

311 Women and Social Movements in Europe from 1750 to the Present

350, 351 American Radicalism

358 American Jewish History

359 Religious Life in the United States

386 India

388 Vietnam and the United States

414 Ancient Rome: [Topic]

469 American Indian History: [Topic]

Honors College (HC)

412 (H) Gender Studies: [Topic]

International Studies (INTL)

421 Gender and International Development

433 Childhood and Cross-Cultural Perspective

477 Comparative Tribalisms

Journalism and Communication (JJ)

320 Women, Minorities, and Media

Judaic Studies (JDST)

212 Medieval and Early Modern Judaism

213 The Jewish Encounter with Modernity

330 American Jewish Cultures

Linguistics (LING)

160 Language, Power, and Gender

495 Language and Gender

Music (MUS)

460 Music and Gender

Philosophy (PHIL)

110 Human Nature
 170 Love and Sex
 315 Introduction to Feminist Philosophy
Political Science (PS)
 324 European Politics
 348 Women and Politics
 386 United States Social Movements and Political Change
 434 Feminism and Ecology
 471 Outsider Jurisprudence
Psychology (PSY)
 366 Culture and Mental Health
 380 Psychology of Gender
Religious Studies (REL)
 102 World Religions: Near Eastern Traditions
 211 Early Judaism
 233 Introduction to Islam
 318 Women in Judaism
 332 Islamic Civilization
 353 Dark Self, East and West
 355 Mysticism
Romance Languages: French (FR)
 497 Francophone Women's Writing
Romance Languages: Italian (ITAL)
 498 Italian Women's Writing
Romance Languages: Spanish (SPAN)
 497 Spanish Women Writers
Sociology (SOC)
 207 Social Inequality
 355 Sociology of Women
 455 Issues in Sociology of Gender: [Topic]
 456 Feminist Theory
Women's and Gender Studies (WGS)
 101 Women, Difference, and Power
 315 History and Development of Feminist Theory
 331 Science, Technology, and Gender
 341 Women, Work, and Class
 351, 352 Women's Literature, Art, and Society
 411 Feminist Praxis
 421 Sexuality: [Topic]
 422 Lesbian and Gay Studies: [Topic]

Category C: International Cultures

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

Anthropology (ANTH)

161 World Cultures
 222 Anthropology of Life Stories
 234 Pacific Island Societies
 260 Introduction to Cultural Anthropology
 321 Peoples of India
 326 Caribbean Societies
 327 Anthropological Perspectives on Africa
 328 New Guinea
 330 Hunters and Gatherers
 342 Northeast Asia Prehistory
 343 Pacific Islands Archaeology

350 Ancient Mesoamerica
 352 The Ancient Maya
 420 Culture, Illness, and Healing
 422 State, Society, and Gender in Asia
 423 Nationalism and Transnationalism
 425 Topics in Pacific Ethnology: [Topic]
 427 Peoples of Central and East Africa
 428 Peoples of West Africa and the Sahara
 430 Balkan Society and Folklore
 432 Latin American Society and Development
 433 Native Central Americans
 434 Native South Americans
 482 Human Behavioral Ecology
 486 Japanese Society and Culture
Art History (ARH)

207 History of Indian Art
 208 History of Chinese Art
 209 History of Japanese Art
 381 Nomadic Art of Eurasia
 382 Art of the Silk Route
 384, 386 Chinese Art I,III
 387 Chinese Buddhist Art
 391, 392 Art of the Pacific Islands I,II
 394, 395, 396 Japanese Art I,II,III
 397 Japanese Buddhist Art
 484 Problems in Chinese Art: [Topic]
 488 Japanese Prints
 490 Islamic Art and Architecture
Comparative Literature (COLT)
 206 The World of Autobiography
Dance (DAN)
 301 Dance and Folk Culture
 302 Dance in Asia
East Asian Languages and Literatures (EALL)
 210 China: A Cultural Odyssey
 211 Japan: A Cultural Odyssey
East Asian Languages and Literatures: Chinese (CHN)
 150 Introduction to the Chinese Novel
 151 Introduction to Chinese Film
 152 Introduction to Chinese Popular Culture
 305, 306, 307 History of Chinese Literature
 308 Literature of Modern Taiwan
 423 Issues in Early Chinese Literature
 424 Issues in Medieval Chinese Literature
 425 Issues in Modern Chinese Literature
 451 Post-Mao Fiction and Debate
 452 Chinese Film and Theory
 454 Early Chinese Poetry: Scholar's Lament
 455 The Han-Tang Poetic Tradition
 456 Traditional Chinese Law and Literature
 461 The Confucian Canon
 462 The Beginnings of Chinese Narrative
East Asian Languages and Literatures: Japanese (JPN)
 305, 306, 307 Introduction to Japanese Literature
 425 Modern Japanese Literature: [Topic]
 426 Major Japanese Writers: [Topic]
 437, 439 Classical Japanese Literary Language
 471 Japanese Cinema
 472 Japanese Film and Literature

Comparative Literature (COLT)

206 The World of Autobiography

Dance (DAN)

301 Dance and Folk Culture
 302 Dance in Asia

East Asian Languages and Literatures (EALL)

210 China: A Cultural Odyssey

211 Japan: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)

150 Introduction to the Chinese Novel
 151 Introduction to Chinese Film
 152 Introduction to Chinese Popular Culture
 305, 306, 307 History of Chinese Literature
 308 Literature of Modern Taiwan
 423 Issues in Early Chinese Literature
 424 Issues in Medieval Chinese Literature
 425 Issues in Modern Chinese Literature
 451 Post-Mao Fiction and Debate
 452 Chinese Film and Theory
 454 Early Chinese Poetry: Scholar's Lament
 455 The Han-Tang Poetic Tradition
 456 Traditional Chinese Law and Literature
 461 The Confucian Canon
 462 The Beginnings of Chinese Narrative

East Asian Languages and Literatures: Japanese (JPN)

305, 306, 307 Introduction to Japanese Literature
 425 Modern Japanese Literature: [Topic]
 426 Major Japanese Writers: [Topic]
 437, 439 Classical Japanese Literary Language
 471 Japanese Cinema
 472 Japanese Film and Literature

Economics (EC)

390 Problems and Issues in the Developing Economies

490 Economic Growth and Development

English (ENG)

107, 108, 109 World Literature
 246 Global Literature in English: [Topic]
 482 Studies in Mythology

Folklore (FLR)

411 Folklore and Religion
 412 Folklore of Subcultures

Geography (GEOG)

142 Human Geography
 201 World Regional Geography
 204 Geography of Russian and Neighbors
 205 Geography of Pacific Asia
 209 Geography of the Middle East and North Africa
 214 Geography of Latin America
 341 Population and Environment
 446 Geography of Religion
 465 Environment and Development
 475 Advanced Geography of Non-European-American Regions: [Topic]

Germanic Languages and Literatures: German (GER)

221 Postwar Germany: Nation Divided
 257, 258, 259 German Culture and Thought
 350 Genres in German Literature
 355 German Cinema: History, Theory, Practice
 356 German Fairy Tales
Germanic Languages and Literatures: Scandinavian (SCAN)
 259 Vikings through the Icelandic Sagas
 315 Cinematic Traditions in Scandinavia
 340 Emergence of Nordic Cultures and Society
 341 Revisions of the Scandinavian Dream
 354 Genres in Scandinavian Literature
History (HIST)
 104, 105, 106 World History
 190 Foundations of East Asian Civilization
 191 China, Past and Present
 192 Japan, Past and Present
 325 Precolonial Africa
 326 Colonial and Postcolonial Africa
 345, 346, 347 Russia and the Soviet Union
 380, 381, 382 Latin America
 385 India
 387 Early China
 416 African Women's History: [Topic]
 417 Society and Culture in Modern Africa: [Topic]
 420 The Idea of Europe
 478 Revolutions in Modern Latin America
 480 Mexico
 481 Latin American Regional History: [Topic]
 482 Latin America's Indian Peoples
 483 Latin America: [Topic]
 484 Philippines
 487 China: [Topic]
 490 Japan: [Topic]
 491 Medicine and Society in Premodern Japan
 492 Postwar Japan: [Topic]
 497 Culture, Modernity, and Revolution in China: [Topic]
 498 Early Japanese Culture and Society: [Topic]

Germanic Languages and Literatures: Scandinavian (SCAN)

259 Vikings through the Icelandic Sagas
 315 Cinematic Traditions in Scandinavia
 340 Emergence of Nordic Cultures and Society
 341 Revisions of the Scandinavian Dream
 354 Genres in Scandinavian Literature

History (HIST)

104, 105, 106 World History
 190 Foundations of East Asian Civilization
 191 China, Past and Present
 192 Japan, Past and Present
 325 Precolonial Africa
 326 Colonial and Postcolonial Africa
 345, 346, 347 Russia and the Soviet Union
 380, 381, 382 Latin America
 385 India
 387 Early China
 416 African Women's History: [Topic]
 417 Society and Culture in Modern Africa: [Topic]
 420 The Idea of Europe
 478 Revolutions in Modern Latin America
 480 Mexico
 481 Latin American Regional History: [Topic]
 482 Latin America's Indian Peoples
 483 Latin America: [Topic]
 484 Philippines
 487 China: [Topic]
 490 Japan: [Topic]
 491 Medicine and Society in Premodern Japan
 492 Postwar Japan: [Topic]
 497 Culture, Modernity, and Revolution in China: [Topic]
 498 Early Japanese Culture and Society: [Topic]
Honors College (HC)
 415 (H) World Perspectives: [Topic]

Humanities (HUM)

315 Introduction to African Studies

International Studies (INTL)

240 Perspectives on International Development
 250 Value Systems in Cross-Cultural Perspective
 251 Cooperation, Conflict, and Global Resources
 350 International Leadership
 423 Development and the Muslim World
 430 World Value Systems
 431 Cross-Cultural Communication
 432 Indigenous Cultural Survival
 440 The Pacific Challenge
 441 Southeast Asian Political Novels and Films: Changing Images
 442 South Asia: Development and Social Change
 443 Postwar Vietnam-United States Relations
 444 Development and Social Change in Southeast Asia
 447 Comparative Tribalisms

Journalism and Communication (J)

455 Third World Development Communication

Judaic Studies (JDST)

340 Israelis and Palestinians

Linguistics (LING)

211 Languages of the World
 295 Language, Culture, and Society

Music (MUS)

357 Celtic Music
 358 Music in World Cultures
 451 Introduction to Ethnomusicology
 452 Musical Instruments of the World
 453 Folk Music of the Balkans
 454 Music of India

Philosophy (PHIL)

213 Eastern Philosophy

Political Science (PS)

255 Mexican Politics
 324 European Politics
 337 The Politics of Development
 342 Politics of China I
 413 Politics of Brazil
 417 Politics of Violence in Latin America
 442 Politics of China II
 459 United States-China Relations
 463 Government and Politics of Latin America I

Religious Studies (REL)

101 World Religions: Asian Traditions
 302 Chinese Religions
 303 Japanese Religions
 440 Readings in Buddhist Scriptures

Romance Languages: French (FR)

150 Cultural Legacies of France
 301 *Culture et langage: la France contemporaine*
 303 *Culture et langage: identités francophones*
 361 Francophone Literature and Culture
 362 French Film
 363 *Le français du monde économique moderne*

Romance Languages: Italian (ITAL)

150 Cultural Legacies of Italy
 301 *Cultura e lingua: l'Italia contemporanea*
 303 *Cultura e lingua: società, economia, politica*
 305 *Cultura e lingua: arte, music, i mass media*

Romance Languages: Spanish (SPAN)

150 Cultures of the Spanish-Speaking World
 305 *Cultura y lengua: cambios sociales*
 318, 319 Survey of Spanish American Literature
 450 Colonial Latin American Literature: [Topic]
 480 19th-Century Spanish American Literature: [Topic]

490 20th-Century Latin American Literature: [Topic]

Russian and East European Studies: Russian (RUSS)

204, 205, 206 Introduction to Russian Literature
 240 Russian Culture
 241 Great Russian Writers
 301 Readings in Russian Literature
 304, 305, 306 Doing Business in Russia
 350 Russian Cinema
 351 Russian Film and Literature
 411 Russian History and Literature: [Topic]
 424 Dostoevsky
 425 Tolstoy
 432 Russian Prose Classics: [Topic]
 444 Introduction to Slavic Languages

Sociology (SOC)

303 World Population and Social Structure
 450 Sociology of Developing Areas

Women's and Gender Studies (WGS)

431 Global Feminisms
 432 Postcolonial Women Writers

General Limitations

1. A maximum of 124 credits may be transferred from an accredited junior or community college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
 - a. Lower-division vocational technical courses
 - b. Physical education and dance activity courses
 - c. Studio instruction in music, except for majors in music
5. For music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. A maximum of 12 credits in ALS (academic learning services) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree
7. Grade changes, removal of incompletes, or transfer work essential to completion of degree requirements must be filed in the Office of the Registrar by the Friday following the end of the term of graduation. Any other changes of grades, including removal of incompletes, must be filed in the Office of the Registrar within thirty days after the granting of a degree or within established deadlines. See also Marks in this section of the catalog

8. Undergraduate credits earned through credit by examination (course challenge), advanced placement (Advanced Placement Program), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of bachelor's degree requirements except residency and the 45 UO credits graded A, B, C, D. The university grants pass credit for successful completion of advanced placement and CLEP examinations
9. Courses cannot be repeated for credit unless designated as repeatable (**R**) by the University Committee on Courses. Credit for duplicated courses is deducted, but grades for these courses are included in the GPA
10. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course
11. Students may not receive credit for courses that are prerequisites for courses in which they are currently enrolled
12. Students may not receive credit for courses that are prerequisites for courses for which they have already received credit

Second Bachelor's Degree

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

1. The student must complete an additional 36 credits at the university as a formally admitted student if the prior bachelor's degree was awarded by the University of Oregon, or an additional 45 credits at the university if the prior bachelor's degree was awarded by another institution
2. A minimum cumulative UO GPA of 2.00 in courses taken for the second bachelor's degree is required for the second bachelor's degree
3. A minimum of 18 credits must be graded A, B, C, D if the prior bachelor's degree was earned at the University of Oregon, or 23 credits if at another institution
4. At least 75 percent of all course work required in the major for the second degree must be completed after the conferral of the first degree
5. The bachelor of arts degree requires proficiency in a second language. Students whose native language is not English may satisfy this requirement by providing high school transcripts as evidence of formal training in the native language and satisfactorily completing WR 121 and either WR 122 or 123. The bachelor of science degree requires proficiency in mathematics and/or computer and information science

Bachelor's Degree with Honors

Information about Clark Honors College, Latin honors, academic honors, and honor societies is listed in the **Honors at Oregon** section of this catalog. Fellowship and scholarship information is in the **Student Financial Aid and Scholarships** and departmental sections of this catalog.

Academic Standing

When there is evidence of lack of satisfactory progress toward meeting graduation requirements, the Scholastic Review Committee may place students on academic probation or disqualify them from attendance at the university. For information and assistance, students should inquire at the Office of Academic Advising, 364 Oregon Hall.

After grades are processed at the end of each term, term and cumulative UO GPAs are calculated for each undergraduate student, admitted or nonadmitted. A student's academic standing is based on term and cumulative UO GPAs.

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

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

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

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

When the cumulative UO GPA is lower than 2.00, the notation "Academic Probation" is recorded on the student's academic transcript. If the student has earned 45 or more cumulative credits, that student is subject to disqualification at the end of the first term on probation. Students who have earned 44 or fewer cumulative credits are allowed two terms of probation before they are subject to disqualification.

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

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

Academic Disqualification

A student on academic probation may be academically disqualified when the next term's cumulative UO GPA is lower than 2.00. The notation "Academic Disqualification" is recorded on the student's academic transcript. The student may enroll again only if the Scholastic Review Committee allows the student to continue on probationary status.

Students may apply for reinstatement after disqualification by contacting the Office of

Academic Advising. Petitions are reviewed to determine the probability that a student can satisfactorily complete the requirements of a degree program.

Exceptions to Academic Regulations

1. Two standing university committees review requests in writing for exceptions to university rules, regulations, deadlines, policies, and requirements: the Academic Requirements Committee and the Scholastic Review Committee. For information about how to submit a petition to the Academic Requirements Committee, inquire at the Office of the Registrar, 220 Oregon Hall; telephone (541) 346-2935. For information about how to submit a petition to the Scholastic Review Committee, inquire at the Office of Academic Advising, 364 Oregon Hall; telephone (541) 346-3211.
2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising.

Registering for Classes

Class Schedule

The class schedule is published shortly before registration each term. Printed copies may be purchased for \$1.00 at the UO Bookstore and the Erb Memorial Union main desk store.

The schedule lists courses offered for the term; it also describes registration procedures. The booklet includes important dates, deadlines, and explanations of academic regulations and financial aid procedures as well as current figures for tuition, fees, and other charges. The schedule offers abbreviated versions of the Student Conduct Code, the Student Records Policy, grievance procedures, and other policies relevant to a student's welfare and academic career.

Registration

A registration period takes place before the start of classes each term; the dates are published in advance. Students are not officially registered and are not entitled to attend classes until they have completed the prescribed registration procedures.

Once registered, students are academically and financially responsible for their course enrollments until they officially withdraw. Withdrawal after the term begins results in some financial liability. Appropriate withdrawal procedures are explained in the class schedule.

Freshman Registration

Entering freshmen with 44 credits or fewer qualify for IntroDUCKtion, offered in mid- to late July. After being notified of admission to the University of Oregon for fall term, freshmen receive information about this program. Space is limited, and the sign-up deadline is in June.

Reenrollment

Students planning to register any time during an academic year (except summer session) after an absence of four or more terms must notify the Office of the Registrar by filing a reenrollment form by the end of the first week of the term before the term of planned return to allow time for the preparation of registration materials.

Reenrollment procedures for graduate students are described in the **Graduate School** section of this catalog.

Summer Session

Students planning to register for summer session should file the registration eligibility form, which is provided in the summer session catalog and on the summer session website. It is also available from the summer session office and the Office of Admissions. Students who were enrolled spring 2003 or after need not submit this form.

Transcripts

Students are required to file official transcripts of any academic work taken at other institutions. A student's official record must be kept complete at all times. Exceptions are made only for special and provisional students who are formally admitted under individual arrangements, and for summer transient and community education students who are not formally admitted. Failure to file required records can result in the cancellation of admission, registration, and credits.

Alternate Ways to Earn Credit

The university has established programs through which students may earn credit toward graduation and, at the same time, decrease the cost and time required for standard undergraduate study. Brief descriptions of these programs appear below. Additional information is available from the Office of Admissions and from the Office of Academic Advising.

Advanced Placement

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

College-Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College-Level Examination Program (CLEP). Examinations are available, for example, in calculus, chemistry, economics, French, German, literature, Spanish, and sociology. Once a student is admitted to the university, it accepts as transfer credit the successful completion of CLEP subject examinations by students.

Community Education Program

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

Credit by Examination

A formally admitted student may challenge undergraduate university courses by examination without formally registering in the courses.

1. The student's petition to the Academic Requirements Committee (available in the Office of the Registrar) must have the approval of the faculty member who administers the test and of the appropriate dean or department head
2. Arrangements for the examination must be completed at least one month before the examination date
3. The student is billed an examination fee of \$60 per course
4. The student is allowed only one opportunity to qualify for credit by examination in any given course
5. The student may request that credit be recorded as a pass (P) or graded A, B, C, D, consistent with options listed in the class schedule
6. Credit by examination may not be counted toward the satisfaction of the residency requirement or the requirement of 45 credits graded A, B, C, D at the University of Oregon. The grading option for credit by examination is based on the course listing in the class schedule
7. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon catalog; credit by examination may not be earned for Field Studies (196), Workshop, Laboratory Projects, or Colloquium (198), Special Studies (199); courses numbered 50–99, 200, or 399–410; or for first-year second languages
8. A student may not earn credit by examination in courses that
 - a. substantially duplicate credit already earned
 - b. are more elementary than courses in which credit has been earned or status has been established
9. A student must be formally admitted and registered for classes during the term in which the examination is administered

International Baccalaureate

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

Military Credit

The university generally grants credit for military education experiences as recommended by the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services*, and in accordance with University of Oregon and Oregon University System policies regarding transfer credits. Students may request evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language Institute. An official copy of the student's DD 214, DD 295, or an AARTS transcript is required for military credit.

Tuition and Fees

Sherri C. McDowell, Director
Office of Business Affairs

(541) 346-3170
Oregon Hall, First Floor

Tuition

Tuition is a basic charge paid by students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, technology fee, building fees, registration fee, and recreation center bond fee. Except in the School of Law, for a full-time student in 2003–4, the health service fee was \$99, the incidental fee was \$172.75, the technology fee was \$90, the recreation center bond fee was \$15.25, the energy surcharge fee was \$20, the registration fee was \$15, and the building fee was \$45. Each law student paid a \$148.50 health service fee, a \$259 incidental fee, a \$135 technology fee, a \$23 recreation center bond fee, a \$30 energy surcharge fee, a \$67.50 building fee, and a registration fee of \$22. Each admitted student, at the time of first enrollment, is assessed a matriculation fee of \$150–\$250 to cover the cost of enrollment services. The fees are subject to change for 2004–5.

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

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

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

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

In the schedule, tuition is specified for one term only. There are three terms in the academic year: fall, winter, and spring (except for the School of Law, which operates on a two-semester system). The summer session operates on a separate tuition schedule that includes course self-support fees. For more information, see Continuation Center in the **Academic Resources** section of this catalog.

The Oregon University System reserves the right to make changes in the tuition schedule.

The tuition figures listed below are for 2003–4. Increases proposed for 2004–5 had not been confirmed at publication.

Tuition Schedule

<i>Undergraduate</i>	<i>Resident</i>	<i>Nonresident</i>
<i>Tuition</i>		
1 credit	397	698
2 credits	502	1,104
3 credits	607	1,510
4 credits	712	1,916
5 credits	818	2,323
6 credits	924	2,730
7 credits	1,030	3,137
8 credits	1,136	3,544
9 credits	1,242	3,951
10 credits	1,348	4,358
11 credits	1,454	4,765
12 credits	1,561	5,173
13 credits	1,653	5,566
14 credits	1,673	5,626
15 credits	1,693	5,686
16 credits	1,713	5,746
17 credits	1,763	5,946
18 credits	1,843	6,326
19 credits	1,935	6,719
20 credits	2,027	7,112
21 credits	2,119	7,505
Each additional credit beyond 21	92	393
<i>Graduate</i>		
<i>Tuition</i>	<i>Resident</i>	<i>Nonresident</i>
Full-time registration (one term):		
9–16 credits	\$2,986	\$4,578
Part-time registration:		
1 credit	619	796
2 credits	914	1,268
3 credits	1,210	1,741
4 credits	1,506	2,214
5 credits	1,802	2,687
6 credits	2,098	3,160
7 credits	2,394	3,633
8 credits	2,690	4,106
Each additional credit beyond 16	281	458
Graduate assistant (9-16 credits)	275	275

Tuition Billing

Tuition may be paid in monthly installments. Unpaid balances are assessed a \$6 billing fee and are charged 9 percent annual interest. Tuition billings are mailed to students; payments are due on the first of each month.

Community Education Program

Tuition for Community Education Program students enrolling for 8 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level.

Special Fees

Special fees, fines, penalties, service charges, and other additional charges for specific classes,

services, or supplies not covered in the tuition fee are set forth on a list available in many departmental offices or in the Office of Business Affairs. (This list is issued each year in accordance with OAR 571-60-005.)

The following fees are assessed to university students under the special conditions noted:

Application Fee: \$50. Required of students not previously enrolled at the University of Oregon and payable when the application for admission is submitted. The fee is not refundable.

Bicycle Registration. Bicycle registration with the Department of Public Safety is mandatory; there is no charge for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths continues on campus and in the community.

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

Credit by Examination: \$40 per course. Assessed for taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credits sought.

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

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

Matriculation Fee: \$250 for undergraduates; \$150 for graduate students

Parking Permits. A minimal amount of parking space is available near residence halls and on city streets. Students using university parking lots must purchase and display proper parking permits. One-year student parking permits are \$75 for automobiles and \$56.25 for motorcycles. Student permits are \$25 for summer session only. All parking fees are subject to change.

Parking permits may be purchased from the Department of Public Safety, 1319 East 15th Avenue. Parking regulations are enforced at all times.

A city bus system connects the university with most community areas. For the past ten years, student fees have bought each student a pass that allows unlimited free rides.

Replacement of Photo I.D. Card: \$15

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

Senior Citizens. There is no charge to Oregon residents 65 years of age and older. Oregon senior citizens who are neither seeking academic credit nor working toward a degree may attend classes if space is available. Charges may be made for any special materials. Incidental fee services are not provided.

Staff: \$23 per Credit plus Technology Fee and Registration Fee. University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll at the staff rate for a maximum of 12 credits per term.

Family of Staff: \$23 per Credit plus Applicable Fees (e.g., building, health, incidental). Family

members may enroll for a maximum of 12 credits per term.

Testing: \$3-\$50

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

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

Tuition and Fee Refunds

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

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the student's control
2. No refunds are made for any amount less than \$3 unless a written request is made
3. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the university's financial aid repayment policy and schedule. See the class schedule for details

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

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

Student Financial Aid and Scholarships

Elizabeth Bickford, Director

(541) 346-3221
(800) 760-6953
260 Oregon Hall
<http://financialaid.uoregon.edu/>

Financial aid in the form of scholarships, grants, loans, and employment is available at the University of Oregon to eligible students who need assistance to attend school. The Office of Student Financial Aid and Scholarships provides counseling and information services to students and parents and administers a comprehensive program of financial assistance.

Office hours are 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday. Telephone service is available 8:00 a.m. to noon and 1:00 to 5:00 p.m., Monday through Thursday; 9:00 a.m. to noon and 1:00 to 5:00 p.m. on Friday.

Federal and state regulations are subject to change and may affect current policies, procedures, and programs.

Attendance Costs

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

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

Residence hall room and board for 2003–4 ranged from \$6,565 to \$11,103. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher.

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

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

The figures in the following table are the 2003–4 tuition and fees for an undergraduate student enrolled in 14 credits and a graduate student enrolled in at least 9 credits. Tuition and fee schedules are subject to revision by the Oregon University System. See the **Tuition and Fees** section of this catalog.

Student

Classification	One Term	Three Terms
Undergraduate resident	\$1,673	\$ 5,019
Undergraduate nonresident	5,626	16,878
Graduate resident	\$2,986	\$8,958
Graduate nonresident	4,578	13,734

Tuition for resident and nonresident law students is listed in the School of Law catalog, available free from the University of Oregon School of Law.

The expenses in the following tables are used by the Office of Student Financial Aid and Scholarships to estimate a student's educational costs for the 2003–4 academic year.

Meals

and Housing	One Term	Three Terms
Student commuter living with parents	\$ 750	\$2,250
Student living on or off campus	2,190	6,570

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

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

Books

and Supplies	One Term	Three Terms
Graduates and undergraduates	\$ 300	\$900
Law (semester)	525	1,050

Miscellaneous**Personal Expenses**

Undergraduates	\$ 784	\$2,350
Graduates	887	2,660
Law	1,350	2,700

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

Applying for Financial Aid

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

1. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid and mail to the federal processor, or submit it online
2. List the University of Oregon, code number 003223, as a school to receive the application information
3. Apply for admission to the University of Oregon

Deadlines

To be given priority consideration for the Federal Perkins Loan, Federal Work-Study Program, Oregon University System Supplemental Fee Waiver, and Federal Supplemental Educational Opportunity Grant for all or part of any given academic year, the application information from the federal processor must be received by the Office of Student Financial Aid and Scholarships on or before March 1 prior to the academic year for which the student is applying. To meet this deadline, transmit or mail the FAFSA or the Renewal FAFSA in early February. Online applicants should mail the FAFSA signature page, if applicable, obtained from the website, in early February.

Eligibility

Financial aid eligibility for any student is the difference between the cost of education at the University of Oregon and the anticipated financial contribution from the student's family, the student and parents if the student is a dependent, or the student and spouse if the student is married. Students (and their families if appropriate) are expected to bear the primary responsibility for meeting educational costs. When a student's expected contribution is less than the cost of education, the university attempts to meet the difference with financial aid.

Assessing Financial Aid Eligibility

The university uses a method prescribed by law to determine an expected contribution from the student and family toward the cost of the student's education. The expected family contribution, derived from using the federal formula, is based on income and asset information as well as certain variables such as family size and number of family members attending college. This system ensures that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances case by case.

Financial Aid Packages

After the student's financial aid eligibility has been established, the student receives an award letter. The Office of Student Financial Aid and Scholarships attempts to meet each student's financial aid eligibility, which could include scholarship and grant money, work-study, and loan eligibility.

A student may not receive assistance from the Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study Program, Oregon Opportunity Grant, Federal Direct Stafford/Ford Loan, or Federal Direct Parent Loan for Undergraduate Students if:

1. The student is in default on any loan made from the Federal Perkins or National Direct Student Loan program or on a loan made, insured, or guaranteed under the Guaranteed Student or Federal Stafford/Ford Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students programs for attendance at any institution
2. The student has borrowed in excess of federal (Title IV) loan limits
3. The student owes a refund on grants previously received for attendance at any institution under Federal Pell Grant, Supplemental Educational Opportunity Grant, Oregon Opportunity Grant, or Cash Award programs, or on a Federal Perkins Loan due to an overpayment
4. The student has been convicted of violating any federal or state drug possession or sale law

A parent may not borrow from the Federal Direct Parent Loan for Undergraduate Students if the parent is in default on any educational loan or owes a refund on an educational grant as described above.

Federal law requires that male students born after 1960 be registered with Selective Service in order to receive financial aid.

Undergraduates

Federal Pell Grants, Oregon Opportunity Grants, and university scholarships that are not from an academic department are considered to be part of the student's financial aid package, although the Office of Student Financial Aid and Scholarships does not determine eligibility for these programs.

The office determines the student's eligibility for and the amount of assistance from the Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study programs, and the Oregon University System Supplemental Fee Waiver as well as the UO Student Work Program.

Financial aid offers are made in accordance with federal regulations and university policies. Some awards are tentative if selected for verification and may be revised after a review of federal income tax forms.

Graduate and Law Students

The Office of Student Financial Aid and Scholarships determines eligibility and the amount of assistance that may be received from the Federal Perkins Loan, Federal Direct Stafford/Ford Loan, the Federal Work-Study programs, and the Oregon University System Supplemental Fee Waiver, as well as the UO Student Work Program. Offers are made in accordance with federal regulations and university policies.

Notification of Financial Aid

Financial aid award letters are mailed between April 15 and May 1 to students who have supplied the necessary information to the Office of Student Financial Aid and Scholarships and the Office of Admissions on or before March 1. Award letters are mailed during the summer to students who have supplied the necessary information between March 2 and July 31.

When aid is accepted, the student (and spouse if married) and the student's parents (if applicable) may be asked to provide documents, such as income tax forms, to verify the information on the application.

Students should read the financial aid award letter and instructions carefully. Acceptance must be returned to the Office of Student Financial Aid and Scholarships by the date specified on the document.

An explanation of revision and appeal policies and procedures is included with the financial aid award letter and on the financial aid website. A financial aid package may be revised when a student's eligibility changes. The student receives a revised notification and, if necessary, is advised of any repayment of aid. The federal regulations covering financial aid programs, the explanation of the federal method of determining student and family contributions, and the university policies and procedures for offering financial aid are available in the Office of Student Financial Aid and Scholarships. Students are welcome to review them during office hours.

Financial Aid Programs

To be eligible for certain financial aid programs that depend on federal or state funding, the student must be a citizen of the United States or in the United States for other than a temporary purpose and with the intention of becoming a permanent resident. Under some circumstances, students who are citizens of the Marshall Islands, the Federated States of Micronesia, or Palau may receive some types of financial aid from the federal programs listed below. This is an eligibility standard for the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study Program, the Federal Perkins Loan, the Federal Direct Stafford/Ford Loan, the Federal Direct Parent Loan for Undergraduate Students, the Oregon Opportunity Grant, and the UO Student Work Program, all of which are described below.

Federal Pell Grant

This program provides grants (funds that do not require repayment) to eligible undergraduates who do not have a bachelor's degree.

To be eligible for a Federal Pell Grant, a student must be admitted to the university in a program leading to a degree and enrolled in good standing. The grant is reduced proportionately if the student is enrolled less than full time (12 credits a term).

The Federal Pell Grant program determines eligibility based on the student's and parents' income and assets, or the student's and spouse's if applicable. The university disburses the money.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

State of Oregon Opportunity Grants

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

A grant may be renewed for a total of twelve terms if the student applies each year, demonstrates financial need, is enrolled full time (12 credits a term) in a program leading to a degree, satisfactorily completes a minimum of 36 credits per academic year, and does not have a bachelor's degree.

The Oregon Student Assistance Commission determines eligibility and notifies the university. The funds, provided by the state and federal governments, are disbursed by the university.

Oregon University System Supplemental Fee Waiver

Supplemental fee waivers were provided by the Oregon University System to help offset instructional fees. Limited funds may be available in 2004–5 for Oregon residents who demonstrate the

greatest financial need. Students whose instructional fees are paid or waived by other sources are not eligible to receive the waiver.

Federal Work-Study Program

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

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

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

UO Student Work Program

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

Federal Perkins Loan

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

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

Repayment of a Federal Perkins Loan begins nine months after the student ceases to be enrolled at least half time. The minimum repayment is \$40 a month or \$120 a quarter. The university bills quarterly throughout the year. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend on the size of the debt. Interest is charged during the repayment period at the rate of 5 percent a year on the unpaid balance.

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

A borrower of a Federal Perkins Loan may be eligible for other deferments for periods up to three years. For information about deferments write or call the Perkins Loan Office, Office of Business Affairs, 0237 University of Oregon, Eugene OR 97403-0237; telephone (541) 346-3171; or see the office's website.

Repayment of a Federal Perkins Loan is canceled upon the death or permanent total disability of the borrower. In addition, repayment of the loan may be canceled, in full or in part, for public service.

Information about cancellation provisions is available in the Office of Business Affairs and on its website.

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

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

William D. Ford Federal Direct Loan Program

The University of Oregon participates in direct lending. Under this program, capital for student loans is provided by the federal government through colleges rather than by banks.

The university is responsible for providing, collecting, and forwarding a signed promissory note to a contracted servicer. When loans are due, borrowers repay them directly to the federal government through the servicer. Borrowers are charged a loan fee of 3 percent of the principal.

Federal Direct Subsidized Stafford/Ford Loan

Students must demonstrate need to qualify for a Federal Direct Stafford/Ford Loan. The university determines the amount the student may borrow. The federal government has set loan limits: \$2,625 for the first academic year of undergraduate study (up to 44 credits); \$3,500 for the second academic year (45–89 credits); and \$5,500 an academic year for the remaining years of undergraduate study. Not all students are eligible for the maximums.

Student borrowers must be enrolled in good standing at least half time and have been accepted for admission to a program leading to a degree or certificate. Once repayment begins, borrowers are charged a variable interest rate capped at 8.25 percent. The rate is adjusted annually on July 1.

Federal Direct Unsubsidized Stafford/Ford Loan

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

Additional Federal Direct Unsubsidized Stafford/Ford Loan

Independent students and dependent students whose parents are denied access to the Federal Direct Parent Loan for Undergraduate Students program may be eligible for additional Federal Direct Unsubsidized Stafford/Ford Loan money. Students with fewer than 90 credits may borrow a maximum of \$4,000 a year in additional funds above the maximum Federal Direct Stafford/Ford Loan limits. Students who have earned 90 credits or more may borrow a maximum of an additional \$5,000 a year; graduate students, \$10,000 a year in

addition to the Federal Direct Stafford/Ford Loan. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Stafford/Ford Loan may be used to replace expected family contribution, but total direct loan (subsidized and unsubsidized) borrowing cannot exceed the cost of education.

Generally, the cumulative amount a student can borrow from all Federal Direct Stafford/Ford Loans is: \$23,000 as a dependent undergraduate; \$46,000 as an independent undergraduate (only \$23,000 of this amount may be subsidized); \$138,500 as a graduate or professional student (only \$65,500 of this may be subsidized).

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

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

The Federal Direct PLUS is limited to parents who do not have an adverse credit history or who have obtained an endorser who does not have an adverse credit history. A direct loan program servicer, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is variable, based on the fifty-two-week Treasury bill plus 3.1 percent, and is capped at 9 percent. Borrowers are charged a 4 percent fee.

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

Repayment

Repayment of Federal Direct Stafford/Ford Loans (subsidized and unsubsidized) begins six months after termination of at least half-time enrollment or graduation. Repayment of Federal PLUS loans begins within sixty days of the last disbursement. Borrowers have the right to prepay their loans without penalty. Furthermore, they may choose from the following repayment plans:

- a standard repayment plan with a fixed payment amount (at least \$50 a month) over a fixed period of time, not to exceed ten years
- an extended repayment plan with a fixed annual repayment of at least \$600 (\$50 a month) over a period of twelve to thirty years depending on the total amount owed
- a graduated repayment schedule consisting of two or more graduated levels over a fixed or extended period of time
- an income-contingent repayment plan with varying annual repayment amounts based upon the total amount owed and the annual income of the borrower (and that of the borrower's spouse, if a joint return is filed) paid over a period not to exceed twenty-five years. PLUS borrowers are not eligible for this plan

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

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

Deferring Repayment

Repayment of a Federal Direct Student Loan that is not in default may be deferred for

- at least half-time study at an eligible school
- an approved graduate fellowship program or rehabilitation training program for disabled individuals (except medical internship or residency program)
- unemployment (up to three years)
- economic hardship (up to three years)

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

Forbearance

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

Deferments and forbearance are handled by the Loan Servicing Center.

Federal Direct Consolidation Loan

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

Entrance and Exit Counseling

First-time Federal Direct Stafford/Ford Loan (subsidized and unsubsidized) borrowers must receive preloan counseling.

Shortly before graduating from or terminating enrollment at the University of Oregon, borrowers must receive exit loan counseling. The Office of Student Financial Aid and Scholarships collects information about the borrower's permanent address, references, expected employment, and driver's license number. This information is forwarded to the servicer of the student's federal direct loan.

Refunds and Repayment

Students who withdraw from school may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees or for university housing is returned to the appropriate financial aid sources. Students may also be required to pay the *unearned* portion of assistance that was directly disbursed to them.

The refund policy, procedures, and schedule are published in the class schedule each term.

Debt Management and Default Reduction

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

National and Community Service Trust Act

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

Private Loans

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

Bank Trust Student Loans

Lending institutions are sometimes named as trustee for funds that were established by bequest and that have certain provisions. Amounts, interest rates, and repayment terms vary. Contact the trustee for application forms.

Academic Progress

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

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

Students may receive financial assistance as undergraduates only as long as the cumulative number of attempted credits, including any transfer credits, is less than 150 percent of the number required for the completion of the bachelor's degree (180 credits for four-year programs; 220, 225, or 231 credits for five-year programs). Students who want consideration for assistance

beyond this limit must submit a petition to the Office of Student Financial Aid and Scholarships. Information concerning monitoring academic progress and handling any deficiencies is provided to each student who is offered financial assistance from federal and state programs.

Scholarships

Scholarships Awarded by a Department or School

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

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

National ROTC Scholarships

The Army Reserve Officers' Training Corps (ROTC) Scholarship Program sponsors two-, three-, and four-year scholarships. These scholarships include tuition (up to \$16,000), books (\$450), and a stipend of \$150 per month during the school year. For more information, call the Department of Military Science, (800) 542-3945. High school students also can contact their school's counselor.

Scholarships Awarded through the Office of Student Financial Aid and Scholarships

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

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

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

The university's policy when awarding financial assistance is to refrain from discrimination on the basis of race, sex, religion, disability, age, national origin, veteran or marital status, or sexual orientation.

Presidential Scholarship. In 1983 the university established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. The University Scholarship Committee selects candidates to receive scholarships in the amount of tuition and fees for each of their four years at the university. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the university.

National Merit Scholarships

The University of Oregon is the only public institution in Oregon that sponsors the National Merit Scholarship program. Interested high school students should consult their high school counselors and arrange to take the Preliminary Scholastic Assessment Test (PSAT) in their junior year. This test is usually offered during October.

Target of Opportunity Laurel Award

In 1991 the UO Graduate School created the Target of Opportunity Laurel Award Scholarship to provide undergraduate students of color with incentives to attend graduate school and to support graduate students of color while they complete advanced degrees. Covering instructional fees only, these merit-based scholarships are open to full-time UO undergraduate and graduate students from an ethnic minority that reflects the UO Campus Diversity Plan. Undergraduates must have junior or senior standing with a minimum grade point average of 2.75. Graduate students must have a minimum grade point average of 3.00.

The application deadline each year is in early March. For complete eligibility and selection information, call the Graduate School, (541) 346-5129, or the Office of Multicultural Affairs, (541) 346-3479.

Diversity-Building Scholarship

The University of Oregon Diversity-Building Scholarship recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. These scholarships are an integral part of the university's effort to meet the educational-diversity needs of its students, and they complement other programs in the UO Campus Diversity Plan.

This tuition-remission scholarship offers awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable for up to fifteen terms for entering freshmen, twelve terms for transfer and continuing students, and nine terms for graduate students. Recipients must meet specific scholarship renewal requirements to retain their scholarships.

Scholarship Criteria. In order to be considered for this scholarship, applicants must be a United States citizen or permanent resident and be a currently enrolled UO student in good academic standing or apply for admission and meet standard UO admission requirements. Scholarship recipients are selected competitively by the UO Diversity-Building Scholarship Committee. Factors considered in the selection process include, but are not limited to, (1) potential

impact on the educational diversity of UO students; (2) commitment to diversity through documented history of community service, leadership or other activities; (3) educational background and performance as documented by official high school and/or college transcripts; (4) financial aid eligibility as determined by federal guidelines; (5) a personal statement submitted to the scholarship committee with the application; and (6) a letter of recommendation. Preference is given to members of an ethnic minority, to first generation and/or nontraditional students as defined by federal guidelines, and to Oregon residents.

Application. The application postmark deadline for the Diversity-Building Scholarship is January 15. Application forms are available in the Office of Financial Aid and Scholarships and on its website.

UO Loan Fund

The University of Oregon Loan Fund has been established through donations and bequests for the purpose of helping University of Oregon students continue their education. Information about funds and questions about applications should be directed to the Office of Business Affairs. Loans are not disbursed between terms.

Each year the fund grows because of interest on loans or investments of available cash. The fund has short-term loans and UO student loans, which are long term.

Short-Term Loans

Under the short-term loan program, a maximum of \$300 may be borrowed for thirty to ninety days. A small service charge is assessed on the loans.

To be eligible, borrowers must be enrolled, have no outstanding short-term loans, and have no current or past delinquent university accounts.

UO Student Loans

This program is for currently enrolled UO students who are experiencing financial difficulties and have exhausted all other financial resources. The program converts a student's existing debt to a loan. The interest rate is 10 percent a year on the unpaid principal balance and interest begins to accrue from the beginning date of the loan. Students make \$20-\$40 monthly payments while attending the UO and a minimum of \$40 per month after they leave school.

Available Loans

Donations and bequests have been made for use as loans to students. Special restrictions apply in some instances.

Unrestricted Funds

Unrestricted funds are considered to be part of the general loan fund and are disbursed according to the policies described above.

Alice Wrisley and Adelaide Church
A. P. McKinley Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1967-68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff Jr. Student Loan Fund
Class of 1911

Class of 1931
 Class of 1932
 Class of 1933
 Class of 1934
 Class of 1940 Endowment
 Class of 1941 Endowment Fund
 Class of 1942 Endowment Fund
 David Turtledove Memorial Loan Fund
 Day Churchman Memorial Student Loan Fund
 Elizabeth Dudley Whitten Memorial
 Eugene Fortnightly Club
 Eugene Women's Choral Club Loan Fund
 Eulalie Crosby Barnett Loan Fund
 George C. Widmer Fund
 Ida Lakin Bear Estate
 Ida Stauffer Bequest
 J. A. Murray Bequest
 Joseph and George Widmer Fund
 Lane Trust Loan Fund
 Leullia Potts Estate
 Loran (Moser) Meidinger Fund
 Lucille Gunderson Memorial Student Loan Fund
 Mary Ellen Showers Harris
 Mary P. Spiller
 McDowell-Catt Loan Foundation
 Norman Oswald Memorial
 Patroness Loan Fund of Mu Phi Epsilon
 Pi Lambda Theta
 Richard C. Nelson Memorial
 Robert Bailey Memorial Endowment
 Rose E. Buchman Memorial Loan Fund
 Rose M. Hollenbeck Loan Fund
 Schroff Art Students
 Selling Emergency Loan Fund
 University of Oregon Foundation
 University of Oregon Mothers Endowment Grant and Loan Fund
 Women's League Loan Fund

Restricted Funds

Funds with special restrictions are described below.

American Association of University Women. Emergency loans to women upon recommendation of the Office of Academic Advising, subject to university regulations.

American Association of University Women Regular Student Loan Fund. Loans to be issued to women, subject to university loan rules and regulations.

Arthur and Marian Rudd Journalism Fund. Regular long-term loans are noninterest bearing during enrollment and charge 6 percent annual interest after the borrower leaves the university.

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

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

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

Coos Bay-North Bend Rotary Scholarship Fund. General fund available for short- or long-term loans in priority sequence of (1) 4-H scholarship

students from Coos Bay, North Bend, or Coos River; (2) other students from Coos Bay, North Bend, or Coos River high schools; and (3) any worthy student.

Douglas and Myrtle Cossman Fund. Long- or short-term loans subject to university loan rules and regulations. Interest earnings may be used for scholarships.

Edith Kerns Chambers Scholarship Loan Fund. Loans not to exceed \$500 to upper-division students maintaining a 3.00 GPA. Interest at the annual rate of 2 percent.

Eleanor Anderson Loan Fund. Noninterest-bearing loans approved by the Department of English and disbursed in accordance with university loan policy.

Eugene Mineral Club. Loans limited to registered geological sciences majors, \$200 maximum. Applications must be approved by the head of the Department of Geological Sciences.

Foreign Student Fund. Loans to be issued to international students in accordance with university loan policy.

Gamma Alpha Chi Fund. Short- or long-term loans to women majoring in journalism. The approval of the dean of the School of Journalism and Communication is required.

Graduate Student Aid Fund. Loans of up to \$200 maximum for graduate students. Applications are made through the Office of Student Financial Aid and Scholarships, and loans are issued in accordance with university loan policy.

Harold and Mildred Bechtel Fund. Long- or short-term loans to upper-division and graduate students.

Indian Student Loan Fund. Maximum loan is \$50 for three months.

James Coyle Loan Fund. Loans of up to \$2,000 for students from Wasco County, Oregon, for graduate courses in engineering, law, or economics at Harvard University or the University of California.

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

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

Leroy Kerns Loan Fund. Loans to students in the School of Architecture and Allied Arts. Applications require approval by the dean of the school. Interest rate is 2 percent until graduation and 4 percent thereafter.

Lottie Lee Lamb Fund. Loans to be issued to women in librarianship.

L. S. Cressman Loan Fund. Loans are noninterest bearing and due four months from date issued. The loans are available to anthropology majors upon approval by the anthropology department head.

Luella Clay Carson Loan Fund. A general fund for long- or short-term loans to women.

Mary E. McCornack Music Loan Fund. Standard long-term loan fund for music students preparing for a life of religious work as singers and musicians. Applications must be approved by the dean of the School of Music. Interest is 6 percent while a student and 8 percent upon graduation.

Men's Emergency Loan Fund of the Class of 1933. Short-term loans to be issued only to men.

Minnie A. Morden Loan Fund. Loans to aid students who have completed their first two years

of premedical study and who intend to specialize in internal medicine. Loans issued in accordance with university loan policy.

Oregon Journal Fund. Long-term loans for students who have a GPA of at least 2.50 in the School of Journalism and Communication. Borrowers must be recommended by the dean of the school. No interest charges while enrolled at the University of Oregon and no interest for two years after leaving the university. If any portion of the loan remains unpaid two years after a student leaves the university, the loan balance bears interest at the standard student loan rate of 9 percent.

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

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

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

Ray Ellickson Memorial Fund. Loans, limited to graduate or undergraduate physics students, are approved by the head of the Department of Physics. Loans are for small amounts, \$25 to \$50, for short periods; university loan regulations apply.

Study Abroad Loan Fund. Loans to students in the study abroad programs. Loans of up to \$2,500, repayable within 180 days, are managed through the Office of International Programs.

Susan Campbell Fund. Loans not to exceed \$500 to upper-division students maintaining a 3.00 GPA. Interest at the annual rate of 2 percent.

Thomas Robert Trust. Loans to students not to exceed \$200, with annual payments of 4 percent interest. Notes are due on or before five years after the date of issue.

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

Employment Services

(541) 346-3214

Career Center, 244 Hendricks Hall
<http://uocareer.uoregon.edu/>

Employment Services, part of the UO Career Center, provides job listings to students looking for part-time or temporary jobs, work-study and UO student work programs, and full-time job opportunities. Listings are available on the center's website.

A majority of UO students are employed in part-time work. Students who want part-time work should visit the website after determining class schedules. University students enjoy a well-deserved reputation with Eugene-Springfield employers as reliable, dependable, hard-working, and intelligent employees.

Part-Time Job Opportunities. Openings in the community are usually available in the areas of clerical work, childcare, computer support, and general labor. Some jobs are ongoing; others are limited to specific projects.

Full-Time Job Opportunities. Full-time jobs are posted online and are listed in job binders shelved in the center. Opportunities are offered by employers throughout the United States.

Federal Work-Study Program and UO Student Work Program. These programs are for students who have applied for financial aid and have been awarded either federal work-study or the university's technology-fee work-study. Jobs are listed by type and by department. More information about the work-study and UO Student Work programs is available in the Work-Study and Technology-Fee Manual on the center's website.

Other Sources of On-Campus Employment

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

Instruction and Research. Advanced students who want to be considered for positions as assistants in instruction and research should apply to the heads of their departments. Positions as graders are also handled by the departments or by individual instructors.

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

Student Union. The EMU offers employment in the areas of childcare, food service, and maintenance; clerical work; and with the various student organizations.

UO Bookstore. Full and part-time employment is available throughout the year for students, including seasonal jobs during back-to-school rush prior to each term. The bookstore offers flexible hours to accommodate most class schedules. Student workers get an additional 5 percent off their course books.

Student Housing

Michael Eyster, Assistant Vice President for Student Affairs; Director, Office of University Housing

(541) 346-4277

Walton Complex

University Housing, 1220 University of

Oregon, Eugene OR 97403-1220

housing@uoregon.edu

<http://housing.uoregon.edu/>

The purpose of the Office of University Housing is to provide student housing in an environment that promotes academic success, respects the rights of individuals, and provides opportunities for personal growth and development through students' involvement with their communities. University of Oregon housing options include traditional residence halls, which offer room and board; efficient studio and one-bedroom apartments for graduate students living alone; one-, two-, and three-bedroom apartments with on-site childcare; and houses in a residential neighborhood adjacent to campus for students who have families or who are at least twenty-one years of age. University housing offers varied dining services to its residents and the campus community.

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

Listed rates for residence halls and for family housing and university apartments are subject to change by the Oregon University System, which reserves the right to increase charges during the fiscal year if actual expenses of housing operations exceed budgeted expenses.

Residence Halls

The university maintains five residence hall complexes, which house approximately 3,250 first-year and returning students. The complexes have study lounges, TV lounges, and laundry facilities. Smoking is not allowed in any of the halls. The halls, except Barnhart, house each gender by floor or wing (e.g., men on first floor, women on second) and have common bathrooms and showers. Rooms in Barnhart Hall have private bathrooms and are assigned by gender. Double-occupancy rooms are available in all the halls, as are a limited number of single rooms. Rooms contain a bed, desk, chair, and closet for each resident. Included in room-and-board charges are access to the Internet, cable television, and local telephone services. Long distance service is available for an additional charge.

In a continued effort to provide residents with opportunities to develop relationships centered

on academic pursuit, the Office of University Housing and First-Year Programs have created Residential First-Year Interest Groups (Residential FIGs). Members of a residential FIG take fall term courses with some twenty-five other first-year students based on mutual academic interests. In addition to living among some of their classmates, members of a residential FIG are guaranteed enrollment in two thematically linked courses, which fulfill general-education requirements. Opportunities to make friends and find study partners, who may also be their neighbors; faculty mentoring; and academic and social gatherings planned by student leaders are other benefits.

Choosing a special interest hall is another way residents can tailor their environments and develop relationships with people with similar interests. In past years, themes for special interest halls included health and fitness, community service, creative arts, cybertechnology, international studies, civic engagement and leadership, and music.

Dining Services

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

Contract and Rates

Residence hall contracts cover the full academic year. Should a resident move in after the beginning of the academic year, the contract is in effect from the move-in date until the end of the academic year. For residence halls, the academic year is September 23, 2004 through June 10, 2005, excluding winter and spring breaks. During these breaks, residents may stay in the halls without food service for an additional fee.

Residents must sign a contract that explains the rights, privileges, and responsibilities of residence hall occupancy. These terms are based on consideration for other residents, health and safety standards, and compliance with established state laws and University of Oregon Student Conduct Codes. Failure to comply with the terms and conditions of occupancy can lead to eviction. Students may be released from the academic year contract for one of the following reasons: graduation, withdrawal, or participation in a university-planned educational program (e.g., study abroad).

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

Room-and-board charges are billed to students' university accounts by term (quarterly) with a monthly payment option. Charges appear on the University of Oregon billing statement, along with

tuition and other university fees. Rates vary based on room type (small single, single, large single, double, or deluxe double), meal plan (standard or premium), and complex. Rooms in Barnhart Hall, which are larger and include a private bathroom, are at the high end of the range and must be specifically requested). The most popular option, the standard double with a standard meal plan, cost \$6,894 in 2004–5.

2004–5 Annual Residence Hall Rates

Standard Meal Plan

	<i>Double</i>	<i>Single</i>
Standard Hall	\$6,894–8,272	\$6,865–8,125
Barnhart Hall	8,272	\$10,239–11,221

Premium Meal Plan

	<i>Double</i>	<i>Single</i>
Standard Hall	\$7,331–8,709	\$7,631–8,968
Barnhart Hall	8,709	\$10,676–11,658

Application

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

Dates and Deadlines for Fall Term Check-In March 31

Housing applications received by this date with the \$30 nonrefundable application fee are guaranteed space in the residence halls, provided other required documents are submitted. Applications received after March 31 are accepted and added to a waiting list from which subsequent housing offers are made as spaces become available. Contracts are mailed when space is available from April through September. To confirm housing, applicants must return the signed contract with a \$250 prepayment by the deadline stated on the contract cover letter.

Early April

Information about the Residential FIGs program and sign-up instructions are mailed to new students.

June 15, July 15, August 1

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

Early August to Mid-September

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

Family Housing and University Apartments

The Office of University Housing maintains five apartment complexes and a limited number of houses for approximately 850 students and their families. Accommodation in Family Housing and University Apartments is open to married and single students. One complex offers single-dwelling units for graduate students; other housing may be occupied by student roommates or student families.

Apartments and houses are unfurnished. On-site coin-operated laundry facilities are available in apartment complexes, and hook-ups are available in the houses. Units are equipped with a stove and refrigerator. The communities have an active resident government, and residents plan community activities. Additionally, some apartment communities have playgrounds, recreation rooms, child-care programs, and recycling facilities. Some include Internet service in rent.

Rates

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

2004–5 Monthly Rental Rates

Studio	\$347–469
One-bedroom	330–602
Two-bedroom	370–724
Three to five bedrooms	627–918

Application

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

Affiliated Housing

Fraternities and Sororities

(541) 346-1146
<http://greeklife.uoregon.edu>

Information about fraternities and sororities affiliated with the university is available from the Greek Life Office, Suite 5, Erb Memorial Union.

Fraternities and sororities are more than just a housing option. They are concerned with the

cultural, social, and academic growth of their members, offering programs that encourage community service, campus involvement, and interaction with the faculty.

Costs are comparable to university residence hall rates. Fifteen to twenty meals a week are cooked and served family style. Quiet sleep and study areas are available along with living and recreational areas. Room, meals, and social fees vary from house to house with yearly costs averaging \$5,500. In addition, there is a one-time fee of approximately \$100 the first year. Members may pay monthly or quarterly.

Students planning to participate in fall recruitment should call or write the Interfraternity Council (men) or Panhellenic Council (women) in Suite 5, Erb Memorial Union; telephone (541) 346-1153. Information is also available from the Office of Greek Life. Students who do not participate in fall recruitment may join a sorority or fraternity at other times of the year through informal recruitment.

Sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Gamma, Gamma Phi Beta, Kappa Delta, Kappa Kappa Gamma, Pi Beta Phi, and Sigma Kappa. All UO sororities are substance free and have resident house directors. Sigma Kappa offers a traditional sorority experience without providing housing.

All twelve fraternities emphasize leadership and scholarship by making their chapter houses substance free: Alpha Epsilon Pi, Beta Theta Pi, Chi Psi, Delta Sigma Phi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Lambda Chi Alpha, Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, and Theta Chi.

Nonuniversity Housing

When to Begin Looking. The best time to find housing for fall term is at the end of spring term, especially if a student needs inexpensive housing or has children or pets. If a student plans to share housing or live in a quad, it might be possible to wait until September.

Houses and Duplexes. This type of housing is probably the most difficult to find, especially near campus. Rents range from \$500 to \$2,500.

Apartments. Monthly rents average: one-bedroom, \$395–525; two-bedroom, \$525–700; and three-bedroom, \$700 or more.

Studios and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents range from \$325 to \$495 a month. A quad is a single sleeping room with kitchen facilities shared with three other units. A quad may have private or a shared bathroom facilities. Rent ranges from \$300 to \$395 a month.

Rooms and Roommates. Shared housing costs range from \$200 to \$400 a month.

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

Academic and Career Planning

Advising

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

The University of Oregon offers undergraduate students a choice of more than 2,000 courses. Out of these courses individualized programs emerge, reflecting each student's special interests, goals, and aspirations. Translating these goals and interests into courses, majors, and minors requires careful planning. For this reason, students must seek the assistance of academic advisers and may not complete their first term's registration without discussing options with an adviser.

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

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

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

General Principles in Program Planning

1. To earn a degree in four years (twelve terms), students should average 15 credits a term. In planning a term's studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework.
2. Each term's schedule should be planned to include the university bachelor's degree requirements and requirements for the major. Major requirements are listed in this catalog under the academic department headings. Students who have not selected a major should spend some time exploring possible majors.
3. Students should read the course descriptions in this catalog and the notes in the class schedule to learn course pre- or corequisites.
4. Many university major disciplines and courses require competence in mathematics. Mathematics should be started in the freshman year.
5. A second language, whether required or elective, should also be started in the freshman year if possible. Students planning to study abroad on an international exchange program during the sophomore or junior year should achieve competence in a language early.
6. Each student should prepare a four-year model program of courses and discuss the program with the assigned departmental faculty adviser.
7. New students might want to explore some special curricular programs: First-Year Interest Groups, Transfer Interest Groups, Freshman



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

8. It takes sound planning to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers.
9. Planning might also include the use of university resources for improving skills in reading, computation, note taking, test taking, and writing.

Academic Majors, Minors, and Careers

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

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

Career Planning

Career Center
Hendricks Hall, Second Floor
<http://uocareer.uoregon.edu/>

Combining Academic and Career Interests

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

Establishing Goals

Setting clear and achievable goals for the college years is very important. Realistic goals include selecting a major near the start of the second year; participating in internships or volunteer work, especially during the junior year; and graduating in four years. It is also important to identify

personal skills (e.g., critical thinking, communication, self-management, and teamwork) that need to be strategically strengthened.

Identifying a Career

Although the availability of immediate employment is important in choosing majors and careers, it should not be the only consideration. Students should determine if their strengths are being used and developed in the major field they have chosen and if their interests lie in that field. Assistance in determining both strengths and interests is available to students from a variety of sources.

By enrolling in basic, introductory-level courses, students can learn much about their performance and interests.

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

Gathering Career Information

Students can find information about careers in the following resources:

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

Employer presentations, which are scheduled throughout the year, include organizational structure and products or services, entry-level requirements, and the characteristics sought in applicants. These presentations are listed on the Career Center website.

Mentor Program. This career exploration course is a unique opportunity for students to be matched with two professionals in career fields of interest to the student. Through informational interviews, students learn about the job and gather advice about how to succeed in the field. The course also addresses résumé and cover letter writing, skill identification, networking, and the basics of career planning.

Testing Career Decisions

Direct involvement in a career-related activity, part-time job, class project, internship, or practicum can be very useful. These experiences improve skills, provide insights that allow the translation of theory into practice, and improve employment potential.



Graduate Studies

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

Graduate School

Marian Friestad,
Associate Dean

(541) 346-5129
125 Chapman Hall
1219 University of Oregon
Eugene OR 97403-1219
<http://gradschool.uoregon.edu/>

Graduate Council Faculty

Kirby Deater-Deckard, psychology
Paul F. Doerksen, music
Karen J. Ford, English
Marian Friestad, graduate school
(*ex officio*)
Jo Anna Gray, economics
Susan W. Hardwick, geography
David Hulse, landscape architecture
Richard Linton, graduate school
(*ex officio*)
Massimo Lollini, Romance languages
Alan D. Meyer, management
Mark H. Reed, geological sciences
Deborah Simmons, education
H. Leslie Steeves, journalism and
communication

Advanced Degrees and Certificates

Through the Graduate School, the University of Oregon offers study leading to advanced degrees in the liberal arts and sciences and in the professional areas of architecture and allied arts, business, education, journalism and communication, and music. Program offerings are listed below. The advanced degree or certificate granted is noted next to the degree program. Where no degree is listed, the subject is an area of focus within the college, school, or department.

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

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

College of Arts and Sciences

Anthropology: M.A., M.S., Ph.D.

Anthropological linguistics
Archaeology
Biological anthropology
Cultural anthropology

Asian studies: M.A., M.S.

China
Japan
Southeast Asia

Biology: M.A., M.S., Ph.D.

Cell biology
Developmental biology
Ecology
Evolution
Genetics
Marine biology
Microbiology
Molecular biology
Neuroscience

Chemistry: M.A., M.S., Ph.D.

Biochemistry
Cell biology
Chemical physics
Inorganic chemistry
Materials science
Molecular biology
Neuroscience
Organic chemistry
Physical chemistry
Theoretical chemistry

Classics: M.A.

Classics
Greek
Latin

Comparative literature: M.A., Ph.D.

Computer and information science:
M.A., M.S., Ph.D.

Software engineering: M.S.E.
inactive

Creative writing: M.F.A.

East Asian languages and literatures:
M.A., Ph.D.

Chinese literature
Japanese language and pedagogy
Japanese literature

Economics: M.A., M.S., Ph.D.

Macroeconomics

Applied econometrics

Economic growth and
development

Environmental economics

Game theory

Industrial organization

International economics

Labor economics

Public finance

English: M.A., Ph.D.

American literature

English literature

Film studies

Folklore

Literature and environment

Medieval studies

Rhetoric and composition

Environmental studies: M.A., M.S.

Environmental sciences, studies,
and policy: Ph.D.

Exercise and movement science:
M.S., Ph.D.

Athletic training

Biomechanics

Motor control

Physiology of exercise

Sports medicine

Geography: M.A., M.S., Ph.D.

Biogeography

Climatology

Cultural geography

Environmental studies

Geographic education

Geographic information science

Geomorphology

Human-environment relations

Political-ethnic geography

Quaternary environments

Regions: Africa, American West,
Europe, Latin America, Middle
East, Russia

Geological sciences: M.A., M.S.,
Ph.D.

Geodesy

Geomorphology

Mineral deposits

Mineralogy-petrology-
geochemistry

Stratigraphy-sedimentary
petrology-paleontology

Structural geology-geophysics,
tectonics, volcanology

Germanic languages and literatures:
German: M.A., Ph.D.

History: M.A., Ph.D.

Africa

Ancient history

China and Japan

Europe since 1789

Europe 1400–1815

Latin America

Medieval Europe

Russia

Southeast Asia

United States

International studies: M.A.

Linguistics: M.A., Ph.D.

General linguistics

Mathematics: M.A., M.S., Ph.D.

Algebra

Analysis

Combinatorics

Differential and algebraic geometry

Geometry

Mathematical physics

Numerical analysis

Probability

Statistics

Topology

Philosophy: M.A., Ph.D.

Physics: M.A., M.S., Ph.D.

Applied physics: M.S.

Astronomy, astrophysics,
cosmology

Atomic, molecular, and optical
physics

Biophysics

Condensed-matter physics

Elementary-particle physics

Fluid and superfluid mechanics

Political science: M.A., M.S., Ph.D.

Comparative politics

Formal theory and methodology

International relations

Political theory

Public policy

Psychology: M.A., M.S., Ph.D.

Clinical

Cognitive

Developmental

Neuroscience
 Social and personality
 Romance languages: M.A., Ph.D.
 French: M.A.
 Italian: M.A.
 Spanish: M.A.
 Russian and East European studies: M.A., certificate
 Sociology: M.A., M.S., Ph.D.
 Environment
 Labor, organization, and political economy
 Research methods
 Sex and gender
 Social psychology, language, and culture
 Theory
 Theater arts: M.A., M.S., M.F.A., Ph.D.
 Women's and gender studies: certificate

Professional Schools and Colleges

School of Architecture and Allied Arts

Architecture: M.Arch.
 Interior architecture: M.I.Arch.
 Technical teaching in architecture: certificate
 Art: M.F.A.
 Ceramics: M.F.A.
 Fibers: M.F.A.
 Metalsmithing and jewelry: M.F.A.
 Multimedia design: M.F.A.
 Painting: M.F.A.
 Photography: M.F.A.
 Printmaking: M.F.A.
 Sculpture: M.F.A.
 Art history: M.A., Ph.D.
 Architectural history
 Ancient art
 Medieval art
 Renaissance-baroque art
 Modern art
 Asian art
 Arts and administration
 Arts management: M.A., M.S.
 Community arts
 Event management
 Performing arts management
 Museum studies: certificate
 Historic preservation: M.S.
 Cultural resources
 Design and technology
 Preservation theory
 Landscape architecture: M.L.A.
 Design theory
 Landscape history
 Landscape planning
 Landscape ecology
 Planning, public policy and management
 Community and regional planning: M.C.R.P.
 Not-for-profit management: certificate
 Public policy and management: M.P.A.

Charles H. Lundquist College of Business

Accounting: M.Actg., Ph.D.
 Decision sciences: M.A., M.S.
 Decision sciences: business statistics: M.A., M.S., Ph.D.
 Decision sciences: production and operations management: M.A., M.S., Ph.D.
 Finance: M.A., M.S., Ph.D.
 Human resources and industrial relations: M.H.R.I.R. (inactive)
 Management: M.A., M.S., Ph.D.
 Management: general business: M.B.A.
 Marketing: M.A., M.S., Ph.D.

College of Education

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

School of Journalism and Communication

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

School of Music

Dance: M.A., M.S., M.F.A.
 Music
 Intermedia music technology: M.Mus.
 Music composition: M.Mus., D.M.A., Ph.D.
 Music: conducting: M.Mus.

Choral
 Orchestral
 Wind ensemble
 Music education: M.Mus., D.M.A., Ph.D.
 Music history: M.A., Ph.D.
 Music: jazz studies: M.Mus.
 Music performance: M.Mus., D.M.A.
 Violin and viola performance and pedagogy
 Music: piano pedagogy: M.Mus.
 Music theory: M.A., Ph.D.

Graduate School

Interdisciplinary Programs

Interdisciplinary studies: applied information management: M.S.
 Interdisciplinary studies: individualized program: M.A., M.S. (e.g., folklore)

General Information

Students who want to earn a second bachelor's degree should not apply to the Graduate School. They should request an application for Postbaccalaureate Nongraduate Student status from the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217; telephone (541) 346-3201.

Students who want to earn a graduate degree are admitted to the Graduate School in accordance with the procedures described below.

Graduate Admission

To be admitted to the Graduate School for the purpose of seeking an advanced degree or enrolling in a formal nondegree graduate program, a student must be a graduate of an accredited four-year college or university and must be accepted by the professional school or major department in which he or she proposes to study.

Graduate Classification

Students seeking certificates or advanced degrees are classified as follows:

Graduate postbaccalaureate
 Graduate premaster's
 Graduate conditional master's
 Graduate master's
 Graduate postmaster's
 Graduate conditional doctoral
 Graduate doctoral
 Graduate postdoctoral

A student from an unaccredited institution, or one that offers the equivalent of bachelor's degree instruction but not the degree itself, may be considered for admission under special procedures. More information is available from the Graduate School.

The university's schools and departments determine their own requirements for graduate admission. Students should become familiar with these requirements before applying.

Initial admission may be either conditional or unconditional. If a conditionally accepted student has not been granted unconditional admission after the completion of 36 credits of graduate course work, the Graduate School may

ask why and recommend that a decision on the student's status be made as soon as possible.

A former University of Oregon student must be admitted formally to the Graduate School in the same way as a student from any other college or university. A student who has been admitted and wants to change his or her major must be accepted by the new department. Filing a Change of Major form and any official documents the new department requires accomplishes this change.

Students must pay a nonrefundable \$50 fee when applying for admission. Applicants should address inquiries about graduate admission to the department or school in which they plan to study, not to the Graduate School or to the Office of Admissions.

Application Procedure

Students seeking admission to the Graduate School must submit an online application. Links may be found on each department's or school's website. Official transcripts from all colleges or universities from which the student has received a bachelor's or advanced degree must be sent to the Office of Admissions.

Official transcripts of all college work, both undergraduate and graduate, must be sent to the department or professional school of the university in which the applicant plans to study. The applicant may also be asked to submit materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected and send them directly to the department.

Admission for Graduate Postbaccalaureate Study. An applicant with a bachelor's degree or the equivalent from an accredited institution who wants to take graduate course work, but does not intend to pursue a specific graduate degree, must submit the official application form and an official transcript from the college or university from which he or she received either the bachelor's degree or a subsequent advanced degree to the Graduate School. (University of Oregon graduates do not need to send an official transcript to the Graduate School.) Graduate postbaccalaureate status is a nondegree classification. A satisfactory record is a major influence in allowing reenrollment. Credits earned by postbaccalaureate students are recorded in the Office of the Registrar. For more information see Other Graduate Classifications below under General Requirements and Policies.

International Students

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

Proficiency in the English language is vital to the academic success of international students. Students whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. Each school or department determines its own specific TOEFL requirements (500 paper-based TOEFL, 173 computer-based TOEFL or higher) and application deadlines for graduate admission. The TOEFL is given worldwide. For

more information write to TOEFL, PO Box 899, Princeton NJ 08540, USA. If a student has been admitted to the university with a score between 500 and 574 on the paper-based test (or 173 and 232 on the computer-based test), the student must take an additional English-proficiency test after arrival on campus. If the score on the English-proficiency test indicates that additional instruction is necessary, the student must enroll in special English classes. For more information about the Academic English for International Students (AEIS) and its cost, write to the AEIS Adviser, Office of International Programs, 5209 University of Oregon, Eugene OR 97403-5209, USA.

International students who want instruction in English as a second language before beginning their studies at the University of Oregon or another university in the United States may enroll in the American English Institute. For more information write to the American English Institute, 5212 University of Oregon, Eugene OR 97403-5212, USA.

International students must carry health and accident insurance for themselves and their dependent family members living in the United States. Students' insurance policies must meet the minimum University of Oregon health insurance requirements. These requirements may be met by purchasing the health insurance sponsored by the Associated Students of the University of Oregon. This plan may be purchased during the registration process. Questions about the minimum requirements should be directed to the International Student Adviser, Office of International Programs, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3206.

Course Numbering System

500–599

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

600–699

Graduate courses for graduate students only

700–799

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

503, 507, 508, 510, 601–610, 704–710

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

General Requirements and Policies

Course Registration Requirements and Limits

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

International students should request information from the Office of International Programs about Immigration and Naturalization Service regulations and minimum credit requirements.

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

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

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

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

Course Enrollment for Faculty and Staff Members

Faculty and staff members who want to take graduate courses should refer to the university's *Faculty Handbook* or *Staff Handbook* for information about regulations and fees.

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

Joint-Campus Program

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

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Arizona, Colorado, Hawaii, Idaho,

Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

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

Grade Requirements

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

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

Other Graduate Classifications

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

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

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

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

Incompletes

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

Students may request more time for the removal of the incomplete by submitting a petition for approval by the dean of the Graduate School. The petition must be signed by the instructor and state the course requirements that were not initially completed. Prerequisites for allowance of additional time include, but are not limited to, enrollment in a current term, adherence to the seven-year time allocation, and a minimal remaining quantity of work. This policy does not apply to incompletes assigned to Thesis (503), Research (601), Dissertation (603), and Terminal Project (609). Thesis and dissertation credits

are automatically converted when the thesis or dissertation is completed and accepted by the Graduate School. Research and terminal project credits are converted after the instructor submits a supplementary grade report to the Office of the Registrar. Incompletes that remain on the academic record after the degree is completed may not be removed.

Continuous Enrollment

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

On-Leave Status

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

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

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

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

Permission to Reregister

A graduate student who fails to maintain continuous enrollment or obtain on-leave status is required to file a Permission to Reregister petition in the Graduate School. The petition is reviewed by the student's home department and the Graduate School. This procedure is equivalent to a new admission, and the petitioner may be required to meet departmental admission policies and degree completion requirements that are in effect on the date of reenrollment.

Review of the reregistration form may result in a change of residency status from resident to nonresident. More information is available from the residency and admission officer in the Office of Admissions.

When reregistration is approved, a master's candidate must register for 3 credits for each term he or she has stopped out. If the accumulated credits total more than 16, the student may be required to

enroll in more than one term of increased registration. Doctoral candidates must register for a new year of residency—three consecutive terms of at least 9 graduate credits in each term. They must also retake the comprehensive examinations if completed prior to stopping out.

Graduate Residency

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

Academic master's programs in which the majority of course work is delivered away from the Eugene campus or by distance-education technology must obtain prior written approval for waiver of the residency requirement from the dean of the Graduate School. Agreement to waive the residency requirement depends on the program's plans for satisfying the spirit of the residency requirement in the absence of full-time study on the Eugene campus.

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

Waiver of Regulations

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

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

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

All fees are subject to change by the Oregon University System. The tuition schedule for graduate students each term of the 2003–4 academic year was as follows:

Credits	Resident	Nonresident
3	\$1,210	\$1,741
4	1,506	2,214
5	1,802	2,687
6	2,098	3,160

7	2,394	3,633
8	2,690	4,106
9–16	2,986	4,578
Each credit over 16	281	458

Fellowships and Financial Aid

One purpose of scholarship and fellowship support provided by the UO Graduate School is to enhance the diversity of the graduate student population by seeking talented students from groups historically underrepresented in graduate education. Broadening the talent pool from which graduate students are chosen enriches the educational and scholarly activities of all students and faculty members and is good academic practice. By bringing diverse individuals together to engage in intellectual activities, graduate programs engender respect for intellect, regardless of source, and help to build a community whose members are judged by the quality of their ideas.

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

Teaching Fellowships. Nearly all the schools and departments award GTFs. For 2003–4, minimum-level stipends at 0.49 full-time equivalent (FTE) range from \$8,450 to \$10,081 for the academic year. The minimum appointment is a 0.20 FTE position. GTFs must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits a term. Credits earned in audited courses do not count. Tuition for up to 16 credits a term, health insurance, and a portion of the fees are paid by the university. Failure to complete the minimum of 9 credits a term may nullify an appointment.

Nonnative speakers of English who accept teaching-related GTF positions must submit a score for the Test of Spoken English (TSE) or the Speaking Proficiency English Assessment Kit (SPEAK) to the Graduate School. Individuals scoring below 50 on the TSE or 230 on the SPEAK test must attend language support classes (at no additional charge to the student) and may be limited in the activities they carry out as GTFs.

The TSE is available at many Test of English as a Foreign Language (TOEFL) testing sites. If a TSE score is not submitted to the Graduate School before arrival on campus, the student must take the SPEAK test at the University of Oregon before the first term of appointment. The test fee is \$35.

Research Fellowships. A number of departments and schools employ graduate students to work on

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

Fellowships from Other Sources. Graduate students are sometimes eligible for fellowship awards granted by federal agencies and private foundations. The graduate funding center, located in the Graduate School, maintains a database of sources of funding for graduate study as well as for dissertation and postdoctoral research. The center also houses several publications that describe programs that fund graduate education. This is a self-service resource area. The graduate funding coordinator is available for consultation by appointment. More information is available from the Graduate School.

Postdoctoral Fellowships. The University of Oregon participates in several postdoctoral fellowship programs and provides facilities for postdoctoral study under faculty supervision. More information is available from individual schools and departments.

Other Financial Assistance. Some forms of financial aid depend on financial need, defined as the difference between the cost of attending an institution and the amount the student or family can contribute toward these expenses. See the **Student Financial Aid and Scholarships** section of this catalog for information about available aid and application procedures.

International Students. International students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not usually allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Programs, 5209 University of Oregon, Eugene OR 97403-5209, USA.

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

Master's Degrees

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

Credit Requirements

To earn a master's degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 45 credits in courses approved for graduate credit. Of the total, 24 must be in University of Oregon graded courses passed with a grade point average (GPA) of 3.00 or better.

As noted above, some departments require more than 45 credits. The credits must be taken after

admission to the master's degree program (conditional or unconditional) or approved by petition. A minimum of 30 credits in the major are required for a master's degree with a departmental major. In addition, at least 9 credits in courses numbered 600–699 must be taken in residence.

Students working toward a 45-credit master's degree with thesis must register for a minimum of 36 credits of course work and 9 credits in Thesis (503). Credit for thesis is given pass/no pass.

Second Master's Degree

Students who earned the first master's degree from the University of Oregon may earn a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be in courses taken for letter grades, after official admission as a master's degree candidate in the new major at the university. (This provision does not apply to a second master's degree in the Interdisciplinary Studies: Individualized Program [IS:IP].) Although the second master's degree may be permitted with reduced credits, complete records of the student's graduate-level study must reflect the equivalent of all requirements for completion of the degree as described in the *University of Oregon Catalog*. Schools and departments may require more than this 30-credit minimum or deny the request. If the first master's degree is from another institution, the second master's degree program must comply with the standard university master's degree requirements (a minimum of 45 credits). A Concurrent Master's Degree form is available in the Graduate School.

Time Limit

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

Residency and Enrollment Requirements

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

Students enrolled in an advanced degree program must attend the university continuously, except for summers, until all the program's requirements have been completed, unless on-leave status (maximum of three academic terms) has been approved. In the term the degree is granted, the graduate student must register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits, Continuous Enrollment, Graduate Residency, and On-Leave Status under General Requirements and Policies.

Transferred Credit

Graduate Credit. Graduate credit earned while a graduate student in another accredited graduate school may be counted toward the master's degree under the following conditions:

1. Total transferred credits may not exceed 15 credits in a master's degree program

2. Courses must be relevant to the degree program as a whole
3. The student's home department and the Graduate School must approve the transfer
4. Grades earned must be A+, A, A-, B+, B, or P
5. The courses may not have been used to satisfy the requirements for another degree

Transferred credit may not be used to meet the requirement of 24 credits in University of Oregon graded graduate courses, nor are they used in computing the UO cumulative GPA.

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

Reservation of Graduate Credit: Permission to Register for Graduate Credit. Senior undergraduates must request permission to register for a graduate-level course. The student must file a form with the Graduate School *before* the beginning of the term of registration. Two options are available for disposition of course credits:

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

Option 2. Reserve the course as graduate credit for consideration by a department after admission as a graduate student

Registration in a graduate-level course is available only to senior-level students with at least a 3.00 GPA in the last three terms of work. A student may take a maximum of three graduate courses while classified as an undergraduate.

Credits in Research (601); Supervised Teaching (602); Internship (604); Reading and Conference (605); Field Studies or Special Problems (606); Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609) do not qualify.

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

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

Other University of Oregon Transferred Credit.

A maximum of 15 graduate credits earned at the University of Oregon while classified as a graduate postbaccalaureate student, a nonadmitted graduate student enrolled in the community education program or in summer session, or a graduate-certification student may later be counted toward the master's degree (see Other Graduate Classifications under General Requirements and Policies), pending school or depart-

ment endorsement and Graduate School approval. This is within the overall 15-credit maximum for transfer credit to a 45-credit master's degree program. Grades earned must be A+, A, A-, B+, B, or P.

Distinction between M.A. and M.S. Degrees

Students pursuing an M.A. degree must demonstrate competence in a second language. The minimum requirement is the same as that for fulfilling the second-language requirement for the bachelor of arts degree. (See Requirements for the Bachelor of Arts in the **Registration and Academic Policies** section of this catalog.) The student's major department may establish a higher level of proficiency or a different method of determining that level. Language competence must be demonstrated within the overall seven-year limitation for completion of a master's degree. There is no language requirement for the M.S. and professional advanced degrees unless the department so specifies.

Examinations and Thesis

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

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

1. Request information from the major school or department about the various steps involved and the standards expected
2. Consult the *University of Oregon Style and Policy Manual for Theses and Dissertations*, available on the Graduate School's website. Only theses that meet the standards of style and form discussed in that manual are accepted
3. Find out at the Graduate School the exact number of copies of the thesis to submit
4. Submit three copies of an abstract (150-word maximum) to the Graduate School

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

Research Compliance

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

Summary of Graduate School Requirements

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

Language requirement.....	M.A. only
Minimum GPA	3.00
Minimum thesis credits	9 credits
Time limit for program completion....	seven years
Total credit minimum	45 credits
Registration minimum per term	3 credits

Minimum graded credits taken in residence	24 credits
Minimum 600-level credits in residence.....	9 credits
Minimum credits in major	30 credits
Minimum credits in residence.....	30 credits

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

Interdisciplinary Master's Degree Programs

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

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

Interdisciplinary Studies Courses (IST)

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

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

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

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

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

609 Terminal Project (1-16R)

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

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

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

Applied Information Management Program

Linda F. Ettinger, Director

(503) 725-2289

(800) 824-2714

Portland Center, 722 SW 2nd Avenue,

Suite 230, Portland OR 97204

aim@continue.uoregon.edu

<http://www.aimdegree.com/>

Advisory Board and Associates

Chris Buhle, Kaiser Permanente

Janet Cormack, applied information management

Linda F. Ettinger, applied information management

Curtis D. Lind, continuing education

Jane Maitland-Gholson, applied information management

About the Program

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

The AIM Program is framed from the perspective that information managers, to be effective, must have more than an understanding of new technologies. To meet the challenges of the future, they must combine knowledge in management, business, and visual communications with an awareness of high technology and a global context. The AIM Program offers innovative graduate study in management education as an alternative to the traditional master of business administration (M.B.A.) and to the M.S. in computer science.

Graduate Study in Applied Information Management

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

The admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate major is required. Factors considered for admission include professional experience; letters of recommendation; a letter of purpose; undergraduate grade point average (GPA); and a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based) or 250 (computer-based). The typical student works in a technology-oriented position, has five years professional experience, and has a clear understanding of how the academic program can promote and augment professional goals.

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

Applied Information Management Courses (AIM)

405 Reading and Conference: [Topic] (1–5R)

406 Special Problems: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–6R)

410/510 Experimental Course: [Topic]

605 Reading and Conference: [Topic] (1–5R)

606 Special Problems: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–6R)

609 Terminal Project (1–6R)

610 Experimental Course: [Topic] (1–6R)

642 Managing Organizations in Technological Environments (3) Examines critical issues in business and provides a framework for redesigning

organizations in response to change. Topics include market trends, work force changes, and environmental conditions.

644 Marketing Management and Planning (3)

Investigates the design of a marketing program, nature and behavior of markets, marketing decisions and law, evaluation of marketing efficiency, and issues involving technology.

646 Creating Business Solutions with Technology (3)

Methods of aligning information technology planning with corporate goals and objectives. Topics include strategic planning, design and evaluation of technology projects.

652 Information and Society (3) Examines the roles and effects of information using an institutional framework. Working in teams, students analyze information structures for organizations in every aspect of society.

654 Information Design and Communication (3)

Addresses concepts, vocabulary, tools, and technologies related to the design and preservation of electronically processed and print information that increase attention and understanding.

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

665 Project Management (3) Presents theoretical and practical applications of scheduling and project management. Topics include planning, budgeting, and evaluation using project management tools.

668 Information Systems and Management (3)

Information systems, how they change, the role of management, and the structure of organizations. Topics include the strategic role of information, managing systems implementation, and end-user computing.

669 Data Management and Communications (3)

Concentrates on work-group and organizational data management and communications issues with emphasis on goals and applications. Extensive use of case studies reinforces the concepts.

Interdisciplinary Studies: Individualized Program

The individualized program is the university's most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is designed for students with specific, well-articulated goals that cannot be reached through established departmental programs. Although flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three professional schools, in three departments in the College of Arts and Sciences, or in a combination of three programs from two professional schools and the College of Arts and Sciences.

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

Guidelines in the IS:IP program include:

1. A maximum of 15 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across all three areas of the program

2. The terminal project or thesis consists of 9 credits distributed across at least two areas. Credit for this project is earned in Terminal Project (IST 609); credit for the thesis is earned in Thesis (IST 503)

3. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program

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

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

Folklore. This program leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the **Folklore** section of this catalog. Address inquiries to Sharon R. Sherman, Folklore Program, 1287 University of Oregon, Eugene OR 97403-1287.

Doctoral Degrees

Doctor of Philosophy

The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this catalog. It is recommended that a student not take all undergraduate and all graduate work at the university.

Residency and Credit Requirements

For the Ph.D. degree the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree. At least one academic year—the residency year—must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. The residency year is expected to be the first year after admission as a doctoral candidate. During this year of residency the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of



full-time study, with a minimum of 9 completed graduate credits a term in the student's major.

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

Students working toward a Ph.D. or professional doctorate must register for a minimum of 18 credits in Dissertation (603). Credit for Dissertation is recorded P/N (pass/no pass). See Dissertation Registration for more information.

Language Requirement

Individual schools or departments may require knowledge of a second language or of other specialized disciplines, such as computer science or statistics, as part of a Ph.D. program. Information about these requirements is available from the school or department.

Candidates for the doctor of philosophy degree at the University of Oregon are expected to have proficiency in at least one language in addition to English if a substantial, relevant body of literature in one or more languages exists in the candidate's specialized field of dissertation

research. It is the responsibility of the candidate's adviser or doctoral committee to determine which languages the candidate is expected to know before beginning dissertation research. Guidelines for language proficiency are established by the candidate's home department.

Advisory Committee

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

Examinations and Advancement to Candidacy

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

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

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the *University of Oregon Style and Policy Manual for Theses and Dissertations*. The manual is available from the Graduate School's website. Preparation of the dissertation usually requires the greater part of one academic year. Doctoral dissertations must be submitted to University Microfilms International in Ann Arbor, Michigan. Copyright registration is optional.

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

Dissertation Committee. Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the dean of the Graduate School, who appoints the committee after approving it.

The committee includes at least four instructional faculty members with the rank of assistant professor or higher. Three of the members are from the department awarding the degree and one is from outside the department. When appropriate, some of the home department committee members may be from another department, with the approval of the dean of the Graduate School and the home department. The committee should be proposed to the dean within one month of advancement to candidacy but in no case later than six months before completion of the dissertation.

A detailed description of the policy on dissertation committees is available in the Graduate School, 125 Chapman Hall.

Dissertation Registration. The dissertation committee cannot be appointed formally, nor can Dissertation (603) credits be earned, until the candidate is advanced to candidacy.

Defense of Dissertation. Formal, public defense must take place on campus at a date set by the committee chair and approved by the Graduate School.

Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript, which the candidate provides for the dissertation committee at least three weeks before the formal defense.

Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School

within two weeks following the defense that the defense was held as scheduled.

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

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

Time Limit

The seven-year time limit for completing a doctoral degree begins with the first term of admission as a conditional or regular doctoral student at the University of Oregon. The required year of residency spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within this seven-year period.

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

In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. In such cases, a petition for an extension of that three-year period is evaluated in the same manner as a petition to extend the seven-year limit.

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

Continuous Enrollment

Unless on-leave status has been approved, a student enrolled in a doctoral program must attend the university continuously until all the program's requirements, including submission of the dissertation to the Graduate School, have been met. To be continuously enrolled, the student must register for 3 graduate credits each term excluding summer sessions. See On-Leave Status under General Requirements and Policies.

In Absentia Registration

Following advancement to candidacy, only a single academic year of registration *in absentia* is allowed. When registering *in absentia*, the

doctoral candidate acknowledges that he or she is neither doing any work toward the degree nor using any university or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being submitted for review). This *in absentia* registration maintains the student's status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit.

Doctoral candidates must register the term prior to the term of defense to ensure sufficient time for evaluation of the dissertation by every committee member. Students who do not register the term prior to the defense may be required to register retroactively and could incur late fines and petition fees.

Doctor of Education

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

General Requirements

Candidates for the D.Ed. degree must meet the requirements established by the College of Education. In addition to a primary specialization, the student's plan of study should include work in supporting areas of education, such as foundation areas, a research area, and some noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation, examinations, time limit, and continuous enrollment are the same as for the Ph.D. degree.

Dissertation

The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that makes an original contribution to knowledge or a study in which the student takes knowledge that is available and produces a constructive result of importance and value for educational practice.

Advancement to Candidacy

Advancement to candidacy for the D.Ed. degree is based on recommendation by a doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) admission to the degree program, (2) substantial completion of all the planned course work, and (3) the adviser's permission to take the examinations.

Doctor of Musical Arts

Requirements for the doctor of musical arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, second languages, a program of study including area of emphasis, and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the **School of Music** section of this catalog for details.

D.M.A. in Performance. The doctor of musical arts degree in performance has two options.

Option I requires a written dissertation after completion of the program of courses and semi-

nars, the required recitals or other performances, and the comprehensive examinations.

Option II requires the student to give a lecture-presentation and produce a written document of fifty pages in lieu of the traditional written dissertation. The presentation and document are in addition to recitals or performances required in the various areas of performance.

Chronological Summary of Procedures Leading to Doctoral Degrees

1. Admission
2. Continuous enrollment. Students enrolled in advanced degree programs must attend the university continuously (except for summers) until all the program's requirements are completed, unless on-leave status has been approved. Minimum enrollment is 3 graduate credits a term
3. Course work and residence. Student's advisory committee, appointed by the department, school, or college, determines the program, which must include three years of accredited, full-time graduate work beyond the bachelor's degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credits a term) must be spent on the Eugene campus
4. Second languages or other specialized knowledge. Regulations are set by the department, school, or college
5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate's home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate's department, school, or college. A minimum of 18 credits in Dissertation (603) are required after advancement
7. *In absentia*. Postadvancement doctoral students are allowed only a single academic year of registration *in absentia* following advancement to candidacy
8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School
9. Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and four copies of final abstract must be filed with the Graduate School no fewer than three weeks before the date of defense
10. Dissertation publication, arranged through the Graduate School
11. Granting of degree at end of term in which all degree requirements are satisfied
12. Diploma, with commencement date, issued by registrar

Research Institutes and Centers

The university's interdisciplinary institutes and centers provide opportunities for graduate training and research. Members hold faculty positions in related academic departments. Students who want to work in one of the institutes as part of thesis or dissertation research must satisfy the graduate degree requirements of the related department through which they earn their degree.

Students who want to work in any of these fields may obtain information from institute and center directors about the programs and financial aid.

Center for Asian and Pacific Studies

Jeffrey E. Hanes, Director

(541) 346-5088
(541) 346-0802 fax
110 Gerlinger Hall
1246 University of Oregon
Eugene OR 97403-1246
caps@darkwing.uoregon.edu
<http://darkwing.uoregon.edu/~caps/>

The interdisciplinary Center for Asian and Pacific Studies, founded in 1988, promotes understanding of the regions of East Asia, Southeast Asia, the Pacific islands, and South Asia, in any historical period. Its associates UO faculty members who teach and do research in the humanities, social sciences, and sciences as well as in the professional schools and colleges. Faculty members from other Oregon public and private institutions of higher education participate in center activities as affiliates.

The center supports University of Oregon faculty research on Asia and the Pacific by sponsoring workshops, conferences, lecture series, and visiting scholar affiliations that develop out of the faculty's research interests. It may also fund curricular development and provide opportunities for UO students to study in Asia and the Pacific. Finally, the center disseminates information about Asia and the Pacific to the university community and the public at large through its outreach activities.

Center for Ecology and Evolutionary Biology

Daniel Udovic, Director

(541) 346-2364
(541) 346-2304 fax
<http://evolution.uoregon.edu/>

Members

William E. Bradshaw, biology
Scott Bridgham, biology
George C. Carroll, biology
Richard W. Castenholz, biology
Patrick C. Phillips, biology
Bitty A. Roy, biology
Joseph W. Thornton, biology
Daniel Udovic, biology
A. Michelle Wood, biology

Associates

John S. Conery, computer and information science
Alan Dickman, biology
Richard B. Emlet, biology
Warren Holmes, psychology
Bart Johnson, landscape architecture
Joanna E. Lambert, anthropology
John H. Postlethwait, biology
Gregory J. Retallack, geological sciences
Alan Shanks, biology
Cathy Whitlock, geography
Craig M. Young, biology

The Center for Ecology and Evolutionary Biology, established in 2002, promotes and facilitates research and graduate education in ecology and evolutionary biology. The center encourages scientific interactions among its members and between members and the wider academic community. It fosters a collegial and stimulating intellectual environment; supports the development of shared research facilities; and sponsors seminars, workshops, and colloquiums.

Because the varied expertise of its members is focused on related problems, researchers with specialties ranging from molecular evolution to the study of ecosystems directly benefit from interacting with one another. Active research programs use several approaches in the laboratory or in the field to investigate questions related to molecular evolution, evolutionary genetics, evolution of development, microbial ecology, pathogen-host interactions, global change, biogeochemistry, population biology, community dynamics, and ecosystem ecology.

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

Center for Housing Innovation

Donald B. Corner, Director

(541) 346-4064
264 Onyx Bridge

Participating Faculty

G. Z. Brown, architecture
Donald B. Corner, architecture
Howard Davis, architecture
Stephen F. Duff, architecture
Peter A. Keyes, architecture
Alison G. Kwok, architecture
Robert L. Thallon, architecture
Christine Theodoropoulos, architecture

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

and community design. Design quality and sustainability are particular concerns of the center.

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

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

Center for Indigenous Cultural Survival

Robert C. Proudfoot, Director

(541) 346-1363
347 Prince Lucien Campbell Hall
cics@darkwing.uoregon.edu

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

Scholarship-Education

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

Networking-Communication

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

- Manages online journal recognizing scholarship and viewpoints from indigenous communities

Center for the Study of Women in Society

Sandra L. Morgen, Director

(541) 346-5015
(541) 346-5096 fax
340 Hendricks Hall
csws@oregon.uoregon.edu
<http://csws.uoregon.edu/>

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

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

The center—which fosters collaboration and interchange among researchers interested in questions about women; the intersection of gender, race, and class; and feminist scholarship—supports a series of research interest groups: collaborating scholars or researchers with mutual scholarly interests. Three research initiatives are in place: Women in the Northwest United States, the Feminist Humanities Project, and Women's Health.

Seminars, conferences, and lecture series are part of the program. The center also provides grants and fellowships to faculty members and graduate students and supports efforts of collaborative research groups to secure external grants. A bequest from William B. Harris in honor of his wife, Jane Grant, a writer and feminist, established the Fund for the Study of Women, which provided initial support for the center.

Center on Diversity and Community

Robin H. Holmes, Debra L. Merskin, and John Shuford, Cochairs

(541) 346-3212
(541) 346-3168 fax
110 Gerlinger Hall
codac@uoregon.edu
<http://codac.uoregon.edu>

Executive Committee

Keith Aoki, law
Alison Ball, Child and Family Center
Steven W. Bender, law
Cris Cullinan, human resources
Dennis C. Galvan, international studies
Carla Gary, multicultural affairs
Susan W. Hardwick, geography
Kimi Mojica, student life
Magid Shirzadegan, international programs

Mia Tuan, sociology

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

The center fulfills its mission through individual and collaborative research initiatives, interdisciplinary courses, fellowship and award opportunities, conferences and publications, and sponsored programs and events. Exchange of information is offered through an easily accessed clearinghouse.

Computational Intelligence Research Laboratory

David W. Etherington, Director

(541) 346-0470
Riverfront Research Park
1850 Millrace Dr., Suite 1
1269 University of Oregon
Eugene OR 97403-1269
info@cirl.uoregon.edu
<http://www.cirl.uoregon.edu/>

Members

David W. Etherington
Matthew L. Ginsberg
Andrew J. Parkes
Christian Hoge

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

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

Computational Science Institute

Janice Cuny, Director

(541) 346-4408
120 Deschutes Hall

Members

Gregory D. Bothun, physics
Katharine V. Cashman, geological sciences
John S. Conery, computer and information science
Janice Cuny, computer and information science
Sarah A. Douglas, computer and information science
Matthew L. Ginsberg, computational intelligence research laboratory
Roger Haydock, physics
James N. Imamura, physics
Michael E. Kellman, chemistry
Eugene M. Luks, computer and information science

Allen D. Malony, computer and information science
Gary Meyer, computer and information science
Warner L. Peticolas, chemistry
Brad S. Shelton, mathematics
Terry Takahashi, biology
Russell S. Tomlin, linguistics
Douglas R. Toomey, geological sciences
Charles R. B. Wright, mathematics
Yuan Xu, mathematics

Computation, once viewed as an adjunct to theoretical and experimental approaches, is emerging as a principal means of scientific research. New technology makes it possible to solve numerical problems that were, until recently, beyond our reach. As a result, computational methods now applied to models simulate such diverse phenomena as superconductivity, species extinction, molecular dynamics, gene expression, and seismic tomography. Computational science is the study and application of these solution techniques.

Computational science combines research in areas such as physics, chemistry, and biology with work in applied mathematics and computer science. The institute, established in 1995, is an association of researchers from nine departments formed to support computational science efforts. The University of Oregon, with its strong science departments and tradition of interdisciplinary cooperation, provides an ideal environment.

The institute's parallel supercomputers are networked to researchers around the state and to the national supercomputing centers. Several members of the institute have joined with faculty members from Oregon State University and Portland State University to form the Northwest Alliance for Computational Science and Engineering.

Institute for a Sustainable Environment

Robert G. Ribe, Director

(541) 346-0675
130 Hendricks Hall
<http://gladstone.uoregon.edu/~enviro/>

Executive Committee

John H. Baldwin, planning, public policy and management
Michael Hibbard, planning, public policy and management
David Hulse, landscape architecture
Patricia F. McDowell, geography
Gregory McLauchlan, sociology
Michael V. Russo, management
Lynda P. Shapiro, biology
Dennis Todd, biology

The Institute for a Sustainable Environment was established to address the long-term sustainability of the earth's environmental systems. The institute's goal is to foster research and education at the University of Oregon on environment and development and initiate programs that encompass environmental themes in the natural sciences, social sciences, policy studies, humanities, and the professional fields. Because environment and development problems are seldom adequately addressed by a single discipline, the institute encourages cross-disciplinary research, education, and

public service and provides a structure for the development and support of such programs.

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

Institute for Policy Research and Innovation

Michael Hibbard, Director

(541) 346-0675
130 Hendricks Hall

The institute facilitates and supports policy-relevant research by faculty members and graduate students. It emphasizes the dissemination of knowledge about a range of public problems and issues. It does not address solutions to specific problems or issues, a task that is more appropriate for government agencies and consultants.

Research done through the institute is used to kindle serious, informed public dialogues about policy. In addition to funded grants and contracts leading to books, scholarly papers, and theses, the institute organizes and supports a variety of forums through which decision-makers and the general public can engage the ideas developed by faculty members and graduate students. Examples of dissemination by institute members include presentations to community forums and policy makers; discussion papers for public forums; and op-ed pieces.

Institute of Cognitive and Decision Sciences

Bertram F. Malle, Director

(541) 346-4941
(541) 346-4914 fax
257 Straub Hall

Members and Associates

Holly Arrow, psychology
Dare A. Baldwin, psychology
George W. Evans, economics
Stephen F. Fickas, computer and information science
Jennifer J. Freyd, psychology
T. Givón, linguistics
Susan Guion, linguistics
William T. Harbaugh, economics
Sara D. Hodges, psychology
Warren Holmes, psychology
Mark Johnson, philosophy
Steve Larson, music
Bertram F. Malle, psychology
Robert Mauro, psychology
Louis J. Moses, psychology
Mikhail Myagkov, political science
John M. Orbell, political science
Eric W. Pederson, linguistics
Ellen Peters, psychology
Michael I. Posner, psychology
Jason Quiring, psychology
Mary K. Rothbart, psychology

Jacquelyn Schachter, linguistics
George J. Sheridan Jr., history
Paul Slovic, psychology
Jean Stockard, planning, public policy and management
Lawrence S. Sugiyama, anthropology
Michelle Scaliese Sugiyama, English
Paul E. Simonds, anthropology
Terry Takahashi, biology
Don M. Tucker, psychology
Louise Westling, English
Frances J. White, anthropology
Peter Wright, marketing

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

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

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

Institute of Industrial Relations

James R. Terborg, Director

(541) 346-3306
300 Gilbert Hall

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

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

Institute of Molecular Biology

Tom H. Stevens, Director

(541) 346-5151
297 Klamath Hall
<http://www.molbio.uoregon.edu>

Members

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

Associates

Bruce P. Branchaud, chemistry
Andrew Marcus, chemistry

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines into a common intellectual and physical space. Collaboration is encouraged through the sharing of facilities and ideas. Because a broad range of expertise is focused on related problems, researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure directly benefit from each other.

Research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, translocation and folding of proteins and cellular signalling mechanisms. A more fundamental understanding is developed through studies of DNA-protein interactions that control gene expression, macromolecular structure using imaging microscopes, x-ray crystallography and nuclear magnetic resonance, and structure-function relationships in proteins and in membranes.

Members of the institute hold academic appointments in the biology, chemistry, or physics departments. Graduate students are admitted through one of these departments and supported by the institute. Prospective students should indicate an interest in the institute when applying to one of the participating departments.

Along with the Institute of Neuroscience and the cell and developmental biology program, the Institute of Molecular Biology is part of the

Biotechnology Center of Excellence at the University of Oregon. The institute includes the Center for Genomics and Proteomics, funded by a grant from the M. J. Murdock Charitable Trust.

Institute of Neuroscience

William Roberts, Director

(541) 346-4556
222 Huestis Hall
<http://www.neuro.uoregon.edu/>

Members

Edward Awh, psychology
Paul Dasonville, psychology
Chris Q. Doe, biology
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Clifford Kentros, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, human physiology
Shawn R. Lockery, biology
Richard Marrocco, psychology
Helen Neville, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
John H. Postlethwait, biology
William Roberts, biology
Terry Takahashi, biology
Nathan J. Tublitz, biology
Paul van Donkelaar, human physiology
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, human physiology

The interdisciplinary Institute of Neuroscience promotes research training in neuroscience by providing a formal structure that facilitates collaboration among scientists and students from four departments. It provides a graduate curriculum in neuroscience with input from participating faculty members.

The institute's focus is experimental, with the goal of understanding relationships between behavior and the morphological, chemical, and physiological functions of nervous systems. One aspect of the program is the effective interdisciplinary approach to problems, brought about by the collaboration of scientists from various disciplines who have differing viewpoints about neuroscience. Within the program, a group of developmental neurobiologists is pursuing questions concerning the establishment of nervous-system patterns during growth. Other research programs focus on the neuronal and neuroendocrine control of behavior, visual neurobiology, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans. More information is available on the institute's website.

The 1985 Oregon Legislative Assembly approved funding for five Centers of Excellence at the University of Oregon. Along with the Institute of Molecular Biology and the Department of Biology's cell biology program, the Institute of Neuroscience is part of the Biotechnology Center of Excellence. Research scientists are encouraged to visit the institute.

A coordinated program of graduate instruction is offered, supported by faculty members associated with the institute. Graduate students who want to enter the program should apply through the appropriate academic department.

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

Institute of Theoretical Science

James N. Imamura, Director

(541) 346-5204
(541) 346-5217 fax
450 Willamette Hall
<http://darkwing.uoregon.edu/~its/>

Members

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

The Institute of Theoretical Science is a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Research focuses on statistical mechanics, chemical physics, theory of solids and liquids, elementary particle theory, accelerators, high-energy nuclear physics, complex systems, quantum optics, astrophysics, general relativity, and applied mathematics.

Graduate students with adequate preparation in a science departments may do thesis or dissertation research in the institute.

The institute sponsors postdoctoral research associateships, usually funded by the U.S. Department of Energy and the National Science Foundation.

International Institute for Sport and Human Performance

Henriette Heiny, Director

(541) 346-4114
Bowerman Family Building
<http://darkwing.uoregon.edu/~iishp/>

Established in 1983, the International Institute for Sport and Human Performance promotes and synthesizes interdisciplinary research in sport, exercise, and human movement sciences. It also educates the general public on the benefits of healthy living. The institute's advisory board is

made up of community and business leaders and university faculty members.

Kinesiology Publications, a service of the institute, provides the international academic community with research and teaching resources about health, physical education, and recreation; exercise and sport sciences; sport history and philosophy; and dance. Microfiche copies of recently completed U.S. and Canadian theses and dissertations are distributed to subscribing university libraries and research institutions in North America, Europe, Asia, and Australia and by request to researchers and students all over the world. Presently, new theses are also available in PDF format, which can be transmitted electronically. Kinesiology Publications works cooperatively with the Sport Information Resource Centre of Canada to distribute research-based information.

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

Community outreach efforts include newsletters and regularly scheduled programs such as the Athletic Training Service Center and the Health through Exercise and an Active Lifestyle (HEAL) Conference, which focuses on older-adult health and rehabilitation.

Lewis Center for Neuroimaging

Ray L. Nunnally, Director

(541) 346-0337
(541) 346-0345 fax
<http://lcn.uoregon.edu/>

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

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

Materials Science Institute

James E. Hutchison, Director

(541) 346-4784
(541) 346-3422 fax
163 Willamette Hall
<http://materials.science.uoregon.edu/>

Members

Dietrich Belitz, physics
J. David Cohen, physics
Miriam Deutsch, physics
Stephen Gregory, physics
Marina G. Guenza, chemistry
Michael M. Haley, chemistry
Roger Haydock, physics
James E. Hutchison, chemistry
David C. Johnson, chemistry
Stephen D. Kevan, physics
Heiner Linke, physics
Mark Lonergan, chemistry
Catherine J. Page, chemistry
Geraldine L. Richmond, chemistry
Richard P. Taylor, physics
David R. Tyler, chemistry

Associates

Bruce P. Branchaud, chemistry
Russell J. Donnelly, physics
Kenneth M. Doxsee, chemistry
Andrew Marcus, chemistry
George W. Rayfield, physics
Michael G. Raymer, physics
Jack M. Rice, geological sciences
John J. Toner, physics
Hailin Wang, physics

Initiated as a state Center of Excellence in 1985, the Materials Science Institute fosters collaboration among materials-oriented research groups. Members of the institute are active in the study of the synthesis, structure, reactivity, and thermodynamics of materials; the characterization of electronic, magnetic, and optical properties of materials; and condensed matter theory. Materials scientists seek to understand the relationships among the composition, structure, and properties of materials. A broad definition of materials includes organic and inorganic solid-state materials and lower-dimensional condensed phases such as polymer chains, thin films, and certain aspects of liquids. All areas of chemistry make important contributions to this field in the synthesis and characterization of various materials. The discovery and improved understanding of new materials that have possible technological applications is a source of exciting and innovative research.

A variety of graduate courses are offered on the physics and chemistry of materials, and weekly materials-science seminars feature prominent scientists from around the nation and the world. Researchers working in the institute have access to modern instrumentation, through individual research laboratories and central facilities. Sharing of facilities and expertise among the various research groups in the institute is an important and valued aspect of the program. Projects include developing novel synthetic routes for the preparation of inorganic solid-state materials (e.g., high-temperature oxide

superconductors, nonlinear optical materials, and refractory metal silicides and carbides); x-ray diffraction studies of reactions between thin elemental films; synthesis and study of novel organic conductors; optical studies of polymers and polymer films; laser-induced dynamics at surfaces and interfaces; ultra-high vacuum surface science; characterization of electronic materials and devices; properties of amorphous semiconductors; fundamental optical, electrical and thermal transport properties of rationally designed nanoscale structures; and theoretical studies in the area of statistical mechanics.

Industrial Internships for Master's Degrees in Chemistry or Physics

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

Oregon Center for Optics

Jeffrey A. Cina, Director

(541) 346-4528
(541) 346-4315 (fax)
240 Willamette Hall
oco@uoregon.edu
<http://oco.uoregon.edu/>

Members

Jeffrey A. Cina, chemistry
Miriam Deutsch, physics
Stephen Gregory, physics
Andrew Marcus, chemistry
Thomas W. Mossberg, physics
Jens Nöckel, physics
Michael G. Raymer, physics
Hailin Wang, physics

Associates

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

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

academic and industrial optics communities. Founded in 1997, the center is a result of the 1985 Centers of Excellence initiative by the Oregon Legislative Assembly to foster scientific activities that promote economic development.

The field of optics is defined by certain enabling technologies, the most important being the laser. Others include imaging, detection of light, data storage and processing, and modulation—the impression of information on a light beam. In a scientific context, these techniques are used for research in a range of disciplines. In engineering, they are used more and more to achieve myriad practical goals. Optics, an interdisciplinary field, brings together scientists and engineers from many areas—physics, electrical engineering, chemistry, biology, medicine, and vision.

Oregon Humanities Center

Steven Shankman, Director

(541) 346-3934
(541) 346-5822 (fax)
154 Prince Lucien Campbell Hall
5211 University of Oregon,
Eugene OR 97403-5211
<http://darkwing.uoregon.edu/~humanctr/>

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Alexandre Albert-Galtier, Romance languages
Barbara K. Altmann, Romance languages
Judith R. Baskin, Judaic studies
Carl S. Bjerre, law
Alexandra Bonds, theater arts
Laura Fair, history
Warren Ginsberg, English
Charles H. Lachman, art history
Debra L. Merskin, journalism and communication
Julie Novkov, political science
Judith Raiskin, women's and gender studies
Christine Theodoropoulos, architecture
Nathan J. Tublitz, biology
Marc Vanscheuwijck, music
Henry B. Wonham, English

The Oregon Humanities Center, established by the Oregon State Board of Higher Education in 1983, is a community of scholars, educators, and friends of the university. It is at once a research institute and catalyst for educational innovation, and provides programs of broad public interest. Its primary activities are described below.

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

Teaching. The center offers teaching fellowships to University of Oregon faculty members to develop and teach innovative, interdisciplinary humanities courses. Courses may be taught at the introductory, intermediate, or advanced level; they may be large lecture classes or small seminars; and they may be team-taught.

Public Programs. The center offers public lectures, conferences, symposiums, exhibitions, and performances. These include five endowed annual lectures, weekly work-in-progress talks, and activities cosponsored with other groups.

The center understands the term *humanities* to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and the historical and interpretive dimensions of the social and natural sciences and the professions. The center seeks to explore the relation of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

Oregon Institute of Marine Biology

Craig M. Young, Director

(541) 888-2581
(541) 888-3250 fax
PO Box 5389, Charleston OR 97420
oimb@uoregon.edu
<http://darkwing.uoregon.edu/~oimb/>

Faculty

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

Associates

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

The Oregon Institute of Marine Biology sits on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. Varied marine environments provide an ideal location for the study of marine organisms. Research focuses on deep sea biology, invertebrate physiology and biochemistry, larval biology, the ecology and physiology of marine phytoplankton, animal behavior, and the ecology of coastal environments including estuaries, beaches, and the rocky intertidal zone. The institute facilitates graduate research in related subjects.

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

The institute sponsors workshops and seminar programs on a variety of topics. For detailed

information and applications, write the director of the institute or visit OIMB's website.

Oregon State Museum of Anthropology

C. Melvin Aikens, Director

(541) 346-3031
1224 University of Oregon,
Eugene OR 97403-1224

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

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

The museum's research staff conducts rescue archaeology under cooperative agreements with state and federal agencies, and complements the archaeological teaching and research mission of the university's Department of Anthropology. The museum's collections division curates archaeological research specimens obtained through its own work in Oregon as well as specimens from other agencies' research projects on state and federal lands.

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

Oregon Survey Research Laboratory

Woody Carter and Robert J. Choquette, Codirectors

(541) 346-0824
(541) 346-0388 fax
440-441 McKenzie Hall
5245 University of Oregon,
Eugene OR 97403-5245
osrl@uoregon.edu
<http://osrl.uoregon.edu/>

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Lynn R. Kahle, marketing
Scott R. Maier, journalism and communication
Alan D. Meyer, management
Robert M. O'Brien, sociology
Jean Stockard, planning, public policy and management
Wesley W. Wilson, economics

Faculty Fellows

Ihab Elzeyadi, architecture
William T. Harbaugh, economics

Renee A. Irvin, planning, public policy and management

Scott R. Maier, journalism and communication

Established in 1993, the Oregon Survey Research Laboratory provides resources and an intellectual home for students and members of the faculty and staff involved in survey-related research.

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

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

Solar Energy Center

Frank Vignola, Director

(541) 346-4745
361 Onyx Bridge

Participating Faculty

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

Associate

John H. Baldwin, planning, public policy and management

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

In addition to continuing publications, the center sponsors frequent seminars attended by university and community people involved in various aspects of solar energy use. Courses in solar energy are offered in the architecture; planning, public policy and management; and physics departments.



Honors at Oregon

Robert Donald Clark Honors College

Richard Kraus, Director

(541) 346-5414
320 Chapman Hall
1293 University of Oregon
Eugene OR 97403-1293
honors@uoregon.edu
<http://honors.uoregon.edu/>

Faculty

Henry M. Alley, professor (creative writing, 19th-century British fiction). B.A., 1967, Stanford; M.F.A., 1969, Ph.D., 1971, Cornell. (1982)

Louise M. Bishop, assistant professor (Old English, medieval and Renaissance literature). B.A., 1978, Fairleigh Dickinson; M.A., 1980, Ph.D., 1984, Fordham. (1987)

Frances B. Cogan, professor (Victorian, 19th-century literature). B.A., 1969, M.A., 1970, Ph.D., 1981, Oregon. (1981)

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

David A. Frank, associate professor (rhetoric and communication); director, forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon. On leave spring 2005. (1979)

Richard Kraus, professor. See **Political Science**

Kristen McCleary, visiting assistant professor (Latin American history). B.A., 1988, California, San Diego; M.A., 1991, 1993, Ph.D., 2002, California, Los Angeles. (2003)

Roxann Prazniak, assistant professor (Chinese history, European intellectual history). B.A., 1970, California, Berkeley; M.A., 1973, San Francisco State; Ph.D., 1981, California, Davis. (2002)

Daniel Rosenberg, assistant professor (European intellectual and cultural history, 18th century). B.A., 1988,

Wesleyan; M.A., 1991, Ph.D., 1996, California, Berkeley. (2000)

Cecilia Rosenow, visiting assistant professor (American literature 1850–1950 and American modernism). B.A., 1989, Santa Clara; M.A., 1995, Portland State; Ph.D., 2002, Oregon. (2003)

Jordan Shapiro, visiting assistant professor (African history). B.A., 1983, Columbia; M.A., 1990, Princeton; Ph.D., 2003, Michigan. (2003)

Helen Southworth, adjunct assistant professor (20th-century French and English literature, women's literature). B.A., 1989, London; M.A., 1991, Ph.D., 1999, Southern California. (2002)

Dennis Todd, adjunct assistant professor (ecology, evolution). B.S., 1969, Oregon; M.S., 1971, Scripps; Ph.D., 1984, Oregon. (1984)

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

Affiliated

Elizabeth A. Bohls, English

Gregory D. Bothun, physics

Chet A. Bowers, environmental studies

Suzanne Clark, English

Carla Gary, multicultural affairs

Timothy J. Gianotti, religious studies

Jeffrey E. Hanes, history

Svitlana Kravchenko, law

Dorianne Laux, creative writing

Marilyn Linton, undergraduate studies

Bertram F. Malle, psychology

Ann C. Maxwell, journalism and communication

John M. Orbell, political science

Cheyney C. Ryan, philosophy

James M. Schombert, physics

Caleb Southworth, sociology

Richard C. Stevenson, English

Rennard Strickland, law

Donald S. Taylor, English

Ann Tedards, music

Mark A. Thoma, economics

John C. Watson, theater arts

Henry B. Wonham, English

Clark Honors College

The Robert Donald Clark Honors College is a small, liberal arts college of 600 students. The purpose of the college is to bring together excellent students and selected faculty members in a challenging and supportive academic program. Carefully designed small classes, a collegial environment, and close advising prepare students for advanced study leading to the bachelor of arts (B.A.), bachelor of science (B.S.), or any other bachelor's degree offered at the university. Reaching beyond professional or specialized training and beyond the university years, Clark Honors College seeks to inspire students to a lifetime of broad intellectual curiosity and continuing self-sustained inquiry and personal growth.

Honors college courses are taught by its resident faculty as well as by faculty members from other campus departments.

Honors college courses fulfill university group requirements with an integrated curriculum of humanities, social sciences, and sciences. Survey courses taken in the first two years are supplemented with special colloquiums and seminars in the junior and senior years. Course enrollments are limited to twenty-five students.

Each honors college student selects a major from the academic departments or professional schools of the university.

Work in the major begins by the first term of the junior year. The student's undergraduate education culminates in an advanced research project in the major field of study. The senior thesis, which results from this work, is presented to an oral examination committee made up of faculty members from the major department and the honors college. In this way, each student

is given the opportunity to join the benefits of a liberal arts education with those of professional and specialized learning.

Students in Clark Honors College pay the same tuition and fees as other university students. Due to the higher costs associated with special instruction and smaller classes, however, honors college students are assessed an additional resource fee, payable at the same time as tuition and appearing on each student's bill. Students who entered in 2003–4 paid \$500 a term for the first year, \$250 a term for the second year, \$150 a term for the third year, and \$100 a term for the fourth year. Fees are subject to change. Complete resource fee information is on the honors college website. The honors college awards a number of need-based scholarships, which may cover all or part of the resource fee. Interested students are encouraged to complete a Free Application for Federal Student Aid (FAFSA).

Students and Faculty

Those who study and teach in the honors college share an openness to new ideas, a commitment to the energetic pursuit of excellence, and a concern for the full, harmonious development of the individual. Honors college students represent interests in all the scholarly disciplines and come from all over the nation and from abroad.

Honors college students participate in a range of campus and community activities: student and university government and committees; the student newspaper, the *Oregon Daily Emerald*; University Theatre; *Clark Honors College Creative Arts Journal*; Clark Honors College Student Association; School of Music productions; forensics (debate and individual events speaking); and intramural and varsity athletics.

Many honors college alumni continue their education in graduate schools around the country and the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to endeavors in such areas as public service, private enterprise, Teach for America, and the Peace Corps.

Facilities

The honors college is located in Chapman Hall on the west side of the University of Oregon campus, close to Knight Library and the UO Bookstore.

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

Entering the Honors College

High school seniors and students who are enrolled in the university or elsewhere are encouraged to consider entering the honors college.

Application Procedure

Application must be made to both the university and the honors college. Information on applying to the university is available from the university's Office of Admissions.

Honors college application materials and instructions are available at the honors college website, and may also be obtained from the college office. A complete application consists of the following parts, all of which must be sent directly to the honors college office:

1. Completed application form
2. A concise, well-organized essay of 250 to 500 words that identifies how the applicant's unique qualities and experiences would contribute to the diversity of the Clark Honors College community
3. Letters of recommendation from two of the applicant's teachers
4. High school grade transcripts and results of the College Board SAT I or American College Test (ACT)
5. A summary of the applicant's organized extra-curricular and community activities

Students who have attended another higher education institution, or who are enrolled in the university but not in the honors college, may apply for admission if they have a sound academic record and a strong desire for a challenging liberal arts education in addition to specialized work in a major. Students who have attended another college for one year or more are advised to acquire at least one of the teacher recommendations from a faculty member at that college.

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

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



Academic Requirements

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

Full-Year Sequences

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

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

Mathematics and Science Requirement

Students must take a total of four courses in mathematics and science; at least one course must be taken in each area. Courses may be chosen from the list below.

Mathematics. Courses chosen from MATH 105 and higher; CIS 122 and higher; PSY 302, 412; SOC 312, 412; or other approved courses

Science. Approved courses at the 200 level or above in anthropology, astronomy, biology, chemistry, geography, geological sciences, physics, or psychology; **or** Honors College Introduction to Experimental Psychology (HC 211H); **or** Honors College Science (HC 207H, 208H, 209H). Laboratories must be taken with some courses in order to fulfill requirements. Students are strongly advised to refer to the honors college website for a complete list of approved courses, and to confer with an honors college adviser before taking a course if there is any question

Multicultural Requirement

All university undergraduate students must take one approved course in two of the three multicultural categories described in the **Registration and Academic Policies** section of this catalog. Honors college students are advised to fulfill the multicultural requirement with Gender Studies (HC 412H) and World Perspectives (HC 415H), which can also be used to satisfy honors college colloquium requirements.

Other Requirements

Colloquiums. Five required colloquiums include HC 421H, 431H, 441H, and two selected from among HC 412H, 415H, 421H, 431H, or 441H. Students may enroll in colloquiums after their

freshman year. Recent topics are Evolution, Cooperation, and Ethics; Reading and Writing Poetry; Native American Law; Life and Quantum Mechanics; and The University in War and Peace.

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

Writing. The honors college is committed to excellence in writing. The program integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the core courses, particularly in Honors College Literature (HC 221H, 222H, 223H), Honors College History (HC 231H, 232H, 233H), and Seminar: Thesis (HC 407H). Students who graduate from the honors college generally do not take the university's required writing courses. Students who transfer out of the honors college before completing work for their degree must satisfy the university writing requirement.

Second Language. For either a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree, honors college students must (1) demonstrate second-language proficiency equivalent to completion of the second college year in a second language and (2) satisfy all requirements in a university department that offers a major leading to a B.A. or B.S. degree.

The second-language requirement is waived if a department requires more than 90 credits of course work for a major leading to a B.S. degree. Such majors include biology, business administration, chemistry, computer and information science, general science, geological sciences, human physiology, and physics. The second-language requirement is also waived for students pursuing bachelor's degrees in architecture, fine arts, interior architecture, and landscape architecture. In music, where there are several choices of degrees, the second-language requirement is waived only in cases where it is not a requirement for the student's chosen degree.

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

Before graduating, Clark Honors College students must also meet the particular requirements, listed elsewhere in this catalog, of their major department or professional school. They must have a 3.00 or better cumulative grade point average (GPA) at graduation.

Honors College Courses (HC)

199 (H) Special Studies: [Topic] (1–5R)

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

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

207, 208, 209 (H) Honors College Science (4,4,4) How science can be applied and misapplied in answering questions about nature and society. Includes discussions and demonstrations. Primarily for nonscience students.

211, 212 (H) Honors College Introduction to Experimental Psychology (4,4) **211:** introduction to perception, memory, learning, and cognition. **212:** introduction to the psychological processes affecting social perception and behavior as well as personality development. Sequence.

221, 222, 223 (H) Honors College Literature (4,4,4) Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

231, 232, 233 (H) Honors College History (4,4,4) Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

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

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

311, 312 (H) Honors College Arts and Letters: [Topic] (4,4R) Intensive study of major writers, artists, philosophers, and composers. Topics and areas change each term. **R** when topic changes.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

406 (H) Special Problems: [Topic] (1–21R)

407 (H) Seminar: [Topic] (1–5R) The 2-credit thesis seminar supports early work on the honors thesis.

408/508 (H) Colloquium: [Topic] (1–21R)

409 (H) Practicum: [Topic] (1–21R)

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

412 (H) Gender Studies: [Topic] (4R) Historical, cultural, and social scientific explorations of topics that focus on gender (e.g., sexuality, the family, androgyny). **R** twice when topic changes for maximum of 12 credits.

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

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

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

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

Academic Honors

Departmental Honors

Many departments at the University of Oregon offer a bachelor's degree with honors in the academic major. Students may graduate with honors in the following majors—in the College of Arts and Sciences unless indicated otherwise: accounting (Lundquist College of Business); anthropology; art history (School of Architecture and Allied Arts); biochemistry; biology; business administration (Lundquist College of Business); chemistry; Chinese; classics; comparative literature; computer and information science; economics; educational studies (College of Education); English; environmental science; environmental studies; French; general science; geography; geological sciences; German; history; humanities; human physiology, international studies; Italian; Japanese; linguistics; mathematics; philosophy; physics; planning, public policy and management (School of Architecture and Allied Arts); political science; psychology; religious studies; Romance languages; Russian and East European studies; sociology; Spanish; theater arts.

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

Society of College Scholars

Through the Society of College Scholars, high-achieving students can enrich an undergraduate degree program through interaction with some of the College of Arts and Sciences' finest faculty members, unique course offerings, specialized research, and related learning opportunities. Students may join this program any time up to the end of the sophomore year. The program is described in the introductory section for the College of Arts and Sciences.

Professional Distinctions Program

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

Honors Lists

Dean's List

The Dean's List is announced after each fall, winter, and spring term. To qualify, a student must be an admitted undergraduate and complete at least 15 credits for the term; 12 of the 15 credits must be graded with a GPA of 3.75 or better.

Junior Scholars

Undergraduates with 90 to 134 credits, the last 45 at the UO, and GPAs of 3.75 or higher are named Junior Scholars by the Mortar Board honorary society during winter term.

Latin Honors

Graduating seniors who have earned at least 90 credits in residence at the University of Oregon and have successfully completed all other university degree requirements are eligible for graduation with Latin honors. These distinctions

are based on students' percentile rankings in their respective graduating classes, as follows:

Top 10 percent *cum laude*

Top 5 percent *magna cum laude*

Top 2 percent *summa cum laude*

The Office of the Registrar computes Latin honors upon graduation.

Honorary Societies

One means of recognizing outstanding students at the University of Oregon is through election to membership in a chapter of a local, national, or international honorary society. Criteria for membership and the scope of activities vary. Some focus on scholastic achievement; others consider grades and other factors such as community service and leadership. Some honorary societies select members by invitation only; for others, students must submit applications.

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

Honoraries Based on Scholarship

(membership by invitation)

Alpha Lambda Delta
Laura Blake Jones, Adviser
(541) 346-1133

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

Golden Key
Suki Kwon, Adviser
(541) 346-1069

Golden Key national honorary society recognizes scholastic achievement in undergraduate fields of study. Eligibility is limited to the top 15 percent of juniors and seniors. Students must have a 3.70 GPA and a minimum of 45 credits at the university to be invited. A membership reception is held in the spring, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: \$60.

Phi Beta Kappa Society
Dennis Todd, Adviser
(541) 346-2517

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. The UO has the only Phi Beta Kappa chapter in the Oregon University System.

The society honors students whose undergraduate academic records fulfill the objectives of a liberal-arts education. Selection for Phi Beta Kappa is not automatic, but students do not have to apply or be nominated for consideration.

After screening academic records, a committee of Phi Beta Kappa members makes recommendations to the membership at large. Following an election meeting in late May, elected students are invited to join. Also elected are the Oregon Six—six students voted the most outstanding of those elected to membership that year. Students who accept the invitation to join are initiated before spring commencement. Initiation fee: \$45.

Below is a summary of the minimum requirements for election to the Phi Beta Kappa Society.

- 164 credits completed by the beginning of the spring term of the election
 - Cumulative UO GPA of 3.70, or 3.50 if the last five terms' GPA is at least 3.80 with 9 credits or more earned of A, B, C, D, or F grades
 - Five terms and 80 credits completed at the University of Oregon before the term in which the election is held
 - Either 123 UO credits or 75 percent of the credits earned at the University of Oregon in courses considered liberal in character
 - 32 upper-division credits in UO courses of at least 3 credits each. No more than 8 of these 32 credits shall be elective pass/no pass (P/N); at least two breadth courses outside the major subject code must be taken for letter grades. Liberal courses that are outside the College of Arts and Sciences and share the same subject code are assigned to one of the three groups
 - Breadth requirement—distribution among these 32 credits in one of three ways:
 - at least three courses in each of two groups corresponding to the three undergraduate general-education groups or
 - at least three courses in one of these groups and two courses in each of the other two or
 - at least three courses in each of two departments in one group and two courses in a third department in any group
- Although some upper-division liberal courses with the same subject code belong to two different groups, only the courses from one of those groups can be counted for breadth
- No evidence of academic misconduct or poor character

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

Phi Eta Sigma

Laura Blake Jones, Adviser
(541) 346-1133

UO freshmen who have a cumulative GPA of 3.50 and at least 12 graded credits a term after winter or spring term are invited to join Phi Eta Sigma. New members are initiated in the spring and are active the following year. Initiation fee: \$15–\$30.

Honorarys Based on Scholarship, Leadership, and Service

(membership by invitation and application)

Ancient Order of the Druids

Sydney Ledford, Adviser
(541) 346-6021

Druids is an honorary society for juniors who exhibit outstanding scholarship, leadership, service, character, and participation in student activities. It is open to anyone with a 3.20

GPA or better who completes 90 credits by the following fall term. Availability of applications is announced each spring in the *Oregon Daily Emerald*. Membership is limited to approximately twenty-five. New members are elected by unanimous vote of the active members.

Friars

Laura Blake Jones, Adviser
(541) 346-1133

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

Mortar Board

Rachel Johnson, Adviser
(541) 346-1148

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

Professional Organizations

Alpha Kappa Delta

Leslie D. Hall, Adviser
(541) 346-5073

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

Alpha Kappa Psi

James Terborg, Adviser
(541) 346-3354

Alpha Kappa Psi is a national, professional fraternity for majors and minors in business, computer and information science, and economics. Founded to enhance the business education of men and women, the organization's mission is to develop well-trained, ethical, skilled, resourceful, and experienced business leaders. To achieve this, each chapter supplements the traditional classroom experience with business field trips, seminars, career activities, research surveys, and other professional events. A cumulative GPA of at least 2.75 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: \$60.

Asklepiads

Karen Cooper, Adviser
(541) 346-1077

Asklepiads is for students interested in careers in the health sciences. Activities include dispensing

prehealth sciences literature, maintaining information files on medical schools, supervising preceptorships in health fields, and arranging tours of the Oregon Health and Science University in Portland. Information and applications are available in 364 Oregon Hall.

Beta Alpha Psi

Steven R. Matsunaga, Adviser
(541) 346-3340

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

Beta Gamma Sigma

Wendy Mitchell, Adviser
(541) 346-3319

Beta Gamma Sigma, a national scholastic honorary society in business administration, promotes the advancement of education in the art and science of business and fosters integrity in the conduct of business operations. To be eligible for membership, a student must rank in the top 5 percent of the junior class, the top 10 percent of the senior class, or the top 20 percent of a master's degree program, or be a graduating doctoral candidate. Membership is by invitation only. Selection is by a faculty committee. Beta Gamma Sigma is strictly an honorary organization with no formal meetings other than the social functions accompanying initiation. Initiation fee: \$50.

Delta Phi Alpha

Kenneth S. Calhoon, Adviser
(541) 346-4060

Chartered in 1936, Delta Phi Alpha is a national honorary society dedicated to promoting the study of German language, literature, and civilization; to furthering an interest in and a better understanding of German-speaking people; and to fostering a sympathetic appreciation of German culture.

Membership is open to graduate and undergraduate students who have completed two years of college German. Students must have an overall GPA of 2.75 and a GPA of 3.30 in their upper-division German courses. Initiation fee: \$10.

Kappa Tau Alpha

Alan G. Stavitsky, Adviser
(541) 346-5848

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

Mathematics Association of America

Allan J. Sieradski, Adviser
(541) 346-5630

The student chapter of the Mathematics Association of America sponsors films and talks on subjects that are not usually encountered in the classroom. The talks, by students and faculty members, are geared to undergraduates. Students are welcome to attend events regardless of whether they choose to join the chapter.

Mu Phi Epsilon

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

An international music fraternity, Mu Phi Epsilon members to gain experience in public performances. Music majors who have reached second-term freshman standing in the music-major curriculum are eligible for election on the basis of scholarship, musicianship, character, and personality. Activities include presenting musical programs on and off campus, organizing receptions at musical events, and hosting guest artists. Initiation fee: \$43.

Order of the Coif

Laird C. Kirkpatrick, President
(541) 346-3854

Chartered at the UO in 1934, Order of the Coif is a national law school honorary society that recognizes superior scholarship and promotes the ethical standards of the legal profession. The School of Law faculty selects members from the top 10 percent of each graduating class. Initiation fee: \$25.

Phi Beta

Ceil Forrest, Adviser
(541) 485-3435

Phi Beta is a professional fraternity for students of music, speech, drama, dance, or art. It aims to encourage high professional standards and support for the creative and performing arts. Membership criteria are based on scholarship and intellectual achievement, career development, and the use of students' talents to serve other students, schools, and communities. Initiation fee: \$25.

Pi Alpha Alpha

Bryan T. Downes, Adviser
(541) 346-3817

Pi Alpha Alpha, a national honorary society, promotes scholarship and recognition among students and professionals in public affairs and administration and fosters integrity and creative performance in government and related public service. To become members, past or present students or teachers must display high academic achievement or outstanding public service in public-affairs or public-administration programs of universities that belong to the National Association of Schools of Public Affairs and Administration. Initiation fee: \$30.

Psi Chi

Department of Psychology Adviser
(541) 346-4921

The purpose of the national Psi Chi society is to encourage, stimulate, and maintain scholarship

among psychology undergraduate and graduate students. Potential members must be in the top 35 percent of their class and have at least 12 credits in psychology. A 3.00 GPA is required of graduate students. Selection by application takes place throughout the year. Initiation fee: \$30.

Service Organizations

Alpha Phi Omega

Chris Loschiavo, Adviser
(541) 346-1141

A service honorary organization for undergraduate and graduate students, Alpha Phi Omega develops leadership skills and promotes friendship by serving the local community. Applications are accepted year-round in Suite 4 of the EMU. Initiation fee: \$15.

Awards and Prizes

Individual and Organization Awards

Listed are major university awards presented during Family Weekend in May. Selection criteria are available from the honors and awards coordinator in the Office of Student Life.

American Association of University Women
Senior Recognition Award (senior woman)
Bess Templeton Cristman Award (junior woman)
Burt Brown Barker Vice Presidential Cups (men's and women's living organizations)
Centurion Awards (undergraduate students)
Dean's Award for Service (senior)
Doyle Higdon Memorial Trophy (sophomore student-athlete)
Emerald Athletic Award (senior student-athlete)
Friendship Foundation Awards (international student)
Frohnmayr Award (fifth-year senior)
Gerlinger Cup (junior woman)
Global Citizen Award (any student)
Golda Parker Wickham Scholarship (any student)
Graduate Service Awards (master's or doctoral students)
Jackson Athletic Trophy (senior woman athlete)
Jewel Hairston Bell Award (person of color)
Jim Buch Award (junior)
Koyl Cup (junior man)
Mary Hudzikiewicz Award (freshman)
Maurice Harold Hunter Leadership Scholarship (junior man from Oregon)
Mother's Club Scholarships (any student)
Ola Love Fellowship, American Association of University Women (graduate student)
Outstanding International Student Awards (any student)
Paul Olum Award (senior)
Ray Hawk Award (senior)
School of Music (any student)
Theresa Kelly Janes Award (any student)
Vernon Barkhurst Award (sophomore)
Wilson Cup (senior)

Fellowships and Scholarships

For information about other fellowships and scholarships, see **Student Financial Aid and Scholarships** and departmental sections of this catalog.

Neil D. Blackman Memorial Scholarship (political science award to undergraduate and graduate students studying humanities or political philosophy relevant to human rights and the responsibilities of individuals to democratic institutions)
Thomas Condon Fellowship in Paleontology (graduate student of paleontology)
Eric Englund Scholarship (senior or first-year graduate student in English or history)
Alice Henson Ernst Scholarship (first-year graduate student in English)
Barry M. Goldwater Scholarship (sophomore or junior math and science majors)
Fulbright Grants for Overseas Study (graduate students)
Fulbright-Hays Dissertation Research Abroad Program (doctoral candidates)
German Academic Exchange Service Study Grant
Walter and Nancy Kidd Scholarships (undergraduate students)
Marshall Scholarship
Outstanding Graduate Teaching Fellow Award (graduate teaching fellow in geological sciences)
Rhodes Scholarship
Rotary International Ambassadorial Scholarship (junior or senior-year undergraduate or graduate)
Stanley Maveety Scholarship (first-year graduate student in English)
Lloyd Staples Fellowship (undergraduate and graduate students in geological sciences)
Truman Scholarship (junior-year undergraduate student)
James C. Stovall Fellowship Fund (awards to undergraduate students of geological sciences)

Prizes

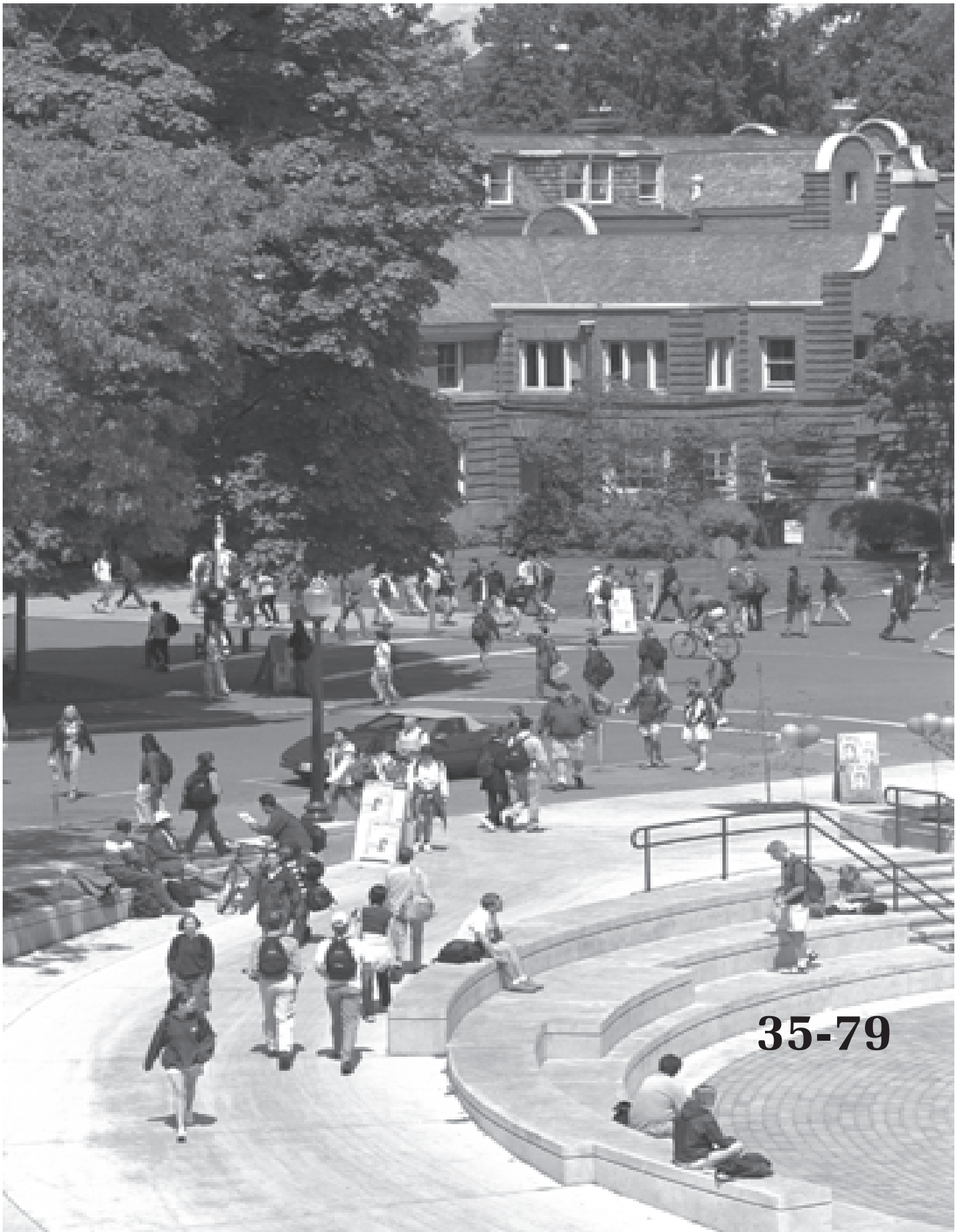
Several cash prizes are awarded for student essays and other competitions. The Women's and Gender Studies Program administers the Bruce M. Abrams Award in Lesbian, Gay, Bisexual Studies. The winning undergraduate project, which may be from any discipline, is honored with a \$500 prize.

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

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

The Department of Philosophy oversees the George Rebec Essay Contest. Prizes of \$200 each are awarded for the best undergraduate and graduate essays on any area of philosophy. Walter and Nancy Kidd Writing Prizes for undergraduate students are administered by the Creative Writing Program.

Students should inquire at their home departments about additional contests or competitions for expository or creative writing or other student projects.



35-79

College of Arts and Sciences

Joe A. Stone, Dean

(541) 346-3902

114 Friendly Hall

<http://cas.uoregon.edu/>

About the College

The College of Arts and Sciences—the central academic division of the university since its founding in 1876—enrolls a majority of UO students and provides a nucleus of courses for liberal arts, professional, and preprofessional programs. The college offers courses that satisfy general-education requirements and more advanced courses for liberal arts majors and graduate students in specialized fields.

The fundamental academic mission of the college is to supply a solid and broad general education: an introduction to social and intellectual history; basic training in quantitative, analytic, and communication skills; and an understanding of the nature and uses of critical thought. This strong liberal arts core is essential to the strength and excellence of the University of Oregon.

Liberal Education

The pace of technological, economic, political, and social change makes a broad educational base ever more important. The *Chronicle of Higher Education* noted a “growing recognition that a solid foundation of liberal learning . . . is an essential part of all undergraduate education.” Even students who plan to move into specialized postgraduate careers need to develop fundamental tools offered in a general-education program. These tools are essential to a lifetime of work and growth, in which the demands of specific jobs require constant education in new or changing fields.

The ability to read, write, and think critically is fundamentally important technical training for those of us who must adapt to, orchestrate, and use the inevitable changes in our society. People whose intellectual

development has been fostered by broad exposure to the humanities and social sciences make productive employees, thoughtful citizens, and competent leaders.

Indeed, surveys of liberal arts and sciences graduates show that their initial salaries are lower than those of graduates from professional schools. However, in as little as four to five years time, the liberal arts and sciences graduate fares better, not worse, than graduates from more vocationally oriented fields.

Academic Programs

The College of Arts and Sciences offers numerous disciplinary and interdisciplinary degree programs and majors, a varied selection of minors, and several certificates. These are described in detail in the pages that follow. As part of the requirements for graduation from the University of Oregon, every student undertakes in-depth study in an area of specialization that is the student's major. Many students find it advantageous to complete a minor or certificate in an area of specialization that complements the major. Some minor programs offer a student whose major is in the College of Arts and Sciences the chance to gain expertise in subjects offered by a professional school.

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

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



Advising

Students who have declared a major, or who are premajors in a particular field, plan their programs with advisers in those major departments. Majors should be chosen by the middle of the sophomore year. Most entering freshmen—and some students at more advanced stages—have not decided on a major or even the general direction of their academic work. These undeclared students are assigned academic advisers by the director of college advising and the Office of Academic Advising, who also direct them to special advisers from various departments in the College of Arts and Sciences.

Preparation for Kindergarten through Secondary School Teaching Careers

Students who complete a degree in a College of Arts and Sciences department are eligible to apply to the College of Education's fifth-year licensure programs in middle-secondary and elementary teaching. More information is available in

the **College of Education** section of this catalog or from College of Arts and Sciences education advisers, who are listed under their home departments.

Professional Distinctions Program

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

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

Required Elements

1. **Program Proposal.** Each student creates content and coherence for an individualized program
2. **Area of Concentration.** A focused set of academic skills achieved through 16 credits of course work
3. **Participatory Learning Experience.** Participants complete a 4-credit internship or participatory learning experience
4. **Professional Training Workshops.** Employment skills are honed in these workshops
5. **UO Professional Portfolio.** Each student presents his or her abilities to prospective employers in a professional portfolio

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

Honors Program

Society of College Scholars

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

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

Required Elements

- **College Scholars Colloquium.** Entering freshman college scholars are introduced to the nature of academic inquiry, interact with distinguished faculty members, and are closely guided in planning a course of study. Participants earn 1 credit in each of three terms.
- **Academic Plan.** College scholars develop an academic plan in consultation with a faculty adviser. While the academic plan can be readily changed, the process of developing and maintaining a plan that articulates student goals is important for ensuring academic success.
- **Department Honors.** College scholars participate a departmental honors program, which typically includes completion of a research project or other capstone project.

Recommended Elements

- **Sophomore Scholars Circle.** Sophomore-level college scholars take one or more discussion-oriented seminars in a yearlong series led by a

distinguished faculty member. Participants earn 1 credit in each of three terms.

- **Professional Distinctions Program.** College scholars are encouraged to participate in the Professional Distinctions program, which enhances the liberal arts degree with skills and abilities of particular value when the new graduate enters the employment setting.
- **Honors Residence Hall.** College scholars may choose to live in the Honors Residence Hall, which has an atmosphere that encourages intellectual and personal growth; resident assistants in the honors hall are drawn from the College Scholars Society and other honors programs.

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

Other Options for Honors

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

Arts and Sciences Courses (CAS)

110 Humanities College Scholars Colloquium (1R)

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

120 Science College Scholars Colloquium (1R)

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

130 Social Science College Scholars Colloquium (1R)

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

210 Humanities College Scholars Circle (1R)

Lecture and discussion on conduction student research in the humanities. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. **R** twice for a maximum of 3 credits.

220 Science College Scholars Circle (1R)

Lecture and discussion on conduction student research in the sciences. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. **R** twice for a maximum of 3 credits.

230 Social Science College Scholars Circle (1R)

Lecture and discussion on conduction student research in the social sciences. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. **R** twice for a maximum of 3 credits.

African Studies

Dennis C. Galvan, Committee Chair

(541) 346-2851
345 Prince Lucien Campbell Hall

Steering Committee

André Djiffack, Romance languages
Jenifer P. Craig, dance
Laura Fair, history
Dennis C. Galvan, international studies
Ibrahim J. Gassama, law
Rita Honka, dance
Karen McPherson, Romance languages
Doris L. Payne, linguistics
Kathy Poole, international programs
Greg Ringer, planning, public policy and management
H. Leslie Steeves, journalism and communication
Peter A. Walker, geography
Anne Williams, international programs
Stephen R. Wooten, international studies

About the Program

The African studies committee encourages teaching and scholarship on Africa, with an emphasis on sub-Saharan Africa. The committee monitors and provides information about resources at the University of Oregon, including faculty and staff members with expertise in African studies, study abroad programs, internships, course offerings and syllabi, journals, and films. The committee also seeks funding to expand African studies resources and organizes campus and local community events pertaining to Africa in cooperation with the African Students Association. In addition, the committee supports faculty and student research on Africa and facilitates dissemination of research through the regularly held Baobab Lectures.

UO students may apply to study at the University of Ghana or at the University of Cape Town, South Africa through the Council on International Educational Exchange. Students may also choose one of twenty programs in twelve African countries sponsored by the School for International Training—Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Uganda, and Zimbabwe. A summer journalism program in Ghana is offered. Financial aid is available for all these programs. Information may be requested from the Office of International Programs; telephone (541) 346-3206.

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

Students may earn academic credit while gaining career-related work experience through internships in sub-Saharan Africa overseen by the IE₃ Global Internships program. Financial aid is available. More information is available from the Office of International Programs.

The UO offers opportunities for self-study, with the assistance of native speakers, in Swahili, Arabic, Shona, and Bamana. Information is

available from the Yamada Language Center; telephone (541) 346-4011.

Each spring the African studies committee coordinates the offering of Introduction to African Studies (HUM 315). This course is recommended for students considering a study abroad or an internship program in Africa or further course work on Africa.

The following courses with content on Africa may be offered at the university during 2004–5.

Anthropology. Exploring Other Cultures: Masks and Meanings (ANTH 310), Anthropological Perspectives on Africa (ANTH 327)

Dance. African Dance (DANC 185, 285), Special Studies: African Drumming (DANC 199, 399)

Geography. Advanced Geography of Non-European-American Regions: Africa (GEOG 475)

History. Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), African Women's History (HIST 416), Society and Culture in Modern Africa (HIST 417)

Humanities. Introduction to African Studies (HUM 315)

International Studies. Special Studies: Africa Today (INTL 399)

Journalism. Third World Development Communication (J 455)

Linguistics. Languages of the World (LING 211), Introduction to Linguistic Analysis (LING 290)

Music. Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452)

Romance Languages. *Cultures et language: identités francophone* (FR 303), Francophone Literature and Culture (FR 361), Seminar: African Identities (FR 407), Experimental Course: African Cinema (FR 410), 20th-Century Literature: Postcolonial Africa (FR 490)

Anthropology

Lynn Stephen, Department Head

(541) 346-5102
(541) 346-0668 fax
308 Condon Hall
<http://darkwing.uoregon.edu/~anthro/>

Faculty

William S. Ayres, professor (Pacific islands and Southeast Asian archaeology, chiefdoms, archaeometry). B.A., 1966, Wyoming; Ph.D., 1973, Tulane. (1976)

Diane B. Baxter, adjunct assistant professor (politics of identity and gender, ethnographic writing, Middle East). B.A., 1976, California, Los Angeles; M.A., 1982, California State, Northridge; Ph.D., 1991, California, Los Angeles. (1996)

Aletta Biersack, professor (New Guinea, historical anthropology, political ecology). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. (1982)

Arif Dirlik, Knight Professor of Social Science (modern China, transnational Asia). See **History**

Jon M. Erlandson, professor (New World archaeology, coastal adaptations, Pacific Coast of North America). B.A., 1980, M.A., 1983, Ph.D., 1988, California, Santa Barbara. On leave 2004–5. (1990)

S. Marie Harvey, associate professor (public health, reproductive health, human adaptation). B.A., 1969, Puget Sound; M.P.H., 1979, Dr.P.H., 1984, California, Los Angeles. (1984)

Adria Imada, assistant professor (U.S. empire, performance and popular culture, Hawaii and Pacific islands). See **Ethnic Studies**.

Lamia Karim, assistant professor (cultural anthropology). B.A., 1984, Brandeis; M.A., 1993, Michigan; Ph.D., 2001 Rice. (2003)

Douglas J. Kennett, assistant professor (evolutionary ecology, Mesoamerican prehistory, archaeometry). B.A., 1990, M.A., 1994, Ph.D., 1998, California, Santa Barbara. (2001)

Brian Klopotek, acting assistant professor (cultural anthropology, ethnic studies). B.A., 1990, Yale. (2003)

John R. Lukacs, professor (biological and dental anthropology, paleoanthropology, South Asia). A.B., 1969, M.A., 1970, Syracuse; Ph.D., 1977, Cornell. (1976)

Geraldine Moreno, associate professor (biological and biocultural anthropology, nutritional anthropology, human ecology). B.A., 1967, New York at Buffalo; M.A., 1970, Arizona; Ph.D., 1974, Florida. (1974)

Sandra L. Morgen, professor (gender, cultural anthropology of North America, social policy of health and poverty). B.A., 1972, Texas at Austin; M.A., 1975, Ph.D., 1982, North Carolina. (1991)

Madonna L. Moss, associate professor (Northwest Coast, gender and archaeology, zooarchaeology). B.A., 1976, William and Mary; M.A., 1982, Ph.D., 1989, California, Santa Barbara. (1990)

Theresa D. O'Neill, associate professor (cultural anthropology, psychological and medical anthropology, native North America). B.A., 1981, Notre Dame; A.M., 1985, Ph.D., 1992, Harvard. On leave 2004–5. (1998)

Philip W. Scher, assistant professor (Caribbean, politics of culture, transnationalism). B.A., 1987, Brown; M.S., 1991, Ph.D., 1997, Pennsylvania. (2002)

Carol T. Silverman, associate professor (performance, eastern Europe, gender). B.A., 1972, City University of New York City College; M.A., 1974, Ph.D., 1979, Pennsylvania. (1980)

Lynn Stephen, professor (ethnicity and political economies, gender, U.S. Latinos and Latin America). B.A., 1979, Carleton; Ph.D., 1987, Brandeis. On leave 2004–5. (1998)

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

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

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

Courtesy

Bhuvani Manheim, courtesy assistant professor (South Asia, Native Americans of the Southwest, Caribbean). B.A., 1951, M.A., 1952, Mysore; Ph.D., 1958, Poona. (1989)

Sarah B. McClure, courtesy research assistant (Old World prehistory, behavioral ecology, zooarchaeology). B.A., 1997, Albert-Ludwigs; M.A., 1999, California, Santa Barbara. (2003)

Song Nai Rhee, courtesy research associate (Korean prehistory and culture). B.Th., 1958, Northwest Christian; B.A., 1960, M.A., 1960, Butler; Ph.D., 1963, Dropsie; Ph.D., 1984, Oregon. (1990)

Junko Yamanouchi, courtesy professor (American culture). B.A., 1979, Tokyo; M.A., 1984, Tsukuba; Ph.D., 1990, California, Los Angeles. (2003)

Emeriti

C. Melvin Aikens, professor emeritus. B.A., 1960, Utah; M.A., 1962, Ph.D., 1966, Chicago. (1968)

Vernon R. Dorjahn, professor emeritus. B.S., 1950, Northwestern; M.A., 1951, Wisconsin; Ph.D., 1954, Northwestern. (1956)

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

Paul E. Simonds, professor emeritus. B.A., 1954, M.A., 1959, Ph.D., 1963, California, Berkeley. (1962)

Theodore Stern, professor emeritus. B.A., 1939, Bowdoin; A.M., 1941, Ph.D., 1948, Pennsylvania. (1948)

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

Philip D. Young, professor emeritus. B.A., 1961, Ph.D., 1968, Illinois. (1966)

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

Participating

Cynthia J. Budlong, Museum of Natural and Cultural History

Thomas J. Connolly, Museum of Natural and Cultural History

Pamela E. Endzweig, Museum of Natural and Cultural History

Dennis L. Jenkins, Museum of Natural and Cultural History

Patricia Krier, Museum of Natural and Cultural History

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

Guy Tasa, Museum of Natural and Cultural History

Undergraduate Studies

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

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

Preparation. High school students planning a major in anthropology should have a sound background in English, biological science, and mathematics (preferably algebra). Study in a modern second language is desirable.

Students transferring with two years of college work should have introductory course work in the social sciences. Introductory biology and the equivalent of two years of college-level study in a second language are recommended.

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

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

Bachelor's Degree Requirements

The department offers course work leading to bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Major requirements are the same for each. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the **Registration and Academic Policies** section of this catalog.

Major Requirements

The major in anthropology requires 48 credits distributed as follows:

	48 credits
Introduction to Archaeology (ANTH 250).....	4
Introduction to Cultural Anthropology (ANTH 260)	4
Introduction to Biological Anthropology (ANTH 270)	4
Upper-division course in a archaeology or prehistory.....	4
Upper-division course in cultural anthropology.....	4
Upper-division course in biological anthropology.....	4
Three upper-division courses in one area of concentration—cultural anthropology, biological anthropology, or archaeology	12
Three elective upper-division courses	12

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

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

Cultural Resource Management. The following courses are recommended for students who want a focus in cultural resource management: Fundamentals of Archaeology (ANTH 340), Oregon Archaeology (ANTH 344), Workshop:

Archaeology Field School (ANTH 408), North American Archaeology (ANTH 443), Cultural Resource Management (ANTH 449).

The following courses are recommended:

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

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

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

Honors

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

Approval for graduation with honors is granted to a student who

1. Maintains a 4.00 or higher grade point average (GPA) in anthropology and at least a 3.50 overall GPA *or*
2. Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA and submits an acceptable honors thesis written under the guidance of a departmental faculty member, who serves as thesis adviser

Minor Requirements

The minor in anthropology complements a major in another discipline. Courses used to complete the minor must be chosen in consultation with an anthropology adviser. The required 24 credits—must include:

1. 4 credits in 100- or 200-level courses
2. 16 credits in 300- or 400-level courses of which 8 credits must be at the 400 level
3. 4 elective credits at any level

Of the 24 credits required in anthropology, 20 must be graded and passed with a C– or better.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in social studies. This program is described in the **College of Education** section of this catalog.

Graduate Studies

Three advanced degrees are offered in anthropology: the master of arts (M.A.), the master of science (M.S.), and the doctor of philosophy (Ph.D.). These degrees entail work in the following subfields: archaeology, cultural or physical anthropology, and anthropological linguistics.

Graduate students must demonstrate competence in three subfields, typically through work at the master's level. Students spend the first year, and in some instances the first two years, establishing a broad foundation in anthropology by completing three of the following four courses with grades of B– or better: Basic Graduate Physical Anthropology (ANTH 680), Archaeology and Anthropology (ANTH 681), Social Theory (ANTH 682), Anthropological Linguistics (ANTH 683).

Graduate students are members of the Association of Anthropological Graduate Students and are represented in the Student Senate.

Master's Degree Requirements

The master's degree requires a minimum of 45 credits of graduate work, of which at least 32 must be in anthropology, and the successful completion of courses—or in some cases an examination—in three of the four subfields of anthropology mentioned above. A master's paper is required, but a thesis is not.

The M.A., requires competence in a second language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in a skill such as statistics, computer science, or paleogeography, approved by the department faculty.

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but not required. Admission is limited, and preference is given to applicants with excellent academic records and Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some second language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

Ph.D. Degree Requirements

Admission to the doctoral program is contingent on the possession of a valid master's degree in anthropology from a recognized institution or on the completion of three of the master's core courses. Those who enter with a master's degree in another discipline take master's core courses early in the program.

Formal requirements of time and credit are secondary, but no candidate is recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied.

The department requires competence in two modern second languages, one language and one skill, or two skills (including those earned for an M.A. or M.S.) approved by the department's faculty. The student's progress is measured by performance in the core courses, course work, and research papers; a comprehensive examination covering two special fields of concentration in anthropology; a formal dissertation prospectus; and, finally, a doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves fieldwork or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

For information about general requirements, see the **Graduate School** section of this catalog. More information about programs in anthropology may be obtained from the department.

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

Museum of Natural and Cultural History

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

Anthropology Courses (ANTH)

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

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

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

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

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

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

172 Introduction to Human Adaptability (4) Physiological, anatomical, and behavioral adaptations of the human species and the evolutionary events that produced them. Not offered 2004–5.

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

174 Anthropology of Food and Health (4) Overview of the evolution of human diet and health patterns. Adaptations to food availability, nutrients, and disease in different populations. Not offered 2004–5.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R)

222 Anthropology of Life Stories (4) Examines how individuals experience and tell others about their lives within the context of culture. Narrations of personal experience take the form of life stories, histories, and autobiographies. Not offered 2004–5.

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

250 Introduction to Archaeology (4) Survey of important archaeological methods, theory, and interpretation. Problems and promise of various approaches to exploring past human behavior.

252 Human Impacts on Ancient Environments (4) Provides a historical perspective to students

concerned about the condition of the world's environments. Not offered 2004–5.

260 Introduction to Cultural Anthropology (4) Important topics, methodologies, and frameworks in cultural anthropology.

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

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

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

314 Women and Culture I: Politics, Production, and Power (4) Cross-cultural exploration of women's power in relation to political, economic, social, and cultural roles. Case studies from Africa, America, Asia, Europe, and the Middle East. Silverman.

315 Women and Culture II: Creativity and Symbols (4) Cross-cultural exploration of the expressive and artistic realm of women's lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music. Silverman.

320 Native North Americans (4) Interpretive approach to accomplishments, diversity, and survival of precontact, postcontact, and present-day American Indian peoples. Impact of Euro-American stereotypes on politics and identity. Prereq: ANTH 161 or 260. Klopotek, O'Neill.

321 Peoples of India (4) Survey of India's religious and cultural diversity, the caste system, issues of ethnic identity and untouchability, gender construction, social conflict, diaspora, and politics of poverty. Karim, Lukacs.

325 The Americas: Indigenous Perspectives (4) Examines the history of the Americas (North, Central, and South America; the Caribbean) from the perspectives of their original indigenous inhabitants. Prereq: one social science course. O'Neill, Stephen. Not offered 2004–5.

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

327 Anthropological Perspectives on Africa (4) Thematic, comparative exploration of the contours of life in contemporary Africa. Promotes a critical historical perspective on the anthropology of the continent. Wooten. Not offered 2004–5.

328 New Guinea (4) A look at the lifeways of New Guinea people; focuses on personhood, gender, exchange, Christianity, and development. Biersack. Not offered 2004–5.

329 Immigration and Farmworkers Political Culture (4) Mexican farmworkers in the United States, their history and living and working conditions explored within the political culture of immigration. Introductory social science course recommended. Stephen. Not offered 2004–5.

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

340 Fundamentals of Archaeology (4) Methods modern archaeology uses to reconstruct the past, including background research, field methods, laboratory analyses, and interpreting data. Prereq: ANTH 150 or 250.

343 Pacific Islands Archaeology (4) Archaeology and prehistoric cultural development of Pacific island peoples from earliest settlement through early Western contact. Emphasizes Southeast Asian cultural foundations and ecological adaptations. ANTH 150 or 250 recommended. Ayres.

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

350 Ancient Mesoamerica (4) Rise and fall of various ancient mesoamerican societies such as Olmecs, Maya, Toltecs, and Aztecs, and their cultural antecedents. Prereq: 4 credits in archaeology. Kennett. Not offered 2004–5.

352 The Ancient Maya (4) Introduction to the Ancient Maya, one of the most intriguing and enduring societies in Mesoamerica. Focus is origins of social complexity and inequality. ANTH 350 recommended. Kennett.

360 Human Ecology (4) Cultural and biological adaptations to environmental changes in the course of human evolution. Prereq: ANTH 270. Moreno, Sugiyama. Not offered 2004–5.

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

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

365 Food and Culture (4) Anthropological approach to the role of nutrients in human development (individual and group); cultural determinants and differences among populations; world food policy; applied nutritional anthropology. Moreno. Not offered 2004–5.

366 Human Osteology Laboratory (4) Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy. Coreq: ANTH 360 or 361 or 362. Lukacs.

367 Human Adaptation (4) Human biocultural adaptations of menopause; birth and reproduction; life cycle and growth; adjustments to life in different environments: the Arctic, high altitude, and desert. Prereq: ANTH 270. Moreno.

368 Scientific Racism: An Anthropological History (4) Origin and evolution of the concept of race. Scientific perspectives on race from 1800 to the present from an anthropological viewpoint. Prereq: ANTH 362. Lukacs. Not offered 2004–5.

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

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R)**411/511 Politics, Ethnicity, Nationalism (4)**

Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity construct and reproduce each other. Prereq: upper-division standing in a social science. Scher. Not offered 2004–5.

412/512 Economy and Culture (4) Explores cultural dimensions of production, distribution, and consumption processes, particular attention paid to variability and local-global dynamics. Brief historical overview and extended ethnographic analysis. Prereq: upper-division standing in a social science. Wooten. Not offered 2004–5.

413/513 Culture and Psychology (4) Bridges anthropology and psychology to explore the relationship between the individual and culture; includes such topics as emotion, personality, mental illness, and sexuality. Baxter, O'Neill. Not offered 2004–5.

414/514 Contemporary Issues in Anthropology (4)

Overview of diverse presuppositions that structure various theories and methods in contemporary anthropology. Prereq: 4 credits in anthropology. Not offered 2004–5.

417 Field Methods in Cultural Anthropology (4)

Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator's ethical responsibilities. Prereq: 8 credits of upper-division cultural anthropology. Stephen. Not offered 2004–5.

419/519 Performance, Politics, and Folklore (4)

Aesthetic, political, economic, and social dimensions of cultural performances examined in museums, heritage displays, folklore festivals, community celebrations, and tourist destinations. Pre- or coreq: 8 credits in cultural anthropology. Silverman.

420/520 Culture, Illness, and Healing (4) Cultural foundations of illness and healing. Attempts to analyze illness experiences, looks at therapies cross-culturally, and examines the nature of healing. Prereq: ANTH 161 or 260. O'Neill. Not offered 2004–5.

421/521 Anthropology of Gender (4) Explores gender cross-culturally. Topics include sex and sexualities; queer communities; the politics of marriage; local and global feminisms; and relations among gender, race, colonialism, and global capital. Stephen. Not offered 2004–5.

422/522 State, Society, Gender in Asia (4) Gender as a nexus of state control and popular resistance. Includes gendered nationalisms, reproductive regimes, labor, prostitution, feminist and queer subversions, transnational Asian communities. Prereq: ANTH 161 or 260. Not offered 2004–5.

423/523 Nationalism and Transnationalism (4) Explores interrelationship of nationalism and transnationalism in global economy and post-colonial public spheres. Examines diasporic and refugee communities, tourism, sex tourism, and popular culture forms. Prereq: ANTH 161 or 260. Not offered 2004–5.

424/524 Feminist Methods in Anthropology (4) Seminar in feminist research design and methods in three subfields of anthropology: biological, sociocultural, archaeological. Examines case studies illustrating research ethics, collaboration, and activism. Prereq: 12 credits in ANTH or WGS courses. Moreno, Moss, Silverman. Not offered 2004–5.

425/525 Topics in Pacific Ethnology: [Topic] (4) In-depth introduction to various topics bearing on historical and/or contemporary regions of the Pacific. Biersack. Not offered 2004–5.

429/529 Jewish Folklore and Ethnology (4) Traditional expressive culture of East European Jews; includes narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States. Silverman. Not offered 2004–5.

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

432 Latin American Society and Development (4)

Influence of history, culture, gender, race, and political economy in shaping the lives of people in contemporary Latin America. Prereq: introductory course in cultural anthropology, international studies, political science, history, or sociology. Stephen. Not offered 2004–5.

433/533 Native Central Americans (4) Contact period and contemporary ethnography of native peoples' ecological adaptation, socioeconomic organization, and culture change. Prereq: 4 credits in cultural anthropology. Stephen. Not offered 2004–5.

434/534 Native South Americans (4) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 4 credits in cultural anthropology. Stephen, Sugiyama.

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

439/539 Feminism and Ethnography (4) Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicings, and the politics of fieldwork and the text. Prereq for 439: instructor's consent; prereq for 539: 8 credits in social science or humanities. Silverman. Not offered 2004–5.

440/540 Topics in Old World Prehistory: [Topic] (4R)

Archaeology of prehistoric cultures in selected regions of the Middle East, Southeast Asia, or Africa, from first human cultures to historic periods. Prereq: 4 credits in archaeology or prehistory. Ayres. R when topic changes for maximum of 12 credits.

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

442/542 Northwest Coast Archaeology (4)

Archaeological and prehistoric cultural development of peoples indigenous to the Northwest Coast of North America, from Alaska to northern California, from earliest settlement through Western contact. Prereq: ANTH 150 or 250. Moss. Not offered 2004–5.

443/543 North American Archaeology (4)

Survey of interdisciplinary research applied to prehistoric cultures and environments in North America. Prereq: ANTH 150 or 250. Moss. Not offered 2004–5.

445/545 Archaeology of Cultural Landscapes (4)

Archaeological and landscape concepts represented in the past and the present. Site distributional, ecological, and socio-symbolic dimensions of landscapes are examined. Prereq: ANTH 150, 250

447/547 Traditional Technologies (4) Explores 2.5 million years of human technologies through analysis and replication of stone, bone, shell, and wood tools as well as basketry and ceramics. Erlandson. Not offered 2004–5.

448/548 Gender and Prehistory (4) Discussion of gender as an emerging focus of archaeological theory, method, and interpretation. Examination of case studies from around the world during prehistory. Prereq: ANTH 150 or 250. Moss. Not offered 2004–5.

449/549 Cultural Resource Management (4)

Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq for 449: ANTH 443 and 4 credits of upper-division archaeology or prehistory; prereq for 549: graduate standing in anthropology. Moss. Not offered 2004–5.

450/550 The Anthropology Museum (3) Operation of anthropology and natural history museums; organization, collection management, exhibit and public programs, funding. Aikens, Krier.

451/551 Ethnoarchaeology (4) Examines relationships between archaeology and ethnography and how archaeologists study material culture in a living context. Examples are from various world areas. Prereq: ANTH 150, 250.

452/552 Postcolonialism and Globalization: [Topic] (4R)

Examines issues of policies and culture presented by globalization; includes inquiry into the problem of globalization itself. Dirlik. R once when topic changes for maximum of 8 credits. Not offered 2004–5.

460/560 Nutritional Anthropology (4) Human nutrition and adaptation. Evolution of human diet; diet-related disease patterns in different populations; biological, social, economic, political, and historical factors in human nutrition. Prereq: ANTH 270. Moreno. Not offered 2004–5.

462/562 Paleoprimatology (4) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations: locomotion, special senses, dentition. Prereq: ANTH 361. Lukacs.

463/563 Primate Behavior (4) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and social organizations. Prereq: instructor's consent. Not offered 2004–5.

464/564 Methods and Perspectives in Human Biology (4)

Biological study of human populations with practical experience in analysis and interpretation of data on growth and development, nutrition, health, and demography. Prereq: ANTH 363 or 367. Moreno. Not offered 2004–5.

465/565 Gender Issues in Nutritional Anthropology (4)

Gender differences in nutritional status, dietary requirements, and diet-related diseases. Topics addressed include food, politics, economics, and policies. Prereq: ANTH 365. Not offered 2004–5.

466/566 Primate Feeding and Nutrition (4) Evaluates primate feeding and foraging behavior, diet, and nutrition. Explores anatomical, physiological, and behavioral solutions to feeding challenges, both ecological and evolutionary. Prereq: ANTH 171 or 270. Not offered 2004–5.

467/567 Paleoecology and Human Evolution (4)

Relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins. Prereq: ANTH 361. Lukacs.

469/569 Anthropological Perspectives of Health and Illness (4) Overview of medical anthropology: cross-cultural theories of illness and treatment strategies, cultural roles of patient and healer, and human adaptations to disease. Prereq: ANTH 365. Moreno. Not offered 2004–5.

471/571 Zooarchaeology (4) Hands-on experience with analysis and interpretation of bone and shell animal remains from archaeological sites. Seminar, laboratory. Prereq: instructor's consent. Moss. Not offered 2004–5.

472/572 Primate Conservation Biology (4) Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance. Prereq: ANTH 171 or 270.

473/573 Paleoanthropology of South Asia (4) Traces the development of the peoples and cultures of the Indian subcontinent through a survey of the main fossil discoveries, archaeological sites, and human skeletal collections. Prereq: ANTH 150 or 250, 170 or 270. Lukacs. Not offered 2004–5.

474/574 Human Paleopathology (4) Methods and techniques of paleopathology, the disease process, and how hard tissues are affected by them. Pivotal anthropological issues in which paleoanthropology plays a key role. Prereq: ANTH 366. Not offered 2004–5.

475/575 Issues and Methods in Paleodiets (4) Primary methods and techniques anthropologists use to reconstruct the dietary patterns of prehistoric human populations. Prereq: ANTH 150 or 250, 270, 366. Not offered 2004–5.

481/581 Principles of Evolutionary Psychology (4) Investigates how understanding of our evolutionary history is used to further understanding of the human mind. Prereq: ANTH 170, 270 or equivalent. Sugiyama. Not offered 2004–5.

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

486/586 Japanese Society and Culture (4) Introduction to contemporary Japan; covers the family, work, gender, media, nationalism and transnationalism, and popular culture. Not offered 2004–5.

488/588 Foundations of Social Theory (4) Important early social theorists (Marx, Engels, Freud, Durkheim, Weber) and the historical conditions in which the study of society emerged in Western thought. O'Neill. Not offered 2004–5.

493/593 Anthropology and Popular Culture (4) Popular culture offers insights into the conditions of the reproduction of social relations through the analysis of film, sport, television, advertising, folklore, fashion, and festivals. Prereq: ANTH 260. Scher.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

611 Ethnographic Research: Epistemology, Methods, Ethics (4) Various techniques in ethnographic research. Examines the relationships between methods, theory, and ethics. Stephen. Not offered 2004–5.

612 Ethnographic Writing and Presentation (4) Focuses on field notes, ethnographic writing, and presentation. Students write from their own research. Prereq: ANTH 611. Stephen. Not offered 2004–5.

615 Proseminar in Anthropology (2) Presents the department's structure, program, and faculty; introduces research, writing, and funding resources. Biersack, Dirlik. Not offered 2004–5.

620 Anthropology and History (4) Explores the historical and contemporary intersections of history and anthropology and the debates in Western historiography. Dirlik. Not offered 2004–5.

630 Political Forces and the Disciplines: [Topic] (4R) Examines cultural and political forces that have shaped the disciplines since the 19th century. Emphasis on anthropology, history, geography, and literature. R once when topic changes for maximum of 8 credits.

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

681 Archaeology and Anthropology (5) Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data. Prereq: graduate standing in anthropology.

682 Social Theory (5) Advanced theoretical topics in social anthropology and cultural studies. Topics and readings vary. Prereq: background in cultural anthropology.

683 Anthropological Linguistics (5) Topics include linguistic relativity; language, cognition, and social practice; distinctiveness of human language; role of reference in linguistic structures; creation of social and cultural forms. Prereq: instructor's consent. Not offered 2004–5.

685 Professional Writing (2–4) Covers the basics of professional writing for grant proposals, journal articles, and papers presented at professional meetings. Requires short proposal, longer proposal or article, and workshop participation. Prereq: instructor's consent. Biersack.

687 Approaches in Social Anthropology (5R) Critical and thematically guided review of influential concepts and authors in social anthropology. R for maximum of 10 credits.

692 Dental Morphology and Human Evolution (4) Taxonomy, ecology, pathology, and sexual dimorphism of early hominids; comparative dental morphology. Theoretical models of dental evolution and disease. Biocultural interaction in hominid dental evolution. Prereq: instructor's consent. Lukacs. Not offered 2004–5.

695 Cultural Ecology (4) Comparative analysis of cultural responses to environmental conditions; implications for cultural evolution. Prereq: graduate standing in anthropology. Not offered 2004–5.

697 Ethnoarchaeology (4) Examines relationships between archaeology and ethnography to show how ethnographic data illuminate the past and how archaeologists can study material culture behavior in a living context. Prereq: instructor's consent. Not offered 2004–5.

Art History

See School of Architecture and Allied Arts

Asian Studies

Maram Epstein, Program Director

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Program Committee Faculty

C. Melvin Aikens, anthropology (Japan)

Ina Asim, history (China)

William S. Ayres, anthropology (Southeast Asia and Pacific islands)

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

Aletta Biersack, anthropology (Southeast Asia and Pacific islands)

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

Kathie Carpenter, international studies (Southeast Asia)

Scott DeLancey, linguistics (Southeast Asia)

Janet W. Descutner, dance (Southeast Asia)

Arif Dirlik, history (transnational modern Asia)

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

Maram Epstein, East Asian languages and literatures (China)

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

Noriko Fujii, East Asian languages and literatures (Japan)

Andrew E. Goble, history (Japan)

Bryna Goodman, history (China)

Jeffrey E. Hanes, history (Japan)

Tetsuo Harada, East Asian languages and literatures (Japanese language and linguistics)

Esther Jacobson, art history (Central Asia, China)

Lamia Karim, anthropology (South Asia)

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

Richard Kraus, political science (China)

Robert Kyr, music (Southeast Asia)

Charles H. Lachman, art history (China)

Wendy Larson, East Asian languages and literatures (China)

David Leiwei Li, English (Chinese film)

Don S. Levi, philosophy

John R. Lukacs, anthropology (South Asia)

Geraldine Moreno, anthropology (Southeast Asia)

Robert C. Proudfoot, international studies (Southeast Asia)

Paula Rogers, East Asian languages and literatures (linguistics)

Tze-Lan Sang, East Asian languages and literatures (China)

Richard M. Steers, management (Korea)

Richard P. Suttmeier, political science (China)

Sarah Thompson, art history (Japan)

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

Anita M. Weiss, international studies (South Asia)

Kyu Ho Youm, journalism and communication

Undergraduate Studies

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

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

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

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

The curriculum includes courses in anthropology, art history, Chinese language and literature, dance, geography, history, international studies, Japanese language and literature, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Declaring a Major

To be accepted into the Asian studies major, a student must request acceptance as a major in the Asian studies office before attaining senior status. Depending on interests and career objectives, students are encouraged to discuss with their advisers or the program director the advisability of pursuing a second major in a supporting discipline or preprofessional program

Major Requirements

The major in Asian studies offers (1) strong training in at least one Asian language, (2) knowledge of the histories and cultures of the societies in which that language is used, (3) a sense of how academic disciplines contribute to interdisciplinary study, and (4) a knowledge of Asia beyond the primary language and civilization focused on in (1) and (2) above. The requirements for the major are derived from these objectives.

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

- History (12 credits).** Three upper-division history courses (300 or 400 level) in the chosen civilization or region
- Electives (16 credits).** Four courses, chosen in consultation with an adviser
- Discipline (12 credits).** Three courses in one discipline other than history or language
- Regional Breadth (8 credits).** From the courses chosen in categories 2 and 3 above, at least two courses must be in areas outside the student's primary focus. For example, if the primary focus is Japan, the 8 credits must deal with China, Southeast Asia, South Asia, or Pacific islands

- Seminar (at least 3 credits).** One 400-level seminar pertaining to the chosen civilization

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

Minor Requirements

Students should consult with the Asian studies director to determine whether a course has a full or partial focus on East Asia or Southeast Asia. A list of preapproved courses for either minor is available in the Asian studies office. Students should acquaint themselves with the selection of experimental courses offered each term and may pursue directed readings with East Asian or Southeast Asian specialists. First- and second-year language courses cannot be used to satisfy requirements for either minor.

East Asian Studies

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

- 20 credits in courses that focus entirely on East Asia. At least 12 credits must be upper division
- 4 credits in courses that have a partial focus on East Asia

Southeast Asian Studies

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

- 20 credits in courses that focus entirely on Southeast Asia. At least 12 credits must be upper division
- 4 credits in courses that have a partial focus on Southeast Asia

Graduate Studies

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

The curriculum includes courses in anthropology, art history, Chinese language and literature, geography, history, international studies, Japanese language and literature, linguistics, political science, and religious studies. The program is administered by the Asian studies committee, which is composed of faculty members with Asian specializations.

Prior to registration, the Asian studies committee assigns each student an adviser, who helps the student develop an individualized program. At the end of the first year, the student should request that an Asian studies graduate committee be formed to provide guidance through the second year of study and thesis preparation. Graduate students should meet with their advisers at least once a term.

Application for Admission

An applicant for admission to the master's program must hold a bachelor's degree from an accredited four-year university. It is expected that applicants have some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses, for which no graduate credit is earned.

Required materials for admission and financial aid are:

- University of Oregon application form and application fee
- Transcripts of all college or university course work, including the final transcripts for any degree received
- Three letters of recommendation
- Statement of objectives
- Test score for Graduate Record Examinations (GRE) or Test of English as a Foreign Language. International applicants must submit a score of at least 575 (paper-based test) or 233 (computer-based test) from the TOEFL, if they have not received a bachelor's degree from a college or university in an English-speaking country
- Supplementary Application and Financial Statement for International Students must be submitted by international students
- Application for Graduate Award, if applying for a graduate teaching fellowship (GTF).
 - GTF in Chinese.** All applicants must submit a cassette tape of spoken Chinese
 - GTF in Japanese.** Nonnative speakers must submit a cassette tape of spoken of Japanese

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

The application deadline is February 15 for admission the following fall term. Application information and materials are available from the Asian studies office.

Second Master's Degree

Students enrolled in graduate programs offered by other departments may earn a second master's degree in Asian studies.

Besides satisfying the degree requirements set by their departments, such students must (1) complete 32 graduate credits in approved Asia-related courses and (2) demonstrate the language competence required for the M.A. degree in Asian studies. A required thesis applies the methodology of the student's discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degree programs must be completed at the same time. A student completing this option is granted two master's degrees, one in Asian studies and another in the departmental discipline.

Master's Degree Requirements

Students pursuing an M.A. in Asian studies must complete 48 credits of graduate study, including at least 44 in Asia-related courses. Graduate credit for language study may only be earned for work beyond the third-year level.

- Of the 44 credits, at least 12 must be earned in seminars or colloquia, including Perspectives on Asian Studies (ASIA 611) and Issues in Asian Studies (ASIA 612), which should be taken during the first year of study

2. To ensure interdisciplinary breadth, students must complete at least two courses in each of the following areas
 - a. Humanities—courses in architecture, art history, literature, music, religious studies
 - b. Social science—courses in anthropology, economics, geography, international studies, political science
 - c. History
3. To ensure a cross-regional awareness, at least 8 credits of the 44 must be in courses about a culture or civilization other than the student's primary language and civilization focus
4. At least 9 of the 44 credits are earned in Thesis (ASIA 503). In unusual circumstances, students may petition the program committee to waive the thesis requirement for the degree. If the waiver is granted, the student is expected to complete 56 graduate course credits (of which at least 44 are Asia related), submit two substantial research papers on Asian topics developed in seminars or colloquia, and pass an examination addressing general Asian studies topics

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

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

Students should also review the Graduate School's regulations for information on the university's general master of arts degree requirements.

Asian Studies Courses (ASIA)

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–5R)

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

407/507 Seminar: [Topic] (1–5R)

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

503 Thesis (1–9R)

601 Research: [Topic] (1–6R)

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

607 Seminar: [Topic] (1–5R)

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

Explores the diverse perspectives that define Asian studies. Samples conflicts, controversies, and areas of consensus that characterize the field. Prereq: instructor's consent.

612 Issues in Asian Studies: [Topic] (3R) Selected Asian studies issues. Prereq: instructor's consent. R once when topic changes for maximum of 6 credits.

Biology

George F. Sprague Jr., Department Head

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Faculty

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

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

William E. Bradshaw, professor (evolutionary genetics, population biology, evolutionary physiology). B.A., 1964, Princeton; M.S., 1965, Ph.D., 1969, Michigan. (1971)

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

Roderick A. Capaldi, professor (bioenergetics). B.S., 1967, London; Ph.D., 1970, York. (1973)

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

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

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

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

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

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

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

Alan J. Kelly, instructor (plant evolution). B.S., 1981, California, Irvine; Ph.D., 1994, Oregon. (1994)

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

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

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

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

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

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

Bitty A. Roy, associate professor (evolution, pathogen-host interactions, plant population

ecology). B.S., 1982, Evergreen State; M.S., 1985, Southern Illinois; Ph.D. 1992, Claremont Graduate. (2001)

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

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

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

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

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

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

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

Nora B. Terwilliger, professor (comparative physiology and biochemistry of marine organisms). B.S., 1963, Vermont; M.S., 1965, Wisconsin, Madison; Ph.D., 1981, Oregon. (1972)

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

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

Daniel Udovic, professor (population ecology, mutualisms, biology education); director, Center for Ecology and Evolutionary Biology; director, Environmental Studies Program. B.A., 1970, Texas; Ph.D., 1973, Cornell. (1973)

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

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

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

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

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

Courtesy

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

Emeriti

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

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

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

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

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

Philip Grant, professor emeritus. B.S., 1947, City University of New York City College; M.A., 1949, Ph.D., 1952, Columbia. (1966)

- Charles B. Kimmel, professor emeritus. B.A., 1962, Swarthmore; Ph.D., 1966, Johns Hopkins. (1969)
- Frederick W. Munz, professor emeritus. B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles. (1959)
- Gordon J. Murphy, senior instructor emeritus. B.S., 1953, M.S., 1958, Oregon State. (1962)
- Edward Novitski, professor emeritus. B.S., 1938, Purdue; Ph.D., 1942, California Institute of Technology. (1958)
- Paul P. Rudy, professor emeritus. B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (1968)
- Eric Schabtach, senior instructor emeritus. B.S., 1963, McGill. (1969)
- Bradley T. Scheer, professor emeritus. B.S., 1936, California Institute of Technology; Ph.D., 1940, California, Berkeley. (1950)
- Lynda P. Shapiro, professor (emerita). B.A., 1960, M.S., 1963, Arkansas; Ph.D., 1974, Duke. (1990)
- Franklin W. Stahl, professor emeritus. A.B., 1951, Harvard; Ph.D., 1956, Rochester. (1959)
- Sanford S. Tepfer, professor emeritus. B.S., 1938, City University of New York, City College; M.S., 1939, Cornell; Ph.D., 1950, California, Berkeley. (1955)
- Norman K. Wessells, professor emeritus; provost emeritus, academic affairs. B.S., 1954, Ph.D., 1960, Yale. (1988)
- James A. Weston, professor emeritus. B.A., 1958, Cornell; Ph.D., 1963, Yale. (1970)
- Herbert P. Wisner, senior instructor emeritus. B.A., 1949, M.A., 1950, Syracuse. (1966)

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

Participating

JoAn Hudson, electron microscope facility

Undergraduate Studies

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

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

Students may enter the program with a high school education or transfer from a community college or university. The curriculum includes courses for majors in biology, marine biology, and related disciplines; preprofessional courses; and courses that serve as important elements in a liberal education for students in other majors. Course work for the biology major provides an exceptional foundation for students who plan to study at a graduate or professional school.

Biology Advising Center for Undergraduates

(541) 346-4525
73 Klamath Hall
bioadv@uoregon.edu

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

The advising center provides other resources, including job and internship files, a file of special

study opportunities, and graduate bulletins from many schools.

Nonmajors

Courses for nonmajors, offered at the 100 level, are intended for students with little or no college background in biology or chemistry. Content may vary from year to year, but focuses on the biological basis of topics in ecology, evolution, behavior, human physiology, and genetics.

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

Majors

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

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

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

The general biology sequence requires completion of the first term of general chemistry. It is targeted toward students with an interest in whole-organism biology. Students may begin this sequence in the freshman year, if they have the

math skills needed to begin general chemistry. For some science majors, the three terms of general biology suffice. For biology majors, General Biology IV: Biochemistry and Genetics (BI 214) is required.

The three-term foundations sequence requires completion of a year of general chemistry and concurrent enrollment in or completion of the first term of organic chemistry. It is for students with an interest in processes and mechanisms at the cellular and molecular level. Students contemplating medical school or an emphasis in molecular genetics or biochemistry are advised to take this sequence. Because the sequence assumes familiarity with chemical concepts, most students should begin it fall term of the sophomore year, after completing the year of general chemistry with laboratories that is required of biology majors.

Careers. The biology major prepares students for many outstanding fields. According to a recent *U.S. News & World Report*, being a biologist is the number-one ranked and most satisfying profession out of the top 100 in the United States. Jobs for biology majors are predicted to grow by at least 25 percent in the next few years.

Recently, more than one-third of the UO's biology seniors have been accepted to graduate schools in biomedicine and research. Many graduates have gone on to U.S. medical, dental, pharmacy, veterinary, physician assistant, optometry, physical therapy, and nursing schools. Graduates are pursuing M.S. and Ph.D. degrees in molecular biology, neuroscience, ecology and evolution, and marine biology. Former UO biology majors now work in health services, private industry, government agencies, education, and nonprofit organizations including the Peace Corps, Teach for America, university research centers, pathology and crime laboratories, food processing companies, nature centers, forestry departments, fish and wildlife organizations, computer software companies, museums, botanical gardens, zoos, conservation organizations, science and technology research centers, community colleges, high school science departments, health departments, and hospitals. More details about career opportunities and recent outstanding graduates are available from the Biology Advising Center.

Biology majors are encouraged to become involved in a variety of learning experiences in addition to their college courses. Research, internships, community service, or similar experiences are increasingly important in securing jobs or a position in professional programs. Career-related information is available in the Career Center, 244 Hendricks Hall; students are encouraged to use resources in the Biology Advising Center.

Major Requirements

A major in biology or marine biology leads to a bachelor of science (B.S.) or to a bachelor of arts (B.A.) degree. The B.A. requires completion of the foreign-language requirement. Twenty-four credits of biology that are applied to the major must be taken at the University of Oregon. Majors must either meet the major requirements in effect at the time they are accepted as majors or complete subsequent major requirements. Specific courses follow.

1. General Chemistry (CH 221, 222, 223) or Honors General Chemistry (CH 224H, 225H, 226H)
2. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239)
3. Mathematics, to include Calculus for Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 251) or equivalent; a course in statistics is recommended
4. General Physics (PHYS 201, 202, 203) or General Physics with Calculus (PHYS 211, 212, 213)
5. Organic chemistry sequence (CH 331, 332 or CH 331, 335, 336)
6. One of the introductory sequences: the four-term general biology sequence (BI 211–214) or the three-term foundations sequence (BI 251–253)

Major in Biology

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

1. At least one 300-level course in each of the three areas—cellular-molecular, organismal, and ecology-evolution
2. At least 12 credits in courses with a BI subject code, numbered 420 to 499
3. At least two courses at the 300 or 400 level with significant laboratory or fieldwork

Handouts containing detailed information about limitations and allowances within the 44 upper-division credit requirement, descriptions of the 300-level areas, a list of approved courses from other departments, and a list of courses that fulfill the significant laboratory or fieldwork requirement are available in the Biology Advising Center

Emphasis Areas for the Biology Major

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

Ecology and Evolution credits

- Ecology (BI 370)..... 4
 Evolution (BI 380) 4
 Probability and statistics (MATH 243 or 425 or equivalent)..... 4
 At least one course that provides a field experience in ecology selected from Pollination Biology (BI 306), Forest Biology (BI 307), Freshwater Biology (BI 308), Experimental Course: Neotropical Ecology (BI 410), Marine Birds and Mammals (BI 455), Field Ornithology (BI 459), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Field Botany (BI 448) 4–5
 At least three courses selected from Research (BI 401); Experimental Courses: Evolution of Infectious Disease, Molecular Phylogenetics, Neotropical Ecology, Terrestrial Ecosystems (BI 410); Algae and Photosynthetic Bacteria (BI 431); Mycology (BI 432); Systematic Botany (BI 442);

- Experimental Design (BI 470); Population Ecology (BI 471); Community Ecology (BI 472); Microbial Ecology (BI 477); Quantitative Genetics (BI 481); Conservation Biology (BI 483); Molecular Evolution (BI 484), Population Genetics (BI 486) 12

Students may apply up to 8 credits of course work from other departments to the emphasis in ecology and evolution. Select courses from

Anthropology. Primate Systematics and Taxonomy (ANTH 461), Paleoprimateology (ANTH 462), Primate Behavior (ANTH 463), Paleocology and Human Evolution (ANTH 467)

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

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

Landscape Architecture. Principles of Applied Ecology (LA 441)

Human Biology credits

- Seminar: Career Center Mentor Program (BI 407)..... 1
 Practicum (BI 409) in biomedical research, medicine, allied health, or clinical practice 2
 Two cellular-molecular courses selected from Molecular Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Neurobiology (BI 360), Human Genetics (BI 423) 8
 Two systematics-organisms courses selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331), Sensory Physiology (BI 353), Vertebrate Form and Function (BI 354), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356), Investigations in Medical Physiology (BI 358) 8–9
 Two courses selected from Experimental Courses: Computational Neurobiology, Evolution of Development, Mitochondria (BI 410); Human Molecular Genetics (BI 423); Systems Neuroscience (BI 461); Hormones and the Nervous System (BI 467); Experimental Design (BI 470) 8
 Course work outside the department; select from the list below 12

Anatomy. Human Anatomy I,II (ANAT 311,312), Human Anatomy I,II: Laboratory (ANAT 314,315)

Anthropology. Human Ecology (ANTH 360), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362), Human Osteology Laboratory (ANTH 366), Nutritional Anthropology (ANTH 460), Paleoprimateology (ANTH 462), Primate Behavior (ANTH 463), Methods and Perspectives in Human Biology (ANTH 464), Paleocology and Human Evolution (ANTH 467), Anthropological Perspectives of Health and Illness (ANTH 469)

Human Physiology. Human Physiology I,II (HPHY 313, 314), Human Physiology I,II: Laboratory (HPHY 316, 317), Motor Control (HPHY 333), Motor Development (HPHY 335), Sports Medicine (HPHY 361), Physiology of Exercise (HPHY 371), Biomechanics (HPHY 381), Experimental Course: Cardiovascular Physiology (HPHY 410), Sports Nutrition (HPHY 463)

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

Marine Biology credits

- One cellular-molecular course selected from Molecular Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Neurobiology (BI 360)..... 4
 One systematics-organisms course selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331), Plant Diversity and Physiology (BI 340), Vertebrate Form and Function (BI 354), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356) 4–5
 One ecology-evolution course selected from Ecology (BI 370), Marine Biology (BI 357), Biological Diversity (BI 375), Evolution (BI 380), Animal Behavior (BI 390) 4
 Course work selected from Invertebrate Zoology (BI 451), Marine Molecular Physiology (BI 453), Estuarine Biology (BI 454), Marine Birds and Mammals (BI 455), Marine Biology (BI 457), Biological Oceanography (BI 458), Marine Ecology (BI 474)..... 13
 Spend at least fall or spring term or a summer session at the Oregon Institute of Marine Biology in Charleston, Oregon, and take the marine biology seminar (BI 407)

Molecular, Cellular, and Developmental Biology credits

- Molecular Genetics (BI 320)..... 4
 Cell Biology (BI 322) 4
 Developmental Biology (BI 328) 4
 Course work selected from Microbiology (BI 330) and Microbiology Laboratory (BI 331); Vertebrate Evolution and Development (BI 355); Neurobiology (BI 360); Evolution (BI 380); Special Studies: Principles of Human Genetics (BI 399); Experimental Course: Evolution of Development (BI 410); Techniques in Electron Microscopy (BI 417); Human Molecular Genetics (BI 423); Advanced Molecular Genetics (BI 424); Developmental Genetics (BI 428); Biochemistry (CH 461, 462, 463); Cellular Neuroscience (BI 463); Developmental Neurobiology (BI 466); Biochemistry Laboratory (CH 467); Molecular Evolution (BI 484) 20

Neuroscience and Behavior credits

- Cell Biology (BI 322) 4
 Neurobiology (BI 360) 4
 Introduction to Methods of Probability and Statistics (MATH 243) or Statistical Methods I (MATH 425) or equivalent 4
 One course selected from Motor Control (HPHY 333), Sensory Physiology (BI 353), Vertebrate Evolution and Development (BI 355), Animal Physiology (BI 356), Animal Behavior (BI 390)..... 4
 Three courses selected from Experimental Course: Computational Neurobiology (BI 410), Human Neuropsychology (PSY 449), Systems Neuroscience (BI 461), Cellular Neuroscience (BI 463), Evolution of the Nervous System (BI 465), Developmental Neurobiology (BI 466), Hormones and the Nervous System (BI 467) 12

Major in Marine Biology

Students may choose a major in marine biology beginning fall 2004. A program plan for the major is available in the Biology Advising Center.

In addition to fulfilling requirements for the biology major, marine biology majors spend three terms completing required and elective course work at the Oregon Institute of Marine Biology in Charleston, Oregon, and take the marine biology seminar (BI 407).

Animal Use in Teaching Laboratories

Students should be aware that the biology and marine biology majors require courses in which they may have to perform experiments on a variety of organisms, including vertebrate animals.

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

Department and university policies require that the use of live vertebrate animals be minimized in teaching laboratories and be approved by the curriculum committee of the Department of Biology and by the Institutional Animal Care and Use Committee of the University of Oregon. Students who have ethical objections to animal use in a course that requires it should consult the director of undergraduate advising before enrolling.

Recommended Program

Each student should consult an adviser in the Biology Advising Center for help with determining a program of study. Freshman majors enrolled in a calculus course typically take general chemistry with laboratories.

Upper-division biology electives and General Physics (PHYS 201, 202, 203) are typically taken after successful completion of an introductory biology sequence.

By the end of the sophomore year, each student should have met with a biology adviser to develop a program that satisfies both the interests of the student and the major requirements.

Courses with the BI subject code that are taken to meet major requirements must be passed with grades of C-, P, or better. Students should choose the pass/no pass (P/N) option sparingly or not at all if they plan to attend a professional health program or to pursue a graduate degree in biology.

Students meet the general-education group requirement in science by fulfilling the requirements for a major in biology. Transfer students should consult their advisers when selecting courses to meet the group requirements in arts and letters and in social science. For more information see Group Requirements in the **Registration and Academic Policies** section of this catalog.

Oregon Institute of Marine Biology

Located in Charleston on Coos Bay, the institute offers the marine biology major in conjunction the biology department. A coordinated program of study for undergraduates in biology, general science, and environmental science or studies is available. During fall and spring terms, 300- and 400-level courses that take advantage of the institute's unique coastal setting. Typical offerings include Vertebrate Form and Function (BI 354); Animal Behavior (BI 390); Invertebrate Zoology (BI 451); Estuarine Biology (BI 454); Marine Biology: Comparative Embryology and Larval Biology, Marine Molecular Physiology (BI 457); Marine Ecology (BI 474); and Biological Oceanography (BI 458). A seminar series (BI 407) features weekly invited speakers who are active

researchers in the marine sciences. Undergraduate research is encouraged.

The summer program emphasizes field studies and includes a variety of eight- and two-week courses as well as weekend workshops. Information and applications are available from the Biology Advising Center, from the director of the institute, or from the OIMB website. See also the **Research Institutes and Centers** section of this catalog.

Malheur Field Station

The University of Oregon is a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides an excellent opportunity for students to study terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the university and are included in the total credits required for a University of Oregon degree. Courses that have been preapproved by the department may be counted for the biology major. Detailed course information and applications may be obtained from the field station website or the Biology Advising Center.

Second Bachelor's Degree

Students may obtain a second bachelor's degree in biology after earning a bachelor's degree in another field. These students are admitted as postbaccalaureate nongraduates. For the second degree, all departmental and university requirements must be met. For more information, see Second Bachelor's Degree in the **Registration and Academic Policies** section of this catalog.

Preprofessional Students

Prehealth students who want to major in biology need to plan carefully to complete major requirements and meet entrance requirements of professional schools. These students should consult a biology adviser as well as the adviser for the professional area of their choice. See Preparatory Programs in the **Academic Resources** section of this catalog for more information about these requirements.

Although Organic Chemistry Laboratory (CH 337, 338) and Introductory Physics Laboratory (PHYS 204, 205, 206) are not required for the biology major, they are required for programs at most professional schools, including many programs at the Oregon Health and Science University in Portland.

Honors Program in Biology

Biology and marine biology majors who satisfy the following requirements are eligible to graduate with honors.

1. Complete all of the requirements for the major
2. Earn a minimum GPA of 3.30 in courses with the BI subject code that are applied to the major
3. Take biology courses used to satisfy major requirements for letter grades
4. Register for the honors program through the Biology Advising Center, which includes obtaining an acceptance signature from the faculty research adviser and an honors committee member, before beginning research
5. Complete a minimum of 9 credits in Research (BI 401) during three consecutive terms

6. Complete a thesis based on laboratory research or the equivalent that is approved by the biology honors committee and the faculty adviser

7. Defend the thesis in a public forum

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

Special Opportunities for Biology Undergraduates

Majors may participate in research; attend department research seminars; work as a teaching assistant, computer laboratory assistant, tutor, or peer adviser; spend a term at OIMB; or participate in related activities.

Credit may be earned for conducting research under the supervision of a faculty member by enrolling in BI 401. For more information, consult individual faculty members in the department or visit the Biology Advising Center.

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

Students may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

Peer advising is another way for students to become involved in the department. Interested students are trained during the spring term before the year they plan to work in the advising center.

Students who major in marine biology spend one or more terms at OIMB, the university's marine laboratory. Interested students should plan to attend during their junior or senior years.

Students are encouraged to express ideas and offer suggestions about curriculum and student relations to the chair of the department's curriculum committee, the director of undergraduate advising, the chair of the student relations committee, or the head of the department.

Students are asked to evaluate their biology courses and instructors near the end of each term. This information is available to instructors after the end of the term and placed on file for possible use in promotion and tenure deliberations.

Student answers to summary questions are available in electronic format in Knight Library and in the Office of Academic Advising.

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

Minor in Biology

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

Requirements

At least 28 credits of biology that includes

1. Completion of a yearlong introductory biology sequence with laboratories numbered 200 or higher

2. At least 16 credits of upper-division biology course work. No more than 8 credits from BI 401–419 may be applied to the minor including no more than 4 credits from BI 401–409. Students who complete BI 261–264 may apply 4 credits to the 401–419 category
3. At least 16 credits of biology applied to the minor must be taken at the University of Oregon
4. Course work must be completed with grades of P, C–, or better

Kindergarten through Secondary Teaching Careers

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

Graduate Studies

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

Applications are reviewed by members of the following programs:

1. Molecular and cellular biology
2. Neuroscience and development
3. Ecology and evolution
4. Marine biology

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

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

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

Master's Degree. Master's degrees earned on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.

Candidates for the master's degree complete one of the following requirements:

- A minimum of 60 credits of course work and the preparation of a critical essay
- 45 credits of course work and the completion of a research project that is presented as a thesis

Two years are typically required for completion of the master's degree. More information is available from the biology department graduate admissions coordinator.

A two-year master's degree with a specialty in marine biology is offered at the Oregon Institute of Marine Biology in Charleston. Master's degree students enrolled in the program at the institute must be admitted to the thesis master's option. These programs provide training for a variety of careers in aquatic or marine biology or serve as

preparation for advancement to a Ph.D. program at another institution.

Students may be able to accelerate completion of a master's degree program by completing graduate courses while still in the undergraduate program. For information see Reservation of Graduate Credit in the **Graduate School** section of this catalog.

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

Admission

An application, reference forms, and additional information may be obtained from the department's website or from the department office.

Requirements for admission to the graduate program include the following:

1. A completed application for admission form
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the quantitative, verbal, and analytical sections of the Graduate Record Examinations
5. TOEFL score of 600 (paper-based test) or 250 (computer-based test) or better for international students

Completed application forms, copies of college transcripts, and letters of reference should be sent to the department's graduate admissions coordinator.

Application Deadline. Application materials must be received by the department by December 15, when the graduate admissions committee begins reviewing applications.

Institute of Molecular Biology

To foster research and training, the institute brings together scientists from various disciplines who have common intellectual goals and provides them with a well-maintained, shared facility. Research is directed toward understanding basic cellular, genetic, and developmental mechanisms in both eukaryotes and prokaryotes. The faculty members of the institute hold appointments in the biology, chemistry, or physics departments. The research community also includes approximately twenty affiliated faculty members, forty postdoctoral fellows, and sixty doctoral students. Graduate students are admitted into academic departments and subsequently receive their degrees through those departments. They may, however, choose any faculty member as a dissertation adviser. For more information see the **Research Institutes and Centers** section of this catalog, or send inquiries to the director of the institute.

Institute of Neuroscience

Neuroscientists in the biology, computer and information science, exercise and movement science, and psychology departments have formed an interdisciplinary institute in the neurosciences. Faculty members are engaged in

research in cellular neuroscience, developmental biology, systems neuroscience, neural plasticity, and cognitive neuroscience. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the **Research Institutes and Centers** section of this catalog.

Center for Ecology and Evolutionary Biology

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

Developmental Biology Program

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

Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology offers a full program of study and research for graduate students. Graduate courses are offered mainly during summer session and fall and spring terms, and research is conducted year round. The marine biology graduate program focuses on research in biological oceanography, phytoplankton and microbial food webs, invertebrate physiology, larval ecology and evolution, the biology of intertidal organisms and marine ecology. Direct inquiries to the biology department's graduate admissions coordinator. See also the **Research Institutes and Centers** section of this catalog.

Environmental Studies

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

Biology Courses (BI)

Course syllabi, detailed course descriptions, and a tentative schedule of the year's course offerings can be found on the department's website and in the undergraduate advising center. An extra fee may be charged for courses that have laboratories or field trips.

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

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

122 Introduction to Human Genetics (4) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussion.

123 Biology of Cancer (4) Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; biological basis of therapy. Lectures, discussion.

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

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

132 Introduction to Animal Behavior (4) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. Lectures, discussion.

196 Field Studies: [Topic] (1–2R)

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

199 Special Studies: [Topic] (1–5R) Topics include Introduction to Health Professions, Medical Terminology, and a variety of freshman seminars.

211 General Biology I: Cells (4) How cells carry out functions of living organisms; genetic basis of inheritance; how genes and proteins work. Lectures, laboratory-discussion. Prereq: one term of college-level general chemistry (CH 111 or higher) or equivalent.

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

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

214 General Biology IV: Biochemistry and Genetics (4) Protein structure and function; metabolism; DNA structure, replication, mutation, and repair; gene mapping and complementation; and gene regulation. Prereq: P or C– or better in BI 211, CH 223 or 226.

251 Foundations I: Biochemistry and Cell Physiology (5) Focuses on the cellular structures and chemical reactions that allow cells to grow,

to transform energy, and to communicate. Pre- or coreq: CH 331.

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

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

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

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

308 Freshwater Biology (4) Environments of lakes and streams. Effects of physical and chemical factors on organisms, biological interactions, nutrient cycles, results of human activities. Lectures, laboratory. Prereq: BI 213 or BI 253.

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

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

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

330 Microbiology (3) Biology of bacteria: photosynthetic, heterotrophic, and others. Cell structure and function, metabolism including anaerobic and O₂-producing photosynthesis, nitrogen fixation, species interactions, and role in major geochemical cycles. Prereq: BI 214 or BI 253.

331 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. Pre- or coreq: BI 330 or instructor's consent. Two scheduled laboratories per week; additional unscheduled time required.

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

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

354 Vertebrate Form and Function (4) Evolution of the skeleton and locomotor adaptations.

Comparative anatomy and evolution of major body systems of vertebrates and their adaptations to various environments. Lectures, laboratory. Prereq: BI 214 or BI 253. *Offered at Oregon Institute of Marine Biology.*

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

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

357 Marine Biology (4) Ecology and physiology of marine plants and animals. Comparisons of various marine habitats. Human influences on marine systems. Prereq: BI 213 or 253. *Not open to students who have credit for BI 458 or 474.*

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

360 Neurobiology (4) Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 214 and CH 331 or BI 252.

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

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

380 Evolution (4) Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Prereq: college algebra and BI 213 or 253.

390 Animal Behavior (4) How and why animals behave, and how animal behavior is studied. Mechanisms of behavior, behavioral ecology, and sociobiology. Prereq: BI 213 or 253.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

402 Supervised College Teaching (1–6R) R for maximum of 9 credits.

403 Thesis (1–12R)

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

406 Field Studies: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–2R)

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

409 Practicum: [Topic] (1–6R)

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

412/512 Marine Field Studies: [Topic] (4–8R)

Topics include field studies of marine organisms, marine biology, wetlands biology, and coastal ecosystems. Prereq: instructor's consent. **R** when topic changes. *Offered at Oregon Institute of Marine Biology.*

417/517 Techniques in Electron Microscopy (5)

Techniques in biological electron microscopy, including fixation, embedding, thin section, positive and negative staining, shadowing, and microscope operation. Emphasis on transmission electron microscopy. Prereq: instructor's consent.

423/523 Human Molecular Genetics (4) Advanced topics in genetics that relate to human development and disease. The human genome, sex determination, X chromosome inactivation, chromosomal abnormalities, trinucleotide repeat expansions, cancer. Prereq: BI 320.

424/524 Advanced Molecular Genetics (4) Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Prereq: BI 320.

428/528 Developmental Genetics (4) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 320 or 328.

431/531 Algae and Photosynthetic Bacteria (5) Not offered 2004–5.

432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 214 or 253.

442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Lectures, laboratory. Prereq: BI 213 or 253.

448/548 Field Botany (4) Field study and identification of the higher plant flora of northwest Oregon. Recognition of principal families and of diverse plant communities; utilization of materials for laboratory teaching. Prereq: BI 213 or 253. *Offered summer session only.*

451/551 Invertebrate Zoology (5–8) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Lectures, laboratory. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.*

452/552 Insect Biology (4) Anatomy, physiology, systematics, and behavior of insects. Insect societies. Lectures, laboratory.

453/553 Marine Molecular Physiology (5) Molecular and physiological approaches to understanding how marine organisms work. Mechanisms that organisms use to deal with changing conditions, including temperature, salinity, oxygen, and development. Prereq: BI 214 or BI 252. *Offered at Oregon Institute of Marine Biology.*

454/554 Estuarine Biology (5) The biological and physical factors regulating abundance, distribution, production, and biodiversity within estuaries. Includes field trips to marshes, tidal flats and exploration of estuarine habitats. Prereq: BI 213 or 253.

455/555 Marine Birds and Mammals (4–6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Lectures, laboratory. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.*

457/557 Marine Biology: [Topic] (4–8R) Content varies. Topics include plankton studies, biology of fishes, and other subjects related to marine biology. Lectures, laboratory. Prereq: instructor's consent. **R** when topic changes. *Offered at Oregon Institute of Marine Biology.*

458/558 Biological Oceanography (5) Examines patterns of biological productivity and controlling physical and chemical mechanisms in the various environments of the world's oceans. Lectures, laboratory. Prereq: BI 213 or 253. *Offered at Oregon Institute of Marine Biology.*

459/559 Field Ornithology (4) Natural history and identification of birds. Fieldwork emphasizes adaptation, behavior, breeding, distribution, migration, and ecology. *Offered summer session only.*

461/561 Systems Neuroscience (4) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 360 and PHYS 201–203.

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

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

465/565 Evolution of Nervous Systems (4) Not offered 2004–5.

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

467/567 Hormones and the Nervous System (4) Effects of hormones on neuronal structure and function in vertebrates and invertebrates, particularly during development and metamorphosis. Relationship between neural and behavioral changes. Prereq: BI 360.

CH 467/567 Biochemistry Laboratory (4) See **Chemistry**

470/570 Experimental Design (4) The design and statistical analysis of experiments, with an emphasis on the analysis of variance. Focus on computer-based analysis and presentation of results. Prereq: MATH 243 or 425 or equivalent. Offered alternate years.

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

472/572 Community Ecology (4) Quantitative and conceptual approaches to the study of biological communities. Biodiversity measurement. Effect of climate and climate change on ecosystem structure and function. Pre- or coreq: BI 370 or BI 380.

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

474/574 Marine Ecology (5–8) Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis on local

intertidal and shallow-water communities. Prereq: BI 370; statistics and calculus desirable. *Offered at Oregon Institute of Marine Biology.*

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

477/577 Microbial Ecology (4) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling; interaction among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 330 or 370.

482/582 Advanced Evolutionary Genetics (4) Natural selection, levels of selection, life history evolution, coevolution, speciation, macroevolution, and phylogenetic inference. Prereq: BI 380.

483/583 Conservation Biology (4) Ecological and genetic principles relevant to the conservation of biological diversity; preservation of wild and captive populations of endangered species; habitat preservation and global ecosystem dynamics. Prereq: BI 370.

484/584 Molecular Evolution (4) General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320 or 380.

486/586 Population Genetics (4) Analysis of the genetic mechanisms of evolutionary change. Study of artificial and natural selection, mutation, migration, population structure, and genetic drift. Prereq: BI 214 or 253 and MATH 252.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–3R) Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience.

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

609 Practicum: [Topic] (1–3R)

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

Canadian Studies

Paul Goldman and Janet Wasko, Committee Cochairs

(541) 346-5065 or -4179
125C Education Building or 214A Allen Hall

Steering Committee

John H. Baldwin, planning, public policy and management
Doug Blandy, arts and administration
Gaylene Carpenter, arts and administration
Bryan T. Downes, planning, public policy and management
Paul Goldman, educational leadership
Susan W. Hardwick, geography
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Glen A. Love, English
Madonna L. Moss, anthropology
Karen McPherson, Romance languages
Larry L. Neal, academic affairs
Deanna M. Robinson, journalism and communication
Everett G. Smith Jr., geography
Ted D. Smith, library
Janet Wasko, journalism and communication

About the Program

The University of Oregon does not have a formal department of Canadian studies. The Canadian studies committee seeks to integrate existing instructional and research activities on Canada and Canadian–United States relations and to stimulate research and course work. Through the auspices of the Canadian Publishing Centre, University of Oregon Libraries are a selected repository for Canadian federal documents.

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

Anthropology. Native North Americans (ANTH 320)

English. Western American Literature (ENG 326)

Geography. Geography of United States and Canada (GEOG 208), Urban Geography (GEOG 442/542), Advanced Geography of European-American Regions: Canada (GEOG 470/570)

International Studies. The Pacific Challenge (INTL 440/540)

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

Planning, Public Policy and Management. City Management (PPPM 471/571)

Information about other courses with content on Canada is available from the committee cochairs.

Chemistry

Thomas R. Dyke, Department Head

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Faculty

Andy Berghlund, assistant professor (biochemistry). B.A., 1992, Colorado, Boulder; Ph.D., 1997, Brandeis. (2002)
Bruce P. Branchaud, professor (organic). B.S., 1976, Massachusetts; M.A., 1981, Dartmouth; Ph.D., 1981, Harvard. (1983)
Jeffrey A. Cina, professor (physical). B.S., 1979, Wisconsin, Madison; Ph.D., 1985, California, Berkeley. (1995)
Beatrice D. Darimont, assistant professor (biochemistry). B.S., 1990, Albert-Ludwigs; Ph.D., 1994, Biozentrum. (1999)
Kenneth M. Doxsee, professor (organic, materials science). B.S., 1978, M.S., 1979, Stanford; Ph.D., 1983, California Institute of Technology. (1989)
Thomas R. Dyke, professor (physical). B.A., 1966, Wooster; Ph.D., 1972, Harvard. (1974)
Paul C. Engelking, professor (physical). B.S., 1971, California Institute of Technology; M.Phil., 1974, Ph.D., 1976, Yale. (1978)
Deborah B. Exton, senior instructor. B.S., 1987, Metropolitan State College of Denver; Ph.D., 1992, Denver. (1993)
Marina G. Guenza, assistant professor (physical chemistry). Doctoral, 1985, Ph.D., 1987, Genoa. (1998)
Julie A. Haack, senior instructor. B.S., 1986, Oregon; Ph.D., 1991, Utah. (2000)
Michael M. Haley, associate professor (organic, materials science). B.A., 1987, Ph.D., 1991, Rice. (1993)
Diane K. Hawley, professor (biochemistry). B.A., 1976, Kansas; Ph.D., 1982, Harvard. (1986)
David R. Herrick, professor (physical). B.S., 1969, Rochester; M.S., 1971, Ph.D., 1973, Yale. (1975)
James E. Hutchison, associate professor (organic, materials science). B.S., 1986, Oregon; Ph.D., 1991, Stanford. (1994)
Darren W. Johnson, assistant professor (organic). B.S., 1996, Texas, Austin; Ph.D., 2000, California, Berkeley. (2003)
David C. Johnson, professor (inorganic, materials science). B.A., 1978, Rutgers; Ph.D., 1983, Cornell. (1986)
Michael E. Kellman, professor (physical). B.S., 1971, California, Berkeley; Ph.D., 1977, Chicago. (1989)
Mark Lonergan, assistant professor (physical, materials science). B.S., 1990, Oregon; Ph.D., 1994, Northwestern. (1996)
Andrew Marcus, assistant professor (physical, materials science). B.A., 1987, California, San Diego; Ph.D., 1993, Stanford. (1996)
Catherine J. Page, associate professor (inorganic, materials science). B.A., 1980, Oberlin; Ph.D., 1984, Cornell. (1986)
Kenneth E. Prehoda, assistant professor (biochemistry). B.A., 1991, California State, Sacramento; Ph.D., 1997, Wisconsin, Madison. (2001)
Geraldine L. Richmond, Richard M. and Patricia H. Noyes Professor (physical, materials science). B.S., 1975, Kansas State; Ph.D., 1980, California, Berkeley. (1985)
Tom H. Stevens, professor (biochemistry); director, Institute of Molecular Biology. B.A., 1974, M.S., 1976, San Francisco State; Ph.D., 1980, California Institute of Technology. (1982)
Randy Sullivan, instructor. B.S., 1982, M.S., 1989, North Texas. (2001)

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

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

Special Staff

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

Emeriti

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

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

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

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

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

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

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

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

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

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

Undergraduate Studies

The Department of Chemistry offers bachelor of arts and bachelor of science degrees with majors in chemistry or biochemistry. The department enjoys a strong national reputation. A recent American Council on Education survey identifies the department among the thirty strongest in the nation.

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

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

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

Two-year college students planning to transfer to the university to major in chemistry should

prepare by taking courses equivalent to those outlined for the freshman and sophomore years.

The department offers two general-chemistry sequences—General Chemistry (CH 221, 222, 223), and Honors General Chemistry (CH 224H, 225H, 226H)—both of which lead to organic chemistry, the second-year sequence in chemistry. Each sequence covers the fundamentals of chemistry but uses a different approach and a textbook tailored to suit a student's background in high school chemistry and mathematics.

Careers. Career opportunities for chemists are available in education, government, and industry (see the annual October issue of *Chemical and Engineering News*). A bachelor's degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biology, pharmacy, pharmacology, physiology, medicine, medicinal chemistry, materials science, metallurgy, neuroscience, oceanography, forensic science, geochemistry, geological sciences, atmospheric science, and environmental sciences. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and financial analysis. The alumni newsletter, *Chemistry News*, has examples of careers UO majors have chosen. Follow the links on the department's website.

Chemistry Major

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

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

Requirements

78–81 credits	
Honors General Chemistry (CH 224H, 225H, 226H)	
or General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229)	
or Advanced General Chemistry Laboratory (CH 237, 238, 239)	6
Organic Chemistry I,II,III (CH 331, 335, 336)	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)	10
Physical Chemistry (CH 411, 412, 413)	12
Physical Chemistry Laboratory (CH 417, 418, 419)	12
Advanced electives described below	9–12
Instrumental Analysis (CH 429)	5

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

Advanced Electives

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

credits	
Research (CH 401)	minimum of 6
Mechanics, Electricity, and Magnetism (PHYS 412, 413)	8
Inorganic Chemistry (CH 431, 432, 433)	12
Advanced Organic-Inorganic Synthesis (CH 438)	5
Quantum Chemistry (CH 441)	4
Quantum Chemistry and Spectroscopy (CH 442, 443)	8
Chemical Thermodynamics (CH 444)	4
Statistical Mechanics (CH 445)	4
Chemical Kinetics (CH 446)	4
Advanced Organic-Inorganic Chemistry (CH 451)	4
Advanced Organic Chemistry—Stereochemistry and Reactions (CH 452)	4
Advanced Organic Chemistry—Synthesis (CH 452)	4
Biochemistry (CH 461, 462, 463)	12
Research Instruments (CH 470)	minimum of 4
Introduction to Geochemistry (GEOL 470) or Thermodynamic Geochemistry (GEOL 471) or Aqueous Geochemistry (GEOL 472) or Isotope Geochemistry (GEOL 473)	3–4

Sample Program for Majors

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

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

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

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

Biochemistry Major

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

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

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

Requirements

85 or 88 credits	
Honors General Chemistry (CH 224H, 225H, 226H)	
or General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229)	6
Organic Chemistry I,II,III (CH 331, 335, 336)	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)	10
Physical Chemistry (CH 411, 412, 413)	12
Physical Chemistry Laboratory (CH 417, 418, 419) (choose two)	8
Biochemistry (CH 461, 462, 463)	12
Biochemistry Laboratory (CH 467)	4
Advanced electives described below	9–12
Related Science Requirements 42 credits	
Calculus I,II,III (MATH 251, 252, 253)	12
Introduction to Differential Equations (MATH 256)	4
General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)	12
Foundations of Biology I,II: Biochemistry and Cell Physiology, Genetics and Molecular Biology (BI 251, 252)	10
Molecular Genetics (BI 320)	4

Advanced Electives

One course and 6 credits of Research (CH 401) or three courses. The advanced elective courses are similar to those listed under the chemistry major; biochemistry majors might direct attention to biology or biochemical courses.

Sample Program for Biochemistry Majors

Freshman Year 50 credits	
Honors General Chemistry (CH 224H, 225H, 226H)	
or General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229)	6
College Composition I,II,III (WR 121, 123)	6
Calculus I,II,III (MATH 251, 252, 253)	12
Foundations of Physics I (PHYS 251, 252, 253) or General Physics (PHYS 201, 202, 203)	12
Electives	4

Sophomore Year 46–50 credits	
Genetics (BI 320)	4
Foundations of Biology I,II: Biochemistry and Cell Physiology, Genetics and Molecular Biology, (BI 251, 252)	10
Organic Chemistry I,II,III (CH 331, 335, 336) or comparable lower-division sequence	12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339)	10
Electives	8–12

Junior Year 35–45 credits	
Introduction to Differential Equations (MATH 256)	4
Biochemistry (CH 461, 462, 463)	12
Biochemistry Laboratory (CH 467)	4
Advanced elective	3–9
Electives	8–12

Senior Year 31–41 credits	
Advanced electives or Research (CH 401) or a combination of Research and electives	3–9
Physical Chemistry (CH 411, 412, 413)	12

Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8
Electives..... 8–12

Honors Program

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

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

Chemistry Minor

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

Analytical-Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 417, 429.

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

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

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

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

Biochemistry Minor

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

Lower Division	18 credits
General chemistry sequence	12
General chemistry laboratories	6
Upper Division	20 credits
Organic Chemistry I (CH 331)	4
Organic Chemistry of Biological Molecules (CH 332) or Organic Chemistry II (CH 335)	4
Biochemistry (CH 461, 462)	8
Biochemistry (CH 463) or Biochemistry Laboratory (CH 467)	4

Other courses may be submitted for consideration and approval by the department. At least 12 credits for the biochemistry minor must be completed at the University of Oregon. All

courses applied to the minor must be completed with grades of C– or better. Credits earned in Seminar (CH 407), Reading and Conference (CH 405, and Special Laboratory Problems (CH 409) may not be applied to required course work for the biochemistry minor.

Academic Minors for Chemistry Majors

A carefully chosen minor can complement and enhance undergraduate study in chemistry. Following is a selection of academic minors that chemistry majors might want to consider: biology, business administration, computer and information science, economics, environmental studies, geological sciences, human physiology, mathematics, or physics.

Kindergarten through Secondary Teaching Careers

Students who complete the B.A. or B.S. degree with a major in chemistry or biochemistry are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department's K–12 education advisers, Catherine Page and Julie Haack; see also the **College of Education** section of this catalog.

Graduate Studies

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organometallic chemistry, inorganic chemistry, biochemistry, physical chemistry, materials science, and molecular or cell biology. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

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

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

Research projects in the Department of Chemistry have been sponsored by the American Cancer Society, American Chemical Society, American Heart Association, Beckman Foundation, CoCensys, Inc., Department of Energy, Dreyfus Foundation, Fuji-Silysia, Medical Research Foundation, National Institutes of Health, National Science Foundation, Office of Naval Research,

Pardee Foundation, Research Corporation, U.S. Department of Education, and U.S.-Israel Binational Science Foundation.

An illustrated publication, *University of Oregon Doctoral Program in Chemistry*, may be requested from the department. The booklet presents information about the program, facilities, financial support, faculty members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information about admission and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology

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

Biophysical Chemistry

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

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

Materials Science

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

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

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

Organic, Bioorganic, Inorganic, Organometallic, Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, bioorganic, organometallic, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic area in the chemistry department.

Undergraduate students, graduate students, and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes. Formal course work is organized around these interdisciplinary themes. Many research projects are interdisciplinary.

Weekly organic-inorganic seminars cover recent advances in organic, organometallic, inorganic, and materials research. Of foremost importance is the contiguous location of research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to state-of-the-art instrumentation in the shared organic-inorganic instrumentation facility adjoining the research laboratories. Most faculty members in this area have varied research interests and expertise. Collaboration with researchers working in physics, materials science, biochemistry, and medicinal chemistry enhances the program.

Physical Chemistry

The thrust of research in physical chemistry is to elucidate molecular structure, chemical dynamics, the properties of molecular solids, polymer structure and dynamics, and interfacial phenomena in terms of physical laws. The discipline draws from and contributes to many areas of chemistry, physics, and materials science.

Research groups in physical chemistry develop and make use of sophisticated experimental techniques including linear and nonlinear optical spectroscopy, magnetic resonance spectroscopy, microscopy, surface science, gas dynamics, electrochemistry, and optics to prepare and characterize samples and measure their physical properties. These groups seek to explain new chemical phenomena in physical terms and to reconcile experimental findings with theoretical predictions.

Theoretical groups develop analytical and computational approaches to a broad range of research problems from vibrational dynamics and ultrafast nonlinear optical control of molecular processes to polyene structure and dynamics, protein folding, cooperative dynamics in complex fluids, and the analytical theory of molecular potential energy surfaces.

Faculty members in physical chemistry participate in a number of interdisciplinary institutes and centers at the university, including the Institute of Theoretical Science, the Institute of Molecular Biology, the Materials Science Institute, and the Oregon Center for Optics.

Industrial Internships for Master's Degrees in Chemistry

These internships, sponsored by the Materials Science Institute, are described in the **Research Institutes and Centers** section of this catalog. Information and application materials are available through the institute.

Chemistry Courses (CH)

101 Science and Society (4) Applies chemical concepts to societal aspects of environmental concerns for air and water quality; chemical concepts of acids and bases, polymers, detergents, and cosmetics; biochemistry of food.

111 Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration. Prereq: MATH 95.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

211, 212 Introductory General Chemistry (4,4) Not offered 2004–5.

221, 222, 223 General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, thermodynamics, equilibrium, physical properties, and the chemical reactions of the elements. Lectures. Prereq: high school chemistry; coreq: MATH 111, 112 or equivalents. Concurrent calculus recommended. *Students cannot receive credit for both CH 221–223 and 224–226H.*

224, 225, 226 (H) Honors General Chemistry (4,4,4) First-year university chemistry for students with excellent backgrounds in high

school chemistry, physics, and mathematics. Chemical structure, equilibrium dynamics, thermodynamics, reactions, and an introduction to quantum chemistry. Pre- or coreq: calculus. Coreq: CH 237, 238, 239. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students. *Students cannot receive credit for both CH 221–223 and 224–226H.*

227, 228, 229 General Chemistry Laboratory (2,2,2) Teaches laboratory skills through chemical reactions and writing equations, phase diagrams, equilibrium constants, acid-base titrations, volumetric analyses, voltaic cells, exercises in kinetics and inorganic chemistry. Pre- or coreq: CH 221, 222, 223.

237 Advanced General Chemistry Laboratory (2) Experiments in chemistry emphasize gravimetric techniques, periodic relationships, chemical equations, phase diagrams, volumetric and spectrophotometric techniques. Coreq: CH 224H.

238, 239 Advanced General Chemistry Laboratory (2,2) Experiments in chemistry use spectrophotometric, titrimetric, and electrochemical techniques and culminate in a laboratory research project. Coreq for 238: CH 225H; coreq for 239: CH 226H.

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

332 Organic Chemistry of Biological Molecules (4) Organic chemistry of the major classes of biomolecules (carbohydrates, lipids, amino acids, proteins, nucleic acids) with a focus on biological aspects. Prereq: CH 331. Concurrent CH 338 recommended. *Students cannot receive credit for both CH 332 and 336.*

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

336 Organic Chemistry III (4) Organic chemistry of biomolecules with a focus on chemical aspects. Prereq: CH 335. Concurrent CH 339 recommended. *Students cannot receive credit for both CH 332 and 336.*

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

339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Pre- or coreq: CH 337, 338 with grades of C– or better and CH 331, 335, 336 or equivalents or instructor's consent.

360 Physiological Biochemistry (4) Topics include protein structure and function, enzyme mechanisms, central metabolism and bioenergetics, integration and regulation of metabolism, cytoskeleton, muscle and hormone action, and muscle physiology. Prereq: CH 332. Not offered 2004–5.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) Introduction to methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (1–12R) Open to students eligible to work for a bachelor's degree with honors in chemistry or biochemistry.

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Biochemistry seminar for undergraduates who have completed

or are enrolled in CH 461, 462, 463. No graduate credit.

408/508 Workshop: [Topic] (1–21R)

409 Special Laboratory Problems (1–21R)

Nonresearch-oriented laboratory instruction and off-campus research and laboratory experience. Prereq: instructor's consent.

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

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

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,4) Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy to illustrate theoretical principles. Prereq: PHYS 204, 205, 206; pre- or coreq: CH 411/511, 412/512, 413/513.

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

431/531, 432/532, 433/533 Inorganic Chemistry (4,4,4) **431/531:** introduction to chemical bonding and group theory for molecular symmetry. Multielectron approximations, valence bond and molecular orbital theories, and crystal field theory of transition metal compounds. **432/532, 433/533:** syntheses, structures, reactions, and reaction mechanisms of coordination complexes, solid state materials, and bioinorganic molecules. Prereq: CH 413/513; concurrent CH 441/541 recommended.

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

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

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

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

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

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

452/552 Advanced Organic Chemistry—Stereochemistry and Reactions (4) Principles and applications of stereochemistry; reagents and reactions, with mechanisms, used in contemporary organic synthesis; examples taken from the current literature. Prereq: CH 451/551.

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

461/561 Biochemistry (4) Structure and function of macromolecules. Prereq: CH 336 or CH 332 and BI 263. Exposure to calculus and physical chemistry recommended.

462/562 Biochemistry (4) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 461/561 or CH 332 and BI 263

463/563 Biochemistry (4) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 462/562 or CH 332 and BI 263

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Prereq: instructor's consent.

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

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Seminars offered in biochemistry, chemical physics, materials science, molecular biology, neuroscience, organic-inorganic chemistry, and physical chemistry.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

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

613 Organic Chemistry: [Topic] (1–4R) Topics include bioorganic and bioinorganic chemistry, computational chemistry, green chemistry, medicinal chemistry, natural products, organometallic chemistry, polymers, catalysis, molecular motors, and spectroscopic methods for structure determination. **R** when topic changes.

614 Physical Chemistry: [Topic] (1–4R) Topics include group theory, rotational and vibrational spectroscopy, magnetic resonance, electronic spectroscopy, statistical mechanics, theory of polymers and complex fluids, kinetics of complex systems, solution thermodynamics. **R** when topic changes.

615 Inorganic Materials: [Topic] (1–4R) Topics include spectroscopic methods, metal containing polymers, organometallics, interfaces and surfaces, electrochemistry, nanostructured materials, solid state materials with novel properties, semiconductors, crystallization of metastable phases. **R** when topic changes for maximum of 12 credits.

616 Biochemistry: [Topic] (1–4R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis. **R** when topic changes.

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

624 Physical Chemistry Journal Club: [Topic] (1R) Preparation and delivery of colloquium-style lectures in physical chemistry based on papers from the literature. **R** for maximum of 12 credits.

634 Physical Methods of NMR Spectroscopy (4) Principles of pulsed Fourier transform nuclear magnetic resonance, Bloch equations, density matrix formalism, spin relaxation, one- and multi-dimensional methods, data analysis, and analysis of both small and macromolecules.

662, 663 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, and selected aspects of biological synthesis.

664 Physical Biochemistry (4) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics.

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

668 Physical Chemistry of Polymers and Coatings (4) Statistical and thermodynamic models for the equilibrium configuration, conformation, structure, mechanical properties, and phase transitions of polymer solutions, dense melts, liquid crystals.

669 Polymer Synthesis and Characterization Laboratory (4) Preparation and physical characterization of polymers; emphasis on polymers of commercial interest.

677 Semiconductor Device Physics (4) Elementary theory of inorganic solids; electronic structures and transport properties of semiconductors. Basic theory of semiconductor devices including diodes, transistors, mosfets, and optoelectronic devices.

678 Semiconductor Processing and Characterization Techniques (4) Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices.

679 Device Processing and Characterization Laboratory (4) Design, fabrication, and testing of semiconductor devices with an emphasis on wafer processing and device realization.

Classics

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Faculty

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

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

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

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

John Nicols, professor. See **History**

Steven Shankman, professor. See **English**

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

Emeritus

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

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

Participating

Martha J. Bayless, English
 Marianne S. Nicols, arts and sciences

Undergraduate Studies

The field of classics embraces Greek and Roman culture from the prehistoric to the medieval periods. The study of the Greek and Latin languages is essential to the discipline.

The undergraduate's primary aim in studying classics at the university is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of classical literature in the original and in English translation, and through the study of other areas encompassed by the classics, such as ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the classical world and their influence on the languages and institutions of Western civilization.

Students who intend to major in classics begin the study of one or both of the classical languages as early as possible in their undergraduate careers. Those who expect to do graduate work should take French or German while they are undergraduates.

Careers. A bachelor's degree in classics prepares students for entry into graduate programs in classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, fieldwork, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from classics departments throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements

The department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (classics major). Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

Greek

In preparation, students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Greek Major Requirements	52 credits
Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GRK 411	32
Ancient Greece (HIST 412)	8
Three upper-division Greek or Latin courses beyond the first year or courses in translation or from related departments. A list of approved courses is available from the department.....	12

Majors in Greek are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Latin.

Latin

In preparation, students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following:

Latin Major Requirements	52 credits
Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; LAT 411	32
Ancient Rome (HIST 414)	8
Three upper-division Latin or Greek courses beyond the first year, or courses in translation or from related departments. A list of approved courses is available from the department.....	12

Majors in Latin are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Greek.

Classics

In preparation, students must complete one year of college Greek and one year of college Latin or demonstrate proficiency in both languages at the introductory level. For the major, students must complete the following:

Classics Major Requirements	52 credits
Latin and Greek courses beyond the first year with no fewer than 12 credits devoted to either	

language. Courses selected from LAT 301, 302, 303 or GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses in either language except LAT 421; Latin and Greek prose composition	36
Ancient Greece (HIST 412) and Ancient Rome (HIST 414).....	8
Upper-division Latin or Greek courses, courses in translation or from related departments, or Greek or Latin composition. A list of approved courses is available from the department.....	8

Majors in classics are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology.

Classical Civilization

In preparation, students must demonstrate proficiency in Greek or Latin by completing LAT 301, 302, 303 or GRK 301, 302, 303 or their equivalents with grades of mid-C or better. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses.

For the major, students must complete 44 credits, distributed as follows:

Classical Civilization Major Requirements	44 credits
Ancient Greece (HIST 412) and Ancient Rome (HIST 414).....	8
Two courses in classical literature in translation (e.g., CLAS 301, 302, 303, or, with department head's consent, HUM 101)	8
Two courses in ancient art, selected from ARH 322, 323, 422, 423, 424.....	8
Chosen in consultation with a classics department adviser, electives in Greek (GRK), Latin (LAT), classics (CLAS), or relevant courses in art history (ARH), English (ENG), history (HIST), philosophy (PHIL), religious studies (REL).....	20

Honors

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

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

Minor Requirements

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

8 credits in 400-level courses in Greek (GRK)
 16 upper-division credits in related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

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

8 credits in 400-level courses in Latin (LAT)

16 upper-division credits in related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)

Students must have a grade point average of 2.50 or higher in courses applied to the minor. At least 15 credits must be earned at the University of Oregon.

Secondary School Teaching Careers

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Licensure as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed before entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental adviser. The College of Education offers a fifth-year program for teaching licensure in a second language. This program is described in the **College of Education** section of this catalog.

Preparatory Program for Classical Archaeology

With the existing curricular resources of the university, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the program, adding courses selected from the other two departments. The following are the three programs recommended for a specialization in classical archaeology. Approved Seminars (407) are also recommended.

Art History. Departmental major, with an option in Greek and Roman art, to include Art of Ancient Greece (ARH 322) **or** Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427)

Courses recommended in addition to the major: Ancient Greece (HIST 412), Ancient Rome (HIST 414), two years of Greek or Latin

Classics. Departmental major in Latin, Greek, or classics (Latin and Greek) beyond the second year. Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: seminar in Greek or Roman art (ARH 407), Art of Ancient Greece (ARH 322) **or** Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427)

History. Departmental major, with an option in the history of Greece and Rome, to include Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: Art of Ancient Greece (ARH 322) **or** Art of Ancient Rome (ARH 323), Archaic Greek Art (ARH 423), Classical Greek Art (ARH 424), Greek Architecture (ARH 427), two years of Greek or Latin

Students who plan to pursue a career in classical archaeology are reminded that most graduate departments require familiarity with both classical languages and a reading knowledge of French and German.

Graduate Studies

The Department of Classics offers the master of arts (M.A.) in classics with an option in Latin, Greek, or classics (Greek and Latin). The degree may be earned with thesis or with a comprehensive examination.

The option in Greek or Latin is earned with a concentration in one of the classical languages, but students concentrating in one language typically take some work in the other.

Work for the option in classics is approximately evenly divided between Greek and Latin.

Programs of study are arranged in consultation with two advisers, at least one of whom is a member of the Department of Classics, and are selected from graduate courses in Latin, Greek, classics, history, art history, religion, philosophy, and English.

Admission

Procedures for admission to do graduate work in classics include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

Several graduate teaching fellowships are available each year for entering graduate students.

Master of Arts Degree

Requirements

1. Complete at least 45 credits of graduate course work, which must include one Seminar (ARH, HIST, GRK, LAT, or CLAS 507)
2. Complete the general M.A. requirements stipulated by the Graduate School
3. Pass with a grade of mid-B or better Authors (LAT or GRK 511)
4. Complete surveys of Greek history (HIST 512) and Roman history (HIST 514). Equivalent courses taken as an undergraduate may fulfill this requirement
5. Pass a translation examination in one modern language, usually French or German. This requirement may be fulfilled with a standardized examination offered by the university or by the successful translation of a significant scholarly text
6. Choose one of two plans for completing the master of arts degree in classics with specialization in Greek, Latin, or both:

Plan 1: Write a thesis in one of the fields mentioned above. Up to 9 credits of Thesis 503 may be counted toward the 45-credit minimum

Plan 2: Pass a comprehensive examination in three parts: translation, textual interpretation, and culture. The candidate must, in consultation with his or her advisers, define a reading list for the translation part of the examination

Additional information may be obtained from the classics department and is included with the letter of admission.

Interdisciplinary Program in Classical Civilization

The Department of Classics administers an interdisciplinary master of arts degree in classical civilization to provide predoctoral training for prospective candidates in ancient history, or for students interested in a general graduate program in ancient studies. The candidates must satisfy requirements (1), (2), and (3) required for the master of arts degree in classics; pass with a grade of mid-B or better Authors (LAT or GRK 511); and define, with the help of an advisory committee, a coherent program of study. More information may be obtained from the department office.

Classics in English Translation (CLAS)

199 Special Studies: [Topic] (1–5R)

201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenaean times to the conquest of Rome. Wilson.

202 Roman Life and Culture (4) Examines Roman civilization from the founding of Rome in the 8th century B.C. to the victory of Constantine and his religion early in the 4th century A.D. Calhoon, Jaeger.

301 Greek and Roman Epic (4) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the *Aeneid*. Emphasis on literary criticism and intellectual history.

302 Greek and Roman Tragedy (4) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca from the viewpoint of literary criticism and intellectual history. Bowditch.

303 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. Wilson.

314 Gender and Sexuality in Antiquity (4) Introduction to construction of the categories of norms of Western sexuality through study of Greek and Roman attitudes toward gender roles, homo- and heterosexuality, the family, and privacy. Bowditch, Jaeger.

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

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

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

503 Thesis (1–16R) Prereq: second-year proficiency in Greek or Latin.

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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



Greek Courses (GRK)

101, 102, 103 Basic Greek (5,5,5) Fundamentals of the Attic Greek language; readings in Attic Greek and in *koiné*.

199 Special Studies: [Topic] (1–5R)

301, 302, 303 Authors: [Topic] (4,4,4R) Second-year Greek: selections from major Greek authors with focus on reading and syntax. **301:** Plato or Lysias. **302:** Euripides. **303:** Homer. **R** when reading material changes.

347, 348, 349 Greek Prose Composition (1–3, 1–3, 1–3) **347, 348:** extensive practice in composing Attic Greek prose with emphasis on syntax and idiom. **349:** study of Lysias, Isocrates, and Demosthenes leading to practice in their styles.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R)

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

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

447/547, 448/548 Greek Prose Composition: [Topic] (1–3, 1–3R) Composition of continuous Greek prose based on an intensive study of stylistic models from classical literature. Prereq: GRK 347, 348, 349. **R** with instructor's consent.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–16R)

607 Greek Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

609 Terminal Project (1–16R)

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

Latin Courses (LAT)

101, 102, 103 Basic Latin (5,5,5) Fundamentals of Latin grammar; selected readings from classical and medieval authors. Bowditch, Calhoon, Jaeger.

199 Special Studies: [Topic] (1–5R)

301, 302, 303 Authors: [Topic] (4,4,4R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. **301:** Caesar. **302:** Virgil's *Aeneid*. **303:** Recent authors are Cicero, Terence, Tibullus. Bowditch, Calhoon, Jaeger, Wilson. **R** when reading material changes.

347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R)

408/508 Colloquium: [Topic] (1–21R)

409 Supervised Tutoring: [Topic] (1–21R)

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

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

447/547, 448/548, 449/549 Latin Prose Composition: [Topic] (1–3, 1–3, 1–3R) Composition of continuous Latin prose based on an intensive study of stylistic models from classical literature. Prereq: LAT 347, 348, 349. **R** with instructor's consent.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–21R)

609 Terminal Project (1–16R)

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

Comparative Literature

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Faculty

Kenneth S. Calhoon, professor (18th- and 19th-century German literature and thought, psychoanalysis, cinema). B.A., 1979, Louisville; M.A., 1981, Ph.D., 1984, California, Irvine. On leave fall 2004 and winter 2005. (1987)

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

Leah Middlebrook, assistant professor (16th-century Spanish and French lyric, court culture, transatlantic discourses). B.A., 1989, Columbia; M.A., 1991, Ph.D., 1998, California, Berkeley. (2002)

Jenifer Presto, assistant professor (19th- and 20th-century Russian and European poetry, symbolism, feminism). B.A., 1985, Smith; M.A., 1988, Middlebury; Ph.D., 1989, Wisconsin, Madison. (2003)

Emeritus

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

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

Executive Committee

Maram Epstein, East Asian languages and literatures

Lisa Freinkel, English

Shari M. Huhndorf, English

Massimo Lollini, Romance languages

John T. Lysaker, philosophy

Steven Shankman, English and classics

Participating

Barbara K. Altmann, Romance languages

P. Lowell Bowditch, classics

Jayna J. Brown, ethnic studies

Carl R. Bybee, journalism and communication

David R. Castillo, Romance languages

Suzanne Clark, English

Dianne M. Dugaw, English

Steven T. Brown, East Asian languages and literatures

Laura Fair, history

Joseph G. Fracchia, honors college

Leonardo García-Pabón, Romance languages

Evlyn Gould, Romance languages

Sara Guyer, English

Elke Heckner, Germanic languages and literatures

Kathleen Rowe Karlyn, English

Linda Kintz, English

Robert Kyr, music

Wendy Larson, East Asian languages and literatures

David Leiwei Li, English

John McCole, history

Karen McPherson, Romance languages

Dorothee Ostmeier, Germanic languages and literatures

Paul W. Peppis, English

Forest Pyle, English

Judith Raiskin, women's and gender studies

George Rowe, English

Cheyney C. Ryan, philosophy
 Benjamin D. Saunders, English
 Tze-Lan Sang, East Asian languages and literatures
 Gordon M. Sayre, English
 George J. Sheridan Jr., history
 Sherwin Simmons, art history
 Jonathan S. Skolnik, Germanic languages and literatures
 Arlene Stein, sociology
 Michael Stern, Germanic languages and literatures
 Mónica Szurmuk, Romance languages
 Elizabeth A. Wheeler, English
 Daniel N. Wojcik, English
 Henry B. Wonham, English
 Virpi Zuck, Germanic languages and literatures

About the Program

The University of Oregon offers major programs in comparative literature leading to the bachelor of arts (B.A.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees.

Comparative literature is perhaps the central discipline of the humanities. Closely allied with literary and critical theory, philology, historicism, and cultural studies, but identical with none of them, comparative literature creates its own subject matter by the ways in which it approaches texts. Where the national literatures designate their subjects by language or nation, comparative literature allows a pluralistic, speculative approach to any material that can be considered to be—or to influence—literature.

Oregon's graduate program, established in 1962, has an international reputation. It is the home of the principal journal in the field, *Comparative Literature*, and is closely involved with the leading national organization, the American Comparative Literature Association.

Every year the program sponsors a major lecture series on a topic of broad interest to literary scholars and the humanities community. The series typically comprises not only public lectures but workshops, seminars, and other events for undergraduates, graduate students, and the public.

The program maintains an active schedule of other lectures and seminars. Recent visitors include Nancy Armstrong, Charles Bernstein, Eduardo Cadava, Hans Ulrich Gumbrecht, David Harvey, Michael Henry Heim, Heather James, Mary Layoun, Karma Lochrie, Franco Moretti, Andrew Parker, Thomas Pfau, Mary Louise Pratt, Andrew Ross, Henry Sayre, Ella Shohat, Peter Stallybrass, John Whittier Treat, and Gang Yue.

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

Undergraduate Studies

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum while preparing students for possible careers in the media, law, government, business, or teaching. Students with a good background in one or more languages other than English find that the program gives them the opportunity to study literature and related cultural productions, including canonical and emerging writings, in a variety of historical and theoretical perspectives.

The program provides maximum flexibility for developing the major. Working with the chair of undergraduate studies or an adviser, the student plans a course of study suited to her or his interests. Two honors options are described later in this section.

Major Requirements

<i>Required Courses</i>	<i>12 credits</i>
Literature, Language, Culture (COLT 101)	4
One course selected from The World of Epic (COLT 201), The World of Drama (COLT 202), The World of Poetry (COLT 203), The World of Fiction (COLT 204), The World of Autobiography (COLT 206), Genre (COLT 208)	4
Approaches to Comparative Literature (COLT 301)	4

At the time of declaring the major, a student designates two national-linguistic traditions in which to concentrate (e.g., French and Italian, German and Russian, Japanese and English).

Major Focus. Within one year of declaring the major, but no later than the beginning of the junior year, the student designates a focus. The focus defines the major for the student. It does not represent additional course work; rather, the focus is a way to coherently organize it. The focus may be defined as a genre (the novel, tragedy, autobiography), a period or movement (Romanticism, the baroque), a theoretical or methodological problem (literature and psychoanalysis, art and politics), or an issue (literature and resistance, nationalism).

Upper-Division Requirements. Upper-division requirements are divided into three core areas, which ensures that the student (1) achieves linguistic and literary depth and comparative breadth, (2) acquires methodological tools appropriate to the core areas, and (3) develops a focus that is personal and consistent. To satisfy these requirements, the student chooses from courses in the Comparative Literature Program and in other departments. Given the number of choices, the student should confer regularly with the undergraduate adviser, who can help identify courses that meet the criteria of each core area.

Core Areas

Comparative Literature. Four upper-division courses, three of which have the COLT subject code. A fourth course, taken in another department or program and subject to the approval of the undergraduate adviser, is chosen in accordance with the student's focus and should contribute to the definition of that focus.

Primary National Literature. Four upper-division courses in the student's primary national-linguistic tradition. In three of these courses, the literature is read in the original language, and the courses will likely be offered by the department that teaches the language. The fourth course have the COLT subject code and intersect with the primary national literature.

Secondary National Literature. Four upper-division courses in the student's secondary national-linguistic tradition. In at least two of these courses, the literature is read in the original language, and the courses will likely be offered by the department that teaches the language. The other two may have the COLT subject code and should intersect with the secondary national literature.

Foreign Language Proficiency

Completion of three years of a foreign language or the equivalent is required. Entry-level advising ascertains what each student needs to become linguistically proficient.

Honors in Comparative Literature

Majors may request approval to pursue one of the two honors options.

Second Foreign Literature Honors. Completion of three upper-division courses in a second foreign literature, read in the original language.

Senior Thesis Honors. Successful completion and presentation (by the end of the second term of the senior year) of an essay written under the direction of a comparative literature faculty member and a second faculty reader. Students who choose this option enroll for two terms of Thesis (COLT 403).

Graduate Studies

Students are admitted to the graduate program with the expectation that they will work toward the Ph.D. degree. The M.A. is typically granted after the student passes the qualifying examinations, not as a terminal degree.

The Oregon program in comparative literature is based on the conviction that a scholar in the discipline should be closely trained in a national literature as well as in its international contexts; that literary and cultural theory in its widest sense has become indispensable to the field; that every comparatist should have a multidimensional training that allows him or her to contribute to several distinct areas of the field over a career; and that an education in the discipline includes explicit preparation in such areas as philology, bibliography, and pedagogy as well as exposure to current issues in comparative literature's self-definition. The program is intended to take about seven years from admission to the Ph.D.

Admission

A complete application for admission includes the university's application form, a transcript of college- and graduate-level work to the date of application, three letters of recommendation, a statement of purpose, a ten- to twenty-page sample in English of critical writing about literature, and, if appropriate, the application for a graduate teaching fellowship (GTF). The application deadline is January 15 for entrance the following fall term. Application packets may be obtained from the address above.

Candidates for admission typically have an undergraduate major in one literature and competence in two of the following languages: Chinese, Danish, French, German, Greek, Italian, Japanese, Latin, Norwegian, Russian, Spanish, Swedish. Under special circumstances arrangements may be made with the program director to study other literatures.

Overview of Requirements

Between entrance and advancement to doctoral candidacy, students must complete ten courses in the primary and contextual fields, four courses in the focus field, four courses in the theory and methodology field, and a professional course, Graduate Studies in Comparative Literature

(COLT 614); pass the relevant language examinations; submit the first-year statement; have a satisfactory second-year report; identify a committee of advisers; and pass the qualifying examination. Course work must be completed with a minimum grade point average (GPA) of 3.25.

The requirements after candidacy are an approved prospectus, enrollment in Comparative Literature in the Academy (COLT 612), at least one term of Dissertation Work in Progress (COLT 611), and the dissertation.

Primary Field. The primary field is the basis of the student's graduate education and may become the fundamental element in his or her professional identity. The primary field reflects the conventions of a chosen national literature: often it is defined as a period (e.g., medieval Italian, 20th-century peninsular Spanish), but where appropriate may be defined as a genre (e.g., the English novel) or in other ways (e.g., modern Japanese, contemporary Luso-Brazilian). This field typically consists of five courses.

Contextual Field. The contextual field builds international, multilinguistic, and interdisciplinary contexts around the primary field. Where the primary field is a period in a national literature (e.g., 19th-century French), the contextual field may treat that period in wider perspective (e.g., 19th-century western Europe, including courses in German and English literature and European history). The contextual field largely entails literature courses in the student's second and third languages.

Focus Field. The focus field establishes a basis for scholarship and teaching in an area that isn't defined in national or period terms: it may be a genre, a discipline (e.g., art history, psychology), an approach (e.g., feminism, Marxism), a problem (e.g., interpretation, the politics of literature), or another interest. It typically involves work in more than one language and should be sufficiently unlike the primary and contextual fields to give the student a distinctive intellectual outlook.

Theory and Methods Field. This field ensures that the student has at least four courses in these areas, as defined by his or her interests.

Professional Field. The professional field consists of three courses, two of which are taken after the qualifying examinations. Graduate Studies in Comparative Literature (COLT 614) must be taken within the student's first two years in the program. Comparative Literature in the Academy (COLT 612) should be taken within a year of completing the examination; and Dissertation Work in Progress (COLT 611) is required at least once, but may be repeated. Students whose GTF appointments require course work in pedagogical methodology may count one such course toward this field.

Timetable from Entrance to Examinations

Language Examinations. Work in at least three languages and their respective literatures is required in each phase of the program. As early as possible in the first year (and no later than the start of spring term), students are examined for their knowledge of at least one language of which they are not native speakers. No one is examined on English. Students holding a GTF in a language typically have that language requirement waived

with the approval of the chair of graduate studies. Language examinations are set by members of the participating faculty and administered through the program office in the sixth week of the term. Typically the examination consists of passages of primary or secondary literature, to be translated in two hours with the use of a dictionary. In unusual circumstances this examination may be waived on the recommendation of a qualified faculty member and with the approval of the chair of graduate studies. Language examinations may be retaken, but competence in all relevant languages must be demonstrated before the end of the second year.

Statement of Purpose. By the last week of the first year's winter term, each student in consultation with his or her adviser submits a brief statement of purpose to that adviser and to the chair of graduate studies. Two to three pages long, the statement identifies and justifies the student's primary, contextual, and focus fields. It is understood that these fields depend to some degree on available courses, and that they may be adjusted in response to the curriculum. The final draft of the statement must be submitted no later than the first week of spring term.

First-Year Conversation. In weeks three or four of spring term, the student, the adviser, and two participating faculty members meet to discuss the statement of purpose. The student's progress to date is evaluated, including course work and language examinations, the intended fields are discussed, and guidance for the remaining two years leading to the qualifying examination is offered. With approval of the statement and the student's general plan and the completion of first-year course work with a GPA of 3.25, the student may proceed to the second year.

Second-Year Report. In spring term of the second year, the adviser reports in detail on the student's progress, based on performance in courses as reflected in grades, written work, and narrative evaluations from faculty members who have taught the student in comparative literature courses. If the student's progress is unsatisfactory at this point, he or she may be advised against continuing the program.

Qualifying Examinations and Dissertation

Students take qualifying examinations upon completion of at least sixteen courses, between the third and seventh weeks of the following term. The examination has two parts, written and oral.

Committee. The student identifies three faculty members who represent the primary, contextual, and focus fields and obtains their agreement to participate in the qualifying examination, filing the form for this purpose, the Proposal to Form a Committee. The examination committee must be approved by the chair of graduate studies no later than three months before the date of the examination.

Reading List. For the primary, contextual, and focus fields the student compiles, in consultation with advisers, a comprehensive reading list of not fewer than fifty titles. This list must be submitted to the examiners and the chair of graduate studies one month before the examinations.

Written Examination. The student writes three essays, one on each of the three relevant fields, over three periods of twenty-four hours. At the student's option, the minimum extent of the written examination process is three days; the maximum, three weeks. The format, determined by the committee, is typically two or three questions on each topic from which the student chooses one. If one of these essays is judged unsatisfactory, the student retakes that part of the examination no later than the seventh week of the following term. The examination may be retaken no more than once. If two or three fields are judged unsatisfactory, the student does not continue in the program, but may be eligible for a terminal M.A.

Oral Examination and Doctoral Candidacy. The oral examination takes place after the committee has evaluated the written examination—typically within two weeks. In preparation for the oral, the student compiles a shorter list, synthesized from the reading list for the written examination. This list should form the basis of the bibliography for the dissertation. In the oral, the committee and the student go over the written examination, discussing areas of strength and weakness. The oral examination is neither passed nor failed, but contributes to the student's plans for the dissertation. On successful completion of written and oral examinations, the student advances to doctoral candidacy.

Prospectus. The prospectus for the dissertation should be submitted to the adviser and committee during the term following the written and oral examinations. The prospectus, typically fifteen to twenty pages long, should include a clear, concise examination of the problem to be studied; a statement of the project's argument or hypothesis; a consideration of the larger issues at stake in the project, both for the immediate topic and for the field at large; an account of how the chosen authors and/or works address the topic of the project; a narrative account of the project's structure and an outline of chapters; and a selective bibliography of the primary and secondary texts most important to the dissertation.

Once a prospectus is approved by the student's committee, it is forwarded to the graduate committee for final approval. The graduate committee may offer advice, make suggestions for the bibliography, or otherwise comment on the project.

Dissertation. The dissertation is typically completed within two years of advancement to candidacy and is defended in a final oral presentation. Dissertations in a discipline such as comparative literature can hardly be said to follow exact specifications, but as a general principle such projects should involve at least two authors, works, and national literatures, and an explicit methodological orientation.

Comparative Literature Courses (COLT)

101 Literature, Language, Culture (4) Introduction to the international study of literature in its historical, linguistic, and cultural contexts of production and reception. Calhoun.

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 The World of Epic (4) Explores narratives of nation- or culture-building, classical to modern.

202 The World of Drama (4) Studies drama as a genre, a critical paradigm, and a social and cultural phenomenon.

203 The World of Poetry (4) Surveys poetries of different languages, periods, and cultures.

204 The World of Fiction (4) Explores novels and short stories. Examines narrative features—point of view, authority, voice, style, structure—in cultural and international contexts.

206 The World of Autobiography (4) Examines the nature and problems of writing about the self. Explores autobiography and its subgenres in cultural and international contexts.

208 Genre: [Topic] (4R) Identifies emerging, hybrid, or minor genres in cultural and international contexts. **R** twice when topic changes for maximum of 12 credits.

301 Approaches to Comparative Literature (4) Introduction to theory and methods in comparative literature, with some attention to the history and problems of the discipline. Lounsbury.

350 Comparative Literature: [Topic] (4R)

360 Gender and Identity in Literature (4) Introduction to the study of gender in literature, from Asia to Europe to the Americas, and from the classics to the late 20th century.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

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

412/512 Medieval Culture: [Topic] (4R) Examines the relation between cultural studies and medieval societies. Concentrates on such issues as belief, aesthetics, gender. **R** twice when topic changes for maximum of 12 credits.

413/513 Early Modern Literature in Context:

[Topic] (4–5R) Literature of the Renaissance in aesthetic, intellectual, and social contexts. **R** twice when topic changes for maximum of 15 credits.

414/514 Literature and Institutions of the Enlightenment: [Topic] (4–5R) The genesis of modern sites of authority, discourses, and political beliefs in the Enlightenment project. **R** twice when topic changes for maximum of 15 credits.

416/516 Revaluations of the 19th Century: [Topic] (4–5R) Issues and problems in 19th-century literature. Includes Romanticism, realism, nationalism, colonialism, orientalism, socialism, decadence, and the rise of modern scientific discourse. Hokanson. **R** twice when topic changes for maximum of 15 credits

418/518 Modernisms: [Topic] (4–5R) Comparative study of modernism as a force for aesthetic and social renovation. **R** twice when topic changes for maximum of 15 credits.

419/519 Study of the Contemporary: [Topic] (4–5R) Approaches to the critical study of the present, including topics such as postmodernism, digital culture, cyberpunk. **R** twice when topic changes for maximum of 15 credits.

450/550 Cinematic Representations: [Topic] (4–5R) Film treated in broad aesthetic (including literary) and cultural contexts. Calhoon, Lesage. **R** twice when topic changes for maximum of 15 credits.

461/561 Studies in Contemporary Theory: [Topic] (4–5R) Identifies issues in literary or cultural theory for close examination. **R** twice when topic changes for maximum of 15 credits.

462/562 Cultural Intersections: [Topic] (4–5R) Studies designated issues between literatures and societies remote from one another, e.g., “minor” and “major” cultures, Asia and the West. **R** twice when topic changes for maximum of 15 credits.

464/564 Cross-Cultural Investigations of Gender: [Topic] (4–5R) Advanced study of gender in settings of historical and/or cultural difference with explicit attention to the theoretical premises underlying comparison. **R** twice when topic changes for maximum of 15 credits.

479/579 Literature and Testimony (4–5) The literature of testimony as both a historical phenomenon and a challenge to the critical and ethical canons of comparative literature. Lollini.

490/590 Philosophical Problems and Literary Contexts: [Topic] (4–5R) Establishes a dialogue between philosophy and literature—as disciplines, as historical constructions, as value systems. **R** twice when topic changes for maximum of 15 credits.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

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

607 Seminar: [Topic] (1–5R) Topic for 2003–4: Form and Sublimity. Freinkel.

608 Colloquium: [Topic] (1–16R)

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

611 Dissertation Work in Progress (2R) Presentation of work in progress and related intellectual matters by doctoral candidates. Pre-or coreq: advancement to candidacy. **R** once for maximum of 4 credits.

612 Comparative Literature in the Academy (1–2) Explores professional issues for graduate students who plan careers in college and university teaching and scholarship. Prereq: instructor’s consent.

614, 615 Graduate Studies in Comparative Literature (5,5) 614: overview of the state of the discipline. Treats historical and theoretical developments in literary studies including philology and cultural studies; reconsiders the place of comparative literature in a global, pluralistic curriculum. **615:** survey of contemporary literary theory.

Computer and Information Science

Michal Young, Department Head

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Faculty

Zena M. Ariola, associate professor (programming languages, lambda calculus, logic). B.S., 1980, Pisa; Ph.D., 1992, Harvard. (1992)

John S. Conery, professor (computational biology, parallel processing). B.A., 1976, California, San Diego; Ph.D., 1983, California, Irvine. (1983)

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

Sarah A. Douglas, professor (human-computer interaction). A.B., 1966, California, Berkeley; M.S., 1979, Ph.D., 1983, Stanford. (1983)

Arthur M. Farley, professor (communication networks, artificial intelligence). B.S., 1968, Rensselaer Polytechnic Institute; Ph.D., 1974, Carnegie-Mellon. (1974)

Stephen F. Fickas, professor (software agents, software engineering, wearable computers). B.S., 1971, Oregon State; M.S., 1973, Massachusetts; Ph.D., 1982, California, Irvine. (1982)

Michael Hennessy, senior instructor. B.S., 1982, M.S., 1984, Oregon. (1984)

Anthony J. Hornof, assistant professor (human-computer interaction, cognitive modeling, eye tracking). B.A., 1988, Columbia; M.S., 1996, Ph.D., 1999, Michigan. (1999)

Jun Li, assistant professor (computer and network security, Internet protocols and applications, distributed computing). B.S., 1992, Peking; M.E., 1995, Chinese Academy of Sciences; M.S., 1998, Ph.D., 2002, California, Los Angeles. (2002)

Virginia M. Lo, associate professor (parallel and distributed computing, networks). B.A., 1969, Michigan; M.S., 1977, Pennsylvania State; Ph.D., 1983, Illinois at Urbana-Champaign. (1984)

Eugene M. Luks, professor (algebraic algorithms, computational complexity, symbolic computation). B.S., 1960, City University of New York City College; Ph.D., 1966, Massachusetts Institute of Technology. (1983)

Allen D. Malony, professor (parallel processing, performance evaluation, distributed computing). B.S., 1980, M.S., 1982, California, Los Angeles; Ph.D., 1990, Illinois at Urbana-Champaign. (1991)

Andrzej Proskurowski, professor (algorithmic graph theory, models of communication networks). M.S., 1967, Warsaw Technical; Ph.D., 1974, Royal Institute of Technology, Stockholm. (1975)

Reza Rejaie, assistant professor (computer networks, multimedia networking). B.S., 1991, Sharif University of Technology; M.S., 1996, Ph.D. 1999, Southern California. (2002)

Jane M. Ritter, senior instructor. B.S., 1975, M.E., 1983, Wisconsin, La Crosse; Ph.D., 1987, Oregon. (1987)

Zary Segall, professor (building computer systems with guaranteed properties, software systems, wearable information systems). M.S., 1976, D.Sc., 1979, Technion Israel Institute of Technology. (1993)

Kent A. Stevens, professor (computational biomechanics, three-dimensional visualization). B.S., 1969, M.S., 1971, California, Los Angeles; Ph.D., 1979, Massachusetts Institute of Technology. (1982)

Christopher B. Wilson, associate professor (computational complexity, models of computation). B.S.,

1978, Oregon; M.S., 1980, Ph.D., 1984, Toronto. (1984)

Michal Young, associate professor (software engineering, software test and analysis). B.A., 1983, Oregon; M.S., 1985, Ph.D., 1989, California, Irvine. (1997)

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

Participating

David W. Etherington, Computational Intelligence Research Laboratory

Matthew L. Ginsberg, Computational Intelligence Research Laboratory

General Information

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every aspect of modern life. Computer science is the study of the computer as a machine, both concrete and abstract; it is the study of the management of information; and it involves the design and analysis of algorithms, programs, systems, and programming languages.

The Department of Computer and Information Science is committed to a strong research program and a rewarding educational experience for undergraduate and graduate students.

The department offers instruction and opportunities for research in the following areas:

- theoretical computer science (computational complexity, models of computation, algorithm design)
- computer architecture
- operating systems, parallel processing, distributed systems, performance evaluation
- human-computer interaction, visualization
- software engineering
- networking
- database systems
- programming languages and compilers
- artificial intelligence

The department also offers two undergraduate minors and a selection of service courses for students who want introductory exposure to computers and computer applications. The computer science programs at the university are continually evolving as the discipline matures and as students' needs change.

Facilities

The Department of Computer and Information Science is housed in Deschutes Hall. This three-story, 27,000-square-foot science facility holds faculty and graduate student offices and extensive laboratory space for research and instruction.

The departmental computing environment is a mix of Unix, Apple Macintosh, and Intel-based computers. The main servers are two Sun SPARC servers and several SPARC workstations. These provide NFS file service and support World Wide Web, ftp, e-mail, Usenet News, and other network services. First year undergraduates use Intel-based computer labs in the Computing Center, while upper-division undergraduates and graduate students use a Sun Ultra SPARC and Sun Blade 100 workstation lab.

Research labs operate a variety of Unix workstations and Intel-based computers. The Human-Computer Interaction Lab is equipped with Sun

workstations, Macintoshes, and several Pentium processors. Specialized equipment for interactive systems research includes a PHANTOM force feedback control device and the DecTalk speech synthesizer. Usability studies are supported by a laboratory with multiple video cameras, video cassette recorders, and audio recording.

The cognitive modeling and eye-tracking laboratory features an LC Technologies pupil-center, corneal-reflective Eyegaze eye tracker and supporting high-end workstations, used to collect and analyze the eye movements that people make during human-computer interactions.

Research in high-performance computing is supported by facilities in the Computational Science Institute and the Neuroinformatics Center. These facilities include a Power Onyx with 8 R10000 CPUs, Reality Engine graphics, and Sirius Video; an SGI; a 16-processor IBM p690; four 8-processor IBM p655s; a 16-node IBM J-series Linux cluster; four 16-processor SGI MARS visualization servers; four Indigo2 High Impact workstations; and eight O2 desktop workstations.

The network research lab contains a model of a wide-area network that is used to develop and prototype new Internet applications. Any of the computers may be used for simulations and as general-purpose workstations. The network is composed of custom-built PCs running the Linux operating system.

The department network is primarily a switched 100-Base-T network, connected to the UO's one-gigabit network. The university is a member of Internet2, a high-speed network, connecting major research institutions.

Affiliated Institutes

Computational Intelligence Research Laboratory.

The laboratory's research focuses on basic questions in artificial intelligence, including search, knowledge representation, and reasoning. The laboratory provides financial support for students and fosters an intimate relationship among a small group of researchers who work in closely related areas.

Computational Science Institute. The institute combines research in the physical sciences with work in applied mathematics, linear algebra, and computer science. This association of researchers from nine departments supports computational science efforts at the University of Oregon.

Careers

The undergraduate program is designed to prepare students for professional careers or for graduate study. Students with a B.A. or a B.S. degree in computer science have ever-expanding career opportunities. Possibilities range from the development of time-critical software for aerospace applications to the design of graphics and animation software to implementation and testing of next-generation Internet protocols. The field of computer science, which has become increasingly interdisciplinary over the past decade, offers a rich array of opportunities in fields as disparate as medicine, manufacturing, and the media, as well as abundant possibilities in the computer industry itself.

The CIS program prepares students for these challenges by emphasizing the fundamental concepts

needed to be a successful computer scientist in the face of continuously evolving technology. Graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and work effectively in dynamic, problem-solving teams. The master of arts (M.A.) or master of science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching in universities.

Undergraduate Studies

The Department of Computer and Information Science offers a major and a minor in computer and information science, a major in mathematics and computer science, and a minor in computer and information technology.

Majors. The computer and information science major is intended for students who want to study computers and computer programming with strong mathematical and scientific foundations. The mathematics and computer science major emphasizes formal and abstract problem solving complemented by computational methods and computer technologies. This program, administered jointly with the Department of Mathematics, is described in **Mathematics and Computer Science** section of this catalog. Both of these majors lead to the bachelor of arts (B.A.) or bachelor of science (B.S.) degrees.

Minors. The computer and information science minor, which consists of a subset of courses required for the major, is often chosen by students majoring in mathematics or the sciences; it is also attractive to students who have solid backgrounds in mathematics. The minor in computer and information technology is the study of computing with a strong practical emphasis and involves hands-on use of tools and technology for modern work environments. This minor complements such majors as business; economics; planning, public policy and management; arts and architecture; and liberal arts.

High School Preparation. High school students who plan to major in computer and information science should pursue a strong academic program, including substantial work in mathematics and the sciences. High school courses in computer programming or computer technology are useful but not required. Upon arrival at the university, freshmen should consult with a CIS adviser to find the entry-level course best suited to the student's background. A placement test may be required for enrollment in some of the introductory level courses.

Major Admission Policies and Premajor Requirements

Students who declare computer and information science as their intended major are classified as computer and information science premajors and must formally apply for admission to the major after completing five premajor core courses—Computer Science I,II,III (CIS 210, 211, 212) and Elements of Discrete Mathematics I,II (MATH 231, 232)—typically during the sophomore or junior year. Students must achieve a GPA of 2.60 or better in these courses, and the courses must be

completed with grades of C– or better. Premajor courses may be retaken once, but all earned grades are used to compute the GPA. Programming experience, obtained through a high school course, employment, or a course such as CIS 122, is recommended before taking CIS 210.

Students must submit a formal application for admission to the major by the end of the term in which they complete CIS 212 (fall or winter term).

Transfer or Second Baccalaureate Students

Students who have completed the equivalent of the premajor core at another institution and satisfied the minimum GPA and grade requirements are admitted conditionally to the major. Unconditional admission is granted after the student has completed, with a GPA of 2.60 or better, two courses selected from Computer Science III (CIS 212), Introduction to Data Structures (CIS 313), and Computer Organization (CIS 314). These courses must be completed during the first two terms of study in the department. Transfer students who plan to complete most of the requirements for the CIS major at the University of Oregon should fulfill as many of the general-education requirements as possible before entering the university, including at least one year of calculus (equivalent to MATH 251, 252, 253), but at a minimum the equivalent of Elementary Functions (MATH 112).

Major Requirements

Computer and information science majors must complete a total of 54 credits of CIS courses of which 24 must be earned in residence at the University of Oregon. In addition, majors must complete 32 credits in mathematics, 12 credits in the sciences, and 4 credits of technical or business writing. Required CIS and mathematics courses must be taken for letter grades and passed with a C– or better except for Data Structures Laboratory (CIS 323), which is taken pass/no pass (P/N) concurrently with CIS 313. Mathematics and CIS electives, science courses, and the writing course may be taken for letter grades or pass/no pass. Grades of C– or P or better must be earned in these courses.

Premajor Core

Computer Science I,II,III (CIS 210, 211, 212), is taken concurrently with Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233).

Upper-Division Core

The seven courses in the upper-division core cover the fundamental requirements for university computer science programs as defined by national curricular standards: Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323), Operating Systems (CIS 415), Software Methodology (CIS 422), and Principles of Programming Languages (CIS 425). These courses lay the foundations for advanced work in computer science during the junior and senior years.

Upper-Division Electives

The 16 credits in upper-division electives allow students to explore areas beyond the core courses and to probe areas of particular interest. Eight of these 16 credits must be taken from the following approved list: CIS 399, 410, 420, 423, 429, 432,

441, 442, 443, 445, 451, 452, 461, 471, 490. CIS 399 and CIS 410 courses must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments.

Only eight credits in CIS 399–409 may be applied to the upper-division elective requirement. None of these courses can be taken for more than four credits when used to satisfy this requirement.

Majors may specialize in a subarea of computer science by selecting appropriate upper-division electives in CIS and in other departments. Information about the following areas of specialization is available in the department office: cognitive science, computational science, networking, software engineering, and pregraduate study.

Mathematics

Calculus I,II,III (MATH 251, 252, 253); and 7 to 8 credits of mathematics electives selected from MATH 256, 281–282, 315, 341–342, 346, 351–352, 391–393, 411–415, 420–422, 431–433, 441, 444–446, 451–453, 455–457, 461–466.

Writing

In addition to the university's writing requirement, CIS majors must take either Scientific and Technical Writing (WR 320) or Business Writing (WR 321).

Science

Majors must take at least 12 credits in one of the following four options:

1. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253). Students are encouraged to complete the accompanying lab courses
2. General Chemistry (CH 221, 222, 223), or Honors General Chemistry (CH 224H, 225H, 226H). Students are encouraged to complete the accompanying lab courses
3. General Biology (BI 211, 212, 213)
4. Psychology. Psychology courses at the 200 level or above, of which at least eight credits must be in the experimental and physiological fields (PSY 430–468)

Major Progress Review and Major in Good Standing

Each major must meet with his or her adviser and file the Major Progress Review form after completing 8 to 12 credits of the upper-division core. Failure to file this form may result in lower priority registration for CIS courses. A student who receives two grades below C– in the upper-division core is removed from the major.

Prerequisites

Prerequisites for CIS core courses must be completed with grades of C– or better. Students who can present evidence of equivalent academic experience may submit a petition to the Undergraduate Education Committee to waive a prerequisite.

Internships

Practical work experience in the software industry is seen as a valuable complement to academic course work. Majors may receive academic credit for internships performed during the academic year or summer. To earn upper-division elective credit for an internship, the work experience must be at a technical level beyond CIS 313, 323 and be sponsored by a CIS faculty member. A contract signed by the faculty sponsor, internship

supervisor, and the student must be filed with the department before the internship begins.

Sample Programs for Majors

Students can use the following sample programs to plan their schedules. Individual programs vary, based on each student's preparation, interests, and personal goals. Students should meet regularly with their academic advisers for assistance in designing a program that meets their needs and fulfills major requirements.

Sample Program I

Students who have experience in computer programming and a strong background in mathematics should follow this program. It allows motivated students to take course work beyond the minimum requirements and allows qualified students to fulfill the requirements for the honors program. Students who follow this plan may want to consider applying to the department's accelerated M.S. program, which is described under Graduate Studies.

Freshman Year	42–46 credits
Computer Science I,II,III (CIS 210, 211, 212)	12
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)	12
College Composition I,II or III (WR 121, WR 122 or 123)	6
Arts and letters group-satisfying courses	8–12
Multicultural requirement	4

Sophomore Year	46–50 credits
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323)	14
Calculus I,II,III (MATH 251, 252, 253)	12
CIS-major science requirement	12
Social science group-satisfying courses	8–12

Junior Year	43–48 credits
Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425)	12
Upper-division mathematics electives	7–8
Upper-division CIS elective	4
Multicultural requirement	4
Arts and letters group-satisfying course	4
Social science group-satisfying course	4
Electives	8–12

Senior Year	40–44 credits
Computer Architecture (CIS 429)	4
Upper-division CIS electives	8
CIS electives or honors courses	8
Scientific and Technical Writing (WR 320) or Business Communications (WR 321)	4
Electives	16–20

Sample Program II

Students who need introductory skills in mathematics or computer programming should follow this program. It is suitable for students who choose a CIS major during the sophomore year or later.

Freshman Year	42–46 credits
Concepts of Computing: Algorithms and Programming (CIS 122)	4
Calculus I,II,III (MATH 251, 252, 253)	12
College Composition I,II or III (WR 121, WR 122 or 123)	6
Arts and letters group-satisfying courses	8–12
Multicultural requirement or elective	4
Social-science group-satisfying courses	8

Sophomore Year	40–48 credits
Computer Science I,II,III (CIS 210, 211, 212)	12
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)	12

Arts and letters group-satisfying courses	4–8
Social science group-satisfying course	4
Multicultural requirement or elective	4
Electives	4–8

Junior Year **46–50 credits**

Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Intro- duction to Algorithms (CIS 315), Data Structures Laboratory (CIS 323)	14
Upper-division mathematics electives	7–8
Upper-division CIS elective	4
CIS-major science requirement	12
Electives	9–12

Senior Year **43–48 credits**

Scientific and Technical Writing (WR 320) or Business Communications (WR 321)	4
Operating Systems (CIS 415), Software Method- ology I (CIS 422), Principles of Programming Languages (CIS 425)	12
Upper-division CIS electives	12
Electives	15–20

Honors Program

Students with a GPA of 3.50 or higher in computer and information science and a cumulative GPA of 3.00 or higher are encouraged to apply to the department honors program after completing CIS 313, 314, 315, and 323. The application form is available in the department office. To graduate with departmental honors, a student must write a thesis under the supervision of a faculty member.

Minor Requirements

Computer and Information Science

The minor in computer and information science introduces the theories and techniques of computer science and develops programming skills that are applicable to the student's major.

Before enrolling in CIS 313 or other upper-division courses, students planning a minor in computer and information science should file an application form with the department. Each student should consult with his or her CIS faculty adviser to plan the minor program. Before graduating, the student must supply the department with an up-to-date transcript.

The CIS minor requires completion of 24 credits. Courses applied to the CIS minor must be completed with grades of C– or better. CIS 409 and CIS 323 may not be used to fulfill requirements for the minor.

Lower-Division Courses	12 credits
Computer Science I, II, III (CIS 210, 211, 212)	12

<i>Upper-Division Courses</i>	<i>12 credits</i>
Introduction to Data Structures (CIS 313)	4
Upper-division electives	8

Computer Information Technology

The minor in computer information technology prepares students to work with evolving technologies for work environments that require development and management of business databases, computer networks, web applications, and software systems. The minor requires 24 credits, 12 lower-division and 12 upper-division.

Lower-division courses must be completed with grades of B– or better. After completing lower-division courses, students must file an application form with the department declaring the minor.

They are then eligible to enroll in the upper-division courses. Upper-division courses must be taken in sequence and are offered only once a year. Upper-division courses must be completed with grades of C– or better.

Lower-Division Courses **12 credits**

Concepts of Computing: Information Processing (CIS 110)	4
Concepts of Computing: Computers and Computation (CIS 111)	4
Advanced Business Systems (CIT 281)	4

Upper-Division Courses **12 credits**

Database Systems (CIT 381)	4
Information Architectures and Intranets (CIT 382)	4
Enterprise Networks (CIT 383)	4

Graduate Studies

The department offers programs leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). The master of software engineering (M.S.E.) is inactive.

Master's Degree Program

Admission. Admission to the master's degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission with graduate master's status are:

1. Documented knowledge of
 - a. Principles of computer organization
 - b. Software development and analysis
 - c. Data structures and algorithms analysis and design
2. GRE score on the general test. The computer science test is optional
3. A score of at least 600 on the Test of English as a Foreign Language (TOEFL) for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the university's American English Institute or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE)
4. Three letters of recommendation, a statement of goals, and official transcripts

Application materials should be submitted by January 15 for admission the following fall term.

Admission to the master's degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor's degree program can be used to gain the required level of computer science background. Students without this background may be admitted conditionally and required to complete remedial course work before achieving unconditional standing in the program.

Basic Degree Requirements

The 54-credit master's degree program consists of core courses, cluster depth-and-breadth courses, and elective courses.

Core Courses (12 credits) Algorithms and Complexity (CIS 621), Structure of Programming Languages (CIS 624), Computer Architecture (CIS 629)

Cluster Courses (12 credits). Each student must take the required course (4 credits) and two depth courses (8 credits) from one cluster of related courses. A list of clusters is available in the department office.

Elective Courses (30 credits). Twelve of the 30 credits may be taken outside the department in an area closely related to the student's professional goals, subject to approval by the student's adviser; options include courses in linguistics, mathematics, physics, and psychology. Elective options within the department include any course numbered 500 or higher with the following limitations:

1. Up to 8 credits in Reading and Conference (CIS 605), with prior approval by the adviser
2. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 609)
3. Experimental Courses (CIS 510 or 610), which are new courses awaiting permanent status, with prior approval by the graduate education committee

Complex Software Systems. Students must show competency in the design and implementation of software systems by taking one course that requires a substantial programming project. A list of courses that satisfy this requirement is available in the department office.

Grade Requirements. The 24 credits in the required courses and the cluster courses must be passed with grades of B– or better. Up to 12 of the 30 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of mid-C or better. A 3.00 GPA must be maintained for courses taken in the program.

Master's Thesis. The research option requires a written thesis and 9 to 12 credits in Thesis (CIS 503). Thesis research is supervised by a faculty adviser; this adviser and other faculty members constitute the thesis committee. The master's thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is recommended for students who plan subsequent Ph.D. research.

Master's Project. The project option requires a minimum of 8 credits, and up to 12, in Final Project (CIS 609).

Under the supervision of a faculty member, the project may entail a group effort involving several master's degree students. The project is subject to approval by the department's graduate education committee.

Accelerated Master's Degree Program

This program is open to students who earn a B.S. degree in computer and information science at the University of Oregon and who want to enter the master's degree program.

Admission procedure. Application to the master's program should be made by January 15 of the graduation year. Students should submit a Graduate Record Examinations (GRE) score, Test of English as a Foreign Language (TOEFL) score if not a native English speaker, three letters of recommendation, a statement of goals, and official transcripts.

If a UO undergraduate takes one or two 400-level electives that also are offered as 500-level courses,

the student can petition the department to have 4 or 8 credits deducted from the total number of elective credits required for the master's degree. The student must earn an A– or better in the 400-level course and have an overall GPA of 3.50 in upper-division CIS courses to participate in this accelerated master's program.

Doctoral Degree Program

The doctor of philosophy in computer and information science is above all else a degree of quality that is not conferred simply for the successful completion of a specified number of courses or years of study. It is a degree reserved for students who demonstrate a comprehensive understanding of computer science and an ability to do creative research. Each Ph.D. student produces a significant piece of original research, presented in a written dissertation and defended in an oral examination.

The Ph.D. program is structured to facilitate the process of learning how to do research. Students begin by taking required courses to build a foundation of knowledge that is essential for advanced research. Early in the program the student gains research experience by undertaking a directed research project under the close supervision of a faculty member and the scrutiny of a faculty committee. In the later stages of the program, students take fewer courses and spend most of their time exploring their dissertation area to learn how to identify and solve open problems. The final steps are to propose an independent research project, do the research, and write and defend a dissertation.

Admission. Application materials should be submitted by January 15 for the following fall term. Materials include everything required for admission to the master's program as well as a discussion of the anticipated research area.

Degree Requirements

- 1. Course Requirements.** Ph.D. candidates who enter the program without a master's degree in computer science must take 48 credits in graduate course work including the core and cluster courses required for the M.S. program
 - a. Core Courses (12 credits).** Algorithms and Complexity (CIS 621), Theoretical Foundations (CIS 624), and Computer Architecture (CIS 629)
 - b. Cluster Courses (12 credits).** A required course and two depth courses from a list of approved clusters. This list is updated each year to reflect experimental and other courses offered that year
 - c. Elective Courses (24 credits).** An additional 24 credits of elective, 600-level course work. CIS 607 and any course numbered 610 or higher satisfy this requirement
 - d. Minimum Annual Enrollment.** Ph.D. students are expected to enroll in at least 6 credits of 600-level course work each year. Research (CIS 601), Dissertation (CIS 603), and Readings (CIS 605) do not satisfy this requirement
- 2. Directed Research Project.** Complete a directed research project, which is supervised by a faculty member and evaluated by a faculty committee. The research project comprises
 - a. The definition and expected results of the project in the form of a Directed Research Project Contract**

- b. Delivery of the materials constituting the results of the project and oral presentation of the results**
 - c. A private oral examination by the committee members**
- 3. Unconditional Status.** All Ph.D. candidates are admitted conditionally. Successful completion of the six breadth courses and the directed research project leads to a change in the student's doctoral status from conditional to unconditional
 - 4. Oral Comprehensive Examination.** Choose an area of research and work closely with an adviser to learn the area in depth by surveying the current research and learning research methods, significant achievements, and how to pose and solve problems. The student gradually assumes a more independent role and prepares for the oral comprehensive examination, which tests depth of knowledge in the research area. The graduate education committee appoints the oral comprehension examination committee, typically three members, after considering nominations from the student and the adviser. The examination comprises:
 - a. A survey of the area in the form of a position paper and an annotated bibliography**
 - b. A public presentation of the position paper**
 - c. A private oral examination by committee members**
 - 5. Advancement to Candidacy.** After the oral comprehension examination, the committee decides whether the student is ready for independent research work; if so, the student is advanced to candidacy
 - 6. Dissertation and Defense.** Identify a significant unsolved research problem and submit a written dissertation proposal to the dissertation committee. The dissertation committee, which typically comprises three department members, is appointed by the graduate education committee after considering nominations from the student and the adviser. In addition to members from the department, the dissertation committee often includes an outside examiner. This outside examiner should be a leading researcher in the candidate's field who is not at the University of Oregon. The outside member should be selected a year before the candidate's dissertation defense, and no later than six months before.
The student submits a written dissertation proposal to the committee for approval. The proposal presents the research problems to be tackled, related research, methodology, anticipated results, and workplan. The committee may request an oral presentation, similar to the oral comprehensive exam, which allows the student to explain and answer questions about the proposed research. The student then carries out the research.
The final stage is writing a dissertation and defending it in a public forum by presenting the research and answering questions about the methods and results. The dissertation committee, augmented by outside members according to university regulations, may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense
 - 7. Graduate School Requirements.** Ph.D. students must meet the requirements set by the Graduate School as listed in that section of this catalog

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one dissertation adviser. Hence the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests to supervise the dissertation.

Computer and Information Science Courses (CIS)

110 Concepts of Computing: Information

Processing (4) Integration of technology and information systems for creation, storage, and dissemination of information used in decision-making. Labs cover spreadsheets, Telnet, FTP, website creation tools.

111 Concepts of Computing: Computers and

Computation (4) Principles and practices of programming for the web using a scripting language: basic concepts of problem analysis, program design, implementation, and testing; web application architectures. Prereq: CIS 110 or equivalent, MATH 111.

115 Multimedia on the Web (4) Introduces the principles and practice of web communication using digital media, including graphics, animation, video, and sound. Labs cover software used to create interactive multimedia documents. Prereq: CIS 110 or equivalent.

122 Concepts of Computing: Algorithms and

Programming (4) Problem solving, algorithm design, data structures, and programming using an object-oriented language in a Unix environment. Introduces techniques for program design testing and debugging. Prereq: CIS 110 or equivalent, MATH 111.

170 Science of Computing (4) Overview of basic ideas and areas of computer science; includes algorithms, hardware, machine organization, programming languages, networks, artificial intelligence, and associated ethical issues. Prereq: MATH 111.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies in Computer Science: [Topic] (1–5R) Topics vary with the interests and needs of students and faculty members.

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

313 Introduction to Data Structures (4) Design and analysis of data structures as means of engineering efficient software; attention to data abstraction and encapsulation. Lists, trees, heaps, stacks, queues, dictionaries, priority queues. Prereq: CIS 212, MATH 232; coreq for CIS majors: CIS 323.

314 Computer Organization (4) Introduction to computer organization and instruction-set architecture—digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming. Prereq: CIS 213, MATH 231.

315 Introduction to Algorithms (4) Algorithm design, worst-case and average-behavior analysis, correctness, computational complexity. Prereq: CIS 313, 323; MATH 233.

323 Data Structures Laboratory (2) Programming laboratory. Data structures and object-oriented implementation. Prereq: CIS 212, MATH 232; coreq for CIS majors: CIS 313.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

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

406 Field Studies: [Topic] (1–21R)

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

408/508 Workshop: [Topic] (1–21R)

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

410/510 Experimental Course: [Topic] (1–5R) New courses are offered under this number, the first year or two, before final definition of the courses and permanent approval by the University Senate and State Board of Higher Education.

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

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

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

422/522 Software Methodology I (4) Technical and nontechnical aspects of software development, including specification, planning, design, development, management and maintenance of software projects. Student teams complete projects. Pre- or coreq: CIS 315.

423 Software Methodology II (4) Application of concepts and methodologies covered in CIS 422/522. Student teams complete a large system design and programming project. Final system specification, test plan, user documentation, and system walk throughs. Prereq: CIS 422.

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

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

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

432/532 Introduction to Networks (4) Principles of computer network design. Link technologies,

packet switching, routing, inter-networking, reliability. Internet protocols. Programming assignments focus on protocol design. Prereq: CIS 313, 314, 323. CIS 415 recommended.

441/541 Introduction to Computer Graphics

(4) Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 313, 323; pre- or coreq: CIS 314.

442/542 Computer Graphics (4) Computer graphics techniques for realistic image synthesis: scan conversion, clipping, hidden surface algorithms, illumination modeling, and color perception. Prereq: CIS 441/541.

443/543 User Interfaces (4) Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems. Prereq: CIS 313, 314, 323.

445/545 Modeling and Simulation (4) Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science. Prereq: CIS 314, 315.

451/551 Database Processing (4) Fundamental concepts of DBMS. Data modeling, relational models and normal forms. File organization and index structures. SQL, embedded SQL, and concurrency control. Prereq: CIS 315.

452/552 Database Issues (4) Covers central database issues such as access methods, security, tuning, and concurrency control. Examines alternative database models. Prereq: CIS 451/551.

455/555 Computational Science (4) Solving scientific problems with high-performance computers; algorithms, languages, and software used in scientific computing and visualization. Group projects on current research in physics, chemistry, biology, and other sciences. Prereq: CIS 314, 422.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 425 or 624. CIS 420/520 strongly recommended.

471/571 Introduction to Artificial Intelligence (4) Basic themes, issues, and techniques of artificial intelligence, including agent architecture, knowledge representation and reasoning, problem solving and planning, game playing, and learning. Prereq: CIS 315.

490/590 Computer Ethics (2) Addresses ethical issues and social impacts of computing. Topics include crime, hacking, intellectual property, privacy, software reliability, employment, and worldwide networks.

Prerequisites to graduate-level CIS courses are intended as guidelines. Students who are uncertain about eligibility for enrollment in a course are encouraged to consult the instructor.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

604 Internship: [Topic] (1–4R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Research topics are presented.

608 Colloquium: [Topic] (1R)

609 Final Project (1–16R) Final project for master's degree without thesis.

610 Experimental Course: [Topic] (1–5R) See CIS 410.

621 Algorithms and Complexity (4) Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. CIS 420/520 strongly recommended.

622 Theoretical Foundations: [Topic] (4R)

Selected topics from computability and complexity theory. Prereq: CIS 621. **R** twice when topic changes for maximum of 12 credits.

624 Structure of Programming Languages (4)

Introduction to axiomatic, operational, and denotational semantics. Environments, stores, and continuations. Type theory, subtypes, polymorphism, and inheritance. Functional and logic programming.

629 Computer Architecture (4) Advanced readings in computer architecture research. Topics may include storage hierarchies, input-output subsystems, instruction- and data-level parallelism, symbolic computation, multiprocessor networks and consistency algorithms, performance modeling. Prereq: CIS 429.

630 Advanced Operating Systems (4) Principles of distributed computer systems: interprocess communication, distributed file systems, distributed timing and synchronization, distributed programming, transactions, process scheduling, distributed shared memory. Prereq: CIS 415, CIS 629.

631 Parallel Processing (4) Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 629.

632 Computer Networks (4) Advanced issues in computer networks, focusing on research to extend the services offered by the Internet. Prereq: CIS 432/532.

650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

677 Knowledge-Based Interfaces (4) Examination of research knowledge-based user interface with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert systems explanation. Prereq: CIS 671.

Computer Information Technology Courses (CIT)

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

381 Database Systems (4) Introduction to database systems, emphasis on database design and access. Database concepts, data modeling, normalization, data warehousing, query languages, formulation of complex queries. Prereq: CIT 281.

382 Information Architectures and Intranets

(4) Organization of information on the web and applications of Internet technology. Emphasis on

planning, implementation, and issues that apply to building and maintaining business Intranets. Prereq: CIT 381.

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

Oregon Master of Software Engineering Courses (OMSE)

500 Principles of Software Engineering (3) Not offered 2004–5.

511 Managing Software Development (3) Not offered 2004–5.

512 Understanding the Software Business (3) Not offered 2004–5.

513 Professional Communication Skills for Software Engineers (3) Not offered 2004–5.

521 Quantitative Decision-Making (3) Not offered 2004–5.

522 Modeling and Analysis of Software Systems (3) Not offered 2004–5.

525 Software Quality Analysis (3) Not offered 2004–5.

531 Software Requirements Engineering (3) Not offered 2004–5.

532 Software Architecture and Domain Analysis (3) Not offered 2004–5.

533 Software Design Techniques (3) Not offered 2004–5.

551 Strategic Software Engineering (3) Not offered 2004–5.

607 Seminar: [Topic] (3R) Not offered 2004–5.

610 Experimental Course: [Topic] (3R) Not offered 2004–5.

Creative Writing

David H. Bradley, Program Director

(541) 346-3944

144 Columbia Hall

5243 University of Oregon,

Eugene OR 97403-5243

<http://darkwing.uoregon.edu/~crwrweb/>

Faculty

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

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

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

Dorianne Laux, associate professor (poetry). B.A., 1988, Mills. (1994)

Robert Hill Long, senior instructor (poetry). B.A., 1975, Davidson; M.F.A., 1983, Warren Wilson. (1991)

Pimone Triplett, assistant professor (poetry). B.A., 1987, Sarah Lawrence; M.F.A., 1990, Iowa. (1998)

Emeritus

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

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

Undergraduate Studies

While there is no undergraduate major in creative writing, the program does offer undergraduate-level creative writing courses. Undergraduate English majors who want to emphasize creative writing should complete Introduction to Imaginative Writing: Fiction, Poetry (CRWR 241, 243) and

Introduction to Creative Writing: Literary Nonfiction (CRWR 244). Other students should consult their major advisers about integrating creative writing courses into their programs.

Kidd Tutorial Program

Implemented through the generosity of the Walter P. Kidd family, this yearlong tutorial for juniors and seniors offers the chance to study writing and literary craft using literary models. The program, which requires a three-term commitment from participants, accommodates highly flexible and individualized study of fiction, poetry, and literary nonfiction writing. Each group of four to six students studies under the supervision of a graduate teaching fellow and is overseen by a head tutor and a faculty member. Participants earn 12 credits in CRWR 411. Information about application procedures is available from the tutorial program director and on the program's website.

Graduate Studies

Master of Fine Arts Degree

Admission Requirements

1. Bachelor's degree
2. Other materials submitted for admission that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

1. Apply online from the program's website or download a copy of the graduate admission application. Mail one copy to the university Office of Admissions with payment of the \$50 fee. Mail a second copy to Creative Writing Program Admissions Committee
2. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university's Office of Admissions and the other to the program's admissions committee
3. Send or have sent to the program's admissions committee:
 - a. Sample of the applicant's creative writing
 - b. Letters of recommendation from three people familiar with the applicant's potential as a writer

Application materials must be postmarked by January 31 for admission to the program the following fall term. Admission is made for fall term only. Find information and application instructions on the program's website.

Degree Requirements

The candidate for the M.F.A. degree must complete 72 credits of graduate work during six consecutive terms in residence at the university. Of the 72 credits, 36 must be in graduate creative writing (CRWR) courses, 9 in Thesis (CRWR 503) 9 in Writing and Conference (CRWR 605), and 18 in literature or literature in translation. The candidate must pass a written examination on a reading list of works of fiction or poetry.

Creative Writing Courses (CRWR)

199 Special Studies: [Topic] (1–5R)

241 Introduction to Imaginative Writing: Fiction (4) Techniques of writing fiction. Development of a critical appreciation of the art of writing.



243 Introduction to Imaginative Writing: Poetry (4) Techniques of writing poetry. Development of a critical appreciation of the art of writing.

244 Introduction to Creative Writing: Literary Nonfiction (4) Techniques of writing creative nonfiction. Development of a critical appreciation of the art of writing.

324 Intermediate Creative Writing: Short Story Writing (4R) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: CRWR 241. **R** twice for maximum of 12 credits.

336 Intermediate Creative Writing: Literary Nonfiction (4R) Examines basic techniques and structure of literary nonfiction (the literary essay). Extensively examines student work and established models. Prereq: CRWR 244 or instructor's consent. **R** twice for maximum of 12 credits.

341 Intermediate Creative Writing: Poetry Writing (4R) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: CRWR 243. **R** twice for maximum of 12 credits.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407 Seminar: [Topic] (1–5R)

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

411 Kidd Tutorial (4R) Tutorial creative writing focused on poetry, fiction, or literary nonfiction. Prereq: cumulative GPA of 3.30 (B+) or better, or one course selected from CRWR 324–341. **R** twice for maximum of 12 credits.

420 Craft of Poetry (4) Advanced undergraduate poets study literary models. Designed to broaden and deepen student writers' understanding of the pragmatics of the literary tradition. Prereq: CRWR 341.

421 Craft of Fiction (4) Advanced undergraduate writers study literary models. Designed to broaden and deepen student writers' understanding of the pragmatics of the literary tradition. Prereq: CRWR 324.

430 Advanced Creative Writing (4R) Advanced study in short story, poetry, and literary nonfiction writing. Prereq: instructor's consent. **R** twice for maximum of 12 credits.

451/551, 452/552, 453/553 Projects in Writing (3,3,3R) Advanced instruction and practice in writing short stories, novels, dramas, or nonfiction. Prereq: instructor's consent. **R** with instructor's consent.

503 Thesis (1–16R) Prereq: instructor's consent.

601 Research: [Topic] (1–16R)

605 Writing and Conference: [Topic] (1–16R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–5R) Selected seminars offered each year. Prereq: instructor's consent. **R** when topic changes.

630, 631, 632 Graduate Creative Writing: Poetry (6,6,6R) Concentration on student writing in a workshop setting. Prereq: instructor's consent. **R** once each academic year.

640, 641, 642 Graduate Creative Writing: Fiction (6,6,6R) Concentration on student writing of fiction in a workshop setting. Prereq: instructor's consent. **R** once each academic year.

East Asian Languages and Literatures

Marjorie H. Woollacott, Department Head

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Faculty

Michael Baskett, assistant professor (Japanese film, modern literature). B.A., 1985, Brigham Young; M.A., 1993, Ph.D., 2000, California, Los Angeles. (2000)

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

Stephen W. Durrant, professor (classical Chinese language, early Chinese literature). B.A., 1968, Brigham Young; Ph.D., 1975, Washington (Seattle). (1990)

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

Michael B. Fishlen, associate professor (medieval and earlier Chinese literature). B.A., 1965, Knox; M.A., 1968, Ph.D., 1973, Indiana; J.D., 1987, Oregon. (1970)

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

Tetsuo Harada, assistant professor (Japanese language and applied linguistics). B.A., 1984, Waseda; M.A., 1987, Tsukuba; M.A., 1992, London; Ph.D., 1999, California, Los Angeles. (1999)

Nancy Iwakawa, senior instructor (Japanese language). B.A., 1968, Earlham; M.A., 1974, Oregon. (1987)

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

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

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

Paula Rogers, assistant professor (Japanese language and linguistics). B.A., 1991, Columbia; M.A., 1996, Ph.D., 2002, California, Berkeley. (2001)

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

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

Marjorie H. Woollacott, professor. See **Human Physiology**

Emeritae

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

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

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

Undergraduate Studies

The Department of East Asian Languages and Literatures offers undergraduate programs in Chinese and Japanese languages and literatures.

Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country.

The department offers first- and second-year course sequences in Korean.

Preparation. Students considering a major in Chinese or Japanese should decide their major as early as possible so that they can satisfy the requirements in four years of undergraduate study. Background in languages, literature, or history at the high school or community college level is good preparation for the student majoring in Chinese or Japanese.

Careers. A major in Chinese or Japanese prepares a student for graduate study in the humanities, social sciences, and professional schools and also for careers in business, teaching, law, journalism, and government agencies. Career options for people with knowledge of Chinese or Japanese are steadily increasing.

Major Requirements

Prospective majors must meet with an East Asian languages and literatures faculty adviser when declaring the major; each spring to obtain the adviser's signature before fall term registration; and two terms before graduation.

Any course for which a grade lower than C– is received does not count toward the major.

Prospective majors who place above the first term of the third year of a language (CHN or JPN 301) must draft an individualized program in conjunction with a department adviser.

Chinese

Culture-Intensive Option. This option requires 47 graded credits in courses beyond the second-year level including

1. Three years of Chinese language
2. Four courses selected from CHN 150, 151, 152, 305, 306, 307, 308. Two of these must be upper division
3. Four upper-division courses in Chinese language, culture, literature, history, art, economics, or other approved areas taken from this or other departments. Of these, at least two must be from the Department of East Asian Languages and Literatures

Language-Intensive Option. This option requires 47 graded credits in courses beyond the second-year level, including

1. Third-Year Chinese (CHN 301, 302, 303); History of Chinese Literature (CHN 305, 306, 307)
2. Literary Chinese (CHN 436, 437)
3. Three courses chosen from Fourth-Year Chinese (CHN 411, 412, 413), Advanced Chinese (CHN 431, 432, 433), Literary Chinese Texts (CHN 438).

Japanese

Culture-Intensive Option. This option requires 47 graded credits, including third-year Japanese (JPN 301, 302, 303), 8 credits of upper-division Japanese language courses beyond the third-year

level (which may include JPN 434, 435, 436, 437, 438, 439), Introduction to Japanese Literature (JPN 305, 306), and 16 adviser-approved credits of upper-division course work in Japanese literature or culture (which may include a maximum of 4 credits in courses taught outside the Department of East Asian Languages and Literatures).

Language-Intensive Option. This option requires 47 graded credits in courses beyond the second-year level, including Third-Year Japanese (JPN 301, 302, 303), Introduction to Japanese Literature (JPN 305, 306), two terms of Fourth-Year Spoken Japanese (JPN 411, 412), two terms of Fourth-Year Reading and Writing Japanese (JPN 414, 415), and either the third term of Fourth-Year Spoken Japanese (JPN 413) or the third term of Fourth-Year Reading and Writing Japanese (JPN 416). The remaining 4 credits may be earned in any other upper-division Japanese language or literature course; in a comparative literature (COLT) course when the topic is Japanese literature; or in a Japanese culture course offered by disciplines such as history, religious studies, or art history.

Honors

Graduation with departmental honors is approved for students who

1. Earn a cumulative GPA of 3.50 or better in all UO work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be evaluated by the thesis director and one other faculty member in the department

Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Minor Requirements

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

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

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

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

East Asian Studies. See the **Asian Studies** section of this catalog for a description of the minor in East Asian studies.

Overseas Study

The University of Oregon has one overseas study program in China and four in Tokyo, Japan.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

Kindergarten through Secondary Teaching Careers

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

Graduate Studies

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in East Asian languages and literatures. Students may choose to specialize in Chinese or Japanese literary studies or in Japanese language and pedagogy.

In addition to departmental requirements, graduate students must fulfill the general requirements of the Graduate School listed in that section of this catalog.

The Chinese and Japanese literature programs, which prepare students to work in a variety of professional and academic fields, provide intensive training in linguistic and textual analysis and extensive exposure to literary theory and comparative and cultural studies. The department encourages students to develop their specialization in Asian literatures in broader, more comparative, and more interdisciplinary perspectives than has been the case in traditional programs. The faculty's research and teaching interests cover the major fields, genres, and chronological divisions of Chinese and Japanese literature. They encourage creative connections and challenges to conventional disciplinary boundaries by exploring the relationships between literature and such areas as cinema, law, history, politics, religion, philosophy, sociology, theater and performing arts, and women's and gender studies.

The graduate program in Japanese language and pedagogy offers advanced training and research in Japanese linguistics, second-language acquisition, and language teaching. Faculty members in this area are specialists in applied linguistics, linguistics, and language pedagogy, and students can consult specialists from the Department of Linguistics. The presence in the Eugene school district of a Japanese-immersion school and the department's Japanese linguistics research lab, a state-of-the-art computer laboratory and research unit, offers an extraordinary support network to graduate students who want to pursue individual and collaborative research projects.

Comparative Literature. Several members of the department's faculty participate in the Comparative Literature Program. For more information, see the **Comparative Literature** section of this catalog.

Complete details and answers to specific questions about graduate programs in the Department of East Asian Languages and Literatures are available from the department's graduate secretary.

Admission

An applicant for admission to the M.A. program should have completed an undergraduate major in Chinese or Japanese language, literature, or linguistics, or have equivalent experience.

An applicant for admission to the Ph.D. program should have completed an M.A. degree in either Chinese or Japanese language and literature, linguistics, or have equivalent experience.

Application Procedure

1. Obtain a Graduate Admission Application from the department's graduate secretary. Online application may be made through the department's website
2. Send one copy to the university Office of Admissions with the \$50 fee, and the remaining copies to the department's graduate secretary
3. Submit or have sent to the department's graduate secretary:
 - a. Official transcripts of college-level work as of the date of application
 - b. A 750-word statement of purpose describing the applicant's academic experience to date, reasons for wanting to do graduate work in the UO Department of East Asian Languages and Literatures, and career goals
 - c. Three letters of recommendation from faculty members who can comment personally on the applicant's language competence and aptitude for graduate study
 - d. Graduate Record Examinations (GRE) scores
 - e. Test of English as a Foreign Language (TOEFL) scores of at least 600 (paper-based test) or 250 (computer-based) test for international students
 - f. Substantial writing sample (e.g., graduate seminar paper, undergraduate research paper on a relevant topic). If the writing sample is not in English, include an abstract in English. Ph.D. candidates should submit a master's thesis or equivalent
 - g. Evidence of proficiency in Chinese or Japanese from nonnative speakers of these languages

Applications are due by January 15. New students are typically admitted to the program for fall term.

Graduate Teaching Fellowships

A number of graduate teaching fellowships (GTFs) are available each year for new graduate students in the department. Students must apply to the department by January 15 for admission and appointment the following fall term. During each term of the appointment, graduate teaching fellows must register for and complete at least 9 credits of course work that can be applied to the degree program.

First-year GTFs must attend an orientation and training workshop, which is held the week before fall term begins.

Master of Arts Requirements

Chinese

Option One. This is the usual option for students seeking the M.A. degree in East Asian languages and literatures with a specialization in Chinese

literature. It prepares students for study at the doctoral level. This option requires successful completion of a minimum of fourteen graduate-level courses including Issues in Early Chinese Literature (CHN 523); Issues in Medieval Chinese Literature (CHN 524); Issues in Modern Chinese Literature (CHN 525); two adviser-approved graduate courses in literary theory or another literature; Chinese Bibliography (CHN 550); one approved course in language pedagogy, Asian history, or another field relevant to the student's career objectives; and five Chinese seminars. With the adviser's approval, one course in Reading and Conference (CHN 605) may be counted as one of the fourteen courses. Students must pass a comprehensive written examination at the end of study or write a master of arts thesis. Students who elect to write a thesis must register for 9 credits of Thesis (CHN 503).

Option Two. A master's student may, in consultation with the student's adviser, apply for early entry to the Ph.D. program. Such applications are typically made in spring term but, in any event, only after at least two terms at the university. Applications must include transcripts, three recommendations, and a statement of the student's prospective course of study. Students who elect this option are awarded the master's degree upon completion of the course work for the Ph.D. degree. This option requires successful completion of a minimum of twelve 4-credit graduate-level courses including Issues in Early Chinese Literature (CHN 523); Issues in Medieval Chinese Literature (CHN 524); Issues in Modern Chinese Literature (CHN 525); two adviser-approved graduate courses in literary theory or another literature; Chinese Bibliography (CHN 550); one approved course in language pedagogy, Asian history, or another field relevant to the student's career objectives; and five Chinese seminars. With the adviser's approval, one course in Reading and Conference (CHN 605) may be counted as one of the twelve courses. Students must pass a comprehensive oral examination that covers the student's primary areas of study.

Japanese

Language and Pedagogy. The M.A. degree in East Asian languages and literatures with a specialization in Japanese language and pedagogy requires successful completion of twelve graduate-level courses, chosen in consultation with the student's adviser.

Students who are admitted with a proficiency at the intermediate-high level on the ACTFL scale must take language courses until they attain the advanced level.

1. Seven courses in Japanese language and pedagogy: Japanese Phonology and Morphology (JPN 540), Structure of the Japanese Language (JPN 541), Teaching Japanese as a Foreign Language I,II (JPN 543, 544), Japanese Sociolinguistics (JPN 553), Japanese Pedagogical Grammar (JPN 554), and Second-Language Acquisition of Japanese (JPN 655)
2. Two elective courses:
 - a. One course in Japanese culture, which may be selected from a seminar in Japanese literature (JPN 507), Japanese Cinema (JPN 571), Japanese Film and Literature (JPN 572), Japanese Society and Culture (ANTH 586), Japanese Prints (ARH 588), Japan

(HIST 590), Postwar Japan (HIST 592), or Japanese Politics (PS 554)

- b. One course selected from Workshop (JPN 508); Classical Japanese Literary Language I (JPN 537); Language Teaching Practice (LT 546); Japanese Discourse Structure (JPN 642); other East Asian, linguistics, or education courses
3. Practicum: Teaching (JPN 609)
 4. Second-Language Acquisition (LING 544) and Language Teaching Methods (LT 545)
 5. One of the following:
 - a. Comprehensive examination and two electives
 - b. Research or pedagogical project—4 or 5 credits in Reading and Conference (JPN 605) and one elective
 - c. Thesis—9 credits in Thesis (JPN 503)

Literature. The M.A. degree in East Asian languages and literatures with a specialization in Japanese literature requires successful completion of a minimum of twelve graduate-level courses including:

1. Topics in Premodern Japanese Literature (JPN 524), Topics in Modern Japanese Literature (JPN 525), or Modern Japanese Writers (JPN 526)
2. Two graduate courses in literary theory and criticism
3. Three adviser-approved, seminar-level courses in Japanese culture, which may include a term of Advanced Readings in Japanese Literature (JPN 534, 535, 536) or Classical Japanese (JPN 537)
4. Students without training in classical Japanese must take Classical Japanese Literary Language (JPN 537)

Inquire at the department office about required courses taught under generic numbers and titles. Students must pass a comprehensive examination at the end of study.

Doctor of Philosophy Degree Program

The Ph.D. program in East Asian languages and literatures is designed to provide students with a high level of competence in their area of specialization and a familiarity with applicable methodologies and theories. The program has four components: course work, comprehensive examination, prospectus for the dissertation, and the dissertation itself.

Specific courses and projects used to fulfill requirements must be approved by the student's adviser, who works with the other faculty members to develop the student's program.

Timeline for Completion of the Ph.D. Program
Course work—two years

Comprehensive examination and prospectus approval—one year

Dissertation writing and defense—two years

Course Work

Depending on the student's background when admitted to the Ph.D. program, additional course work may be required.

Chinese

The Ph.D. degree in East Asian languages and literatures with a specialization in Chinese literature requires completion of a minimum of six 4-credit graduate-level courses beyond those

required for the M.A. degree. Depending on the student's background or preparation at the time of admission to the Ph.D. program, the number of required courses may be nine or twelve. Courses must be chosen in consultation with the student's adviser.

1. Complete successfully
 - a. Six courses in Chinese literature or film
 - b. Three methods courses—Issues in Early Chinese Literature (CHN 523), Issues in Medieval Chinese Literature (CHN 524), Issues in Modern Chinese Literature (CHN 525) or equivalents—unless the student has already taken these courses
2. Choose one of the following options:
 - a. Demonstrate the ability to use a second foreign language substantively in research or pass a translation examination in the language
 - b. Demonstrate advanced knowledge of a particular methodology or theory by taking three graduate-level courses, including one course in Reading and Conference (CHN 605) for which the student writes a paper applying the methodology to Chinese literature
 - c. Complete three courses in a secondary literature

Japanese

Language and Pedagogy

The Ph.D. degree in East Asian Languages and Literatures with a specialization in Japanese language and pedagogy requires the completion of the following ten courses and demonstrated competence in a second foreign language. Courses must be chosen in consultation with the student's adviser.

1. Syntax and Semantics II (LING 552)
2. One course in statistics
3. Seminar: Proseminar (JPN 607)
4. Seven 4-credit graduate-level courses beyond those required for the M.A. degree. At least one course must be taken in each of the areas listed below. Up to two courses may be substituted from relevant fields (e.g., psychology, literature, culture) with the adviser's approval
 - a. Linguistics and Japanese linguistics
 - b. Second-language acquisition
 - c. Pedagogy, pedagogy of Japanese, and education
5. Competence in a second foreign language

Literature

The Ph.D. with a specialization in Japanese literature requires students to successfully complete nine graduate courses beyond the number required for the M.A. degree. These courses must be chosen in consultation with the student's adviser. Appropriate courses in related fields (e.g., Japanese history, religion) may be substituted with the adviser's approval.

1. Two or three courses in Japanese literature and/or film
2. Two or three courses in a period- or genre-based comparative field and/or in a minor literature
3. Two courses in critical theory
4. Two courses in professional methodology and skills (which may include Japanese language pedagogy courses)
5. Competence in a second foreign language

Comprehensive Examination

Candidates for the Ph.D., must pass a comprehensive examination, which consists of six questions covering the student's major fields of study. A committee is chosen by the student in consultation with his or her adviser, which consists of three faculty members, at least two of whom are members of the department. With input from the student, the committee prepares questions based on an approved bibliography. Each student is given five days in which to write and submit answers to four of the six questions. If the committee finds that the student has not performed adequately on one question, the student may, at the discretion of the committee, be allowed one opportunity to retake the examination in that subfield before the end of the following term. Students who fail more than one question have their status as doctoral students terminated.

Prospectus

Within one month of successfully completing the comprehensive examination the student presents a dissertation proposal with a bibliography for approval by the dissertation committee. After approval of the prospectus, the student advances to candidacy and becomes eligible to enroll in Dissertation (CHN or JPN 603).

Dissertation

A dissertation committee is formed at least one month before the prospectus is presented for review and approval. This committee advises the student on writing the dissertation and approves the completed dissertation.

East Asian Languages and Literatures Courses (EALL)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

210 China: A Cultural Odyssey (4) Introduction to the distinctive features of China's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

211 Japan: A Cultural Odyssey (4) Introduction to distinctive features of Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–3R)

410 Experimental Course: [Topic] (1–5R) Prereq: instructor's consent.

460/560 Teaching East Asian Languages and Literatures at College Level (2R) Training in Chinese and Japanese language instruction through lectures, observations, and teaching practicums. Prereq for non-GTFs: instructor's consent. **R** thrice for maximum of 8 credits.

608 Colloquium: [Topic] (1–3R) **R** twice when topic changes for maximum of 9 credits.

Chinese Courses (CHN)

Placement examinations are required for new students who have exposure to Chinese, either through formal course work or through informal conversation. Native speakers of Chinese or students whose competence in the language already exceeds the scope of the material may not enroll in Chinese-language courses.

101, 102, 103 First-Year Chinese (5,5,5) Provides thorough grounding in listening comprehension, speaking, reading, and writing. Emphasis on aural-oral skills. For students with no background in Mandarin Chinese.

150 Introduction to the Chinese Novel (4) Introduction to one long or several short novels. Focuses on plot, character, cultural difference. No background in Chinese necessary; taught in English.

151 Introduction to Chinese Film (4) Introduction to fifth-generation films by directors Zhang Yimou, Hu Mei, and Chen Kaige. Discussion focuses on family, gender, cultural difference. No background in Chinese necessary; English subtitles.

152 Introduction to Chinese Popular Culture (4) Introduction to popular Chinese cultures in China, Hong Kong, Taiwan, and the United States. Discussion focuses on religion, literature, art, and media. No background in Chinese necessary; taught in English.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Chinese (5,5,5) Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese. Prereq: one year of Chinese or equivalent.

301, 302, 303 Third-Year Chinese (5,5,5) Continued training in listening, speaking, reading, and writing. Prereq: two years of Chinese or equivalent.

305, 306, 307 History of Chinese Literature (4,4,4) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.

308 Literature of Modern Taiwan (4) Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.

350 Gender and Sexuality in Traditional Chinese Literature (4) Primary and secondary works about women, sexuality, and changing gender roles in traditional China. Readings in English.

351 Gender and Sexuality in Modern Chinese Literature (4) Primary and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English. Larson.

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

401 Research: [Topic] (1–4R)

403 Thesis (1–6R) Prereq: instructor's consent. **R** for maximum of 6 credits.

405 Reading and Conference: [Topic] (1–21R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R) Studies and projects in Chinese literature, linguistics, or

pedagogy. Sources are in Chinese, English, or both. **R** when topic changes.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–4R) Prereq: instructor's consent. **R** for maximum of 18 credits.

410/510 Experimental Course: [Topic] (1–5R) Prereq: instructor's consent.

411/511, 412/512 Fourth-Year Chinese (4,4R) Study of contemporary Chinese using written and spoken forms. Prereq: three years of Chinese.

413/513 Modern Chinese Texts: [Topic] (4R) Readings and discussion in Chinese of Chinese modern literary and cultural texts. Topics change yearly. **R** once, with instructor's consent and when topic changes, for maximum of 8 credits.

423/523 Issues in Early Chinese Literature (4) Explores scholarship on and questions raised about early Chinese literary forms; examines the notions of history and narrative. Prereq: instructor's consent.

424/524 Issues in Medieval Chinese Literature (4) Explores scholarship on and questions raised about Chinese poetry and its characteristics. Prereq: instructor's consent.

425/525 Issues in Modern Chinese Literature (4) Explores scholarship on and questions raised about modern Chinese literature and culture; includes realism, modernism, gender, and literary form. Prereq: instructor's consent.

431/531, 432/532, 433/533 Advanced Chinese (4,4,4) Exclusive use of authentic materials, both spoken and written. Sequence. Prereq: four years of Chinese.

436/536, 437/537 Literary Chinese (4,4) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

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

450/550 Chinese Bibliography (2) Reference works in Chinese studies covering Western sinology, major sources in Chinese, and training in research methods. Prereq: two years of Chinese.

451/551 Post-Mao Fiction and Debate (4) Covers major cultural and literary debates of post-Mao China with emphasis on selected representative writers. Prereq: instructor's consent.

452/552 Chinese Film and Theory (4) Examines Chinese film and film theory. Focuses on Chinese film in cultural debate and in the international film arena. Prereq: instructor's consent.

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

455/555 The Han-Tang Poetic Tradition (4) Examines Han interpretations of classic poetry anthologies as they were received in the poetry of the Han, Six Dynasties, and Tang. Prereq: instructor's consent.

456/556 Traditional Chinese Law and Literature (4) Considers Chinese law as defined in the late Zhou and Han periods and as reflected in the statutes, short fiction, and drama of later dynasties. Prereq: instructor's consent.

461/561 The Confucian Canon (4) Examines how and why a small group of texts came to dominate Chinese education for 2,000 years. Prereq: instructor's consent.

462/562 The Beginnings of Chinese Narrative (4) Survey and discussion of the features and themes of the earliest Chinese historical narrative. Comparison with early Greek and Hebrew historical writing. Prereq: instructor's consent.

503 Thesis (1-6R)

601 Research: [Topic] (1-10R)

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

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

Prereq: instructor's consent. **R** as student projects warrant.

606 Field Studies: [Topic] (1-16R) Prereq: instructor's consent.

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

609 Practicum: [Topic] (1-4R) Prereq: instructor's consent. **R** for maximum of 18 credits.

Japanese Courses (JPN)

Placement examinations are required for new students who have exposure to Japanese, either through formal course work or through informal conversation. Native speakers of Japanese or students whose competence in the language already exceeds the scope of the material may not enroll in Japanese-language courses.

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

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

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

199 Special Studies: [Topic] (1-5R)

201, 202, 203 Second-Year Japanese (5,5,5)

Continuation of JPN 101, 102, 103. Additional training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

301, 302, 303 Third-Year Japanese (5,5,5)

Provides a solid foundation in listening, speaking, reading, and writing. Prepares students for advanced study. Prereq: two years of Japanese or equivalent.

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

399 Special Studies: [Topic] (1-5R) Prereq: instructor's consent. **R** for maximum of 12 credits.

401 Research: [Topic] (1-4R) Prereq: instructor's consent. **R** for maximum of 12 credits.

403 Thesis (1-6R) Prereq: instructor's consent. **R** for maximum of 6 credits.

405 Reading and Conference: [Topic] (1-21R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-4R) Studies and projects in Japanese literature, linguistics, or pedagogy. Sources are in Japanese, English, or both. **R** when topic changes.

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-4R) Prereq: instructor's consent. **R** for maximum of 18 credits.

410/510 Experimental Course: [Topic] (1-5R) Prereq: instructor's consent.

411/511, 412/512, 413/513 Fourth-Year Spoken Japanese (4,4,4) Development of speaking and listening skills related to concrete and abstract topics. Emphasis on sociolinguistic skills. Prereq: three years of Japanese.

414/514, 415/515, 416/516 Fourth-Year Reading and Writing Japanese (4,4,4) Development of reading skills, vocabulary, and knowledge of *kanji*. Writing exercises include message writing, letter writing, and short essays. Prereq: three years of Japanese.

425/525 Modern Japanese Literature: [Topic] (4R) Investigates topics relevant to Japanese literary studies in a comparative context. Recent topics include suicide and literature East and West, nations and resistance, atomic bomb literature. Prereq: instructor's consent. **R** twice when topic changes for maximum of 12 credits.

426/526 Major Japanese Writers: [Topic] (4R) Intensive study of one or more major Japanese authors of the late 19th and 20th centuries. Recent topics include the fiction of Tanizaki Junichiro, Mishima Yukio and Japanese postmodernity, the fiction of Inoue Yasushi. Prereq: instructor's consent. **R** twice when topic changes for maximum of 12 credits.

431/531, 432/532, 433/533 Advanced Spoken Japanese (4,4,4) Practice in speaking and listening at different speech levels on a variety of topics. Prereq: JPN 413/513. For students with advanced proficiency in speaking.

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

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

440/540 Japanese Phonology and Morphology (4) Introduction to Japanese phonology and morphology. Covers basic phonetic aspects in relation to phonological analysis. Morphologic topics include word formation and other morpho-syntactic aspects. Prereq: LING 290 or JPN 303.

441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, case marking, typological characteristics, passives, and causatives. Prereq: LING 290 or 421/521, three years of Japanese.

443/543 Teaching Japanese as a Foreign Language I (4) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, demonstrations, and writing short papers. Prereq: three years of Japanese-language study and LING 444/544.

444/544 Teaching Japanese as a Foreign Language II (4) Focus on curriculum development, materials development, evaluation, and class management. Prereq: JPN 443/543.

453/553 Japanese Sociolinguistics (4) The relationship between Japanese social systems and values and the use of language. Prereq: LING 290 or 421/521.

454/554 Japanese Pedagogical Grammar (4) Analysis of Japanese grammar for the purpose of teaching Japanese. Making practice activities, lesson plans, and tests on grammatical structures. Prereq: JPN 443/543.

471/571 The Japanese Cinema (4) Major filmmakers and works are introduced. Comparative analysis of Japanese cinema as narrative form and artists' efforts to grapple with the Japanese experience of modernity. Readings, films, and discussions in English.

472/572 Japanese Film and Literature (4) Contemporary Japanese culture examined through film and fiction. Focus on writers' and filmmakers' efforts to define an autonomous art. Topics vary. Prereq: JPN 471/571. Readings, films, and discussions in English.

503 Thesis (1-6R)

601 Research: [Topic] (1-10R)

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-16R) Prereq: instructor's consent. **R** as approved by the faculty.

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

609 Practicum: [Topic] (1-4R) Prereq: instructor's consent. **R** for maximum of 18 credits.

642 Japanese Discourse Structure (4) Examination of Japanese discourse structure. Topics include paragraph and thematic structure, cohesion, referential choice, and sentence styles. Prereq: JPN 441/541.

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

Korean Courses (KRN)

Native speakers of Korean or students whose competence in the language already exceeds the scope of the material may not enroll in Korean-language courses.

101, 102, 103 First-Year Korean (5,5,5) Introduction to basic Korean grammar, syllabary, conversation, and characters. Prereq: instructor's consent. Offered alternate years with KRN 201, 202, 203; not offered 2004-5.

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

Economics

Van W. Kolpin, Department Head

(541) 346-4661
435 Prince Lucien Campbell Hall
<http://economics.uoregon.edu/>

Faculty

Bruce A. Blonigen, associate professor, Knight Professor of Social Science (applied econometrics, industrial organization, international trade). B.A., 1988, Gustavus Adolphus; M.A., 1992, Ph.D., 1995, California, Davis. (1995)

Trudy A. Cameron, Raymond F. Mikesell Professor of Environmental and Resource Economics (applied microeconomics, applied econometrics). B.A., 1977, British Columbia; Ph.D., 1982, Princeton. (2001)

Shankha Chakraborty, assistant professor (growth and development, macroeconomics). B.S., 1992, Presidency; M.A., 1994, Delhi School of Economics; Ph.D., 1999, California, Los Angeles. (1999)

Ronald B. Davies, assistant professor (international trade, industrial organization, multinational corporations). B.A., 1993, M.A., 1994, Miami (Ohio); M.A., 1998, Ph.D., 1999, Pennsylvania State. (1999)

Timothy A. Duy, adjunct assistant professor (macroeconomics, monetary policy, international finance). B.A., 1991, Puget Sound; M.S., Ph.D., 1998, Oregon. (2002)

Christopher J. Ellis, professor (applied economic theory, public economics, political economy). B.A., 1978, Essex; M.A., 1979, Ph.D., 1983, Warwick. (1983)

George W. Evans, John B. Hamacher Professor of Economics (economics, macroeconomics). B.A., 1972, Oxford; B.A., 1974, M.A., 1976, Ph.D., 1980, California, Berkeley. (1994)

Jo Anna Gray, professor (business cycle theory, open-economy macroeconomics). B.A., 1971, Rockford; A.M., 1973, Ph.D., 1976, Chicago. (1989)

William T. Harbaugh, associate professor (public economics, economic behavior of children, environmental economics). B.S., 1983, M.S., 1986, Montana State; Ph.D., 1995, Wisconsin, Madison. (1995)

Stephen E. Haynes, professor (international economics, applied econometrics). B.A., 1968, Ph.D., 1976, California, Santa Barbara. (1978)

Van W. Kolpin, professor (microeconomic theory, game theory, social choice theory). B.A., 1982, Coe; M.S., 1983, M.A., 1984, Ph.D., 1986, Iowa. (1986)

Peter J. Lambert, visiting professor (public economics, income equality, tax and benefit systems). Ph.D., 1971, Oxford. (2002)

Nicolas Magud, assistant professor (international finance, macroeconomics, development). B.A., 1995, Buenos Aires; M.A., 1997, Torcuato di Tella; M.A., 2001, Ph.D., 2004, Maryland, College Park. (2004)

Robin McKnight, assistant professor (public finance, health economics, labor economics). B.A., 1995, Amherst; Ph.D., 2002, Massachusetts Institute of Technology. (2003)

Larry D. Singell Jr., professor (public economics, labor, applied econometrics). B.A., 1983, Colorado, Boulder; M.A., 1984, Ph.D., 1988, California, Santa Barbara. (1988)

Joe A. Stone, W. E. Miner Professor of Economics (international economics, labor economics, applied econometrics); dean, arts and sciences. B.A., 1970, Texas at El Paso; M.A., 1974, Ph.D., 1977, Michigan State. (1979)

Mark A. Thoma, associate professor (econometrics, macroeconomics). B.A., 1980, California State, Chico; Ph.D., 1985, Washington State. (1987)

Anne van den Nouweland, associate professor (game theory, microeconomic theory). B.A., 1984, M.A., 1989, Nijmegen; Ph.D., 1993, Tilburg. (1996)

Glen R. Waddell, assistant professor (applied econometrics, industrial organization, labor economics).

B.S., 1995, Trent; M.S., 1996, Miami; Ph.D., 2000, Purdue. (2001)

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

Special Staff

Cathleen S. Leué, associate professor (econometrics, labor); director, Social Science Instructional Laboratory; director, Social Science Data Services Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. (1987)

Emeriti

Robert Campbell, professor emeritus. B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)

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

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

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

Raymond Mikesell, professor emeritus. B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State. (1957)

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

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

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

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

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

Undergraduate Studies

Economics addresses the problem of using scarce resources to satisfy society's unlimited wants. The discipline is divided into two general areas—microeconomics and macroeconomics. Microeconomics explores questions about the way society allocates resources; it applies to public policy in such areas as urban, industrial organization, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary development and international economics.

The Department of Economics offers an undergraduate major leading to a bachelor's degree. Undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also lay a solid foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or journalism.

For more detailed information students are encouraged to inquire at the department office.

Preparation. Suggested preparation for freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus sequence and the combination of mathematics and computer and information science required for the bachelor of science degree, to be taken in the freshman or sophomore year. Suggested preparation for second-year college transfer students is (1) the

equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (2) the equivalents of either Calculus for Business and Social Science I,II (MATH 241, 242) or Calculus I,II,III (MATH 251, 252, 253) as well as Introduction to Methods of Probability and Statistics (MATH 243). Students who are considering graduate school are urged to take MATH 251, 252, 253.

Undergraduate Resources. Rooms 405–407 in Prince Lucien Campbell Hall house the economics undergraduate resource center. Close to the department's main office and to faculty and graduate teaching fellow offices, this area has facilities for study-group meetings, research, and consultation with peer advisers. Its convenient location makes it easy to use between classes or while waiting to see a faculty member. The undergraduate study room and peer-advising facility houses information on graduate schools, internships, career opportunities, and graduation requirements. This information is expanded on the peer advisers' web page; follow the links on the department's website. The resource room, which contains four Pentium computers that are networked to university computing facilities, contains another study area.

Online Courses. Two economics courses are offered online—Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). These courses are self-paced, and the examinations are administered online. The courses, which must be completed within a standard ten-week term, are open to enrolled and community-education students and to high school students who want accredited university course work. More information is available from the department or in the Undergraduate Program section of the department's website.

Careers. Career opportunities in economics are found in federal, state, and local government agencies; private industry; various nonprofit organizations; and journalism. A bachelor's degree in economics provides an excellent background for graduate admission in law, business, and public policy. Students with superior undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education, economic research organizations in government, and private industry.

Major Requirements

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

- (EC 413). Should be completed by the end of the junior year
5. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424); EC 425 is recommended. Should be completed by the end of the junior year
 6. Additional 28 credits in economics courses numbered 300 or above, with at least 20 credits in courses numbered 400 or above. At least 12 of the 28 credits must be taken at this university, and no more than 8 of the 28 may be in courses numbered 401, 404, 405, or 408
 7. Grades of C– or better in courses taken to satisfy major requirements. Exceptions are courses offered P/N only—EC 401 404, 405, and 408. No more than 8 credits graded P/N may be applied to the economics major
 8. A student who has earned credit for a 400-level course cannot apply credit earned in a corresponding 300-level course to the economics major. For example, if a student has earned credit for a 400-level course in international economics, the student cannot use International Economic Issues (EC 380) to satisfy major course requirements

Professional Concentrations

Given the breadth of a degree in economics, students are encouraged to choose one or more professional concentrations that are consistent with their career goals. Suggested course work for seven professional concentrations is described below. Sample programs for each concentration, descriptions of career possibilities, and recommendations for additional preparation are available in the undergraduate resource center and the department office.

Business Economics—Banking and Finance

1. Complete major requirements including
 - a. Money and Banking (EC 370) or Monetary Policy (EC 470)
 - b. Issues in Industrial Organization (EC 360), Theories of Industrial Organization (EC 460), Industrial Organization and Public Policy (EC 461), or Multinational Corporations (EC 484)
 - c. International Economic Issues (EC 380), International Finance (EC 480), or International Trade (EC 481)
2. Complete a minor or approved equivalent in business administration

Business Economics—Management, Marketing, and Accounting

1. Complete major requirements including
 - a. Labor Market Issues (EC 350), Labor Economics (EC 450), or Topics in Labor Economics (EC 451)
 - b. Urban and Regional Economics (EC 430), Economy of the Pacific Northwest (EC 432), or Public Economics (EC 440)
 - c. Issues in Industrial Organization (EC 360), Theories of Industrial Organization (EC 460), Industrial Organization and Public Policy (EC 461), or Multinational Corporations (EC 484)
2. Complete a minor or approved equivalent in business administration

Economics and Public Policy and Administration

1. Complete major requirements including

- a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
 - b. Urban and Regional Economics (EC 430) or Economy of the Pacific Northwest (EC 432)
 - c. Issues in Industrial Organization (EC 360), Theories of Industrial Organization (EC 460), Industrial Organization and Public Policy (EC 461), or Multinational Corporations (EC 484)
 - d. Labor Market Issues (EC 350), Labor Economics (EC 450), or Topics in Labor Economics (EC 451)
2. Complete a minor or equivalent in political science or planning, public policy and management

Environmental Economics

1. Complete major requirements including
 - a. Resource and Environmental Economic Issues (EC 333) or Environmental Economics (EC 433)
 - b. Issues in Public Economics (EC 340) or Public Finance (EC 440)
 - c. Issues in Industrial Organization (EC 360), Theories of Industrial Organization (EC 460), or Industrial Organization and Public Policy (EC 461)
2. Complete the environmental studies minor or an approved equivalent

Graduate Preparation in Economics and Mathematical Economics

1. Complete major requirements including
 - a. Advanced Microeconomic Theory (EC 411) and Advanced Macroeconomic Theory (EC 413)
 - b. Calculus I,II (MATH 251, 252)
 - c. Econometrics (EC 423, 424)
 - d. Games and Decisions (EC 427), Behavioral and Experimental Economics (EC 428), or Topics in Mathematical Economics (EC 429)
2. Complete a minor in mathematics

International and Development Economics

1. Complete major requirements including
 - a. International Finance (EC 480) and International Trade (EC 481)
 - b. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490), or Issues in Economic Growth and Development (EC 491)
 - c. Issues in Industrial Organization (EC 360), Theories in Industrial Organization (EC 460), or Multinational Corporations (EC 484)
 - d. Money and Banking (EC 370) or Monetary Policy (EC 470)
2. Complete a minor or the equivalent in business administration, political science, history, international studies, or an area studies program

Law and Economics and Political Economy

1. Complete major requirements including
 - a. Issues in Public Economics (EC 340) or Public Economics (EC 440)
 - b. Labor Market Issues (EC 350) or Labor Economics (EC 450)
 - c. Issues in Industrial Organization (EC 360), Industrial Organization (EC 460), Industrial Organization and Public Policy (EC 461), or Multinational Corporations (EC 484)

- d. International Economics (EC 380) or International Trade (EC 481)
- e. Games and Decisions (EC 427)

2. Complete a minor or equivalent in political science

Departmental Honors

Qualified students may apply to graduate with honors in economics. Two requirements must be met:

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

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

Minor Requirements

A minor in economics requires 24 credits distributed as follows:

24 credits

Introduction to Economic Analysis: Microeconomics (EC 201)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4
Intermediate Microeconomic Theory (EC 311)	4
Intermediate Macroeconomic Theory (EC 313)	4
Two additional upper-division 4-credit courses in economics	8

The two upper-division 4-credit courses must be taken at the UO. All courses applied to the economics minor must be completed with grades of C– or better.

A student who has received credit for a 400-level course cannot receive credit toward the economics minor for a corresponding 300-level course.

Kindergarten through Secondary Teaching Careers

Students who complete a degree in economics are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the **College of Education** section of this catalog.

Graduate Studies

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). Graduate fields include macroeconomics; applied econometrics; game theory; economic growth and development; industrial organization; and international, labor, public, environmental, experimental, and health economics. A detailed description of degree requirements may be obtained from the department office.

General information about graduate work at the University of Oregon is available in the **Graduate School** section of this catalog.

Applicants for admission must submit the following to the department:

1. Scores on the general test of the Graduate Record Examinations (GRE) sent by the testing center
2. Three letters of recommendation
3. Complete transcripts of previous work sent by the issuing institutions

At minimum, applicants should have a knowledge of intermediate economic theory equivalent to EC 311, 313 and of mathematics equivalent to Calculus I,II,III (MATH 251, 252, 253). Knowledge equivalent to Several-Variable Calculus I (MATH 281) and Linear Algebra (MATH 341) and statistics (MATH 243 or 425) is strongly recommended.

Applicants whose native language is not English and who have not graduated from an American university must also submit their scores on the Test of English as a Foreign Language (TOEFL). Applicants to the Ph.D. program whose native language is not English must also submit a Speaking Proficiency English Assessment Kit (SPEAK) or Test of Spoken English (TSE) score.

Master's Degree

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

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

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

Course Requirements

1. Three terms of Econometrics (EC 523, 524, 525) or equivalent to be completed by the end of the first full academic year
2. Two terms of economic theory (EC 511, 513) to be completed by the end of the first full academic year.
3. Elective economics courses excluding EC 503, 601, 605, 609, and Ph.D.-level micro- and macroeconomics core courses (EC 607). Ph.D. students who transfer to the master's program and who have completed the micro- and macroeconomics core courses (EC 607) may apply those courses to master's degree requirements
 - a. **Course Work Option.** Seven elective field courses, at least four of which must be at the 600 level and must include Seminar: Econometrics I (EC 607) or Seminar: Econometrics II (EC 607). The 600-level courses must be approved by the candidate's adviser before the course work option is begun
 - b. **Research Option.** Five elective field courses, at least two of which must be at the 600 level. No more than 5 credits in EC 601 may be applied to the 45-credit minimum for the research paper and no more than 9 credits

in EC 503 may be applied to the 51-credit minimum for the thesis

The thesis or research paper, on a topic from the area of economics in which a 600-level field course was taken, must be approved by two department faculty members. The candidate's committee must have approved a prospectus for the thesis or research paper before the term in which the thesis or research paper is approved

4. Courses taken to satisfy master's degree requirements (except EC 503, 601, and 605) must be taken for letter grades and completed with at least a 3.00 cumulative grade point average

Time Limits. Students who choose the course work option must complete all the master's degree requirements within three years. Students who choose the research option must complete all the master's degree requirements within five years.

The master's degree typically requires five to six terms of full-time work. A few well-qualified students have satisfied requirements for the degree in four terms, including a term spent completing the research paper or thesis.

Environmental Studies

An interdisciplinary master's degree is offered by the Environmental Studies Program. Graduate courses in biology; economics; geography; planning, public policy and management; and other disciplines make up the program.

Address inquiries to Director, Environmental Studies Program, 10 Pacific Hall, 5223 University of Oregon, Eugene OR 97403-5223.

Doctor of Philosophy Degree

A Ph.D. in economics prepares students to teach at liberal arts and research universities; to work in state, federal, and international organizations; and to conduct research or work as a consultant for private industry. Graduate students seeking the Ph.D. degree in economics at the University of Oregon must complete the following departmental requirements as well as all university requirements. Except for EC 601, 603, 605, and 609, economics courses must be taken for letter grades.

1. The program includes three terms each of microeconomic theory, macroeconomic theory, and econometrics. Students who complete these nine courses with a GPA of 2.90 or higher may be asked to take the qualifying examination in microeconomic and macroeconomic theory when it is offered in early summer. Records of students whose GPA is lower than 2.90 are examined to determine eligibility for the qualifying examination. Students who fail the qualifying examination may be asked to retake it early the following September
2. Students who pass the qualifying examination but have a GPA below 3.00 in econometrics must take a competency examination in econometrics, which is administered the Thursday before the first week of fall classes. Students who fail the competency examination must retake each econometrics course in which they received a grade lower than mid-B and pass it with a grade of mid-B or better
3. Students must file an approved program of study by December 15 following the qualifying examination

4. Two-term EC 607 sequences in two fields of economics must be completed with a 3.00 GPA or better. By winter term of the third year, a research paper for at least 6 credits of Research (EC 601) must be completed in one of the fields and approved by two members of the faculty with specialties in that field

5. Five elective EC 607 courses in economics must be taken outside the two fields

Advancement to candidacy may be requested after the student has completed the above requirements and orally defended a prospectus for the dissertation, which must include a minimum of 6 credits in Research (EC 601). Students must be enrolled for at least 3 credits during the term of advancement

6. A Ph.D. dissertation of significant contribution to the field must be completed in conjunction with at least 18 credits of Dissertation (EC 603). A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School

Time Limits. The seven-year time limit for completion of Ph.D. degree requirements begins with the first term of admission—either conditional or unconditional—as a doctoral student at the university. The required year of residency on the Eugene campus, passing of comprehensive examinations for advancement to candidacy, and completion of the doctoral dissertation must all be accomplished within this seven-year limit.

Courses other than those described above and courses taken elsewhere may not be substituted without approval of the Ph.D. program committee and the department head. In no instance can the qualifying examination be waived.

The doctorate in economics at the University of Oregon is designed as a four-year program for full-time students. Students in the Ph.D. program may apply to be awarded a master's degree after two years of full-time study in the doctoral program.

Detailed information is given in the department's pamphlet, *Graduate Studies in Economics*.

Support Services

Social Science Data Services Laboratory

Cathleen S. Leu , Director

(541) 346-1335
451 McKenzie Hall

The Social Science Data Services Laboratory specializes in data acquisition, access to online data, and the archiving of local data. The laboratory's membership in the Inter-University Consortium for Political and Social Research entitles the university community to order data from the largest data archive in the world. Data available to consortium members include panel study of income dynamics, international financial statistics, census data, national crime statistics, and current population surveys. The laboratory also participates in the National Center for Health Statistics Electronic Data Dissemination Program. The laboratory stores data from the panel study of income dynamics, international financial statistics, World Development Indicators, Global Insight, and the Organization for Economic Cooperation and Development. Users can easily obtain data at their desks by using file transfer protocol (FTP).

Laboratory services include using the Internet to locate data, ordering data, subsidising data purchases, creating subsets of those data, and offering users advice on data structures. The laboratory also archives data sets generated by campus researchers.

Social Science Instructional Laboratory

Cathleen S. Leué, Director

(541) 346-2547
442 and 445 McKenzie Hall

The Social Science Instructional Laboratory is a state-of-the-art microcomputer laboratory that facilitates teaching with technology. Staff members assist social science instructors with educational technology applications, computer classroom laboratories, web publishing, and multimedia courseware design. Staff members teach students computer applications, offer consulting services, provide students with access to real-world data, and provide research assistance to social science graduate students. Any UO student may use the laboratory when it is not in use by a class.

The Social Science Instructional Laboratory consists of a twenty-three-station laboratory, a thirty-three-station laboratory, and an eight-station advanced graphics lab. All three have state-of-the-art computers with fast processors, ample RAM and storage, high-end video in Windows-networked environment. The two larger laboratories are equipped with an instructor station, teaching software, a wheel-chair-accessible station, a scanner, and a computer projector system. Printing capabilities include a laser printer, a color laser printer, a large-format plotter. The laboratories have a large selection of statistical software and software for GIS, web editing, graphics, and specific class needs. The Internet and e-mail accounts are easily accessed using laboratory computers.

The Social Science Instructional Laboratory houses the instructional geographic information systems (GIS) laboratory, in which students can use the powerful Arc/Info software to create maps and conduct spatial analyses.

Economics Courses (EC)

101 Contemporary Economic Issues (4) Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income redistribution, environmental policy, and international trade policy.

199 Special Studies: [Topic] (1–5R)

201 Introduction to Economic Analysis: Microeconomics (4) First term of introductory sequence in principles of economics. MATH 111 recommended.

202 Introduction to Economic Analysis: Macroeconomics (4) Second term of introductory sequence in principles of economics. Prereq: EC 201.

HC 204 (H) Honors College Introduction to Microeconomics (4) See Honors College

HC 205 (H) Honors College Introduction to Macroeconomics (4) See Honors College

233 Microeconomic Principles and Environmental Issues (4) Principles of microeconomics, framed in the context of environmental policy-

making. Emphasis on differences between private and social costs and benefits. MATH 111 recommended. *Students cannot receive credit for both EC 201 and EC 233.*

311 Intermediate Microeconomic Theory (4) Consumer and firm behavior, market structures. General equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: EC 201, MATH 111. *Students cannot receive credit for both EC 311 and FINL 311.*

313 Intermediate Macroeconomic Theory (4) Determination of aggregate income, employment, and unemployment; evaluation of macroeconomic policies. Prereq: EC 202, 311.

330 Urban and Regional Economic Problems (4) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 202. Whitelaw.

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

340 Issues in Public Economics (4) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prereq: EC 202. Ellis, Harbaugh, McKnight, Singell.

350 Labor Market Issues (4) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 202. McKnight, Singell, Stone.

360 Issues in Industrial Organization (4) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 202. Blonigen, Wilson.

370 Money and Banking (4) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prereq: EC 202. Gray, Thoma. *Students cannot receive credit for both EC 370 and FINL 314.*

380 International Economic Issues (4) Exchange across international boundaries, theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy. Prereq: EC 202. Davies, Haynes.

390 Problems and Issues in the Developing Economies (4) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the “North-South debate.” Prereq: EC 202. Chakraborty.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

404 Internship (1–4R) R for maximum of 4 credits.

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

407/507 Seminar: [Topic] (1–5R) Yearly offerings vary depending on interests and needs of students and on availability of faculty members.

408/508 Workshop: [Topic] (1–21R)

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

411/511 Advanced Microeconomic Theory (4) Advanced theory of consumer and firm behavior, market structures. Prereq: calculus. Ellis, van den Nouweland.

413/513 Advanced Macroeconomic Theory (4) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511. Thoma.

418, 419 Economic Analysis of Community Issues I, II (2,4) Hands-on experience applying economic analysis and econometrics to problems that face local community nonprofits and government agencies. Sequence. Prereq: EC 311, 420.

420/520, 421/521 Introduction to Econometrics (4,4) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Sequence. Prereq: MATH 242, 243 or equivalent. Haynes, Wilson. Includes two-hour laboratory section in Social Science Instructional Laboratory.

423/523, 424/524, 425/525 Econometrics (4,4,4) Regression problems of autocorrelation, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: MATH 253 and elementary statistics. Haynes, Kolpin, Singell, Thoma.

427/527 Games and Decisions (4) Game-theoretic methods of decision-making. Topics may include extensive-form games, noncredible threats, subgame perfect equilibrium, strategic-form games, undominated strategies, Nash equilibrium, coalition games, and the core. Prereq: MATH 111 or equivalent. van den Nouweland.

428/528 Behavioral and Experimental Economics (4) Investigates the “rational choice” model and behavioral alternatives, using laboratory experiments. Topics may include altruism, auctions, bargaining, behavioral finance, hyperbolic discounting, and decision-making under uncertainty. Prereq: EC 311. Harbaugh.

429/529 Topics in Mathematical Economics (4) Mathematical formulations of economic theory. Linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prereq: 313 and elementary calculus. Kolpin, van den Nouweland.

430/530 Urban and Regional Economics (4) Location theory; urbanization and metropolitan growth; regional analysis; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 311. Whitelaw.

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

433/533 Resource and Environmental Economics (4) Appropriate time pattern of harvest for a replenishable resource and appropriate rate of exhaustion of a nonreplenishable resource. Issues



in natural resource and environmental policies. Prereq: EC 311. Cameron, Harbaugh, Whitelaw.

440/540 Public Economics (4) Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. Prereq: EC 313. Ellis, Harbaugh, McKnight.

441/541 Public Finance (4) Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 313. Ellis, McKnight.

443/543 Health Economics (4) Includes moral hazard and adverse selection; incentives faced by health care providers through reimbursement, managed care, and malpractice; rationale for government intervention in the health care sector. Prereq: EC 311.

450/550 Labor Economics (4) Supply and demand for labor wage determination under various market structures, low-wage labor markets, segmentation, the role of trade unions, wage differentials, discrimination, and the nature of work. Prereq: EC 311. McKnight, Singell, Stone, Waddell.

451/551 Topics in Labor Economics (4) Theories of unemployment, alienation, inequality, human resources, and the impact of unions. Economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prereq: EC 311. Singell, Stone.

460/560 Theories of Industrial Organization (4) Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Prereq: EC 311. Blonigen, van den Nouweland, Wilson.

461/561 Industrial Organization and Public Policy (4) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Prereq: EC 311. Blonigen, Kolpin, Wilson.

470/570 Monetary Policy (4) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 313. Gray, Thoma.

471/571 Monetary Theory (4) Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 313. Gray, Thoma.

480/580 International Finance (4) Foreign exchange markets, interaction between spot and forward markets, speculation and interest arbitrage, balance-of-payments accounting, measures of deficits and surpluses, "open-economy" macroeconomic issues. Prereq: EC 313. Haynes.

481/581 International Trade (4) Theories of international trade, direction of trade flows, determination of prices and volumes in international trade, tariffs, quotas, customs, unions, free versus restricted trade. Prereq: EC 313. Blonigen, Davies, Stone.

484/584 Multinational Corporations (4) Economist's perspective of multinational corporations. Explores the policies governments use to influence corporate behavior and patterns of investment; taxation as a tool for implementing public policy. Prereq: EC 311. Davies.

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

491/591 Issues in Economic Growth and Development (4) Economic issues in developing countries, including use of central planning or markets, capital formation, agriculture, population growth, health and education systems, and the "North-South debate." Prereq: EC 313. Chakraborty.

493/593 The Evolution of Economic Ideas (4) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 313. Thoma.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

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

607 Seminar: [Topic] (1-5R) Recent topics are Econometrics, Environmental, Experimental, Game Theory, Health, International, Labor Economics, Macroeconomic Theory, Microeconomic Theory, and Public Finance.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-3R) Graduate teaching fellows may earn 3 credits a term; available to other graduate students with department head's consent.

English

Warren Ginsberg, Department Head

(541) 346-3911

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1286 University of Oregon

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Faculty

Michael G. Aronson, assistant professor (film studies). B.A., 1994, Pennsylvania; M.A., 1997, Ph.D., 202, Pittsburgh. (2003)

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

Elizabeth A. Bohls, associate professor (18th-century literature). B.A., 1979, Mount Holyoke; Ph.D., 1989, Stanford. On leave 2004-5. (1998)

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

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

Dianne M. Dugaw, professor (18th-century literature). B.A., 1971, Portland; M.A., 1976, Ph.D., 1982, California, Los Angeles. On leave 2004-5. (1990)

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

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

Anthony S. Foy, assistant professor (African American literature, cultural studies). B.A., 1994, California, Los Angeles; M.A., M.Phil., 1998, Yale. (2002)

Lisa Freinkel, associate professor (Renaissance literature). B.A., 1987, Harvard; M.A., 1989, Ph.D., 1993, California, Berkeley. On leave fall 2004. (1995)

John T. Gage, professor (rhetoric, writing, modern poetry). B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley. On leave 2004-5. (1980)

Daniel J. Gil, assistant professor (Renaissance literature). B.A., 1993, Cornell; M.A., 1997, Ph.D., 2001, Johns Hopkins. (2001)

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

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

Sara Guyer, assistant professor (19th-century literature, romanticism). B.A., 1994, Brandeis; M.A., 1996, Warwick; M.A., 1999, Ph.D., 2001, California, Berkeley. On leave 2004-5. (2003)

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

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

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

C. Anne Laskaya, associate professor (medieval literature, women writers, composition); director, composition. B.A., 1976, Lawrence; B.Mus., Lawrence Conservatory of Music; M.A., 1978, Ph.D., 1989, Rochester. (1983)

David Leiwei Li, Collins Professor of English (Asian American literature and culture). B.A., 1982, Shanghai Foreign Languages Institute; M.A., 1986,

Indiana University of Pennsylvania; Ph.D., 1991, Texas at Austin. (1999)

Joan K. Mariner, senior instructor (developmental expository writing). B.A., 1984, M.A., 1987, Oregon. (1988)

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

Candace Glass Montoya, senior instructor (expository writing). B.A., 1970, M.A., 1976, San Diego State; M.F.A., 1982, Arizona. (1988)

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

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

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

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

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

Gordon M. Sayre, associate professor (early American literature, 18th-century literature); director, graduate studies. B.A., 1988, Brown; Ph.D., 1993, New York at Buffalo. (1993)

Steven Shankman, College of Arts and Sciences Distinguished Professor (18th-century literature, the classical tradition, comparative literature); director, Oregon Humanities Center. B.A., 1969, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1984)

Sharon R. Sherman, professor (film, folklore, popular culture). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. (1976)

Richard L. Stein, professor (Victorian literature, literature and the fine arts). B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley. (1976)

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

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

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

Louise Westling, professor (20th-century American literature). B.A., 1964, Randolph-Macon Woman's; M.A., 1965, Iowa; Ph.D., 1974, Oregon. (1985)

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

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

Daniel N. Wojcik, associate professor (folklore, popular culture). B.A., 1978, California, Santa Barbara; M.A., 1986, Ph.D., 1992, California, Los Angeles. (1991)

Henry B. Wonham, professor (19th- and 20th-century American literature); associate department head. B.A., 1983, Princeton; Ph.D., 1991, Virginia. On leave winter 2005. (1995)

Mary E. Wood, associate professor (19th-century American literature). B.A., 1978, Yale; M.A., 1980, Ph.D., 1987, Stanford. (1987)

Emeriti

Roland Bartel, professor emeritus. B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)

James L. Boren, professor emeritus. B.A., 1965, San Francisco State; M.A., 1967, Ph.D., 1970, Iowa. (1970)

William Cadbury, professor emeritus. B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. (1961)

Edwin L. Coleman II, professor emeritus. B.A., 1961, M.A., 1962, San Francisco State; Ph.D., 1971, Oregon. (1971)

Marilyn Farwell, professor emerita. A.B., 1963, MacMurray; M.A., 1966, Ph.D., 1971, Illinois. (1971)

Thelma Greenfield, professor emerita. B.A., 1944, M.A., 1947, Oregon; Ph.D., 1952, Wisconsin, Madison. (1963)

Robert Grudin, professor emeritus. B.A., 1960, Harvard; M.A., 1963, Ph.D., 1969, California, Berkeley. (1971)

John A. Haislip, professor emeritus. B.A., 1950, Ph.D., 1965, Washington (Seattle). (1966)

Joseph A. Hynes Jr., professor emeritus. A.B., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. (1957)

Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)

Gloria E. Johnson, professor emerita. B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia. (1959)

Albert A. Kitzhaber, professor emeritus. B.A., 1939, Coe; M.A., 1941, Washington State; Ph.D., 1953, Washington (Seattle). (1962)

Julia Lesage, professor emerita. M.A., 1962, Ph.D., 1972, Indiana. (1988)

Glen A. Love, professor emeritus. B.A., 1954, M.A., 1959, Ph.D., 1964, Washington (Seattle). (1965)

William Rockett, associate professor emeritus. B.A., 1961, M.A., 1963, Oklahoma; Ph.D., 1969, Wisconsin, Madison. (1966)

Ralph J. Salisbury, professor emeritus. B.A., 1949, M.F.A., 1951, Iowa. (1961)

William C. Strange, professor emeritus. B.A., 1952, Whitman; M.A., 1953, Montana; Ph.D., 1963, Washington (Seattle). (1960)

Donald S. Taylor, professor emeritus. B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (1968)

Nathaniel Teich, professor emeritus. B.S., 1960, Carnegie-Mellon; M.A., 1962, Columbia; Ph.D., 1970, California, Riverside. (1969)

A. Kingsley Weatherhead, professor emeritus. M.A., 1949, Cambridge; M.A., 1949, Edinburgh; Ph.D., 1958, Washington (Seattle). (1960)

George Wickes, professor emeritus. B.A., 1944, Toronto; M.A., 1949, Columbia; Ph.D., 1954, California, Berkeley. (1970)

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

Participating

T. Givón, linguistics

Russell S. Tomlin, linguistics

Undergraduate Studies

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens doors to many careers. All fields of endeavor place high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the skill most frequently cited by business professionals as desirable.

A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers. A student preparing for graduate study in English should construct an appropriate course of undergraduate study in consultation with a faculty adviser.

Major Requirements

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects them to gain a sense of history and a reading knowledge of at least one second language. Majors should construct their programs in consultation with an adviser. The major requirements for the degree of bachelor of arts (B.A.) in the Department of English are listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better.

Majors must complete the university foreign-language requirement for the B.A. degree.

At least 28 of the required 36 upper-division credits must be taken at the University of Oregon.

Lower-Division Courses 21 credits

Introduction to the English Major
(ENG 220, 221, 222)..... 12

One Shakespeare course (ENG 207
or 208).....minimum of 3

Two lower-division elective courses (excluding
ENG 103, 104, 105, 106 and courses with the
WR subject code) minimum of 6

Upper-Division Courses 36 credits

One English literature course,
pre-1500 minimum of 3

Two literature courses,
1500 to 1789 minimum of 6

Two literature courses,
1789 to the present minimum of 6

One literary theory or criticism course
(not limited to ENG 300) minimum of 3

One folklore, ethnic literature, or women's
literature course minimum of 3

Additional upper-division course work in litera-
ture or writing or a combination of both to total
36 credits. No more than 8 credits of ENG 401,
403, 405 or WR 408 or CRWR 405, 408 can be
used to fulfill this requirement

Honors Program in English

The program provides qualified undergraduate majors with special educational opportunities. During the sophomore and junior years, honors students enroll in Seminar (ENG 407) on a topic announced at the beginning of each academic year. During the senior year, honors students work on an extended writing project of their own choosing, under the supervision of two faculty members. The honors program is fully compatible with courses and requirements in the department.

Honors Program Admission. Students are recommended by a faculty member for admission to the honors program during their sophomore year. However, admission is possible as late as the junior year. Entry into the program is determined by the honors program director after a review of the student's achievement in literature courses and other evidence of superior academic ability.

Honors Degree Requirements. Two or three honors seminars should be taken during the sophomore and junior years.

By the end of the junior year, a prospectus for the senior honors project should be submitted to the program director. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The senior honors project consists of a thirty- to forty-page essay, creative work, or the equivalent, and is due at the end of the second term of ENG 403. The thesis must be approved by the faculty adviser and a second faculty member after a formal presentation.

Minor in English

The English minor requires 24 credits of approved course work selected from the documents titled *University of Oregon English Major Requirements* and *Advising Supplement*, which is updated each year. Both documents are available in the Department of English office. Only courses with the ENG subject code and writing courses numbered WR 320, 321, or 423 may be used for the minor. Introduction to Literature (ENG 104, 105, 106) and transfer equivalents may not be used to satisfy minor requirements. A maximum of 8 credits may be taken in lower-division courses, and all upper-division courses must be taken in residence at the University of Oregon. Course work must be taken for letter grades and passed with grades of mid-C or better. Courses applied to another major or minor may not be used to satisfy requirements for the minor in English.

Certificate in Film Studies

The certificate requires 36 credits: 12 credits in Group 1 and 24 upper-division credits in Groups 2, 3, and 4. Students must earn a grade of mid-C or better in required courses, including independent studies.

Group 1: Introduction to Film Studies. Media Aesthetics (ENG 260) and History of the Motion Picture I,II (ENG 265, 266)

Group 2: Aesthetics, Theory, and Methods of Film Studies. At least one course from English, music, journalism and communication, or other schools or departments on media production and industries, film history, music, genres, and other topics emphasizing the aesthetic aspects of film.

Group 3: Film and Society. At least two courses from foreign-language departments, English, the social sciences, journalism and communication, or other departments and schools on national cinemas—China, France, Germany, Russia or other nations—and other topics emphasizing the social aspects of film.

Group 4: Electives. At least two electives selected in consultation with an adviser in the film studies area. These courses can be in a related field, such as theatre arts, or another film course.

Up to four credits in independent study can be applied to any one of the group requirements except Group 1.

Kindergarten through Secondary Teaching Careers

Students who complete a degree in English are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in

elementary teaching. More information is available from the department's education advisers, Suzanne Clark and Elizabeth Wheeler; see also the **College of Education** section of this catalog.

Graduate Studies

The Department of English offers graduate study in English and American literature, film studies, folklore, critical theory, rhetoric and composition, cultural studies. It offers the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in English. Detailed descriptions of these programs and instructions about how to apply to the English graduate program are available on the department's website.

Master of Arts Degree

The Department of English offers an M.A. for students who want to study beyond the B.A. but who do not plan to complete a Ph.D. Students whose goal is a doctorate should apply for admission to the department's doctoral program (described below). Students who complete the M.A. program at the University of Oregon and want to enter the Ph.D. program must reapply to the department for admission into that program.

Admission Requirements

1. An undergraduate grade point average (GPA) of at least 3.30 (B+) or, if the student has 12 or more credits of graduate work in English, a graduate GPA of 3.30 or better
2. A minimum score of 550 on the verbal section of the general test of the Graduate Record Examinations (GRE)
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based test

Admission Procedures

1. Obtain a Graduate Admission Application from the department's graduate secretary or download it from the web; links are on the department's website under Graduate Studies
2. Send the first copy to the UO Office of Admissions with the \$50 admission fee and the second copy to the graduate secretary
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the UO Office of Admissions, the other to the graduate secretary
4. Submit or have sent to the graduate secretary
 - a. An official record of GRE scores
 - b. Letters of recommendation from three people familiar with the applicant's academic background and intellectual abilities
 - c. A personal statement of background and objectives in pursuing the course of study
 - d. A writing sample that demonstrates the applicant's ability in literary or cultural studies

The application deadline for fall-term admission is January 15. Candidates are admitted only for fall term.

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional.

Degree Requirements

Completion of the degree requires reading competence in one foreign language. Reading competence may be demonstrated by a B+ average in the yearlong Old English sequence; a grade of mid-B or better in the last term of a second-year language course or an approved 300-, 400-, or 600-level literature course with readings in the target language; scoring at the 25th percentile or better on the Graduate Student Foreign Language Test (GSFLT); or passing the Toronto Medieval Latin examination at the master's level.

Students must take twelve formal 600-level seminars for the M.A. degree. A master's thesis may be substituted for one of these seminars, with the prior approval of the director of graduate studies in consultation with the faculty thesis adviser. The M.A. thesis is a substantial scholarly essay.

A minimum cumulative GPA of 3.30 in all graduate course work at the UO is required for completion of the M.A. degree. At least nine courses must be taken in residence at the University of Oregon.

Emphasis in Film Studies

The emphasis in film studies is a way to focus course work for the M.A. in English. The emphasis is oriented toward students who want a career in the media or who plan advanced graduate work in film studies. Candidates work closely with a faculty adviser whose specialty is film studies. The adviser helps the student develop an individual plan of study, which must be approved by the director of graduate studies, and directs the master's thesis during the final term of study.

Course requirements

- Media aesthetics and film theory
- Three 500-level film courses
- One 600-level film seminar
- Two 600-level seminars in theory, criticism, folklore, or 20th-century literature
- Two 600-level seminars in the School of Journalism and Communication
- Two or more graduate courses in film studies or related courses in other departments
- Thesis (ENG 503)

Interdisciplinary M.A.

See the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the **Graduate School** section of this catalog.

Doctor of Philosophy Degree

Students who want to pursue a Ph.D. at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an M.A. prior to being admitted may receive the M.A. at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university M.A. requirements listed in the **Graduate School** section of this catalog).

The number of places in the Ph.D. program is limited, and admission is competitive.

Admission Requirements

1. A bachelor of arts (B.A.) or a master of arts (M.A.) in English or a related field, with at least a 3.50 graduate grade point average (GPA)

2. A combined Graduate Record Examinations (GRE) score of 1250 on the verbal section of the general test and the literature in English test
3. For nonnative speakers: a minimum score of 600 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 250 on the computer-based version

Admission procedures are the same as for M.A. degrees. The application deadline for fall term is January 15; candidates are admitted only for fall term.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Graduate School requires three consecutive terms (fall, winter, spring) with a minimum of nine graduate credit hours of formal course work per term for the Ph.D. year of residency; graduate teaching fellows must also enroll for a minimum of nine graduate credits each term they hold a GTF appointment.

Degree Requirements

Second Language

The graduate language requirement for the doctoral degree is reading competence in two languages or high proficiency in one. Reading competence may be demonstrated in each of two foreign languages as specified under the language requirement for the M.A. degree. High proficiency may be demonstrated by a grade of A– or better in an approved 400-, 500-, or 600-level literature course, with readings in the target language; scoring at the 75th percentile or better on the GSFLT; or passing the Toronto Medieval Latin examination at the Ph.D. level.

Students may petition the graduate committee to test in languages that don't fit the above criteria.

Teaching

Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Courses

The student must take eighteen seminars, six in designated distribution areas:

- Introduction to Graduate Studies in English (ENG 690)
- Pre-1500
- Renaissance
- 1660–1800
- 19th century
- Literary theory

Individual Plan of Study. The twelve remaining seminars, constituting the individual plan of study, may be distributed among any areas, and the plan must be approved by the student's graduate faculty adviser and the director of graduate studies before the second year of study.

Structured Emphasis. Students may also define their individual plan of study according to one of five structured emphasis options: film studies, folklore, literature and the environment, medieval studies, or rhetoric and composition. Each emphasis has a focused set of courses and a special section on the qualifying examination.

Graduate course work should be done at the 600 level. Exceptions to this policy must be made in advance by the director of graduate studies in consultation with the individual faculty adviser.

A cumulative GPA of 3.50 or better in all graduate work at the University of Oregon is the minimum requirement for satisfactory progress toward the Ph.D.

Qualifying Examination

Doctoral candidates must take the Ph.D. qualifying examination at the beginning of the second year of study. This examination, which covers English and American literature, is based on a reading list compiled by members of the faculty. This reading list may be changed periodically. A committee of faculty members administers the examination once a year in the fall term. Students who fail the qualifying examination may retake it once, the following spring term.

Students who pass the qualifying examination complete their remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed twelve graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of 3.30 or better may apply for the M.A. degree with a specialty in English or American literature.

Students whose work at this stage does not demonstrate sufficient potential for successful completion of the Ph.D. may not continue in the graduate program in English. If they have satisfactorily completed twelve graduate-level English courses (nine taken at the university), attained reading knowledge of one second language, and maintained a cumulative GPA of at least 3.30, they may apply for the M.A. degree.

Ph.D. Oral Examination

After students in the Ph.D. program have completed their course work, they must take a two-and-a-half-hour oral examination. Typically taken fall term following completion of all course work and the language requirement, the Ph.D. oral examination provides each student with the opportunity to present and defend a short paper on a topic related to the dissertation. The examination also allows the student to demonstrate expertise in his or her field of specialization. It is divided into two parts:

1. A prepared presentation by the student on a topic or problem of the student's choice that is related to the dissertation, followed by a discussion of that topic
2. A discussion of a relatively broad field that provides a context for the topic or problem examined in part 1

The topic and areas covered by the oral examination are defined, in the form of a project description and reading list, by the student in consultation with an adviser or advisers and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one- to two-hour written examination on part 2. The Ph.D. oral examination may be retaken only once.

Ph.D. Dissertation

After completing all other degree requirements, the candidate should consult with a faculty

adviser willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy. The department requires a considerably faster rate of progress toward completion of the degree for students holding graduate teaching fellowships. See the English department's Appointment and Reappointment of Graduate Teaching Fellows regulations, available in the office.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

Expository Writing

The English department offers required and elective courses in expository writing for all university students to help them improve their ability to write clearly and effectively. Students must fulfill the university writing requirement of two composition courses or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents. Students should complete the writing requirement—with course work, by exemption, or by waiver examination—early in their studies.

Exemptions. A score of 710 and above on the College Board (CB) recentered Scholastic Assessment Test (SAT I) waives the first-term writing course. No credit is given for this waiver. A test score of 650 on the SAT I-Verbal examination taken before recentering (April 1995) also waives WR 121. A student with a CB score of 5 on the Advanced Placement (AP) English Literature and Composition examination, or a 4 or 5 on the AP English Language and Composition examination, receives credit for both WR 121 and 122. A student with a score of 4 on the AP English Literature and Composition examination, or a 3 on the AP English Language and Composition examination, receives credit for WR 121 only. For students who take the American College Test (ACT), a score of 32 waives WR 121. No credit is given for this waiver.

Waiver Examinations. Waiver examinations for WR 121 and 122 are offered during the first week of classes, fall through spring terms, at the UO Testing Office, 238 University Health and Counseling Center Building; telephone (541) 346-3230. Call or visit the Testing Office to sign up for an examination. No credit is awarded for waiver examinations, and students may not take waiver examinations for both courses in the same term. The essay exams are graded pass/no pass by three members of the Department of English composition committee. Students who do not pass may not retake the examination and should register for the appropriate writing course as soon as possible. Students who pass the exam have an "exemption by exam" notation for either WR 121 or 122 placed on their transcripts. Waiver exams

are not returned to students, nor are they used as a teaching device. Additional help and special tutoring is available to students through the Center for Academic Learning Services.

Placement

Students for whom English is the native language are placed in their first writing course based on their SAT or ACT verbal scores. Depending on entrance exam scores, advanced placement exams, or college transfer courses, students may be required to satisfy additional prerequisites for placement in WR 121. These may include WR 49 or AEIS 110, 111, 112 (taught in the Department of Linguistics).

Nonnative Speakers. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the Academic English for International Students office in the American English Institute, 112C Pacific Hall, for placement test dates.

Transfer Students. Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and catalog descriptions to the composition office, Department of English, for evaluation.

English Courses (ENG)

Not every course listed here can be offered every year; students should consult the class schedule.

104, 105, 106 Introduction to Literature (4, 4, 4) Works representing the principal literary genres. **104:** fiction. **105:** drama. **106:** poetry. Bohls, Dugaw, Kintz, Pyle, Wheeler, Witte, Wonham, Wood.

107, 108, 109 World Literature (4,4,4) Reading and analysis of selected works in a global survey from ancient to modern. **107:** ancient literatures, 2500 B.C.E.–300 C.E. **108:** middle period, 300 C.E.–mid-17th century. **109:** late 17th century–present. Earl, Sayre, Shankman, Westling.

199 Special Studies: [Topic] (1–5R)

207, 208 Shakespeare (4,4) The major plays in chronological order with emphasis in the first term on the early and middle plays through *Hamlet* and in the second term on the later plays beginning with *Twelfth Night*. Freinkel, Gil, Rockett, Rowe, Saunders.

210, 211 Survey of English Literature (4,4) The principal works of English literature selected to represent major writers, literary forms, and significant currents of thought. **210:** to 1789. **211:** 1789 to the present. Dugaw, Earl, Peppis, Stein. Not offered 2004–5.

215, 216 Survey of American Literature (4,4) American literature from its beginnings to the present. **215:** to 1850. **216:** 1850 to the present. Li, Rossi, Sayre, Westling, Wonham, Wood.

220, 221, 222 Introduction to the English Major (4,4,4) Chronological study of literary works in English considered in the context of cultural histories. **220:** beginnings to 17th century. **221:** 17th to 19th centuries. **222:** 19th century to present. Freinkel, Ginsberg, Peppis.

230 Introduction to Environmental Literature (4) Introduction to writing in the major literary genres of poetry, nonfiction, and fiction that examines the human place in the natural world. Clark, Crosswhite, Sayre, Rossi, Westling.

245 Ethnic American Literature: [Topic] (4R) Introduction to American ethnic literature from

the 1800s to the present, including selections from African, Native, Chicano, and Asian American texts. Ford, Foy, Gopal, Huhndorf, Li, Sayre, Tolentino, Vázquez, Westling. **R** once when topic changes for a maximum of 8 credits.

246 Global Literature in English: [Topic] (4R) World Anglophone literature presented as literary responses to colonial history, displacement, and exile in order to understand English as a global language of literary expression. Gopal, Li. **R** once when topic changes for a maximum of 8 credits.

250 Introduction to Folklore (4) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Wojcik.

255 Folklore and U.S. Popular Culture (4) Explores the relationship between folklore and popular culture, with special emphasis on the analysis of legends, myths, icons, stereotypes, heroes, celebrities, rituals, and celebrations. Wojcik.

260 Media Aesthetics (4) Conventions of visual representation in still photography, motion pictures, and video. Aronson, Karlyn.

265, 266 History of the Motion Picture (4,4) History of the motion picture as an art form. **265:** beginnings to 1945. **266:** 1945 to present. Aronson, Karlyn.

Sophomore standing or above is a prerequisite for 300-level courses.

300 Introduction to Literary Criticism (4) Various techniques and approaches to literary criticism (e.g., historical, feminist, formalist, deconstructionist, Freudian, Marxist, semiotic) and their applications. Clark, Crosswhite, Laskaya, Pyle.

313 Teen and Children's Literature (4) Books for young readers, their social implications and historical context, from the 19th century to the present. Coreq: ENG 404 Community Literacy. Wheeler.

315 Women Writers' Cultures: [Topic] (4R) Women's writing in a particular cultural matrix (race, ethnicity, class, sexual orientation, region, religion) examined in the context of feminist literary theories. Clark, Dugaw, Karlyn, Kintz, Laskaya, Wood.

316 Women Writers' Forms: [Topic] (4R) Women's writing in a particular genre or form (prose, fiction, drama, poetry, autobiography, folk-song) examined in the context of current feminist literary theories. Dugaw, Ford, Kintz, Westling, Wood. **R** when topic changes.

321, 322, 323 English Novel (4,4,4) **321:** rise of the novel from Defoe to Austen. **322:** Scott to Hardy. **323:** Conrad to the present. Bohls, Stevenson.

325 Literature of the Northwest (4) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Clark.

326 Western American Literature (4) Major literary works of the American West from frontier times to the present. Huhndorf, Kintz, Pyle.

340 Jewish Writers (4) Forms and varieties of fiction, poetry, and drama by Jewish writers from the 19th century to the present. Stein.

352 Shakespeare on Page and Stage (4) Intermediate-level study of Shakespeare's plays and poems. Supplements traditional lectures and texts with acting workshops, film, live theater viewings, and student performances. Freinkel. Not offered 2004–5.

360 African American Writers (4) Examines the origins and development of African American writing in relevant cultural, social, and historical contexts. Ford, Foy, Tolentino.

361 Native American Writers (4) Examines the origins and development of Native American writing in relevant cultural, social, and historical contexts. Huhndorf, Sayre, Westling.

362 Asian American Writers (4) Examines the origins and development of Asian American writing in relevant cultural, social and historical contexts. Li, Tolentino. Not offered 2004–5.

363 Chicano and Latino Writers (4) Examines the origins and development of Chicano and Latino writing in relevant cultural, social, and historical contexts. Vázquez.

364 Comparative Ethnic American Literatures (4) Comparative examination of major issues in African, Asian, Chicano, and Native American writing in relevant contexts. Foy, Huhndorf, Li, Sayre, Tolentino, Vázquez.

365 Anglophone Literature (4) Examination of non-U.S. and non-British authors writing in English in relation to the historical, cultural, and intellectual contexts of their native countries. Gopal.

391, 392 American Novel (4,4) Development of the American novel from its beginnings to the present. **391:** beginnings to 1900. **392:** 1900 to present. Rossi, Sayre, Wonham, Wood.

394, 395 20th-Century Literature (4,4) Modern literature from American, British, and European cultures. Significant works of poetry, fiction, drama, and nonfiction in relation to intellectual and historical developments. **394:** 1890 to 1945. **395:** 1945 to present. Clark, Ford, Gage, Guyer, Kintz, Peppis, Pyle, Stein.

399 Special Studies: [Topic] (1–5R)

Junior standing or above is a prerequisite for 400-level courses.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–6R) On- or off-campus internship in a variety of writing or literacy-related settings in connection with designated courses. Prereq: instructor's consent.

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

407/507 Seminar: [Topic] (1–5R) Selected seminars offered each year.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Selected topics offered each year.

411/511 Dramatic Screenwriting (4) Writing of dramatic screenplays for film and television. Prereq: ENG 260 or instructor's consent. Lesage.

413/513 Theories of Literacy (4) Approaches to literacy through literary theory, rhetoric and cultural studies. Examines issues involved with school and community literacy. Pre- or coreq: ENG 404, 604 Community Literacy. Clark.

414/514 Classical and Medieval Literary Theory (4) Origins of literary theory beginning with Plato through Plotinus and the Middle Ages, with attention to its importance for understanding the assumptions of later literary theory including contemporary. Shankman. Not offered 2004–5.

417/517 History of Literary Criticism (4) Studies in the theory and practice of literary criticism from Plato and Aristotle through the New Critics. Clark, Pyle, Shankman.

419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New

Criticism. Crosswhite, Kintz, Pyle. Not offered 2004–5.

421/521 The Bible and Literature (4) The Bible, Old and New Testaments, as a model for and influence on secular literature. Earl. Not offered 2004–5.

422/522 History of the English Language (4) Origins and development of English from medieval to modern times. Study of syntactic, morphological, and semantic changes in the word stock. Development of British and American English. Prereq: LING 290. Bayless. Not offered 2004–5.

423 The Age of Beowulf (4) A reading of Anglo-Saxon literature and culture as the intersection of Germanic, Celtic, and Christian traditions. Readings include Irish epic, Welsh romance, Norse mythology, and Icelandic saga. Earl. Not offered 2004–5.

425 Medieval Romance (4) Study of selected romances in the context of European intellectual and social history. May include elementary linguistic introduction to Middle English. Boren, Laskaya.

427 Chaucer (4) Close textual study of selected *Canterbury Tales* in Middle English; instruction in the grammar and pronunciation of Chaucer's language. Bayless, Boren, Earl, Ginsberg, Laskaya.

428/528, 429/529, 430/530 Old English I,II,III (4,4,4) 428/528: introduction to Old English language. **429/529:** continued study of Old English language. **430/530:** study of *Beowulf* in Old English. Sequence. Bayless, Earl.

431/531 Renaissance Thought (4) Major Continental and British theorists in aesthetics, metaphysics, theology, and statecraft such as Petrarch, Pico della Mirandola, Machiavelli, Castiglione, Boccaccio, Erasmus, Montaigne, More, and Francis Bacon. Freinkel, Rowe. Not offered 2004–5.

432/532 16th-Century Poetry and Prose (4) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney and Shakespeare. Freinkel, Gil, Rockett, Rowe.

434/534 Spenser (4) Examines the works of Edmund Spenser. Rowe. Not offered 2004–5.

436/536 Advanced Shakespeare (4) Detailed study of selected plays and/or poetry. Freinkel, Rowe, Saunders.

437/537 Medieval and Tudor Drama (4) Development of English drama from its medieval origins to the death of Christopher Marlow. Rowe.

438/538 Shakespeare's Rivals (4) Representative plays by Ben Jonson, Thomas Middleton, John Webster, and other early 17th-century dramatists. Rowe. Not offered 2004–5.

440/540 17th-Century Poetry and Prose (4) Poetry from the Metaphysicals and Jonson to the Restoration; prose from Burton and Bacon to Hobbes and Milton. Rowe, Saunders. Not offered 2004–5.

442/542 Milton (4) *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Gil, Rockett.

446/546, 447/547, 448/548 Restoration and 18th-Century Literature (4,4,4) 446/546: Restoration period. **447/547:** primarily Swift, Gay, Defoe, and Pope. **448/548:** Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France. Bohls, Dugaw, Shankman. Not offered 2004–5.

451/551 19th-Century Studies: [Topic] (4R) Comparative studies of selected problems and figures on both sides of the Atlantic; treating topics in literature, the fine arts, and social

history. Pyle, Rossi, Stein, Stevenson. **R** when topic changes. Not offered 2004–5.

452/552 19th-Century British Fiction: [Topic] (4R) Close study of selected novels. Duncan, Stevenson. **R** once when topic changes for maximum of 8 credits. Not offered 2004–5.

454/554, 455/555 English Romantic Writers (4,4) Romantic thought and expression. **454/554:** the first generation including Blake, Coleridge, Dorothy and William Wordsworth. **455/555:** the second generation including Byron, Keats, Mary and Percy Shelley. Guyer, Pyle. Not offered 2004–5.

457/557 Victorian Literature and Culture: [Topic] (4R) Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfictional prose; study of examples of the visual arts and popular culture. Stein. **R** when topic changes for maximum of 8 credits.

461/561 American Literature to 1800 (4) Readings in American poetry, nonfiction prose, drama, and fiction. Rossi, Sayre. Not offered 2004–5.

462/562 American Literature 1800–1900 (4) Readings primarily in American poetry, nonfiction prose, drama, and fiction. Rossi, Wood.

466/566 Colonial and Postcolonial Literature: [Topic] (4R) Focused study of authors, genres, and literary movements related to literature written in English about and in former colonies of American or European nations. **R** twice when topic changes for a maximum of 12 credits. Not offered 2004–5.

467/567 American Literature 1900–Present (4) Readings in American poetry, nonfiction prose, drama, and fiction. Ford, Gage, Love, Westling, Wickes.

468/568 Ethnic Literature: [Topic] (4R) Advanced study of one or more authors or literary genres related to ethnic literature including African, Native, Asian, or Chicano American. Ford, Foy, Huhndorf, Li, Sayre, Tolentino, Vázquez, Westling. **R** twice when topic changes for a maximum of 12 credits.

469/569 Literature and the Environment: [Topic] (4) In-depth study of various topics related to literature and the environment including Nature and Myth, Idea of Wilderness, Rhetoric of Nature Writing. Crosswhite, Rossi, Westling. **R** thrice when topic changes for maximum of 16 credits.

471/571 Modern British Literature (4) Historical survey of dominant British genres, movements, works, and authors from 1900 to the present. Gage, Peppis, Wickes.

475/575 Modern Poetry (4) 20th-century British and American poetry with emphasis on the modernist period, 1910–45. Representative authors include Yeats, Stein, Pound, Eliot, H. D., Williams, and Stevens. Ford.

476/576 Modern Fiction (4) Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann. Peppis, Wickes.

477/577 Modern Drama (4) Growth of the modern theater in Europe, development of European and American drama and experimental theater from an international perspective. Kintz.

479/579 Major Authors: [Topic] (4R) In-depth study of one to three major authors from medieval through modern periods.

480/580 Native American Representation in Film (4) Examines the representation of Native Americans in films from 1910 to the present, focusing

on issues of identity, colonialism, and liberation movements. Huhndorf. Not offered 2004–5.

481/581 Theories of the Moving Image: [Topic] (4R) Film, television, and video theory and criticism from formative film criticism to the present. Prereq: ENG 260. Aronson, Karlyn, Lesage.

482/582 Studies in Mythology (4) Survey of comparative mythologies of many cultures through time, with attention to world views, theoretical schools of interpretation, and myth in literature. Sherman. Not offered 2004–5.

484/584 American Folklore (4) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors (e.g., Melville, Hawthorne). Sherman, Wojcik.

487/587 American Popular Literature and Culture (4) Not offered 2004–5.

488/588 Race and Representation in Film (4) Screening, interpretation, and analysis of films from Latin America and other developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. Gopal, Huhndorf, Karlyn, Lesage.

490/590 Film Directors and Genres: [Topic] (4R) Aesthetic, historical, and theoretical analysis of films, video, and television. Aronson, Karlyn, Lesage, Li, Pyle.

492/592 History of Rhetoric and Composition (4) History of rhetoric as related to the theory and practice of writing, relations between rhetoric and poetics, and rhetorical criticism through the 19th century. Crosswhite, Gage.

493/593 Modern Rhetorical Criticism (4) Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor. Clark, Crosswhite, Gage, Laskaya. Not offered 2004–5.

495/595 English Grammar (4) Survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria. Givón, Tomlin.

496/596 Feminist Film Criticism: [Topic] (4R) Critical analysis of film and television texts from a feminist perspective. Karlyn, Lesage. **R** when topic changes. Not offered 2004–5.

497/597 Feminist Literary Theory (4) Current and/or historical schools of literary theory that depend primarily on gender analysis. Clark, Farwell, Kintz, Wood.

498/598 Studies in Women and Literature: [Topic] (4R) Topics vary from year to year. The following list is representative: African American Women Writers, Gender of Modernism, Lesbian Literature and Theory, Renaissance Women, Women's Autobiography. Clark, Farwell, Ford, Kintz, Westling, Wood.

Instructor's consent is required for 600-level courses.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–21R)

604 Internship: [Topic] (1–6R) On- or off-campus internship in a variety of writing or literacy-related settings.

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

607 Seminar: [Topic] (1–5R) Selected seminars offered each year.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

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

611 Composition Graduate Teaching Fellow Seminar I (1–3) Issues in pedagogy related to the university's writing requirement. Laskaya.

612 Composition Graduate Teaching Fellow Seminar II (1–3) Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Laskaya.

613 Graduate Teaching Fellow Composition Apprenticeship (1–3) Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent. Laskaya.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one to three major theorists or a significant theoretical problem. Clark, Crosswhite, Li, Westling, Wood.

620 Medieval Literature: [Topic] (5R) Recent offerings include Chaucer's *Troilus and Criseyde*, Humor and Vulgarity in Medieval Literature. Bayless, Boren, Earl, Ginsberg, Laskaya.

630 Renaissance Literature: [Topic] (5R) Recent offerings include *Hamlet*, Jacobean Potboilers, Renaissance Irrationalities. Freinkel, Gil, Rockett, Rowe, Saunders.

645 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Bohls, Dugaw, Sayre, Shankman.

650 19th-Century Literature: [Topic] (5R) Recent topics include Scottish Fiction and Cultural Nationalism, Heroine and the English Novel. Guyer, Pyle, Stein, Stevenson.

660 American Literature: [Topic] (5R) Recent offerings include African American Women Writers, Evolutionary Theories and Narrative, Sentimental Novel, V. Deloria and Native American Cultural Values. Ford, Rossi, Westling, Wheeler, Wonham, Wood.

670 Modern Literature: [Topic] (5R) Recent offerings include H. James, Modernist Politics. Gage, Kintz, Peppis, Westling.

680 Folklore: [Topic] (5R) Intensive study of selected topics in folklore. Recent offerings include Topics in Folk Art, Film and Folklore Fieldwork. Dugaw, Sherman, Wojcik.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Ford.

691 Composition Theory: [Topic] (5R) Intensive study of topics related to rhetorical theory and the teaching of writing. Crosswhite, Gage, Laskaya.

695 Film Studies: [Topic] (5R) Intensive study of selected topics related to film studies and literature. Recent topics include Introduction to Film Theory; Feminism, Comedy, and the Carnivalesque; Melodrama. Aronson, Karlyn, Lesage.

Expository Writing Courses (WR)

WR 49 is a self-support course offered through the Continuation Center, 333 Oregon Hall. A separate fee is assessed for students enrolled in these courses and must be paid in addition to regular tuition. This course carries credit for enrollment (eligibility) but not toward graduation; it satisfies no university or college requirement.

49 Developmental Composition (3) Concentrates on components of clear, focused essay writing—revision, identifying and correcting grammar and punctuation errors, and peer reviewing. Not primarily a course in grammar, but students

deal with grammatical problems as they arise in the context of their writing. Recommended for students with SAT verbal scores below 480 (below 400 if taken before April 1995) or ACT verbal scores below 19. Students who need WR 49 in terms when is not offered should consult faculty advisers, academic advisers, or the director of the composition program.

AEIS 110 Beginning Writing for International Students (3) See **Linguistics**

AEIS 111 Intermediate Writing for International Students (3) See **Linguistics**

AEIS 112 Advanced Writing for International Students (3) See **Linguistics**

121 College Composition I (4) Written reasoning as discovery and inquiry. Frequent essays explore relationship of thesis to structure and audience. Strong focus on the process of revising. Regular work on editing. Prereq: SAT verbal score below 710 (650 if taken before April 1995), ACT verbal score below 32, WR 49, or equivalent.

122 College Composition II (4) Written reasoning as a process of argument. Developing and supporting theses in response to complex questions. Attention to critical reading in academic setting. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

123 College Composition III (4) Written reasoning in the context of research. Practice in writing documented essays based on the use of sources. Continuing focus on revising and editing. Prereq: WR 121 or equivalent.

198 Independent Writing Project: [Topic] (1–3R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

199 Special Studies: [Topic] (1–5R)

312 Principles of Tutoring Writing (4) The practice and ethics of tutoring writing in the context of writing in various academic disciplines. Theories of teaching, tutoring techniques, and assessment of writing. Prereq: instructor's consent. Laskaya.

320 Scientific and Technical Writing (4) Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of university writing requirement, upper-division standing.

321 Business Communications (4) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of university writing requirement, upper-division standing. McBride.

399 Special Studies: [Topic] (1–5R) Prereq: sophomore standing or above.

408/508 Independent Writing Projects (1–4R) Supervised writing projects in nonfiction prose. Prereq: composition director's consent.

410 Experimental Course: [Topic] (1–5R) Prereq: junior standing or above.

423/523 Advanced Composition (4) Emphasis on critical thinking skills and rhetorical strategies for advanced written reasoning in different academic disciplines. Prereq: WR 122 or equivalent, upper-division standing. Crosswhite, Gage.

Environmental Studies

Daniel Udovic, Program Director

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Faculty

Gregory D. Bothun, professor (environmental data sampling, alternative energy, numerical modeling). See **Physics**.

Chet A. Bowers, adjunct professor (cultural educational, and technical issues related to the environment). B.S., 1958, Portland State; Ph.D., 1962, California, Berkeley. (1967)

Scott D. Bridgham, associate professor (ecosystem ecology, climate change, plant community dynamics). See **Biology**.

Trudy Ann Cameron, Raymond F. Mikesell Professor of Environmental and Resource Economics (environmental economics, econometrics, applied microeconomics). See **Economics**.

Bart Johnson, associate professor (ecological design and planning, landscape ecology). See **Landscape Architecture**.

Galen R. Martin, instructor (conservation and communities, environmental geography, Latin America). B.A., Goshen, M.A., 1985, Oregon; Ph.D., 2003, California, Davis. (1985)

Patricia F. McDowell, professor (geomorphology, river management and restoration, Quaternary environments). See **Geography**.

Gregory J. Retallack, professor (paleosols, environmental change). See **Geological Sciences**.

Ted Toadvine, assistant professor (philosophy of nature, environmental ethics, ecophenomenology). See **Philosophy**.

Daniel Udovic, professor (population ecology, mutualisms, biology and environmental education). See **Biology**.

Peter A. Walker, assistant professor (environmental politics, cultural geography, political ecology). See **Geography**.

Louise Westling, professor (modern British and American literature, ecocriticism, environmental humanities). See **English**.

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

Participating Faculty

Keith Aoki, law
Karl Appuhn, history
Michael D. Axline, law
William S. Ayres, anthropology
John H. Baldwin, planning, public policy and management
Patrick J. Bartlein, geography
Carol Ann Bassett, journalism and communication
Ann Bettman, landscape architecture
Aletta Biersack, anthropology
James Blanchard, physical activity and recreation services
Shawn Boles, education
John E. Bonine, law
William E. Bradshaw, biology
G. Z. Brown, architecture
Aileen R. Buckley, geography
George C. Carroll, biology
Lawrence R. Carter, sociology

Katharine V. Cashman, geological science
 Richard W. Castenholz, biology
 Suzanne Clark, English
 Shaul E. Cohen, geography
 John S. Conery, computer and information science
 James R. Crosswhite, English
 Jane I. Dawson, political science
 Matthew Dennis, history
 Irene Diamond, political science
 Alan Dickman, biology
 Jerome Diethelm, landscape architecture
 Rebecca J. Dorsey, geological science
 Bryan T. Downes, planning, public policy and management
 Michael C. Dreiling, sociology
 Richard B. Emlet, biology
 Paul C. Engelking, chemistry
 Arthur M. Farley, computer and information science
 John B. Foster, sociology
 John T. Gage, English
 Dennis C. Galvan, international studies
 Daniel Goldrich, political science
 Patricia A. Gwartney, sociology
 William T. Harbaugh, economics
 Susan W. Hardwick, geography
 Kenneth I. Helphand, landscape architecture
 Michael Hibbard, planning, public policy and management
 Richard G. Hildreth, law
 Janet Hodder, Oregon Institute of Marine Biology
 Garrett K. Hongo, creative writing
 Carl J. Hosticka, planning, public policy and management
 David Hulse, landscape architecture
 James E. Hutchison, chemistry
 Renee A. Irvin, planning, public policy and management
 Mark Johnson, philosophy
 Ronald W. Kellett, architecture
 Douglas J. Kennett, anthropology
 Lauren J. Kessler, journalism and communication
 Kenneth B. Liberman, sociology
 John T. Lysaker, philosophy
 Bonnie Mann, philosophy
 W. Andrew Marcus, geography
 Richard D. Margerum, planning, public policy and management
 Gregory McLauchlan, sociology
 Jerry F. Medler, political science
 Robert Z. Melnick, landscape architecture
 Ronald B. Mitchell, political science
 Geraldine Moreno, anthropology
 Cassandra Moseley, Institute for a Sustainable Environment
 Madonna L. Moss, anthropology
 Alexander B. Murphy, geography
 Julie Novkov, political science
 Jeffrey Ostler, history
 Robert G. Parker, planning, public policy and management
 Stephen E. Ponder, journalism and communication
 Daniel A. Pope, history
 David C. Povey, planning, public policy and management
 Robert C. Proudfoot, international studies
 Mark H. Reed, geological sciences
 John S. Reynolds, architecture
 Robert G. Ribe, landscape architecture
 William Rossi, English
 Bitty A. Roy, biology
 Michael V. Russo, management

Gordon M. Sayre, English
 Marc Schlossberg, planning, public policy and management
 Alan Shanks, biology
 Lynda P. Shapiro, biology
 Paul Slovic, psychology
 Michael Strong, physical activity and recreation services
 Lawrence S. Sugiyama, anthropology
 Richard P. Suttmeier, political science
 Nora B. Terwilliger, biology
 Joseph W. Thornton, biology
 Dennis Todd, honors college
 Douglas R. Toomey, geological sciences
 Peter Warnek, philosophy
 Terri Warpinski, fine and applied arts
 Peter B. Wetherwax, biology
 Ray J. Weldon, geological sciences
 Cathy Whitlock, geography
 A. Michelle Wood, biology
 Mary C. Wood, law
 Richard York, sociology
 Philip D. Young, anthropology

About the Program

Environmental studies crosses the boundaries of traditional disciplines such as the sciences, social sciences, humanities, management, policy, design, and law. It challenges faculty members and students to look at the relationship between humans and their environment from a new perspective. The Environmental Studies Program is dedicated to gaining greater understanding of the natural world from an ecological perspective; devising policies and behaviors that address contemporary environmental problems; and promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society.

Faculty. Core faculty members listed above have dedicated responsibilities in the program. Participating faculty members have demonstrated professional interests in environmental studies by researching environmental issues, teaching courses that meet program requirements, and voluntarily participating in a variety of program activities. They are all available to advise students who are interested in environmental studies. More information about the faculty is available on the program's website.

Resources. The program's resource center has a small collection of books, journals, newsletters, and documents related to environmental topics. University of Oregon students and faculty and staff members may borrow items for up to two weeks.

Undergraduate Studies

The program offers undergraduate training through two majors, leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. A minor in environmental studies is also offered.

The environmental studies majors provide a broad, solid, interdisciplinary perspective on the relationship between humans and nature. Their goals are to develop awareness of environmental issues and to develop an understanding of (1) the nature and scope of the forces underlying environmental problems, (2) the various approaches used to bring environmental problems to the public's attention, and (3) the methods and

approaches used to solve these problems. Majors learn the skills necessary to contribute to understanding the relationship between humans and nature and the complexity of environmental challenges and to help meet these challenges. Majors gain an appreciation of the interdisciplinary nature of environmental studies, and they master content and skills associated with a number of different disciplines.

Majors and minors have considerable latitude in designing a course of study that combines theory and practice, invites active participation, and fits specific interests, needs, and aptitudes. The majors, which provide a well-rounded basic education, prepare students for entry-level positions in business, government, nongovernmental organizations, and for a variety of graduate and professional degree programs. Students are encouraged to take advantage of career planning services offered by the Career Center.

The environmental studies major focuses on social sciences, policy studies, and the humanities. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, ecofeminism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

The environmental science major is designed for students who want to focus on scientific careers in conservation biology; climate; pollution prevention and abatement; or ecosystem protection, restoration, and management.

Students should plan their programs early in their undergraduate careers with the aid of an environmental studies academic adviser. Majors are urged to consider completing a second major or a minor in a related field. A tip sheet listing courses that meet environmental studies major and minor requirements is published each term.

Up-to-date information and the tip sheet are available in the program office or on the website.

Major Requirements

The environmental studies curriculum is designed to provide a solid foundation in the sciences, social sciences, and humanities; to build on these foundations in advanced course work in a variety of disciplines and across disciplines; to develop the skills needed to study human-environment interactions; and to encourage participation in experiential learning activities that help students prepare for active participation in the work force and in local and global communities. Students should have a strong foundation in written and verbal skills and a thorough understanding of environmental policy and social behaviors.

Courses applied to the major, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C– or better. Up to four upper-division courses may be used to fulfill requirements of another major. At least 24 credits must be taken at the University of Oregon.

Environmental Studies Major

This major requires a minimum of 84 credits including 40 lower-division credits and a minimum of 44 upper-division credits. Upper-division credit may be earned through course

work or through a combination of course work and a student-initiated project or honors thesis.

1. **Core (12 credits).** Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order. Consult an adviser for possible substitutions

2. **Basic Requirements in Mathematics and Natural Science (20 credits)**

a. Majors must take at least one university-level mathematics course numbered 100 or higher; MATH 111 is recommended

b. Choose a three-course combination from one of the following four groups

Chemistry. General Chemistry (CH 221–223) or transfer equivalent

Earth Sciences. Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) or Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), The Evolution of the Earth (GEOL 203) or

The Natural Environment (GEOG 141), Global Environmental Change (GEOG 143), The Evolving Earth (GEOL 103)

Life Sciences. Introduction to Chemical Principles (CH 111) and General Biology I,II,III: Cells, Populations (BI 211, 213) or General Biology I,II,III: Cells, Organisms, Populations (BI 211–213) or equivalent or Foundations I,II,III: Biochemistry and Cell Physiology, Genetics and Molecular Biology, Evolution and Biodiversity (BI 251–253)

Physical Sciences. Introduction to Chemical Principles (CH 111), Physics of Energy and Environment (PHYS 161), Solar and Other Renewable Energies (PHYS 162) or General Physics (PHYS 201–203) or equivalent

c. Choose one course from a different group or from the following list of additional approved lower-division courses: Introduction to Human Origins (ANTH 170); Introduction to Human Adaptability (ANTH 172); Introduction to Ecology (BI 130), not in conjunction with BI 213; Introduction to Evolution (BI 131), not in conjunction with BI 213

3. **Upper-Division Electives**

a. **Science Courses (8 credits).** Choose two courses (except GEOG 341 and GEOG 461) from the upper-division environmental science core listed under the environmental science major

b. **Social Science and Humanities Courses (8 credits in preparatory courses and 32 upper-division credits).** Courses must be taken from a minimum of two departments in each theme. No more than four courses may be taken from any one department

(1) Complete one preparatory course and three upper-division courses in two thematic groups listed below

(2) Complete two elective courses selected from the other themes. One elective must be a humanities course

4. **Capstone Experience**

a. Environmental Issues (ENVS 411)

b. Practical learning experience—complete upper-division course work that involves significant practical experience in sustainable living or participate in an approved practical learning experience; examples are listed below

- Environmentally oriented internship or practicum; must be approved by the program adviser
- Student-initiated project; must be approved by the coordinator for student-initiated projects
- Participation in the Service Learning Program
- One term of study abroad; must include a substantial environmental component
- One term of study at a field station (e.g., Oregon Institute of Marine Biology or Malheur Field Station); must include a substantial environmental component
- Approved course work selected from Urban Farm (LA 390), Outdoor Pursuits—Land or Water (PEOL or PEOW 301–455), Community Planning Workshop (PPPM 415)
- Other experiential learning opportunities approved by the program's director or head adviser

Thematic Groups

Build Environment Sustainability, Health, and Quality of Life

Preparatory Courses. Introduction to Planning, Public Policy and Management (PPPM 201), Introduction to Urban Politics (PS 230), Perspectives on International Development (INTL 240)

Upper-Division Courses

Social Science. Urban and Regional Economic Problems (EC 330); Site Analysis (LA 361); International Community Development (INTL 420); Experimental Courses: Urban Impact Assessment (ENVS 410), Sustainable Development (PPPM 410); Architectural Contexts: Place and Culture (ARCH 430); Introduction to Landscape Planning Analysis (LA 440); Land Use and Growth Management (PPPM 440); Urban Geography (GEOG 442); Urbanization and the City (SOC 442); Socioeconomic Development Planning (PPPM 446); Sociology of Developing Areas (SOC 450); Environment and Development (GEOG 465)

Environmental Economics, Policy, and Politics

Preparatory Courses. Introductory Microeconomics (EC 201), Microeconomic Principles and Environmental Issues (EC 233), Introduction to Environmental Politics (PS 297)

Upper-Division Courses

Social Science. Coastal Resources Management Policy (PS 317); Environmental Management (PPPM 331); Resource and Environmental Economic Issues (EC 333); Geography of Globalization (GEOG 342); Ecological Footprint of Energy Generation (ENVS 350); Introduction to Public Law (PPPM 418); Science, Technology, and International Relations (PS 421); Strategies for Environmental Management (MGMT 422); Economics of the Pacific Northwest (EC 432); Resource and Environmental Economics (EC 433); Natural Resource Policy (PPPM 443); International Environmental Politics (PS 477); Environmental Politics (PS 497)

Environmental Representations and Values

Preparatory Courses. Ethics (PHIL 102), Introduction to Environmental Literature (ENG 230)

Upper-Division Courses

Humanities. History of Chinese Literature (CHN 305, 306), Introduction to Japanese Literature (JPN 305, 306), Literature of the Pacific Northwest (ENG 325), Introduction to Philosophy of Science (PHIL 339), Environmental Philosophy (PHIL 340), 19th-Century Art (ARH 351), Nomadic Art of Eurasia (ARH 381), Art of the Silk Route (ARH 382), Seminar: Eco-Phenomenology (PHIL 407), Romanticism (ARH 451), Native American Philosophy (PHIL 451), Specialized Reporting: Environmental Writing (J 463), Literature and Environment (ENG 469)

Social Science. Physicists' View of Nature (PHYS 301, 302), Perspectives in Nature and Society (ENVS 420), World Value Systems (INTL 430), Feminism and Ecology (PS 434), Historical and Contemporary Views of the Environment (GEOG 462), American Environmental History (HIST 473)

Landscape, History, and Place

Preparatory Courses. Human Geography (GEOG 142), Human Impacts on Ancient Environments (ANTH 252), Introduction to American Environmental History (HIST 273)

Upper-Division Courses

Humanities. Native American Architecture (ARH 463), History of Landscape Architecture I,II (ARH 477, 478) Landscape Perception (LA 484), Contemporary American Landscapes (LA 485)

Social Science. Community, Environment, Society (SOC 304); Native North Americans (ANTH 320); Society, Culture, and Place (GEOG 343); Environmental Topics: Wilderness (ENVS 411); Environmental Alteration (GEOG 461); Historical and Contemporary Views of the Environment (GEOG 462); Geography, Law, and the Environment (GEOG 463); Forests and the Human Experience (GEOG 464); American Indian History (HIST 469); American Environmental History (HIST 473)

Society and the Environment

Preparatory Courses. Western Civilization (HIST 103), Introduction to Sociology (SOC 204), Introduction to Environmental Politics (PS 297)

Upper-Division Courses

Social Science. World Population and Social Structure (SOC 303); Community, Environment, and Society (SOC 304); Science, Technology, and Gender (WGS 331); Population and Environment (GEOG 341); Food and Culture (ANTH 365); Perspectives on Nature and Society (ENVS 420); Environmental Justice (ENVS 435), Political Ecology (ENVS 450); Social Demography (SOC 415); Issues in Sociology of the Environment (SOC 416); Political Economy (SOC 420); Environmental Alteration (GEOG 461); Geography, Law, and the Environment (GEOG 463); Forests and the Human Experience (GEOG 464); American Environmental History (HIST 473); Feminism and Ecology (PS 434); Environmental Politics (PS 497)

Environmental Science Major

The environmental science major requires a minimum of 104 credits, including 60 lower-division credits and 44 upper-division credits.

Upper-division credits may be earned through course work or through a combination of course work and a student-initiated project or honors thesis. A sample course plan is available on the Environmental Studies Program's website.

The requirements are divided into the following four areas:

1. **Core (12 credits).** Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202), Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order

2. **Basic Requirements in Mathematics and Natural Science (48–54 credits)**

- a. **Mathematics (12 credits).** Calculus for Biological Sciences I,II (MATH 246, 247) or Calculus I,II (MATH 251, 252) and a 300- or 400-level statistics or data analysis course (e.g., MATH 425)

- b. **Lower-Division Natural Sciences**

(36–42 credits). At least three introductory science sequences from the following list:

Chemistry. General Chemistry (CH 221–223) or transfer equivalent. General Chemistry Laboratory (CH 227–229) is strongly recommended

Earth Sciences. Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203) or The Natural Environment (GEOG 141), Global Environmental Change (GEOG 143), The Evolving Earth (GEOL 103)

Life Sciences. General Biology I,II,III: Cells, Organisms, and Populations (BI 211–213) or transfer equivalent or Foundations I,II,III: Biochemistry and Cell Physiology, Genetics and Molecular Biology, Evolution and Biodiversity (BI 251–253) or

Introduction to Chemical Principles (CH 111), General Biology I,II,III: Cells, Populations (BI 211, 213)

Physical Sciences. General Physics (PHYS 201–203) or transfer equivalent. Introductory Physics Laboratory (PHYS 204–206) is strongly recommended

- c. **Upper-Division Environmental Science Core (24 credits).** Six natural science upper-division courses from the core areas listed below. Courses must be taken from at least four core areas, including at least one course from Human Dimensions and one course from Analytical Approaches. Consult the program's term-by-term tip sheet about courses numbered 399, 407, or 410 that fulfill core area requirements.

Analytical Approaches. Environmental Data Analysis and Modeling (ENVS 355), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Fundamentals of Remote Sensing (GEOG 418), Modeling and Simulation (CIS 445), Computational Science (CIS 455), Population Ecology (BI 471), Quantitative Ecology (BI 473)

Atmosphere. Climatology (GEOG 321), Physics of the Atmosphere (PHYS 311)

Biosphere. Forest Biology (BI 307); Biogeography (GEOG 323); Marine Biology (BI 357); Ecology (BI 370); Biological Diversity (BI 375); Experimental Courses: Wetland Ecology and Management (ENVS 410),



Terrestrial Ecosystems (BI 410); Principles of Applied Ecology (LA 441); Estuarine Biology (BI 454), Marine Biology (BI 457); Marine Ecology (BI 474); Conservation Biology (BI 483)

Geosphere. Earth Resources and Environment (GEOL 310), Earth Materials (GEOL 311), Earth Physics (GEOL 315), Geomorphology (GEOG 322), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350)

Hydrosphere. Freshwater Biology (BI 308), Introduction to Hydrogeology (GEOL 316), Watershed Science and Policy (GEOG 360), Experimental Course: Wetland Ecology and Management (ENVS 410), Hydrology and Water Resources (GEOG 425), Hydrogeology (GEOL 451), Marine Biology (BI 457), Biological Oceanography (BI 458), Aqueous Geochemistry (GEOL 472)

Human Dimensions. Population and Environment (GEOG 341), Geologic Hazards (GEOL 353), Human Ecology (ANTH 360), Climatological Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461), Human Behavioral Ecology (ANTH 482)

3. **Upper-Division Electives (16 credits).** Choose four approved electives. Two courses must be from the natural sciences listed below and two from the social sciences or humanities listed under Thematic Groups in the environmental studies major. Courses taken to satisfy the upper-division core requirements cannot be used to satisfy the electives requirement. No

more than three upper-division courses from one department (except the Environmental Studies Program) may be applied to requirements for the environmental science major

4. **Capstone Experience**

- a. Environmental Issues (ENVS 411) or approved course
- b. Practical learning experience—may be satisfied in any of the following ways:
 - One term of study at a field station such as Oregon Institute of Marine Biology or Malheur Field Station
 - Two terms of research experience with a UO faculty member in environmental sciences
 - An internship with a substantial component in environmental science; requires approval by the program's internship coordinator
 - A science-oriented student-initiated project; requires approval by the program's student-initiated project coordinator
 - Other science-oriented experiential learning opportunities approved by the program's director or head adviser

Approved Upper-Division Electives

Consult the program's term-by-term tip sheet about courses numbered 399, 407, or 410 that fulfill upper-division elective requirements.

Natural Sciences

Anthropology. Human Ecology (ANTH 360), Human Evolution (ANTH 361), Food and Culture (ANTH 365), Primates in Ecological Communi-

ties (ANTH 375), Nutritional Anthropology (ANTH 460), Primate Feeding and Nutrition (ANTH 466), Primate Conservation Biology (ANTH 472), Human Behavioral Ecology (ANTH 482)

Biology. Forest Biology (BI 307), Freshwater Biology (BI 308), Microbiology (BI 330), Microbiology Laboratory (BI 331), Plant Diversity and Physiology (BI 340), Marine Biology (BI 357), Ecology (BI 370), Biological Diversity (BI 375), Evolution (BI 380), Animal Behavior (BI 390), Marine Field Studies (BI 412), Algae and Photosynthetic Bacteria (BI 431), Mycology (BI 432), Systematic Botany (BI 442), Field Botany (BI 448), Invertebrate Zoology (BI 451), Insect Biology (BI 452), Estuarine Biology (BI 454), Marine Birds and Mammals (BI 455), Marine Biology (BI 457), Biological Oceanography (BI 458), Field Ornithology (BI 459), Population Ecology (BI 471), Community Ecology (BI 472), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Microbial Ecology (BI 477), Advanced Evolutionary Genetics (BI 482), Conservation Biology (BI 483)

Chemistry. Organic Chemistry I (CH 331)

Computer and Information Science. Modeling and Simulation (CIS 445), Computational Science (CIS 455)

Environmental Studies. Environmental Data Analysis and Modeling (ENVS 355)

Geography. Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Watershed Science and Policy (GEOG 360), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Fundamentals of Remote Sensing (GEOG 418), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Vegetation History and Ecosystem Dynamics (GEOG 431), Climatological Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461), Advanced Geographic Information Systems (GEOG 472)

Geological Sciences. Earth Resources and Environment (GEOL 310); Earth Materials (GEOL 311); Earth Physics (GEOL 315); Introduction to Hydrogeology (GEOL 316); Geophysics (GEOL 325); Sedimentology and Stratigraphy (GEOL 334); Structural Geology (GEOL 350); Sedimentary Petrology (GEOL 416); Geology of Ore Deposits (GEOL 425); Paleontology I,II: Paleozoic Marine Fossils, Mesozoic and Cenozoic Marine Fossils (GEOL 431, 432); Paleobotany (GEOL 433); Paleopedology (GEOL 435); Field Geology (GEOL 450); Hydrogeology (GEOL 451); Neotectonics and Quaternary Geology (GEOL 452); Tectonics (GEOL 453); Environmental Field Geophysics (GEOL 464); Geodynamics (GEOL 466); Aqueous Geochemistry (GEOL 472)

Landscape Architecture. Principles of Applied Ecology (LA 441), Landscape Ecology (LA 465)

Physics. Physics of the Atmosphere (PHYS 311)

Options for Majors

Service Learning Program

Through the Service Learning Program, environmental studies majors team up with local

business, nonprofit organizations, and government agencies to work on environmental projects. Students learn professional research, writing and presentation skills, as they develop a network of professional relationships in the region. Participants make a yearlong commitment, for which they earn 10 upper-division credits. These credits may be used to satisfy upper-division requirements for the environmental studies and environmental science majors.

Student-Initiated Project

Admission to this enrollment-limited option is competitive. Students submit a formal proposal for their project which must discuss the focus of the project, and the desired distribution of credits. Admission is based on the quality of the proposal—general focus, integration of activities, detailed planning—and an evaluation of the student's academic record.

A minimum of 12 credits are required. Credits are earned in Research (ENVS 401), Thesis (ENVS 403), Field Studies (ENVS 406), Workshop (ENVS 408), or Practicum (ENVS 409) for work that focuses on an environmental theme or issue and leads to a written, public product.

Environmental studies majors may substitute the project for the two upper-division social science elective courses.

Environmental science majors may substitute the project for the two upper-division natural science elective courses, if the project is science based.

Honors

Students who want to graduate with honors in environmental studies must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates must also complete a student-initiated project or a research-based thesis or creative project under the direction of a faculty adviser. Students preparing to graduate with honors should notify the honors coordinator no later than the first term of their senior year

Honors students who do not complete a student-initiated project must earn 8 credits of Research (401) and/or Thesis (403) in environmental studies or another appropriate department. These credits must be distributed over at least two terms. Environmental science majors may substitute these credits for one upper-division natural science elective, environmental studies majors for one upper-division social science or humanities elective.

Minor Requirements

The interdisciplinary minor in environmental studies includes five required courses and five upper-division elective courses for a minimum of 40 credits. Courses applied to the minor, except environmental studies courses numbered 401 through 409, must be taken for letter grades and passed with grades of C– or better. At least 16 of the 40 credits must be taken at the University of Oregon. No more than 8 upper-division credits from the major may be applied to minor requirements. With the adviser's consent, a course numbered 407, 408, or 410 can be substituted for one of the elective courses. Students may also submit a petition to the minor adviser to substitute other courses.

Required Courses: 20 credits

Choose two courses from Introduction to Environmental Studies: Social Sciences (ENVS 201), Introduction to Environmental Studies: Natural Sciences (ENVS 202); Introduction to Environmental Studies: Humanities (ENVS 203). These courses may be taken in any order.

Choose two courses from one of the three-course combinations listed under Basic Requirements in Mathematics and Natural Science of the environmental studies major.

Choose an additional course from a different science group or from the list of additional natural-science courses.

Advance Course Requirements: 20 credits

Choose one natural-science elective from the environmental studies major.

Choose four social-science or humanities electives from the thematic groups of the environmental studies major. At least three courses must belong to one thematic group. No more than two courses may be taken in any one department.

Kindergarten through Secondary Teaching Careers

Students who complete a bachelor's degree with a major in environmental studies or environmental science are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program to become an elementary teacher. More information is available from the department's undergraduate adviser, Galen Martin; see also the **College of Education** section in this catalog.

Graduate Studies

The Environmental Studies Program offers graduate study leading to a master of arts (M.A.) or master of science (M.S.) in environmental studies and an interdisciplinary doctor of philosophy (Ph.D.) degree in environmental sciences, studies, and policy.

Students choose courses offered in appropriate disciplines to design a course plan based upon individual goals and backgrounds.

Limited financial support for graduate students in the Environmental Studies Program may be available through graduate teaching fellowships. Support generally consists of a small stipend and a tuition waiver. There is no separate application for consideration as a GTF.

Application instructions and materials are available on the program's website.

Application deadline. Applicants for graduate admission must submit all necessary materials by January 15. New students are accepted only for fall term.

Master's Degree

Students admitted to the two-year master's degree program must complete 63 credits distributed as follows:

Breadth-Area Course Work (16 credits). These courses may overlap the concentration areas. One course must be completed in each of four areas: natural systems; resource law, policy, and plan-

ning; environment and society; and perspectives on the environment.

Concentration Area Course Work (minimum of 45 credits). Graduate-level courses related to environmental themes in each of three 15-credit concentration areas.

Seminars (3 credits). Three terms of weekly environmental studies graduate seminars; 1 credit is earned each term.

Internship (3 credits). Ninety hours or more of environmental internship.

Thesis or Terminal Project (9 credits)

Concurrent Master's Degree Programs

Environmental studies students may obtain concurrent degrees in other disciplines. For more information, contact the program office.

Doctor of Philosophy Degree

The interdisciplinary Ph.D. degree is offered by the Environmental Studies Program under the umbrella of the Joint-Campus Graduate Program in Environmental Sciences, Studies, and Policy, established by Oregon State University, Portland State University, and the University of Oregon.

The environmental sciences, studies, and policy program requires three to four years of postmaster's degree study. Faculty members from the three participating institutions contribute to program seminars and workshops.

Admissions Procedure

Admission to the Ph.D. program must be granted by both the Environmental Studies Program and by an academic unit that offers a Ph.D. degree—the focal department. Applications are reviewed independently by the admissions committees in the Environmental Studies Program and in the focal department, and both committees must approve the application before the applicant can be accepted into the program.

Requirements

Ph.D. students satisfy breadth and concentration requirements established by the Environmental Studies Program and the requirements of the focal department. After admission to the program, each student meets with a preliminary advisory committee to discuss a proposed course plan for completion of the degree.

Students should consult the **Graduate School** section of this catalog for information about university admission, residency requirements, and degree requirements. A handbook for new students, which outlines departmental requirements, is available in the program office.

Focal Department Course Work. Varies by department.

Environmental Studies Breadth-Area Course Work (16 credits). These courses may overlap the concentration areas. One course must be completed in each of four areas: natural systems; resource law, policy, and planning; environment and society; and perspectives on the environment.

Environmental Studies Concentration Area Course Work (minimum of 32 credits outside of the focal department). Graduate-level courses related to environmental themes in each of two 16-credit concentration areas.

Seminars (5 credits). Five terms of weekly environmental studies graduate seminars; 1 credit is earned each term.

Assessments of Competency. After passing assessment of competency in the focal department and in the Environmental Studies Program, students are advanced to candidacy and begin work on the doctoral dissertation.

Doctoral Dissertation (18 credits). Every degree candidate must submit a dissertation that is the result of original research and shows evidence of ability in independent investigation. The dissertation must be a real contribution to knowledge, show a mastery of the literature, and be written in a creditable prose style. A formal, public defense must take place on the UO campus at a date set by the committee chair and approved by the Graduate School.

Graduate Courses

Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry; Economics; English; Geography; Geological Sciences; History; Landscape Architecture; Philosophy; Physics; Planning, Public Policy and Management; Political Science; and Sociology and from the International Studies Program and the School of Law. Consult the individual department listings in this catalog for course descriptions.

Environmental Studies Courses (ENVS)

196 Field Studies: [Topic] (1–5R) R with instructor's consent.

198 Laboratory Projects: [Topic] (1–2R) R with instructor's consent.

199 Special Studies: [Topic] (1–5R)

201 Introduction to Environmental Studies: Social Sciences (4) Contributions of the social sciences to analysis of environmental problems. Topics include human population; relations between social institutions and environmental problems; and appropriate political, policy, and economic processes. Walker.

202 Introduction to Environmental Studies: Natural Sciences (4) Contributions of the natural sciences to analysis of environmental problems. Topics include biological processes, ecological principles, chemical cycling, ecosystem characteristics, and natural system vulnerability and recovery. Bridgham.

203 Introduction to Environmental Studies: Humanities (4) Contributions of the humanities and arts to understandings of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse. Toadvine.

345 Environmental Ethics (4) Key concepts and contemporary positions surveyed; includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory. Prereq: ENVS 201, 202, 203 or equivalent.

350 Ecological Footprint of Energy Generation (4) Detailed study of the ecological consequences of all forms of energy generation including fossil fuels and alternative energy sources. Prereq: ENVS 201, 202, 203. Bothun.

355 Environmental Data Analysis and Modeling (4) Statistical methods of data modeling and analysis with specific application to environmental data sets. Prereq: ENVS 202, MATH 252 or equivalent.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–12R) R with instructor's consent.

403 Thesis (1–8R)

404 Internship: [Topic] (1–18R)

405 Reading and Conference: [Topic] (1–18R)

406 Field Studies: [Topic] (1–12R) R with instructor's consent.

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–8R)

409 Practicum: [Topic] (1–12R) R with instructor's consent.

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

411/511 Environmental Issues: [Topic] (4R)

In-depth examination of a particular environmental topic such as global warming, ecosystem restoration, energy alternatives, geothermal development, public lands management, or environmental literature. **R** twice when topic changes for maximum of 12 credits.

420/520 Perspectives in Nature and Society

(4) Comparative exploration of social science approaches to environmental issues. Focus on interaction of social institutions, culture, politics, and economy with the physical landscape. Prereq: ENVS 201. Walker.

435/535 Environmental Justice (4) Law and history of environmental justice, impact on current decisions. Focus on civil rights law, perception of risk, and relation of sustainability and equity. Prereq: ENVS 201. Not offered 2004–5.

440/540 Environmental Aesthetics (4) Explores aesthetic experience of nature through philosophical perspective; emphasizes nature and art; beauty and the sublime; embodiment, culture, and science; and ethics, conservation, and preservation. Prereq: ENVS 345, PHIL 340.

450/550 Political Ecology (4) Examines how social relations and economic, social, and cultural contests over control of natural resources shape human interactions with the environment. Theory and case studies. Prereq: ENVS 201. Walker.

465/565 Wetland Ecology and Management (4) Examines management, law, and policies related to wetlands in an ecological framework; includes wetland type definitions, classification, distribution, formation and development, and restoration. Prereq: BI 370, GEOG 322; or GEOG 360.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R) R with instructor's consent.

602 Supervised College Teaching (1–5R) R with instructor's consent.

603 Dissertation (1–16R)

604 Internship: [Topic] (1–5R) R for maximum of 10 credits

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

R with instructor's consent and faculty approval.

606 Field Studies: [Topic] (1–16R) R for maximum of 10 credits.

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

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

Ethnic Studies

Program Director

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5268 University of Oregon,
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<http://www.uoregon.edu/~ethnic/>

Faculty

Jayna J. Brown, assistant professor (African American women's performance, cross-Atlantic literatures, cultural studies). B.A., 1991, San Francisco State; M.A., 1995, Ph.D., 2001, Yale. (2000)

Adria Imada, assistant professor (U.S. empire; performance and popular culture; Hawaii, Pacific islands, and Asian America). B.A., 1993, Yale; Ph.D., 2003, New York. (2003)

Brian Klopotek, acting assistant professor (Native Americans of the Southeast, ethnohistory, Native Americans and gender). B.A., 1994, Yale. (2003)

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

Executive Committee

Lynn H. Fujiwara, women's and gender studies
Shari M. Huhndorf, English
Peggy Pascoe, history
Jiannbin Lee Shiao, sociology
Naomi Zack, philosophy

Participating Faculty

Carlos Aguirre, history
Steven W. Bender, law
Arif Dirlik, history
Karen J. Ford, English
Anthony S. Foy, English
Gordon C. Nagayama Hall, psychology
David Leiwei Li, English
Jeffrey Ostler, history
Peggy Pascoe, history
Scott L. Pratt, philosophy
Robert C. Proudfoot, international studies
Judith Raiskin, women's and gender studies
Lynn Stephen, anthropology
Cynthia H. Tolentino, English
Mia Tuan, sociology

About the Program

The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino, and Native American descent. As an element of American identity that cuts across disciplinary categories, ethnicity requires a mode of study that draws on the humanities and the social sciences as well as interdisciplinary sources such as cultural studies. Ethnicity also must be addressed historically and comparatively, paying attention to the five centuries of experience of underrepresented communities in North America and the perspectives of other societies—such as Mexico, Brazil, and Peru—where cognate experiences have had their own cultural and political expressions. In that spirit, the participating faculty of the program is an open roster of scholars committed to giving students a wide array of approaches to this challenging topic. Many courses, including the introductory sequence, are interdisciplinary. Above all, the program seeks to convey knowledge and understanding of ethnicity in the United States and to help students learn about the opportunities

and responsibilities they have as citizens in an increasingly multicultural nation.

Ethnic studies courses that satisfy university general-education requirements are listed under Group Requirements and Multicultural Requirement in the **Registration and Academic Policies** section of this catalog.

Undergraduate Studies

Students may earn a major or minor in ethnic studies. The program's goal is to encourage student awareness of the ethnic and culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related ethnic studies courses can enrich their academic programs.

Courses applied to a major or minor in ethnic studies may not be used to satisfy major or minor requirements for other programs.

Upper-division courses with related subject matter offered in other departments may be included in an ethnic studies major or minor program by arrangement with a course's instructor and the director of ethnic studies.

Specific details and course approvals must be obtained from the ethnic studies program.

Major Requirements

The Ethnic Studies Program offers an interdisciplinary undergraduate major in ethnic studies leading to a bachelor of arts or a bachelor of science degree. Majors must construct their programs in consultation with an ethnic studies adviser. The major requires a minimum of 56 credits distributed as follows:

Lower Division	20 credits
Introduction to Ethnic Studies (ES 101, 102).....	8
Two courses in African American studies, Asian American studies, Chicano and Latino studies, or Native American studies. One course must be chosen from ES 250, 252, 254, or 256. The second must be an approved course in the same area	8
One additional 100- or 200-level course with the ES subject code.....	4
Upper Division	36 credits
Theories of Race and Ethnicity (ES 498)	4
Ethnic Studies Proseminar (ES 499)	4
Four courses with the ES subject code.....	16
Three approved courses offered in other departments	12

Majors must complete required courses with letter grades of mid-C or better and a grade point average of 2.50 or higher. At least 24 of the required upper-division credits must be taken in residence at the University of Oregon.

Minor Requirements

The interdisciplinary minor in ethnic studies requires a minimum of 28 credits distributed as follows:

Lower Division	12 credits
Introduction to Ethnic Studies (ES 101, 102).....	8
One 200-level course with ES subject code	4
Upper Division	16 credits
Four approved courses, at least two of which must have ES subject code.....	16

Upper-division courses must be taken in residence at the University of Oregon. The minor program must be planned in consultation with an ethnic studies adviser at least two terms before graduation. Courses required for the minor must be completed with letter grades of mid-C or better.

Ethnic Studies Courses (ES)

101, 102 Introduction to Ethnic Studies (4,4) Multidisciplinary study focuses on Americans of African, Asian, Latina and Latino, and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression. Sequence.

196 Field Studies: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) By arrangement with instructor and approval of program director. Prereq: ES 101.

250 Introduction to African American Studies (4) Focuses on historical, cultural, and social issues in African America and surveys scholarship in African American studies.

252 Introduction to Asian American Studies (4) Focuses on historical, cultural, and social issues in Asian America and surveys scholarship in Asian American studies.

254 Introduction to Chicano and Latino Studies (4) Focuses on historical, social, and cultural issues in Chicano and Latino communities and surveys scholarship in Chicano and Latino studies.

256 Introduction to Native American Studies (4) Focuses on historical, social, and cultural issues in Native America and surveys scholarship in Native American studies.

330 Women of Color: Issues and Concerns (4) Contemporary social issues and feminism among women of color in the United States.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

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

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–21R)

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

452/552 Race and Ethnicity and the Law: [Topic] (4R) Addresses issues of social justice and the participation of Asian Americans, African Americans, Chicanos and Latinos, and Native Americans in the legal system. Prereq: ES 102. R when topic changes.

498 Theories of Race and Ethnicity (4) Prepares majors for independent research in ethnic studies. Examines historical and contemporary theoretical works on race and ethnicity. Prereq: completion of required courses for ethnic studies major, except ES 499.

499 Ethnic Studies Proseminar (4) Capstone seminar. Focuses on concluding work and experience in ethnic studies through independent research, preparation and presentation of research paper. Prereq: ES 498.

European Studies

Alexander B. Murphy, Program Director

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European Studies Committee

David R. Castillo, Romance languages
Patricia M. Dewey, arts and administration
Evelyn Gould, Romance languages
Nathalie Hester, Romance languages
David M. Luebke, history
Fabienne Moore, Romance languages
Alexander B. Murphy, geography
George J. Sheridan Jr., history
Daniel Rosenberg, honors college
Marian Elizabeth Smith, music
Malcolm Wilson, classics

About the Program

European studies offers an interdisciplinary certificate for undergraduates in any major or professional school discipline. The program is designed for students who seek to enhance work in the major with a broad and comparative knowledge of Europe. The program certifies a student's special expertise in the subject, as having acquired a knowledge of Europe beyond that of a single discipline or that concentrated on one country or part of Europe.

The program combines a small number of required core courses that address cross-national topics over a broad sweep of time. Elective courses, chosen by the student with the advice of the European studies director, ensure some diversity beyond the field of the student's major.

Certificate Requirements

The College of Arts and Sciences administers an undergraduate certificate program in European studies, overseen by the European Studies Committee.

To earn a certificate, a student must take the two core courses, in any order, and four elective courses approved by the European studies director, and must complete the foreign language and significant paper or project requirements as specified below.

Core and elective courses applied to the certificate must be taken for letter grades and passed with grades of C– or better.

Students seeking to qualify for a European studies certificate should consult the program director as early as possible. Developing the plan for elective courses with the director's help ensures that the courses selected contribute to a diverse knowledge of Europe.

No later than two terms before graduation, the student must notify the program director of intent to graduate for verification of European studies course work and transcript evaluation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Core (8 credits)

Geography of Europe (GEOG 202) and The Idea of Europe (HIST 420)

Electives (12–16) credits

Four 3- or 4-credit courses—at least two at the 300 or 400 level—that significantly diversify, in either national-regional or disciplinary terms, the student's knowledge of Europe beyond the field of the student's major. For students with one major, this typically means courses outside the student's department, although exceptions are possible with the approval of the European studies director prior to taking the course. For students with more than one major, or with a major and a minor, courses in the second major or the minor may be applied to the fulfillment of the elective requirement for European studies.

Foreign Language

For bachelor of arts degree candidates, one European second language through the third-year college level. For other bachelor's degree candidates, one European second language through the second-year college level.

Significant Paper or Project

A research paper on a European topic appropriate to the student's interests is the final requirement. For students majoring in performance disciplines such as music, theater, or the fine arts, a project that draws on these crafts may be substituted for the research paper. The paper or project requirement may be satisfied by work done in the student's major, such as a seminar paper, as long as the content of the paper or project is focused primarily on Europe. The requirement may also be satisfied by a paper done for any of the courses listed below. Students who want to satisfy the requirement in this way must notify the instructor of their intention to do so at the outset of the term, so that the instructor can evaluate the paper with this intent in mind. The requirement may also be satisfied by a research paper done under the supervision of a professor in any field for 3 graded credits, such as a paper for Thesis (305). The instructor's agreement to supervise must be obtained in advance, and the 403 subject code may be either in that instructor's department or EURO 403.

European Studies Courses (EURO)

399 Special Studies: [Topic] (1–5R)

403 Thesis (1–9R)

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

407 Seminar: [Topic] (1–6R)

410 Experimental Course: [topic] (1–6R)

Additional Courses

Geography. Geography of Europe (GEOG 202)

History. The Idea of Europe (HIST 420)

Political Science. European Politics (PS 324)

Folklore

Sharon R. Sherman, Program Director

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Participating Faculty

Doug Blandy, arts and administration
Edwin L. Coleman II, English
Matthew Dennis, history
Dianne M. Dugaw, English
Marion Sherman Goldman, sociology
Kingston Heath, historic preservation
Kenneth I. Helphand, landscape architecture
Shari M. Huhndorf, English
Mark Levy, music
Michael Majdic, media services
Anne Dhu McLucas, music
Jeffrey Ostler, history
Dorothee Ostmeier, Germanic languages and literatures
Donald L. Peting, architecture
Leland M. Roth, art history
Philip W. Scher, anthropology
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Ronald Wixman, geography
Daniel N. Wojcik, English
Stephanie Wood, history

About the Program

The interdisciplinary Folklore Program offers perspectives on ethnic, regional, occupational, age, gender, and other traditional identities of individuals in specific societies and cultures. Students in the program explore the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world. Folklore courses examine the historical, cultural, social, and psychological dimensions of such expressive forms of behavior as myth, legend, folktale, music, folk song, dance, art, and architecture; delve into specific cultures; and make cross-cultural comparisons. Theoretical analysis, research methods, and fieldwork techniques, with emphasis on film and video documentation and presentation, are integral parts of the program offerings in folklore.

Resources

Film and Folklore

Among its many approaches to the study of folklore, a major strength of the Folklore Program is its emphasis on the use of film and video. Students who want to use film and video in their study of folklore receive the theoretical and practical training necessary to document and present folklore visually. Tutorial training is available in equipment use, fieldwork methodologies, and editing. Although the program encourages shooting in the field, the School of Journalism and Communication and the off-campus Community Cable Access Center offer studio training.

Folklore Archive

The Randall V. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and

audio and visual materials including audio- and videotapes and more than 7,000 slides. A six-part indexing and cross-referencing system makes the data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public.

Undergraduate Studies

Students may earn a certificate in folklore while completing major and degree requirements in another department or school. A primary goal of the program is to encourage students to become more aware of the culture-based dimensions and applications of their particular major fields. Students of literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related folklore courses can enrich their degree programs.

Certificate in Folklore

Students may satisfy requirements for a folklore certificate by completing, with grades of mid-C or better, the folklore core and approved electives listed below:

Folklore Core	12 credits
Introduction to Folklore (ENG 250).....	4
Two of the following: Folklore and U.S. Popular Culture (ENG 255), Art and Human Values (AAD 250), World Cultures (ANTH 161)	8
Approved Electives	20 credits
American Folklore (ENG 484) or Field Studies (FLR 406) or Practicum (FLR 409)	4
Upper-division FLR courses (8-credit minimum) and related courses in other disciplines (8-credit maximum).....	16

At least two terms before graduation, students who want to apply for a folklore certificate must consult a folklore adviser to obtain authorization and course-work approval.

Graduate Study in Folklore

To earn a master of arts (M.A.) or master of science (M.S.) degree in Interdisciplinary Studies: Individualized Program: Folklore, students create a plan of study that combines folklore and two additional areas of interest. Students typically select English or anthropology as the second area, and the third area from such disciplines as history, music, art, journalism, or geography. A thesis or terminal project is required for completion of the degree. Students working toward an M.A. degree must demonstrate competence in a second language.

The Department of English's Ph.D. program offers a structured emphasis in folklore.

Folklore Courses (FLR)

- 198 Workshop: [Topic] (1–2R)
- 199 Special Studies: [Topic] (1–5R)
- 399 Special Studies: [Topic] (1–5R)
- 401 Research: [Topic] (1–6R)
- 403 Thesis (1–6R)
- 404 Internship: [Topic] (1–6R)
- 405 Reading and Conference: [Topic] (1–6R)
- 406 Field Studies: [Topic] (1–6R)
- 407/507 Seminar: [Topic] (1–5R)
- 408/508 Workshop: [Topic] (1–5R)
- 409 Practicum: [Topic] (1–6R)

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

411/511 Folklore and Religion (4) Explores the role of folklore in people's religious lives with particular emphasis on narrative, beliefs, rituals, celebrations, pilgrimage, and ecstatic states. Wojcik.

412/512 Folklore of Subcultures (4) Examines recent research on subcultures, especially the relation of folklore to subcultural identity and communication, and the ways folklore may challenge or reinforce dominant ideologies. Wojcik. Not offered 2004–5.

413/513 Folk Art and Material Culture (4) Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life. Sherman, Wojcik.

483/583 Folklore and Mythology of the British Isles (4) Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Dugaw, Sherman. Not offered 2004–5.

485/585 Film and Folklore (4) The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods as related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Sherman.

486/586 African American Folklore (4) Not offered 2004–5.

491/591 Anglo-American Ballad and Folk Song (4) Study of popular ballads in the Anglo-American tradition—styles, origins, forms, content, and dissemination. History and influence of popular media. Dugaw. Not offered 2004–5.

503 Thesis (1–6R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–16R)

604 Internship: [Topic] (1–6R)

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

606 Field Studies: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–6R)

609 Terminal Project (1–6R)

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

681 History and Theory of Folklore Research (5) Examines nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present. Dugaw, Sherman, Wojcik.

Additional Courses

Consult the program's tip sheet each term for special offerings that fulfill degree requirements.

Other undergraduate and graduate courses with related subject matter—including approved Reading and Conference (405, 605), Seminar (407/507, 607), and Experimental Course (410/510, 610)—may be applied to folklore certificate programs by arrangement with the instructors and the folklore director. For descriptions of the following courses, see departmental sections of this catalog.

Anthropology. Anthropology of Life Stories (ANTH 222), Women and Culture II: Creativity and Symbols (ANTH 315), Native North Americans (ANTH 320), The Americas: Indigenous Perspectives (ANTH 325), Culture and Psychology (ANTH 413/513), Field Methods in Cultural Anthropology (ANTH 417), Performance, Politics, and Folklore (ANTH 419/519), Culture, Illness, and Healing (ANTH 420/520), Jewish Folklore

and Ethnology (ANTH 429/529), Balkan Society and Folklore (ANTH 430/530), Approaches to the Symbolic (ANTH 435/535)

Architecture. Vernacular Building (ARCH 434/534)

Art History. Museology (ARH 411/511)

Arts and Administration. Art and Human Values (AAD 250), Museum Education (AAD 429/529) Art in Society (AAD 450/550), Art and Community Service (AAD 451/551), Arts Administration (AAD 460/560)

Dance. Dance and Folk Culture (DAN 301), Dance in Asia (DAN 302)

English. Introduction to Folklore (ENG 250), Folklore and U.S. Popular Culture (ENG 255) Studies in Mythology (ENG 482/582), American Folklore (ENG 484/584), American Popular Literature and Culture (ENG 487/587), Race and Representation in Film. (ENG 488/588), Folklore (ENG 680)

Geography. Geography of Languages (GEOG 444/544), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. African American History (HIST 250, 251), Precolonial Africa (HIST 325), Colonial and Postcolonial Africa (HIST 326), The American West (HIST 466/566, 467/567), American Indian History (HIST 469/569)

International Studies. Cross-Cultural Communication (INTL 431/531)

Judaic Studies. American Jewish Cultures (JDST 330)

Landscape Architecture. Contemporary American Landscapes (LA 375)

Music. East European Folk Ensemble (MUS 390, 690), Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 451/551), Musical Instruments of the World (MUS 452/552), Folk Music of the Balkans (MUS 453/553), Music of India (MUS 454/554)

Religious Studies. Chinese Religions (REL 302), Japanese Religions (REL 303), Buddhism and Asian Culture (REL 330)

Romance Languages. Survey of Spanish American Literature (SPAN 318, 319)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445/545)

Theater Arts. Multicultural Theater (TA 472/572)

General Science

James M. Schombert, Program Director

(541) 346-3288

149 Willamette Hall

<http://darkwing.uoregon.edu/~gensci/>

Program Committee Faculty

Alan Dickman, biology

Thomas R. Dyke, chemistry

Eugene D. Humphreys, geological sciences

James A. Isenberg, mathematics

Gary A. Klug, human physiology

John R. Lukacs, anthropology

James M. Schombert, physics

Cathy Whitlock, geography

Christopher B. Wilson, computer and information science

About the Program

The general science curriculum allows students to design academic programs that satisfy the requirements for a bachelor of science degree and provide more breadth than traditional science programs. Many exciting areas of scientific inquiry, such as the neurosciences, environmental sciences, and biophysical sciences, require broad science backgrounds and encompass several disciplines. Students planning graduate study or technical careers in one of these areas or careers in the health sciences, in science education, or in a science-related business or social service might be best served by a well-designed multidisciplinary science program.

One strength of the General Science Program is its flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science adviser and taking advantage of the expertise of faculty members who serve on the program committee. Course sequences that meet requirements for professional schools and training programs should be selected in consultation with program advisers or committee members. Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require completion of additional courses beyond those required for the general science major.

Examples of cross-disciplinary fields, and the subject-matter areas that might be combined in designing a program, are given below:

Animal behavior and ethology—anthropology, biology, psychology

Biophysical sciences—biology, chemistry, human physiology, physics

Cognitive sciences—computer and information science, mathematics, psychology

Environmental sciences—biology, chemistry, geography, geological sciences, physics

Neurosciences—biology, chemistry, psychology

General science majors are encouraged to consult with their advisers during the junior year to ensure that their remaining course work is structured to meet all the requirements for the major. Students should notify the General Science Program office of their intention to graduate at least one term before the proposed graduation date.



Preparation. High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest. Students planning to transfer into the General Science Program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the university's general education requirements for a bachelor's degree. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with general science advisers or committee members.

Upon admission, transfer students should consult a general science adviser in the program office.

Careers. Through the General Science Program, prehealth science students preparing for careers in medicine, dentistry, or related fields can meet professional school admission requirements. General science, when combined with a minor or a second major, can work well for students planning careers in science-related business, public relations, and human services.

Graduate Studies. Most graduate programs in science require a year each of physics and organic chemistry.

Major Requirements

Lower Division

The following lower-division courses must be completed with grades of C– or P (pass) or better. Courses graded N (no pass) or F may be repeated for credit.

1. Calculus I,II (MATH 251, 252) **or** Calculus for Biological Sciences I,II (MATH 246, 247)
2. Three of the sequences or three-course combinations listed below. At least two of the sequences must include or be accompanied by the corresponding laboratories:

Anthropology. One from Introduction to Human Origins (ANTH 170) or Introduction to Biological Anthropology (ANTH 270), and two from Introduction to Monkeys and Apes (ANTH 171), Introduction to Human Adaptability (ANTH 172), Human Evolution (ANTH 361), Human Biological Variation (ANTH 362), Human Osteology Laboratory (ANTH 366)

Biology. Three from General Biology I,II,III,IV: Cells, Organisms, Populations, Biochemistry and

Genetics (BI 211, 212, 213, 214) or Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 251, 252, 253)

Chemistry. General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Computer and Information Science. Computer Science I,II,III (CIS 210, 211, 212)

Geography. The Natural Environment (GEOG 141), Global Environmental Change (GEOG 143), and one from Climatology (GEOG 321), Geomorphology (GEOG 322), or Biogeography (GEOG 323)

Geological Sciences. Earth's Dynamic Interior (GEOL 101), Earth's Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) or Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203)

Physics. General Physics (PHYS 201, 201, 203) with laboratories (PHYS 204, 205, 206) or Foundations of Physics I (PHYS 251, 252, 253)

Upper Division

The upper-division requirements listed below are for students who declared the general science major fall 2000 or later. Students who declared the major before fall 2000 follow the requirements that were in effect when they declared the major.

1. Complete a minimum of 32 credits in approved science courses numbered 300 and above. At least 24 of these credits must be taken for letter grades and passed with grades of C– or better
 2. Two areas of emphasis are required. At least 12 upper-division credits must be completed in each of two sciences. Courses applied to the emphasis requirement must be taken for letter grades
 3. Tutorials may not be included. Courses numbered 400–410, 507, 508, or 510 may not be included unless approved in advance by the general science coordinator
 4. Upper-division credits used to satisfy minimum requirements of another major may not be used to satisfy upper-division requirements in general science
 5. At least 24 upper-division science credits must be completed at the University of Oregon to meet the general science residency requirement
- Upper-division courses may be selected from:

Anatomy. ANAT 311, 312, 314, 315

Anthropology. Courses in human and primate anatomy and evolution (ANTH 461–463, 467, 469, 471, 473)

Biology. BI 307 or a higher numbered course (including Oregon Institute of Marine Biology courses)

Chemistry. CH 331–339, 360, 411–470

Computer and Information Science. CIS 313–315, 415–471

Geography. Physical geography courses (GEOG 416, 421–432, 472)

Geological Sciences. GEOL 311–350, 353, 414–473

Human Physiology. HPHY 313, 314, 316, 317, 333–381, 432, 463, 471

Mathematics. MATH 315–352, 411–466 (MATH 425 only with completion of 426)

Physics. Physics courses (PHYS 351–390; 411–490; 492, 493)

Psychology. Courses in the experimental and physiological areas (PSY 302–304, 430–450, 494)

Honors Program

Students preparing to graduate with honors in general science should notify the program director no later than the first term of the senior year.

Honors in general science center on a thesis, which is the culmination of research conducted under the direction of a faculty adviser. The adviser does not need to be a member of the general science committee.

To graduate with honors, students must have at least a 3.50 overall grade point average and a GPA of 3.50 or better in the sciences. In addition, they must complete 9 credits of Research (401) or Thesis (403) or both in the appropriate department. These credits must be distributed over at least two terms and cannot be used to fulfill emphasis-area requirements.

Upon approval of the thesis by the adviser and the program director, honors in general sciences are awarded.

For guidelines and calendar, see a general science adviser.

Program Planning

Information about program planning and detailed sample programs are available in the General Science Program office. Prehealth science students who choose the general science major should design their programs to meet the admission requirements of the professional school of their choice. See also Preparatory Programs in the **Academic Resources** section of this catalog.

Kindergarten through Secondary Teaching Careers

An academic major in general science can provide a strong background for certain teacher-education licensure programs. Students interested in teaching general science in middle school and junior high school should be aware that the integrated science endorsement requires broader preparation than the minimum requirements for the general science major. The College of Education offers a fifth-year program for middle-secondary teaching licensure in science. See the **College of Education** section of this catalog.

Geography

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Faculty

Patrick J. Bartlein, professor (climatology, data analysis and visualization). B.A., 1972, M.S., 1975, Ph.D., 1978, Wisconsin, Madison. (1982)

Shaul E. Cohen, associate professor (political, environmental, cultural; Middle East). B.A., 1983, Clark; M.A., 1987, Ph.D., 1991, Chicago. (1996)

Susan W. Hardwick, professor (migration, ethnic geography, urban). B.S., 1968, Slippery Rock, M.A., 1976, California State, Chico; Ph.D., 1986, California, Davis. (2000)

W. Andrew Marcus, associate professor (earth science, geomorphology, remote sensing). B.Sc., 1978, Stanford; M.A., 1983, Arizona; Ph.D., 1987, Colorado. (2001)

Patricia F. McDowell, professor (geomorphology, river management and restoration, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison. (1982)

Alexander B. Murphy, Rippey Chair in Liberal Arts and Sciences and professor (cultural and political geography, Europe, law and geography). B.A., 1977, Yale; J.D., 1981, Columbia; Ph.D., 1987, Chicago. (1987)

Lise Nelson, assistant professor (cultural and political geography, international rural development, feminist theory). B.A., 1990, Oregon; M.A., 1996, Ph.D., 2000, Washington (Seattle). (2000)

Peter A. Walker, assistant professor (cultural and political ecology, human-environmental relations, Africa). B.A., 1986, California, Berkeley; M.S., 1990, Harvard; Ph.D., 1997, California, Berkeley. (1997)

Cathy Whitlock, professor (biogeography, Quaternary paleoecology). B.A., 1975, Colorado College; M.S., 1979, Ph.D., 1983, Washington (Seattle). (1990)

Ronald Wixman, professor (Former Soviet Union, eastern Europe, cultural geography). B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. (1975)

Special Staff

James E. Meacham, research associate (geographic information systems, cartographic design and production); administrative and research director, InfoGraphics Laboratory. B.A., 1984, M.A., 1992, Oregon. (1992)

Gary H. Searl, assistant professor (geographic education, Oregon). B.B.A., 1959, M.S., 1996, Oregon. (1968)

Emeriti

Stanton A. Cook, professor emeritus. A.B., 1951, Harvard; Ph.D., 1960, California, Berkeley. (1960)

Carl L. Johannessen, professor emeritus. B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley. (1959)

Clyde P. Patton, professor emeritus. A.B., 1948, M.A., 1950, Ph.D., 1953, California, Berkeley. (1958)

Edward T. Price, professor emeritus. B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley. (1963)

Everett G. Smith Jr., professor emeritus. B.A., 1953, M.A., 1956, Illinois; Ph.D., 1962, Minnesota. (1965)

Alvin W. Urquhart, professor emeritus. A.B., 1953, M.A., 1958, Ph.D., 1962, California, Berkeley. (1960)

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

Undergraduate Studies

Undergraduate students in the Department of Geography develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them. Lower-division courses are open to any student at the university; only Global Environmental Change (GEOG 143) has a prerequisite. For students transferring to the university in their third year, preparation in introductory college geography courses is desirable.

An undergraduate major in geography follows a broadly based general degree program. Both bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department. To achieve depth in a particular subfield of geography, electives are chosen from one of four tracks: environmental geography; culture, politics, and place; geographic information science; and geographic education.

General Requirements for a Bachelor's Degree in Geography

Bachelor of Arts (B.A.). Geography majors seeking a B.A. degree must demonstrate proficiency in a second language by passing the third term of a second-year university language course with a grade of C– or better or by examination indicating an equivalent level of proficiency.

Students considering graduate school should complete both the mathematics and language requirements.

Bachelor of Science (B.S.). Geography majors seeking a B.S. degree must complete a mathematics sequence that satisfies the university's mathematics requirement for a B.S. degree. Mathematics courses must be passed with a grade of at least C– or P. For the environmental geography track, a statistics sequence or a calculus sequence is recommended. For the geographic information science track, a computer programming sequence is recommended.

Although a degree in geography is a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, cartography, or geographic information science.

Group Requirements. All undergraduates must satisfy group requirements. For details see Group Requirements in the **Registration and Academic Policies** section of this catalog.

Geography majors should consult their advisers to determine which group-satisfying courses best support their major.

Major Requirements

The geography major requires a minimum of 48 credits in geography courses or specific environmental studies courses. At least ten courses (40 credits) must be taken in geography core subjects, and at least two elective courses (8 credits) are required in one of the four geography tracks.

At least eight geography courses must be taken for a letter grade. A grade of C– or better or P (pass) is required in each course, and a GPA of 2.25 or better is required in courses used to satisfy major requirements.

Introductory Geography (12 credits). The Natural Environment (GEOG 141), Human Geography (GEOG 142), and Global Environmental Change (GEOG 143).

Regional and Synthesis Geography (4 credits). One course selected from Introduction to Environmental Studies: Social Sciences (ENVS 201) World Regional Geography (GEOG 201), Geography of Europe (GEOG 202), Geography of Russia and Neighbors (GEOG 204), Geography of Pacific Asia (GEOG 205), Geography of Oregon (GEOG 206), Geography of the United States and Canada (GEOG 208), Geography of the Middle East and North Africa (GEOG 209), Geography of Latin America (GEOG 214), Watershed Science and Policy (GEOG 360), Advanced Geography of European-American Regions (GEOG 470), Advanced Geography of Non-European-American Regions (GEOG 475).

Techniques for Geographers (8 credits). Two courses selected from Maps and Geospatial Concepts (GEOG 311), Geographic Field Studies (GEOG 313), Geographic Data Analysis (GEOG 314) or Statistical Methods I (MATH 425), Advanced Cartography (GEOG 411), Advanced Geographic Data Analysis (GEOG 414), Introductory Geographic Information Systems (GEOG 416), Fundamentals of Remote Sensing (GEOG 418), Advanced Geographic Information Systems (GEOG 472).

Physical Geography (8 credits). Two courses selected from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Advanced Biogeography (GEOG 423), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Vegetation History and Ecosystem Dynamics (GEOG 431), Climatological Aspects of Global Change (GEOG 432).

Human Geography (8 credits). Two courses selected from Population and Environment (GEOG 341); Geography of Globalization (GEOG 342); Society, Culture, and Place (GEOG 343); Political Geography (GEOG 441); Urban Geography (GEOG 442); Culture, Ethnicity, and Nationalism (GEOG 445); Geography of Religion (GEOG 446); Environmental Alteration (GEOG 461); Historical and Contemporary Views of the Environment (GEOG 462); Geography, Law, and the Environment (GEOG 463); Forests and the Human Experience (GEOG 464); Environment and Development (GEOG 465).

Electives (8 credits). Two 400-level courses chosen from one of the following four tracks. Bachelor of arts candidates may choose any track except geographic information science. Bachelor of science candidates may choose environmental geography or geographic information science. It is possible to create an independent track with the approval of a department adviser.

Environmental Geography—two from GEOG 414, 421, 422, 423, 425, 427, 430, 431, 432, 461, 462, 463, 464, 465.

Culture, Politics, and Place—two from GEOG 441, 442, 445, 446, 461, 462, 463, 465.

Geographic Information Science—two from GEOG 411, 414, 416, 418, 472.

Geography Education—two from GEOG 441, 442, 445, 462, 470, 475 or other upper-division courses with approval of the adviser.

Seminar (GEOG 407) and Experimental Course (GEOG 410) may be used to satisfy the elective requirement if the topic is appropriate and a department adviser approves.

Honors Programs

The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography.

The Department of Geography also offers an honors option for its majors. More information is available in the department office.

Minor Requirements

To complete the minor in geography, students must take at least six courses (24 credits) in geography, including one regional or techniques course, one upper-division physical course, and one upper-division human course. At least four geography courses must be taken for a letter grade; grades of C– or better or P must be earned in all geography courses applied to the minor.

Double Major

Geography is an excellent second field for environmental studies and environmental science majors because it provides grounding in physical and human systems within which environmental topics are situated. Similarly, environmental studies and environmental science are both excellent second fields of study for geography majors. Declaring a second major in one of these two areas will help deepen a student's understanding of the earth's human and environmental systems. Specific information about requirements for adding a second major in geography is available on the department's website.

Internships in Geographical Techniques

Internships are unpaid off-campus work experiences involving approximately ten hours of work a week. Students receive up to four credits in one term, and internships may be extended to a second term with prior departmental approval. Interns use geographic techniques in the service of government, private industry, or nongovernmental organizations. Internships are initiated by students or may come at the suggestion of a faculty member or the request of an employer. Past interns have worked in the Eugene Planning Department, the U.S. Department of Agriculture Forest Service, Lane County Soil Conservation District, and many other organizations and agencies.

Kindergarten through Secondary Teaching Careers

Student who complete a degree with a major in geography are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department's education adviser, Susan Hardwick; see also the **College of Education** section of this catalog.

Graduate Studies

Graduate work leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees is offered.

A special option in the master's program emphasizing geography and education is available for students with public school teaching licensure.

The department's graduate programs emphasize human geography, physical geography with an emphasis on environmental change and Quaternary studies. The master's program may be a more generalized study of cultural, physical, or environmental geography. The Ph.D. program closely follows the research interests of the geography faculty. Students follow an individualized program that includes courses and seminars in related disciplines.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their training to geographic problems.

Admission

The Department of Geography only accepts applications for admission fall term. Application materials should arrive by February 1 to be considered the following fall term. The department notifies applicants of the admission decision around April 1. Graduate teaching fellowships typically are awarded once a year, in April.

The department's website has online application materials and information about the application process. Apply to the Graduate School online or download an application form.

Applicants must submit scores from the Graduate Record Examinations general test; the subject test in geography is not required. There is no minimum requirement for GRE scores.

International students whose native language is not English must submit results from the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required by the department, and the applicant must have taken the test within five years of the date of application.

Prepare two sets of official transcripts showing all college-level work and degrees earned. Send one set to the geography department and the other set to the university's Office of Admissions.

Send three letters of recommendation and a two-to-three-page statement of purpose to the department.

General Requirements

In both the master's and the Ph.D. programs, students are expected to develop a broad background in the discipline of geography; in-depth knowledge in an area of emphasis; and the ability to conduct and report independent research, including the use of appropriate geographic techniques. The area of emphasis may combine more than one traditional subfield of geography. The Ph.D. requires development of more in-depth knowledge in the area of emphasis and a substantial independent research project resulting in a dissertation. Areas of emphasis in human geography include political and ethnic geography, cultural geography, and human-environment relations. Areas of emphasis in physical geography include biogeography, vegetation history and

palynology, climatology, and geomorphology. Environmental studies in the department focus on global environmental change, forest issues, river and watershed issues, and politics, policy and law. In geographic techniques, cartography, data analysis, visualization, and geographic information systems are emphasized. Geographic education is another area of focus. The department also offers course work and faculty expertise in the American West, Europe (both West and East), Russia and neighboring states, Latin America, and Africa.

To ensure breadth of knowledge in the discipline, Ph.D. and master's degree candidates must complete the following courses or their equivalents: Cartographic Methods (GEOG 311) or Introductory Geographic Information Systems (GEOG 516); Geographic Data Analysis (GEOG 314); two upper-division courses in physical geography from different subfields; and two upper-division courses in human geography from different subfields.

Theory and Practice of Geography (GEOG 620) and Current Trends in Geography (GEOG 621) must be taken during the first year the graduate student is in residence. Each graduate student must take Workshop (GEOG 608) for 1 credit every winter and spring term that the student is in residence.

For students following the master's degree option in geography and education, some substitutions for these course requirements may be authorized by the departmental coordinator for that option.

Master's Degree Program

General Geography Program. The general master's degree in geography emphasizes broad understanding of physical and human geography and basic geographic techniques. Students develop specialized research skills during work on the thesis. Beyond the general requirements for graduate students in geography, two graduate seminars (GEOG 507 or 607), one in human geography and one in physical geography, are required of each candidate.

Students must demonstrate skill in a second language, which may be met either by passing a second-year university foreign language course during the seven-year period prior to the receipt of the master's degree or by passing the Graduate Student Foreign Language Test (GSFLT) in the twenty-fifth percentile or better.

Where appropriate for the thesis or dissertation topic and with the approval of the advisory committee, computer programming skills may be substituted for the second language. These skills typically are demonstrated by completing a minimum of two approved courses and writing a program used in the thesis research.

A committee of two geography faculty members supervises the research and writing of a master's thesis that shows evidence of original research and writing. The student must enroll in Thesis (GEOG 503) for 9 credits, at least 3 of which must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.

Geography and Education. The geography and education option relates geographic research methods and perspectives to teaching social

studies at any level. Course and seminar requirements parallel those for the general geography master's program, but teacher licensure is deemed to be a substitute for foreign language competence. Students must take at least one workshop (GEOG 608) that is designed for this option. A final written examination administered by a departmental committee is required. A learning activity project is substituted for the thesis.

Students interested in this option must have public school teaching licensure and must indicate their intent to pursue the option before being admitted to the graduate program. Completion of the geography and education option by itself does not lead to additional licensure in the state of Oregon.

Graduate students admitted to the department's summer master's degree program must seek formal admission if they decide to enter the regular geography graduate program.

Doctoral Program

The Ph.D. program requires competent understanding of one of the systematic fields of geography and a broad understanding of geographic topics that enables the student to address and synthesize problems that cross the various fields of geography. Although this program is designed to suit each individual's background and interests, prospective candidates should pay attention to the systematic specialization and regional interests of the department's faculty members before applying for admission.

The candidate may use Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

Ph.D. Requirements

In addition to completing Graduate School requirements and a master's degree in geography or equivalent study that includes courses required for a master's degree in geography at the University of Oregon, the Ph.D. program requires at least two graduate-only seminars (GEOG 607)—one in human geography and one in physical geography—and the completion of a second language or technical skill. The second-language or skill requirement may be met in any of the following ways:

1. Proficiency in a second language at the level required for the master's degree or computer-programming skills
2. Advanced second-language training to the level required to pass a third-year college-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing at least three courses in cartography or advanced geographic information systems and approved advanced-level courses from outside the department

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in the following areas: a world region, a systematic field of geography, a topic that integrates several fields of geography, and

geographic thought and methodology. The student, in consultation with a faculty committee, writes four questions in each area for the comprehensive examination. Two or three questions in each area are then selected by the advisory committee, and the student prepares written answers to them during a six-week period.

Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) or research assistantships are available. Fellows receive a modest stipend, a tuition waiver, and must pay a small fee each term. GTFs usually register for 15 credits of course work each term and are assigned duties for 88 hours per term for each 0.20 full-time equivalency of their fellowship. Applications for fellowships should be received by February 1.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions that fall under this program. For work-study certification and to apply for loans or grants, a request for forms should be made to Office of Student Financial Aid and Scholarships, 1278 University of Oregon, Eugene OR 97403-1278.

Geography Courses (GEOG)

141 The Natural Environment (4) The earth's physical landscapes, vegetation patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Marcus.

142 Human Geography (4) Ways in which various cultures live and use their environments. Discussion of the changing distributions of major cultural elements. Wixman.

143 Global Environmental Change (4) Natural and human-induced environmental changes and their impact on different environmental systems. Emphasizes biophysical systems. Prereq: GEOG 141. Bartlein, Cohen.

196 Field Studies: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 World Regional Geography (4) Introduction to the world's cultural regions. Study of the cultural and environmental factors that make different parts of the world distinct. Wixman.

202 Geography of Europe (4) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Murphy.

204 Geography of Russia and Neighbors (4) Natural regions, major population groups, and the economic development of the former Union of Soviet Socialist Republics. Wixman.

205 Geography of Pacific Asia (4) Physical, cultural, and economic processes that have shaped the rural and urban landscapes of Pacific Asia. Wixman.

206 Geography of Oregon (4) Development of Oregon's natural and cultural landscapes, its natural and human resources, and its economic

development and environmental problems. Hardwick.

208 Geography of the United States and Canada

(4) Historical and geographical analysis of the physical and human geography of the U.S. and Canada. Topics include physical regions, settlement patterns, economic development, and urbanization. Offered alternate years. Hardwick.

209 Geography of the Middle East and North Africa

(4) Physical and cultural processes that have shaped the rural and urban landscapes of the Middle East and North Africa. Cohen.

214 Geography of Latin America (4) Physical, cultural, and economic processes that have shaped the rural and urban character of Latin America. Nelson.

311 Maps and Geospatial Concepts (4) Nature of map data and design and their use in cartography; introduction to cartography, geographic data analysis, remote sensing, GIS, and GPS. Special fee.

313 Geographic Field Studies (4) Research techniques in geography applied to local areas and problems. Field trip fee.

314 Geographic Data Analysis (4) Nature of geographical data sets, description and summarization of patterns, distributions, and relationships among geographical data. Special fee. Bartlein.

321 Climatology (4) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Special fee. Prereq: GEOG 143. Bartlein.

322 Geomorphology (4) Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. Special fee. Prereq: GEOG 143 or GEOL 102. McDowell.

323 Biogeography (4) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 143. Whitlock.

341 Population and Environment (4) Patterns of population growth over history and place, current policies and programs, and impacts and trends in United States and international contexts. Includes method and theory. Prereq: GEOG 142. Cohen.

342 Geography of Globalization (4) Historical and geographical dimensions of globalization; emphasizes economic and social factors. Topics include multinationals, trade agreements, sustainability, global inequalities, and racial and gender divisions of labor. Nelson.

343 Society, Culture, and Place (4) Examines ways in which geographical context reflects and shapes cultural and social processes. Importance of place and territory in human affairs. Prereq: GEOG 142. Hardwick.

360 Watershed Science and Policy (4) Physical and biological processes of watersheds; problems of land use, water quality, riparian zones, aquatic ecology; scientific basis of watershed management and policy. Special fee. Prereq: GEOG 141, or GEOL 102 or 202, or BI 130 or 213. McDowell.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–4R)

Topics are listed in the class schedule each term.

411/511 Advanced Cartography (4) Advanced topics in map design and production. Use of color, cartographic visualization, and computer-aided techniques. Special fee. Prereq: GEOG 311. Meacham.

414/514 Advanced Geographic Data Analysis: [Topic] (4R) Advanced topics in the analysis of spatial data. Special fee. Prereq: GEOG 314. Bartlein. **R** when topic changes.

415/515 Qualitative Methods in Geography (4) Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation. Prereq: GEOG 311, 341, 342, or 343.

416/516 Introductory Geographic Information Systems (4) Covers such fundamental topics as data sources, input, manipulation, analysis, output, and product generation. Special fee. Prereq: GEOG 311.

418/518 Fundamentals of Remote Sensing (4) Introduces fundamentals of the use and interpretation of remote sensing and aerial photography imagery. Special fee. Prereq: GEOG 416. Marcus.

421/521 Advanced Climatology: [Topic] (4R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Special fee. Prereq: GEOG 321. Bartlein. **R** when topic changes.

422/522 Advanced Geomorphology: [Topic] (4R) Study of one principal landforming process, its characteristics in time and space, and the resulting landforms. Special fee. Prereq: GEOG 322. **R** when topic changes. Marcus.

423/523 Advanced Biogeography: [Topic] (4R) Selected topics in biogeography including relation of plants and animals to their environment, historical changes in plant distribution, and paleogeological analysis. Special fee. Prereq: GEOG 323. **R** when topic changes. Whitlock.

425/525 Hydrology and Water Resources (4) Emphasis on surface water including precipitation, evapotranspiration, surface runoff, and stream flow. Understanding and analysis of processes. Management for water supply and quality. Special fee. Prereq: GEOG 321 or 322 and MATH 112. Marcus.

427/527 Fluvial Geomorphology (4) Hydraulics and hydrology of stream channels; channel morphology and processes; drainage network development; fluvial deposits and landforms; field and analytical methods. Required field trips. Special fee. Prereq: GEOG 322, MATH 112. McDowell.

430/530 Long-Term Environmental Change (4) Evolution of the physical landscape during the Quaternary period. Elements of paleoclimatology, paleoecology, and geomorphology. Required field trips. Special fee. Prereq: GEOG 321, 322, or 323. Bartlein.

431/531 Vegetation History and Ecosystem Dynamics (4) Vegetation change through the Quaternary period as it appears in the paleoecological record; implications for modern ecology and biogeography. Special fee. Prereq: GEOG 323 or BI 130 or 370. Whitlock.

432/532 Climatological Aspects of Global Change (4) Role of the climate system in global change, the Earth's climatic history, and potential future climatic changes. Prereq: GEOG 321, 322, or 323. Bartlein.

441/541 Political Geography (4) Spatial perspectives on global political patterns and processes. Relationship of political territories to resources,

ethnic patterns, and ideological communities. Impact of political arrangements on landscapes. Prereq: GEOG 341, 342, or 343. Murphy, Wixman.

442/542 Urban Geography (4) Urbanization throughout the world, the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Special fee. Prereq: GEOG 341, 342, or 343. Cohen, Hardwick.

445/545 Culture, Ethnicity, and Nationalism (4) Relationship of ethnic groups and nationality to landscapes, perception, and cultural geographic phenomena. Distribution of ethnic and national groups. Prereq: GEOG 341, 342, or 343. Wixman, Murphy.

446/546 Geography of Religion (4) Origin and diffusion of religions; religion, world-view, environmental perception and alteration; religion, territory, the organization of space. Prereq: GEOG 142. Wixman.

461/561 Environmental Alteration (4) Human alterations of the earth's major ecosystems. Consequences of human activity at different times and places with respect to soils, atmosphere, vegetation, landforms, and water. Prereq: GEOG 341, 342, 343, or ENVS 201.

462/562 Historical and Contemporary Views of the Environment (4) Ways in which humans have thought about their place in nature. Environmental ideas that emphasize concepts of ecology. Prereq: GEOG 341, 342, 343, or ENVS 201. Walker.

463/563 Geography, Law, and the Environment (4) Values underlying American legal approaches to environmental issues; the role of laws in reflecting and shaping human understanding and use of the environment. Special fee. Prereq: GEOG 341, 342, 343, or ENVS 201. Murphy.

464/564 Forests and the Human Experience (4) Examines relationships between culture and environment in the development of Western civilization. Draws upon contemporary and historical sources, and uses the campus as a laboratory. Prereq: GEOG 341, 342, or 343. Cohen.

465/565 Environment and Development (4) Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world. Prereq: GEOG 341, 342, or 343. Nelson.

470/570 Advanced Geography of European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the European-American world. Prereq: GEOG 201 or another course on the region of study or equivalent. Hardwick. **R** when region changes.

471/571 North American Cultural Landscapes (4) Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Prereq: GEOG 341, 342, or 343.

472/572 Advanced Geographic Information Systems (4) Use of advanced GIS software for analytical and cartographic purposes. Special fee. Prereq: GEOG 416/516 or equivalent.

475/575 Advanced Geography of Non-European-American Regions: [Topic] (4R) Examination of the settlement patterns, regional economies, political organization, and character of the landscapes of selected major regions of the non-European and American world. Prereq: GEOG 201 or another

course on the region of study. **R** when region changes.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R) Murphy.

609 Practicum: [Topic] (1–16R)

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

620 Theory and Practice of Geography (4) Overview of the nature of geography, its development as an academic discipline, contemporary issues, and problems in major subfields. Emphasizes metatheory. Prereq: graduate standing in geography. Murphy.

621 Current Trends in Geography (3) Current theoretical and substantive research trends in selected subfields of geography. Research proposal preparation. Emphasizes applied theory. Prereq: GEOG 620. Murphy.

631 Progress in Physical Geography (1R) Recent developments in climatology, geomorphology, hydrology, and biogeography. Lectures, readings, and presentation of faculty and student works in progress. Bartlein, Marcus, McDowell, Whitlock. **R** for maximum of 12 credits.

632 Progress in Human Geography (1R)

Recent developments in cultural, economic, environmental and political geography. Lectures, readings, and presentation of faculty and student works in progress. Cohen, Hardwick, Murphy, Nelson, Walker, Wixman. **R** for maximum of 12 credits.

633 Progress in Geographic Information Science (1R) Recent developments in cartography, GIS, remote sensing, data analysis, and visualization. Lectures, readings, and presentation of faculty and student works in progress. Meacham, Marcus. **R** for maximum of 12 credits.

651 Advanced Paleocology: [Topic] (4R) Skills and concepts used in advanced paleoecological research, with special attention to methods used in studies of vegetation and fire history. Prereq: GEOG 431/531. **R** twice with instructor's consent when topic changes for a maximum of 12 credits.

Geological Sciences

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Faculty

Katharine V. Cashman, professor (volcanology, igneous petrology, crystallization kinetics). B.A., 1976, Middlebury; M.S., 1979, Victoria, New Zealand; Ph.D., 1987, Johns Hopkins. On leave 2004–5. (1991)

Rebecca J. Dorsey, associate professor (sedimentology, basin analysis). B.S., 1983, Vermont; M.A., 1986, Ph.D., 1989, Princeton. (1997)

Eugene D. Humphreys, professor (seismology, regional tectonics). B.S., 1974, M.S., 1978, California, Riverside; Ph.D., 1985, California Institute of Technology. (1985)

A. Dana Johnston, professor (experimental petrology, geochemistry). B.S., 1976, Bates; M.S., 1978, Ph.D., 1983, Minnesota. (1986)

Martin G. Miller, instructor (structural geology). B.A., 1982, Colorado College; M.S., 1987, Ph.D., 1992, Washington (Seattle). (1997)

Ryosuke Motani, assistant professor (vertebrate mechanics). B.Sc., 1991, Tokyo; M.Sc., 1994, Ph.D., 1997, Toronto. (2002)

Mark H. Reed, professor (mineral deposits, aqueous geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley. (1979)

Gregory J. Retallack, professor (paleobotany, paleosols). B.A., 1973, Macquarie; Ph.D., 1978, New England University, Australia. (1981)

Jack M. Rice, professor (geochemistry, petrology). A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). On leave 2004–5. (1977)

Joshua J. Roering, assistant professor (surface processes, geomorphology). B.S., 1994, M.S., 1995, Stanford; Ph.D., 2000, California, Berkeley. (2000)

David A. Schmidt, assistant professor (geophysics, geodesy). B.S., 1997, California, San Diego; Ph.D., 2002, California, Berkeley. (2002)

Douglas R. Toomey, professor (seismology, tectonics, midocean ridges). B.S., 1981, Pennsylvania State; Ph.D., 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Paul J. Wallace, assistant professor (igneous petrology, volcanology, geochemistry). B.S., 1986, George Washington University; Ph.D., 1991, California, Berkeley. (2001)

Ray J. Weldon, professor (structural geology, neotectonics, Quaternary geology). B.A., 1977, Pomona; Ph.D., 1986, California Institute of Technology. (1987)

Courtesy

Arthur J. Boucot, courtesy professor (paleontology, evolution). A.B., 1948, A.M., 1949, Ph.D., 1953, Harvard. (1989)

Emilie Hooft Toomey, courtesy research associate (midocean ridge tectonics). Ph.D., 1996, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1999)

David Krinsley, courtesy professor (electron microscopy). Ph.B., 1948, S.B., 1950, S.M., 1950, Ph.D., 1956, Chicago. (1991)

John M. Logan, courtesy professor (rock mechanics). B.S., 1956, Michigan State; M.S., 1962, Ph.D., 1965, Oklahoma. (1997)

Daniel Weill, courtesy professor (geochemistry, petrology, mineralogy). B.A., 1956, Cornell; M.S., 1958, Illinois; Ph.D., 1962, California, Berkeley. (2002)

Cathy Whitlock, courtesy professor (biogeography, Quaternary paleoecology). See **Geography**.

Special Staff

John Donovan, research assistant (electron beam microanalysis). (2001)

C. Patrick Ryan, senior research assistant (seismic array). B.S., 1981, M.S., 1985, Oregon. (1982)

Emeriti

Ewart M. Baldwin, professor emeritus. B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell. (1947)

Sam Boggs, professor emeritus. B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)

M. Allan Kays, professor emeritus. B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington (St. Louis). (1961)

Alexander R. McBirney, professor emeritus. B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

William N. Orr, professor emeritus. B.S., 1961, Oklahoma; M.A., 1963, California, Riverside and Los Angeles; Ph.D., 1967, Michigan State. (1967)

Norman M. Savage, professor emeritus. B.Sc., 1959, Bristol; Ph.D., 1968, Sydney. (1971)

Harve S. Waff, professor emeritus. B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon. (1978)

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

Undergraduate Studies

The undergraduate program in the Department of Geological Sciences is designed to provide an understanding of the materials that constitute the earth and the processes that have shaped the earth from deep in its interior to the surface environment. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to understanding earth processes in the historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Geology addresses many natural hazards—earthquakes, flooding, and volcanic eruptions—that affect humans. It also addresses the impact of humans in degrading the earth's surface environment, where we pollute rivers and ground water, cause rapid erosion and landslides, or attempt to re-engineer rivers and shorelines.

Preparation. High school students planning to major in geological sciences should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, or earth science).

Students who transfer to the department after two years of college work elsewhere should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Career opportunities for geologists are best for students holding advanced degrees. Professional positions that are open to students with master of science degrees include work in applied geology with petroleum and mining companies, environmental consulting firms, and state and federal agencies. Geologists and geophysicists with doctor of philosophy degrees have opportunities in university and college

teaching as well as research positions in federal agencies and private industry. Students are therefore advised to earn a graduate degree for most professional positions. Graduates with bachelor's degrees can qualify for positions as laboratory technicians or field assistants and for limited professional positions as junior geologists or geophysicists.

Geological Sciences Curriculum

The Department of Geological Sciences offers a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree with a major in geological sciences.

Introductory Sequences. The department offers two introductory sequences. The recommended sequence for majors is Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203). The 100-level sequence—Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103)—may be substituted if the three courses are passed with grades of mid-B or better.

Grade Options and Standards. Undergraduate majors must take for letter grades (the pass/no pass option is not acceptable) all the courses required in their degree program. Required courses must be completed with grades of C– or better. Exceptions for honors students are noted under Honors in Geological Sciences.

Major Options. Earth science is an unusually broad subject. It addresses everything from the chemical processes that make rocks and minerals to the physics behind plate tectonics and the travel of earthquake shock waves through the planet. It explores the history of the evolution of life revealed in fossils, and it probes the earth processes that affect how humans can survive on the surface of the planet. To address this breadth, the department offers four curricular options for a major in geological sciences: geology, geophysics, environmental geoscience, and paleontology.

All of the options require a common core of general chemistry, calculus, general geology, and physics, except that paleontology-option students may take biology in place of physics.

Every option includes an introductory geology sequence. See Introductory Sequences above. The courses in each option are divided into three categories: core, additional requirements, electives.

Geology Option

Core 55 credits

Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203) 12
General Physics (PHYS 201, 202, 203) **or** General Physics with Calculus (PHYS 211, 212, 213) ... 12
General Chemistry (CH 221, 222, 223) **or** Honors General Chemistry (CH 224H, 225H, 226H).... 12
Calculus I,II,III (MATH 251, 252, 253) 12
Earth Physics (GEOL 315) 2
Introduction to Hydrogeology (GEOL 316) 2
Introduction to Field Methods (GEOL 318) 3

Additional Requirements 29 credits

Mineralogy (GEOL 331)..... 5
Introduction to Petrology (GEOL 332)..... 5
Sedimentology and Stratigraphy (GEOL 334)..... 4

Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352) 5
Field Geology (GEOL 450) 10

Electives 20 credits

Geological Sciences. Geological sciences courses numbered 325 and higher 5–20
Up to 15 credits may be selected from the following courses outside of geological sciences:

Biology. Biology courses numbered 261 or above

Chemistry. General Chemistry Laboratory (CH 227, 228, 229) or Advanced General Chemistry Laboratory (CH 237, 238, 239), Organic Chemistry I,II,III (CH 331, 335, 336), Physical Chemistry (CH 411, 412, 413), Inorganic Chemistry (CH 431, 432, 433), Chemical Thermodynamics (CH 444), Statistical Mechanics (CH 445)

Computer and Information Science. Computer Science I,II,III (CIS 210, 211, 212), Introduction to Algorithms (CIS 315)

Geography. Geomorphology (GEOG 322), Introductory Geographic Information Systems (GEOG 416), Advanced Geomorphology (GEOG 422), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430)

Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Linear Algebra (MATH 341, 342), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

Physics. Introductory Physics Laboratory (PHYS 204, 205, 206), Foundations of Physics II (PHYS 351, 352, 353), Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Geophysics Option

Core 60–65 credits

Requirements are the same as for the geology option, except that GEOL 311 may be substituted for GEOL 331 and 332

Additional Requirements 28 credits

Geophysics (GEOL 325) 4
Introduction to Differential Equations (MATH 256), Several-Variable Calculus (MATH 281, 282) 12
Foundations of Physics II (PHYS 351, 352, 353) **or** Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) 12

Electives 16 credits

Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352); Physical Chemistry (CH 411); Introductory Geographic Information Systems (GEOG 416); Field Geology (GEOL 450); Hydrogeology (GEOL 451); Tectonics (GEOL 453); Geological and Environmental Fluid Mechanics (GEOL 454); Environmental Field Geophysics (GEOL 464); Geodynamics (GEOL 466); Introduction to Seismology (GEOL 468); Aqueous Geochemistry (GEOL 472) 16

Environmental Geoscience Option

Core 60–65 credits

Requirements are the same as for the geology option, except PHYS 201, BI 211, and BI 212 or 213 may be substituted for that option's physics requirement. GEOL 311 may be substituted for GEOL 331 and 332

Additional Requirements 17 credits

Earth Resources and the Environment (GEOL 310) 4
Sedimentology and Stratigraphy (GEOL 334) 4
Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352) 5
Geologic Hazards (GEOL 353)..... 4

Electives 28 credits

Up to 8 credits can be from Group B—courses from outside the geosciences. The remainder must be selected from the geological sciences or geography courses listed in Group A.

Group A (at least 20 credits).

Geology. Geology of Ore Deposits (GEOL 425), Paleopedology (GEOL 435), Field Geology (GEOL 450), Hydrogeology (GEOL 451), Neotectonics and Quaternary Geology (GEOL 452), Geological and Environmental Fluid Mechanics (GEOL 454), Environmental Field Geophysics (GEOL 464), Aqueous Geochemistry (GEOL 472)

Geography. Watershed Science and Policy (GEOG 360), Introductory Geographic Information Systems (GEOG 416), Advanced Climatology (GEOG 421), Advanced Geomorphology (GEOG 422), Hydrology and Water Resources (GEOG 425), Fluvial Geomorphology (GEOG 427), Long-Term Environmental Change (GEOG 430), Climatological Aspects of Global Change (GEOG 432), Environmental Alteration (GEOG 461), Advanced Geographic Information Systems (GEOG 472)

Group B (up to 8 credits). Select courses from geology-option electives, especially the upper-division physics courses, and, with departmental permission, engineering courses offered at Oregon State University.

Paleontology Option

Core 51 credits

Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203) 12
General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213) **or** General Physics (PHYS 201, 202, 203) **or** General Physics with Calculus (PHYS 211, 212, 213) **or** three courses from General Physics (PHYS 201), General Biology I,II,III: Cells, Organisms, Populations (BI 211 and BI 212 or 213) 12
General Chemistry (CH 221, 222, 223) **or** Honors General Chemistry (CH 224H, 225H, 226H).... 12
Calculus I,II,III (MATH 251, 252, 253) 12
Introduction to Field Methods (GEOL 318) 3

Additional Requirements 45 credits

Mineralogy (GEOL 331)..... 5
Introduction to Petrology (GEOL 332)..... 5
Sedimentology and Stratigraphy (GEOL 334)..... 4
Structural Geology (GEOL 350), Structural Geology Problems (GEOL 351), Structural Geology Laboratory and Field (GEOL 352) 5
Three from Paleontology I,II: Paleozoic Marine Fossils, Mesozoic and Cenozoic Marine Fossils (GEOL 431, 432), Paleobotany (GEOL 433), Vertebrate Paleontology (GEOL 434) 12
Field Geology (GEOL 450) 10

Electives 12 credits

Select courses from geology-option electives, Earth Physics (GEOL 315), and Introduction to Hydrogeology (GEOL 316) 12

Honors in Geological Sciences

Application for graduation with honors in geological sciences must be made no later than spring term of the student's junior year. To be eligible for graduation with honors, a student must

1. Maintain either a 3.50 grade point average (GPA) or better in geological sciences courses or a 3.00 GPA or better in all science courses
2. Submit and orally present an acceptable honors thesis written under the supervision of a department faculty member and evaluated by a committee consisting of three faculty members including the supervisor. The thesis should be presented no later than three weeks before final examinations during the term the student plans to graduate

Honors students should register for 3 credits of Research: Thesis (GEOL 401) the term before they intend to graduate, and for 3 credits of Thesis (GEOL 403) the term of graduation. These 6 credits may be applied toward the option electives.

Minor Requirements

Students with majors in other departments who want a minor in geological sciences must begin with either of the introductory sequences: GEOL 201–203 or GEOL 101–103. In addition, a minimum of 15 credits must be earned in other geological science courses numbered 213 or 300–499. Any such geological science courses listed in the *UO Catalog* may be used to meet this requirement, except that no more than 8 credits in GEOL 213, 304, 305, 306, 307, or 308 may be applied to the minor. Possible choices are suggested below. A grade of C– or better is required in all courses.

Suggested Minor Curricula Science Majors

Science majors should begin with Earth's Interior Heat and Dynamics (GEOL 201), Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203), then earn at least 15 credits in courses listed under the appropriate major.

Biology Majors. The Fossil Record (GEOL 304), Dinosaurs (GEOL 305), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308), Sedimentology and Stratigraphy (GEOL 334), Paleontology I,II (GEOL 431, 432), Paleobotany (GEOL 433), Vertebrate Paleontology (GEOL 434)

Chemistry Majors. Earth Materials (GEOL 311), Mineralogy (GEOL 331), Introduction to Petrology (GEOL 332), Igneous and Metamorphic Petrology (GEOL 414), Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aqueous Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Physics Majors. Geophysics (GEOL 325), Structural Geology (GEOL 350), Neotectonics and Quaternary Geology (GEOL 452), Tectonics (GEOL 453), Geological and Environmental Fluid Mechanics (GEOL 454), Environmental Field Geophysics (GEOL 464)

Nonscience Majors

Earth's Dynamic Interior (GEOL 101), Environmental Geology and Landform Development (GEOL 102), The Evolving Earth (GEOL 103) **or** Earth's Interior Heat and Dynamics (GEOL 201),

Earth Surface and Environmental Geology (GEOL 202), Evolution of the Earth (GEOL 203), plus at least 15 credits of course work compatible with the student's interests. Students with minimal mathematics and science backgrounds may want to select two courses from Geology of National Parks (GEOL 213), The Fossil Record (GEOL 304), Dinosaurs (GEOL 305), Volcanoes and Earthquakes (GEOL 306), Oceanography (GEOL 307), Geology of Oregon and the Pacific Northwest (GEOL 308). Three additional geological science courses must be chosen. Students with strong science backgrounds may choose from Earth Materials (GEOL 311), Mineralogy (GEOL 331), Introduction to Petrology (GEOL 332), Sedimentology and Stratigraphy (GEOL 334), Structural Geology (GEOL 350), Paleontology I,II (GEOL 431, 432), Paleobotany (GEOL 433), Vertebrate Paleontology (GEOL 434), Paleopedology (GEOL 435)

Group Requirements

Fourteen geological sciences courses satisfy university science group requirements. See the Group Requirements section of this catalog under **Registration and Academic Policies**.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in geological sciences are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the **College of Education** section of this catalog.

Graduate Studies

The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in geochemistry, geophysics, mineralogy, petrology, volcanology, paleontology, stratigraphy, sedimentary petrology, structural geology, and ore deposit geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. Nonnative speakers of English must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

Basic university requirements for graduate degrees are described in the **Graduate School**

section of this catalog. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should write to the Department of Geological Sciences for details.

Programs

Graduate study in geological sciences is offered five broad areas: volcanology-petrology-geochemistry, stratigraphy-surface processes, paleontology-paleopedology, structural geology-geophysics, and economic geology (mineral deposits)

Volcanology-Petrology-Geochemistry

The department has excellent analytical and other research facilities for studies in these subdisciplines, and the volcanic and metamorphic terranes of the Northwest offer unsurpassed opportunities for field studies. Active research programs are diverse and include studies of eruption dynamics, magma volatile inventories, and magma rheology; experimental studies of igneous phase equilibria and trace element partitioning; calculations of multicomponent equilibria in aqueous systems and volcanic gases; and studies of igneous protogenesis.

Stratigraphy-Surface Processes

The stratigraphic record of tectonically active sedimentary basins indicates the dynamic interactions among basin subsidence, sediment input from eroding sources, evolution of depositional systems, and active faulting and folding that govern these processes. Research in this area combines field-based stratigraphic, sedimentologic, and geomorphic analysis with provenance studies and concepts derived from theoretical models to decipher the complex structural and climatic controls on the filling histories of active basins.

Surface processes regulate how tectonics and climate affect landscape evolution. Field observations, numerical simulations, topographic analyses, and experimental facilities are used to study sediment transport processes over a range of spatial and temporal scales. Projects incorporate links between active tectonics and structural geology, biology, geomechanics and surface processes to address problems such as landsliding and hill-slope evolution, biological contributions to soil creep and landscape lowering, and the geomorphic implications of seismic-induced landsliding.

Paleontology-Paleopedology

Studies of fossil soils, plants, and vertebrates aim to reconstruct life on land and its role in global change. Global changes of interest include Neogene paleoclimate and paleoenvironment of ape and human evolution in East Africa, environmental effects of terminal Cretaceous impact and dinosaur extinction in Montana, consequences of mass extinction and methane clathrate degassing at the Permian-Triassic boundary, and the effect of early land plants and forests on weathering and atmospheric composition during the early Paleozoic.

Paleozoic paleontology and biostratigraphy includes research on global brachiopod and conodont evolution with particular emphasis on projects in Nevada, Alaska, Australia, and Britain. The brachiopod research provides information about lateral and vertical changes in paleoclimates and marine ecology, whereas the conodont

research provides a detailed time frame based on conodont zonation.

Structural Geology–Geophysics

Graduate work in the structural geology–geophysics area involves the study of the earth's dynamic processes

Seismic imaging techniques using regional arrays provide tools for understanding regional tectonics. Studies of upper-mantle and lithospheric structure beneath the Rocky Mountains and in the Pacific Northwest subduction zone are providing essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation.

Structural geology focuses on applying modern field and analytical techniques to solving problems in Cenozoic tectonics and active faulting. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon's Basin and Range province and coastal deformation, active tectonics of the San Andreas Fault system, and seismic risk along the Pacific margin of the United States and southeast and central Asia.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes.

Mineral Deposits

Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., red bed–brine reaction, boiling epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities

The Condon Collection, administered by the geological sciences department and overseen by the Museum of Natural and Cultural History, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent vertebrates that are available to interested researchers for study.

Research Facilities

Students may use a variety of analytical facilities and equipment including a three-component broadband (0.03–50Hz) seismic array, an electron microprobe, a scanning electron microscope with image analysis, x-ray diffraction, atomic absorption and emission, and wet-chemical analysis.

An experimental petrology laboratory covers a range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C may be used to study crystalline, partially molten, and molten silicates under mantlelike conditions. Other equipment measures transport properties and viscosity in melts and rocks at high temperatures.

Computers are used for much of the research in the department including acquisition of analytical and magnetotelluric data, acquisition and processing of seismic and gravity data, and numerical modeling of geophysical processes and geochemical reactions. Two geochemistry laboratories are equipped with various sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic, volcanic gas, hydrothermal, and diagenetic systems. The department houses a local network of Sun workstations, which supports the seismic array, as well as a Novell network for PCs and Macintosh computers. A computation and visualization laboratory housing ten Indigo 2 Silicon Graphics workstations and a link to a parallel-processing machine in the Department of Computer and Information Science is available for research in fluid mechanics and seismology. The Internet can be accessed through the UONet fiber-optic link. A student computer facility, equipped with PC and Macintosh computers and laser printers, is also connected to the networks.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral Industries, United States Geological Survey, and private mining companies.

Approximately three-fourths of the department's graduate students are fully or partially supported through teaching and research assistantships.

More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

Geological Sciences Courses (GEOL)

101 Earth's Dynamic Interior (4) Plate tectonics, mantle flow, and magmatism. Volcanoes, earthquakes, mountain building, generation of Earth's crust; rocks and minerals; Earth's internal structure. Comparison with other planets. Laboratory, lecture.

102 Environmental Geology and Landform Development (4) Landforms, surface processes, and interactions between humans and the environment. Weathering, erosion, sedimentation, ground water, streams, glaciers, deserts, oceans, and coastlines; geologic hazards. Laboratory, lecture. Roering.

103 The Evolving Earth (4) History of the Earth. Geologic time, sedimentary environments; oceans, mountains, and climate through time;

stratigraphic history of North America; evolution of plants and animals. Laboratory, lecture.

198 Laboratory Projects: [Topic] (1–5R)

199 Special Studies: [Topic] (1–6R) Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

201 Earth's Interior Heat and Dynamics (4) Processes that cause earthquakes, volcanism, mountain building, and plate tectonics. Includes Earth's origin and internal structure, rocks and minerals, gravity and magnetism. Weekly lectures, two-hour laboratory.

202 Earth Surface and Environmental Geology (4) Earth materials, the rock record, human interactions with surface environment. Sedimentary rocks and environments, chemical and physical weathering, mineral and energy resources, hydrogeology, ground-water contamination, surface processes, human impacts. Weekly lectures, two-hour laboratory.

203 Evolution of the Earth (4) Origin, history, and physical evolution of the Earth; geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory. Prereq: GEOL 101 or 201. Savage.

213 Geology of National Parks (4) Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states. Miller.

304 The Fossil Record (4) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to geological sciences majors.

305 Dinosaurs (4) Overview of the past and present biodiversity of vertebrate animals, including ourselves, dinosaurs, and what ruled the ocean when dinosaurs roamed the land.

306 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States. Prereq: any geology course.

307 Oceanography (4) Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans. Toomey.

308 Geology of Oregon and the Pacific Northwest (4) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Weldon.

310 Earth Resources and the Environment (4) Geology of energy, mineral, and water resources and environmental issues related to their use. Topics include fossil fuels, metals, nuclear waste disposal, and water pollution. Reed.

311 Earth Materials (5) Chemical and mineralogical composition of rocks, sediment, and soil. Properties of common minerals; origin of rocks; microscopic study of rock textures; environmental issues. Prereq: GEOL 201, 202 or GEOL 101, 102; coreq: CH 211 or 224. Cashman.

315 Earth Physics (2) Physics of basic Earth processes. Application of physics to analysis of convection in Earth, plate tectonics and lithospheric deformation, movement of magma or water through Earth. Prereq: MATH 112, PHYS 201 or 211. Humphreys.

316 Introduction to Hydrogeology (2) Focuses on the interrelationships of geologic materials and processes with water. Topics include ground

water, soil water, the water cycle, and water quality. Prereq: PHYS 201 or 211. Waff.

318 Introduction to Field Methods (3) Introduction to geologic mapping and related field skills, rock descriptions, cross sections, and structures. Lectures, laboratories, mandatory field trips. Prereq: GEOL 101–103 or GEOL 201–203. Dorsey.

325 Geophysics (4) Origin and composition of the Earth, gravity and isostasy, heat flow, tectonic processes, seismic wave propagation and its application to the study of the Earth. Coreq: MATH 252, PHYS 202 or 212. Humphreys, Toomey, Waff.

331 Mineralogy (5) Crystal chemistry, systematic study of rock-forming silicate, and selected other minerals, mineral optics, and x-ray diffraction. Lab work with hand samples and petrographic microscopes. Prereq: GEOL 201, 202 or GEOL 101, 102; CH 211, 221, or 224; coreq: CH 212, 222, or 225.

332 Introduction to Petrology (5) Origin and classification of igneous, metamorphic, and sedimentary rocks. Microscopic study of rocks in thin section. Prereq: GEOL 331.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy, magnetostratigraphy, seismic stratigraphy, and chronostratigraphy. Prereq: GEOL 103 or GEOL 203; GEOL 311. Dorsey.

350 Structural Geology (3) Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and dynamic analysis of deformation of earth materials. Prereq: GEOL 311. Miller.

351 Structural Geology Problems (1) Exercises in solving structural geology problems using orthographic and stereographic projection techniques. Problems emphasize calculating stress and strain from structural markers. Coreq: GEOL 350. Miller.

352 Structural Geology Laboratory and Field (1) Collection and interpretation of field and map data for structural analysis. Includes field trips, map and cross-section generation, and some computer-based exercises. Coreq: GEOL 350. Miller.

353 Geologic Hazards (4) Examines geologic hazards, including both the physical processes that cause them and society's attempt to mitigate them. Prereq: GEOL 311. Weldon.

401 Research: [Topic] (1–21R)

403 Thesis (1–6R) Geological sciences honors students only. **R** thrice for maximum of 6 credits.

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

406 Field Studies: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–5R)

408/508 Laboratory Projects: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R)

410/510 Experimental Course: [Topic] (1–5R) Current topics are Hill-slope Geomorphology, Geodesy. Roering, Schmidt.

414/514 Igneous and Metamorphic Petrology (5) Advanced principles of igneous and metamorphic petrogenesis. Gibbs phase rule, phase diagrams, mineral thermodynamics; magma geochemistry and rheology; metamorphic facies, geothermometry and geobarometry. Prereq: CH 223 or 226, GEOL 332. Johnston.

416/516 Sedimentary Petrology (5) Petrologic properties, classification, origin, and occurrence of sedimentary rocks. Laboratory work empha-

sizes microscopic examination of sandstones and limestones. Prereq: GEOL 332, 334.

422/522 Accreted Terranes (4) Evolution and accretion of tectonostratigraphic terranes to form the Cordilleran Mountain belt of the western United States. Focus on structure, petrology, and stratigraphy. Prereq: GEOL 332, 334. Not offered 2004–5.

425/525 Geology of Ore Deposits (5) Porphyry copper–molybdenum, epithermal, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, alteration and ore mineral assemblages, and geochemistry of ore formation. Prereq: CH 223; GEOL 332. Reed.

431/531 Paleontology I: Paleozoic Marine Fossils (4) Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203. Savage.

432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (4) Mesozoic and Cenozoic marine invertebrates. Laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203.

433/533 Paleobotany (4) Evolution and ecology of plants and microbes from the origin of life to global warming. Laboratory exercises and field trip to collect plant fossils. Pre- or coreq: GEOL 103 or 203. Not offered 2004–5.

434/534 Vertebrate Paleontology (4) Evolution of vertebrates, including ourselves, based on fossil evidence. Physical and other evolutionary constraints are addressed, and lab exercises provide practical experience. Prereq: GEOL 103 or 203.

435/535 Paleopedology (4) Soil formation; mapping and naming fossil soils; features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils. Prereq: GEOL 311 or 332. Not offered 2004–5.

440/540 Sedimentary Basin Analysis (4) Evolution of sedimentary basins, emphasizing tectonic controls on basin formation and filling. Interpretation of subsidence mechanisms and sedimentary processes through analysis of the stratigraphic record. Pre- or coreq: GEOL 334, 350. Dorsey.

441/541 Hillslope Geomorphology (4) Hillslope processes and landforms; includes hillslope hydrology, overland flow erosion, weathering and soil formation, soil creep, landslides and related hazards, glacial and periglacial processes, effects of land-use practices and fire, and landscape evolution.

450 Field Geology (10) Geological fieldwork in selected parts of Oregon; emphasizes mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and air-photo bases. Prereq: GEOL 318, 334, 350. A course in mineralogy and lithology recommended. *Offered summer session only; meets in the field for six weeks immediately after spring term.*

451/551 Hydrogeology (4) Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with overall hydrosphere. Prereq: GEOL 101–103; MATH 256; one year each of calculus, chemistry, and physics.

452/552 Neotectonics and Quaternary Geology (4R) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 350,

GEOL 334 or 470/570. Weldon. **R** once for maximum of 8 credits. Not offered 2004–5.

453/553 Tectonics (3) Tectonic processes and examples. Global kinematics of plates and the forces that drive them. Continental deformation in compressional, shear, and extensional settings. Prereq: GEOL 350 and calculus.

464/564 Environmental Field Geophysics (4) Application of reflection and refraction seismology, electrical conductivity, and magnetic methods to problems in subsurface environmental contamination, contaminant migration, ground-water characterization, and geological structure determination. Prereq: PHYS 202 or PHYS 211, 212 or equivalents. Waff.

466/566 Geodynamics (4) Introduction to the process of the earth's physical workings. Includes rheology, bending of lithosphere, viscous flow, and heat transport. Prereq: one course in differential equations. Not offered 2004–5.

468/568 Introduction to Seismology (4) Introduction to observational, theoretical, and computational seismology. Includes review of earth structure, source representation, ray theory, and seismic wave phenomena. Prereq: one course in differential equations. Humphreys.

471/571 Thermodynamic Geochemistry (4) Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311 or 332, CH 223, MATH 253. Wallace.

472/572 Aqueous Geochemistry (4) Aqueous chemistry applied to natural waters (geothermal, diagenetic, continental brines). Equilibrium calculations applied to aqueous-mineral-gas systems. Prereq: CH 223; MATH 252. Reed.

473/573 Isotope Geochemistry (3) Introduction to nuclear physics and isotopic systematics; techniques of isotopic analysis; applications of stable (nonradiogenic and radiogenic) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent. Not offered 2004–5.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Field Studies: [Topic] (1–3R) Geologic fieldwork principally in connection with graduate thesis or dissertation. Emphasis on individual problems. Prereq: graduate standing, thesis or dissertation adviser's consent.

607 Seminar: [Topic] (1–5R)

608 Laboratory Projects: [Topic] (1–3R)

609 Practicum: [Topic] (1–3R)

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

619 Electron Beam Analysis (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and rocks. Instrumental functions and beam-specimen interaction. Correction procedures for quantitative x-ray analysis. X-ray and back-scattered electron image analysis. Prereq: GEOL 311 or 332, one year of physics. Donovan.

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq:

GEOL 414/514, 471/571 or equivalents. Johnston. Not offered 2004–5.

636 Advanced Paleontology I: Topics in Evolution: [Topic] (3R) Examination of recent developments in paleontology and evolution theory. Prereq: GEOL 431/531, 432/532, or 433/533. Savage. **R** when topic changes. Not offered 2004–5.

640 Topics in Global Stratigraphy: [Topic] (3R) Stratigraphic record in different parts of the world. Global events, major paleontological changes and evolutionary outbursts, extinctions, faunal provinces, and migrations. Savage. **R** when topic changes. Not offered 2004–5.

650 Advanced Structural Geology: [Topic] (3R) Quantitative analysis of structures, focusing on faults and fault-related structures. Problems involve stress and strain inversion from map and field data. Prereq: calculus, GEOL 350. Weldon. **R** twice with instructor's consent for maximum of 9 credits. Weldon.

651 Ground Water in Geologic Processes: [Topic] (3R) Basics of ground-water flow, solute transport, and heat transport. Topics include regional-scale transport, formation of ore deposits and hydrocarbons, geothermal processes, ground water and tectonics, diagenesis and metamorphism. Prereq: GEOL 451/551. **R** thrice when topic changes for maximum of 12 credits. Not offered 2004–5.

667 Advanced Seismology (3) Mathematical treatment of waves in solids; rays, body and surface waves, head waves. Methods discussed include WKBJ, Kirchhoff migration, Caniard-D'Hoop, tomography, and finite difference wave-field continuation. Prereq: partial differential equations and PHYS 211, 212. Toomey. Not offered 2004–5.

692 Volcanology (3) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. Cashman. Not offered 2004–5.

Germanic Languages and Literatures

Susan C. Anderson, Department Head

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Faculty

Susan C. Anderson, professor (20th-century German and Austrian literature, literary theory, baroque literature). B.A., 1978, North Carolina, Asheville; M.A., 1981, Ph.D., 1985, North Carolina, Chapel Hill. (1986)

Kenneth S. Calhoun, professor (Enlightenment, romanticism, literary theory). See **Comparative Literature**. On leave fall 2004 and winter 2005.

Elke Heckner, assistant professor (19th- to 20th-century German literature, literary theory, gender and sexuality studies). M.A., 1992, Ph.D., 2000, Johns Hopkins. On leave 2004–5. (2000)

Alexander Mathäs, associate professor (18th- to 20th-century German literature, literary theory, cultural theory). Staatsexamen, 1981, Tübingen; M.A., 1984, Oregon; Ph.D., 1990, Texas at Austin. (1996)

Dorothee Ostmeier, associate professor (18th- and 20th-century literature, culture, philosophy). Staatsexamen, 1984, M.A., 1985, Ruhr; Ph.D., 1993, Johns Hopkins. (2001)

Ellen R. Rees, assistant professor. B.A., 1989, Evergreen State; M.A., 1992, Ph.D., 1995, Washington (Seattle). (2004)

Michael Stern, assistant professor (Nietzsche, 19th-century Scandinavian literature, critical theory). B.A., 1993, M.A., 1995, Ph.D., 2000, California, Berkeley. (2001)

Emeriti

Peter B. Gontrum, professor emeritus. A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich. (1961)

Walther L. Hahn, professor emeritus. Dip., Teachers College, Berlin, 1949; M.A., 1954, Rice; Ph.D., 1956, Texas at Austin. (1961)

Beth E. Maveety, associate professor emerita. B.A., 1937, M.A., 1966, San Jose State; Ph.D., 1969, Oregon. (1970)

James R. McWilliams, associate professor emeritus. B.A., 1951, M.A., 1957, Ph.D., 1963, California, Berkeley. (1960)

Roger A. Nicholls, professor emeritus. B.A., 1949, Oxford; Ph.D., 1953, California, Berkeley. (1963)

Helmut R. Plant, associate professor emeritus. B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. (1966)

Karla L. Schultz, professor emerita. B.A., 1967, Alma; M.A., 1968, Washington (Seattle); M.A., 1980, Ph.D., 1984, Oregon. (1987)

Ingrid A. Weatherhead, senior instructor emerita. B.A., 1950, M.A., 1951, Puget Sound. (1962)

Virpi Zuck, professor emerita. B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison. (1974)

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

Participating

Barbara K. Altmann, Romance languages
Marilyn Linton, undergraduate studies
David M. Luebke, history

Undergraduate Studies

The Department of Germanic Languages and Literatures offers a bachelor of arts (B.A.) degree

with a major in German. Students can focus their studies by emphasizing German language, literature, and culture; German and Scandinavian; or German studies.

The department does not accept a grade of C– or lower in any course used to fulfill requirements for a major in German.

Preparation. The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language. However, it is recommended that students with one or two years of high school German take a placement examination during registration week to help with proper placement.

Undergraduate students preparing for graduate work in German are advised to begin study of a third language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a major in Germanic languages. Recent graduates of the department have been successful applicants to schools of law and business.

Major Requirements

The following courses cannot be used to satisfy major requirements: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409). Courses taken outside the Department of Germanic Languages and Literatures may not be used to satisfy major requirements.

Majors must be proficient in the German language, typically demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or the second term of Intensive Second-Year German (GER 205).

German Language, Literature, and Culture Focus

Courses taken outside the Department of Germanic Languages and Literatures may not be used to satisfy requirements for this focus of the major.

- Five upper-division German-language courses (20 credits)
- Seven upper-division German literature and culture courses (28 credits)
- Of the twelve courses from (1) and (2):
 - Six courses must be taken at the UO
 - At least four must be 400-level GER–subject code courses, two of which must be taken at the University of Oregon
 - One course may be taken pass/no pass
 - Only one course taught in English may count toward the major
- German advising conference workshop taken pass/no pass (1 credit)
- Foreign language retreat workshop (2 credits)

Students who want to study in Germany should plan their course work carefully.

German and Scandinavian Focus

1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of FINN or DANE or NORW or SWED 203
2. One upper-division German literature or culture course, taught in English or in German. A topical upper-division course from a related department if approved by the adviser
3. Three upper-division courses in one Scandinavian language
4. Eight upper-division Scandinavian literature and culture courses (32 credits). Of the eight courses:
 - a. Two may be culture and civilization courses
 - b. Three must be taken at the University of Oregon
 - c. One may be taken pass/no pass
5. German advising conference workshop taken pass/no pass (1 credit)

German Studies Focus

The German studies focus combines advanced language training and German literature courses in an interdisciplinary program that includes courses in history, philosophy, political science, art history, music, religious studies, and Judaic studies. The focus is described in the **German Studies** section of this catalog.

Honors

To earn a bachelor of arts degree with departmental honors, a student must maintain at least a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 4 credits in Thesis (GER 403). More information is available from departmental undergraduate advisers.

Minor Requirements

The Department of Germanic Languages and Literatures offers a minor in German, one in Scandinavian, and one in German area studies.

German Minor

The German minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international studies, international business, European history, medieval studies, sociology, political science, journalism, linguistics, art history, music history, other languages, theater, and related fields.

The German minor requires seven upper-division courses in German (28 credits). These may include courses in language, literature, and culture and civilization. Only one course taught in English may be applied to the minor. No courses from other departments count toward the minor in German. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass. At least three courses (12 credits) must be taken on the UO campus. One credit in the foreign language retreat workshop is strongly recommended.

The following courses do not count toward the German minor: Special Studies (GER 199), German for Reading Knowledge (GER 327, 328,

329), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

Since all courses are not offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate German advisers.

Scandinavian Minor

The Scandinavian minor correlates well with studies that have an international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater arts, and art history.

The minor requires

1. Proficiency in a Scandinavian language, demonstrated either by evaluation by the Scandinavian adviser or by successful completion, with grades of mid-C or better, of either FINN or DANE or NORW or SWED 203
2. Seven upper-division Scandinavian courses (28 credits) including
 - a. Three language courses in one Scandinavian language
 - b. Three Scandinavian literature courses
 - c. One Scandinavian culture course

One course may be taken pass/no pass

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

German Area Studies Minor

The German area studies minor is described in the **German Studies** section of this catalog.

General-Education Requirements

The Department of Germanic Languages and Literatures offers many courses, including several taught in English, that satisfy university general-education requirements. See the Group Requirements and Multicultural Requirement sections of this catalog under **Registration and Academic Policies**.

Professional Distinctions Certificate

German or Scandinavian courses may be used to satisfy requirements for a professional distinctions certificate in international communication and culture. The Professional Distinctions program is described in the **College of Arts and Sciences** section of this catalog.

Study Abroad

Germany. The department encourages students of German to study in Germany on one of the University of Oregon-sponsored exchange programs—the yearlong Baden-Württemberg program or the spring intensive German-language program in Tübingen. Study for one or two terms is available in Cologne or Vienna through AHA International. Students may also study for one or two terms in Vienna through the Northwest Council on Study Abroad. Another opportunity is to study during the summer at the Deutsche Sommerschule am Pazifik in Portland.

Students in University of Oregon overseas study programs enroll in courses with subject codes

that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

For more information students should consult departmental representatives and the Office of International Programs. Students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met. Study in Germany (GER 317) is recommended as preparation for the German university language-qualifying examination and for general orientation.

German majors must complete six courses on the UO campus, two of which must be 400-level courses with the GER subject code, unless they intend to graduate *in absentia* while enrolled through the Baden-Württemberg program.

Denmark, Finland, Norway, and Sweden.

Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at Denmark's International Study Program in Copenhagen, at Aalborg University in Denmark, at the University of Tampere in Finland, at the University of Bergen or the University of Oslo in Norway, or at the University of Uppsala in Sweden. For more information consult departmental advisers in Scandinavian.

Kindergarten through Secondary Teaching Careers

Students who complete the B.A. degree with a major in German are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching, or the fifth-year licensure program to become an elementary teacher. More information is available from the department's education advisers, Susan Anderson and Dorothee Ostmeier; see also the **College of Education** section of this catalog.

Some German courses may be applied to requirements for the certificate in second-language acquisition and training. See the **Linguistics** section of this catalog for a description of the certificate. More information is available from department advisers.

Graduate Studies

The graduate program in German, which offers the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees, concentrates on the analysis of literary and critical discourses, such as romanticism, idealism, historicism, psychoanalysis, expressionism, and criticism of ideology, that helped shape the European intellectual tradition.

The graduate curriculum acquaints students with the history of German letters, places this history in the European context, and provides tools for a critical analysis of the discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses: GER 621, 622, 623, 624, 625, 690. Students take one course each term. These courses are grouped according to common themes to give the program a topical and critical coherence. Core courses are paired with seminars of related or complementary

content, and students are encouraged to explore connections between courses.

In the first year, core courses address a specific genre (narrative, drama, and lyric). While their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year, core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose (GER 624) acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations (GER 625) presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film)
3. Various topics in research methods, literary theory, history of German literature, and advanced methodology

Students should consult an appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree program that emphasizes teaching German. Information and application material is available on the department website.

German Courses (GER)

Every course listed here cannot be offered every year; students should consult the most recent class schedule.

101, 102, 103 First-Year German (5,5,5) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. Sequence.

104, 105 Intensive First-Year German (7,8) Covers the same work as GER 101, 102, 103. Sequence. Offered only during summer session.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year German (4,4,4) Grammar and composition, reading selections from representative authors, conversation. Sequence. Prereq: GER 103 or 105 or equivalent.

204, 205 Intensive Second-Year German (6,6) Covers the same work as GER 201, 202, 203. Sequence. Prereq: one year of college German or equivalent. Offered only during summer session.

221 Postwar Germany: Nation Divided (4) Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany.

222 Voices of Dissent in Germany (4) Compares controversial East and West German literary movements that examined private life to criticize the public and political spheres.

223 Germany: A Multicultural Society (4) Examines complexities of the increasingly multi-ethnic German society through the writings of African, Turkish, and Jewish Germans.

257, 258, 259 German Culture and Thought (4,4,4) Introduction to German literature, art, music, philosophy, and history through analysis and discussion of selected documents from different periods, genres, and media. **257:** from Luther to Marx. **258:** from Schopenhauer to Musil. **259:** culture of the Weimar Republic.

311, 312, 313 Intermediate Language Training (4,4,4) Extensive practice in speaking and writing

German; complex grammatical structures in writing. Prereq: GER 203 or equivalent.

317 Study in Germany (4) Intensive grammar review in preparation for German exchange programs and upper-division German courses. Introduces contemporary ideas about German culture, history, architecture through journals and magazines. Pre- or coreq: GER 203 or equivalent.

327, 328, 329 German for Reading Knowledge (4,4,4) Intensive practice in grammar; reading texts in the student's own field. Sequence. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (4,4) Writings by such figures as Kant, Marx, Freud, and Weber. **340:** the emergence of Germany as a cultural and political entity explored through literature, film, and art. **341:** the German crisis of modernization. Prereq: two years of college German. Readings, discussion, and written assignments in German. GER 340 and 341 offered alternate years; 341 not offered 2004–5.

350 Genres in German Literature (4) Studies on such genres in German literature as Novelle, 20th-century drama, political poetry. No knowledge of German required; readings and discussions in English.

351 Diversity in Germany (4) Examines the social construction of identity in German literature and culture. Addresses topics of plural voices and tolerance in German-speaking cultures. Topics vary.

352 Authors in German Literature (4) Representative works by writers such as Lessing, Schiller, Hoffmann, Brentano, Droste-Hülshoff, Kafka, Fleisser, Brecht, and Nietzsche. No knowledge of German required; readings and discussions in English.

354 German Gender Studies (4) Student oral presentations and written papers on such topics as men and women writers of German romanticism, mothers and daughters in German literature, comparison of men and women dramatists. No knowledge of German required; readings and discussions in English.

355 German Cinema: History, Theory, Practice (4) In-depth analysis of various facets of German cinema. Topics include film and the Third Reich, cinema and technology, German filmmakers in American exile, German New Wave. Conducted in English.

356 German Fairy Tales (4) The German fairy tale in historical and theoretical context, from the Brothers Grimm and romantic tales to adaptations by Tchaikovsky and Sendak. Taught in English. Not offered 2004–5.

360, 361, 362 Introduction to German Literature (4,4,4) Introduction to textual analysis—poetry, plays, and prose from 1800 to the present—in the context of major literary movements (romanticism, realism, modernism) and their social determinants. Prereq: two years of college German.

366, 367, 368 Themes in German Literature (4,4,4) Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past. Prereq: two years of college German. Not offered 2004–5.

399 Special Studies: [Topic] (1–5R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on various aspects of German language, literature, or culture and civilization. **R** when topic changes.

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

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

406 Special Problems: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–5R) A recent topic is Experimental Poetry.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–5R) Recent topics are Doppelgänger and Nietzsche.

411, 412, 413 Advanced Language Training (4,4,4) Constant practice in speaking and writing with emphasis on complex syntactic structures as well as idiomatic nuances in German. **411:** grammar. **412:** writing. **413:** speaking. Prereq: GER 311, 312, 313.

425 Play Performance: [Topic] (4R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of the play and scene rehearsals in class; public performance at end of term. Prereq: two years of college German.

440/540 German Culture and Society: [Topic] (4R) Cultural and sociopolitical aspects of Germany. Typical topics are the cultural history of the German forest, gender and terrorism, women and German film, peace movements. Prereq: GER 340 or 341. **R** when topic changes.

460/560 Special Topics in German Literature: [Topic] (4R) Representative writers (e.g., Lessing, Heine, Kafka, Brecht, Bachmann, or Wolf) or pervasive themes (e.g., peace movements, art and illusion, family and society, history and literature, the political imagination). Prereq: GER 360, 361, 362. **R** when topic changes.

503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

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

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) A recent topic is Weimar Modernisms.

608 Colloquium: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

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

621 Narrative (4R) Analysis and theory of narrative texts. **R** when topic changes. Not offered 2004–5.

622 Drama (4R) Analysis and theory of dramatic texts. **R** when topic changes. Not offered 2004–5.

623 Lyric (4R) Analysis and theory of lyric texts. **R** when topic changes. Not offered 2004–5.

624 Critical and Philosophical Prose (4R) Examines important aspects of German philosophy. **R** when topic changes.

625 Translations-Transformations (4R) Presents the theory and practice of translation and other transformation media (e.g., the sister arts, literature into film). **R** when topic changes.

666 Genres of German Literature: [Topic] (4R) Generally focuses on a single genre such as drama, poetry, or prose. Further limited by a time frame or subgenre such as historical drama, ballad, or Novelle. **R** when topic changes. Not offered 2004–5.

690 Literary Studies: [Topic] (4R) Research methods, literary theory, history of German literature, and advanced methodology. Typical topics include contemporary theory, major German

critics, literature and nonliterary forms. **R** when topic changes.

Scandinavian Courses (SCAN)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

250 Scandinavian Fantasies (4) Explores portrayals of the fantastic in Scandinavian film, mythology, literature, and philosophy in relation to individual identity, truth, and other experiences beyond language. Conducted in English.

259 Vikings through the Icelandic Sagas (4) Introduction to the social, political, and cultural expressions of Viking society through the Sagas, the unique prose narratives of medieval Iceland.

315 Cinematic Traditions in Scandinavia (4) Examines the early history and development of the Scandinavian cinematic culture including the works of Ingmar Bergman. Conducted in English; films subtitled.

325 Constructions versus Constrictions of Identity (4) Explores the notion of regional, ethnic, gender, and class identity in Scandinavian texts and culture. Topics include immigrant-emigrant experience, lore of the Arctic, Finland-Swedish writing. Conducted in English. Not offered 2004–5.

340 Emergence of Nordic Cultures and Society (4) Explores the early history of the Nordic area from pre-Viking days to the mid-1800s. Includes Scandinavian and Finnic folklore, Shamanic traditions of polar peoples, folk art and music. Conducted in English.

341 Revisions of the Scandinavian Dream (4) Examines development of Scandinavian countries from impoverished kingdoms on the European periphery to modern, multicultural welfare societies. Analyzes patterns in the arts, social and political structures, ecological issues. Conducted in English. Not offered 2004–5.

351 Periods in Scandinavian Literature (4) Possible topics are modern breakthrough and modernism in Scandinavian literature. Student discussion, oral presentations, and written papers. Readings and discussions in English. Not offered 2004–5.

352 Topics in Scandinavian Literature (4) Topics include war and peace, folk literature, film as narrative. Student discussion, oral presentations, and written papers. Readings and discussions in English.

353 Scandinavian Women Writers (4) Interaction between literature and society in fiction written by women. Readings range from 13th-century Icelandic sagas to works by contemporary authors. Readings and discussions in English. Not offered 2004–5.

354 Genres in Scandinavian Literature (4) Recent topics include short narrative fiction and Scandinavian drama. Student discussion, oral presentations, and written papers. Readings and discussions in English.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–5R)

408 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

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

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

609 Practicum: [Topic] (1–16R)

Danish Courses (DANE)

101, 102, 103 First-Year Danish (4,4,4) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language. Sequence.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Danish (4,4,4) Review of grammar; composition, conversation. Selections from representative texts in Danish. Sequence. Prereq: DANE 103. Not offered 2004–5.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

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

409 Practicum: [Topic] (1–16R)

Finnish Courses (FINN)

101, 102, 103 First-Year Finnish (4,4,4) Thorough grammatical foundation in idiomatic Finnish with emphasis on reading and speaking the language. Sequence

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Finnish (4,4,4) Review of grammar, composition, conversation. Readings from various texts in Finnish. Sequence. Not offered 2004–5.

Norwegian Courses (NORW)

101, 102, 103 First-Year Norwegian (4,4,4) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language. Sequence. Not offered 2004–5.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Norwegian (4,4,4) Review of grammar; composition, conversation. Readings from various texts in Norwegian. Sequence

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

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

409 Practicum: [Topic] (1–16R)

Swedish Courses (SWED)

101, 102, 103 First-Year Swedish (4,4,4) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Sequence.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Swedish (4,4,4) Review of grammar; composition, conversation. Readings from contemporary texts in Swedish. Sequence. Not offered 2004–5.

301, 302, 303 Third-Year Swedish (4,4,4)

Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. Sequence. Prereq: SWED 203.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

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

409 Practicum: [Topic] (1–16R)

German Studies

David M. Luebke, Program Director

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Steering Committee

Susan C. Anderson, Germanic languages and literatures

Kenneth S. Calhoon, comparative literature

David M. Luebke, history

John T. Lysaker, philosophy

Ian F. McNeely, history

Virpi Zuck, Germanic languages and literatures

Participating Faculty

Judith Baskin, Judaic studies

Joseph Fracchia, honors college

Lisa Freinkel, English

Elke Heckner, Germanic languages and literatures

Julie Hessler, history

Linda Kintz, English

Alexander Mathäs, Germanic languages and literatures

John McCole, history

Dorothee Ostmeier, Germanic languages and literatures

Sherwin Simmons, art history

Marian Elizabeth Smith, music

Michael Stern, Germanic languages and literatures

Peter Warnek, philosophy

About the Program

The German Studies Program is supervised by the German and Scandinavian Studies Committee, a group of scholars in the humanities, music, and social sciences who share a common interest in German and Scandinavian culture, letters, history, and society.

The influence of German culture and letters on modern life is incalculable. In philosophy and religion; in sociology and psychology; in music, law, political science, and history—in every one of these fields and more, German-speaking thinkers have helped define our perception of the world. German studies is an interdisciplinary program that offers undergraduates the opportunity to study these many influences in context with the society and cultures that produced them. It combines advanced language training with an interdisciplinary program of study that integrates courses in history, philosophy, political science, art history, music history, religious studies, and Judaic studies with the language and literature courses offered in the Department of Germanic Languages and Literatures. Students who choose the German studies focus for the German major are encouraged to develop their language skills in German with an emphasis on reading and writing and to use these tools in all their course work.

Undergraduate Studies

More information about courses applicable to the German studies focus or the German area studies minor is available from the undergraduate adviser in Germanic languages and literatures or the

director of the German and Scandinavian Studies Committee.

German Studies Focus

German studies is a focus for the German major offered by the Department of German Languages and Literatures.

Requirements

1. Five upper-division courses taught in German (20 credits)
2. Four upper-division courses (16 credits) from at least two of the three following fields:
 - a. Philosophy and religion
 - b. History and politics
 - c. Art history and music
3. Three elective upper-division courses (12 credits)
4. German advising conference workshop taken pass/no pass (1 credit)
5. Of the twelve courses in (1), (2), and (3), five must be at the 400 level
6. One course must address topics from the period before 1800

The German and Scandinavian Studies Committee encourages its majors to spend all or part of a year studying abroad in a OUS-sponsored exchange program.

Minor in German Area Studies

The German and Scandinavian Studies Committee oversees the German area studies minor of the Germanic Languages and Literatures department. The minor requires—in addition to second-year language proficiency—seven courses (28 credits) distributed as follows:

Requirements 28 credits

Three courses selected from Intermediate Language Training (GER 311, 312, 313), Study in Germany (GER 317), Introduction to German Culture and Society (GER 340, 341), Genres in German Literature (GER 350), Diversity in Germany (GER 351), Authors in German Literature (GER 352), German Gender Studies (GER 354), German Cinema (GER 355), German Fairy Tales (GER 356), Introduction to German Literature (GER 360, 361, 362), Themes in German Literature (GER 366, 367, 368), Special Studies (GER 399), Seminar (GER 407), Experimental Course (GER 410), Advanced Language Training (GER 411, 412, 413), Play Performance (GER 425), German Culture and Society (GER 440), Special Topics in German Literature (GER 460) 12

Four upper-division courses in at least two of the following fields: philosophy and religion, history and politics, art history and music. See Requirements under German Studies Focus 16

Three courses must be taken on the UO campus, at least one of them in the Department of Germanic Languages and Literatures. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass.

To count toward the German area studies minor, generic courses numbered 399, 407, 410, and permanently numbered courses with changing topics must have approval from the German area studies adviser to ensure that the course has a substantive emphasis on German studies.

History

Jeffrey Ostler, Department Head

(541) 346-4802
275 McKenzie Hall

Faculty

- Carlos Aguirre, associate professor (Latin America). B.A., 1986, Lima (Peru); M.A., 1990, Peru; Ph.D., 1996, Minnesota. (1996)
- Karl Appuhn, assistant professor (Renaissance, environmental). B.A., 1994, California, San Diego; M.A., 1995, Ph.D., 1999, Northwestern. (2001)
- Ina Asim, assistant professor (premodern China). M.A., 1982, Ph.D., 1992, Dr. phil. habil., 2001, Würzburg. (2002)
- Matthew Dennis, professor (early American cultural and environmental). B.A., 1977, California, Irvine; M.A., 1979, Ph.D., 1986, California, Berkeley. (1988)
- Arif Dirlik, Knight Professor of Social Science (modern China, transnational Asia). B.S., 1964, Robert School; Ph.D., 1973, Rochester (New York). (2001)
- Alexander Dracoby, adjunct assistant professor (French cultural history). B.A., 1987, Grinnell; M.A., 1989, Ph.D., 1996, Chicago. (1995)
- Laura Fair, associate professor (Africa). B.A., 1985, Northern Illinois; M.A., 1988, Wisconsin, Madison; Ph.D., 1994, Minnesota. (1994)
- Andrew E. Goble, associate professor (premodern Japan, medical history, East Asia). B.A., 1975, M.A., 1981, Queensland; Ph.D., 1987, Stanford. (1990)
- Bryna Goodman, associate professor (modern China). B.A., 1978, Wesleyan; M.A., 1982, Ph.D., 1990, Stanford. (1991)
- Jeffrey E. Hanes, associate professor (modern Japan). A.B., 1973, Williams; M.A., 1978, Ph.D., 1988, California, Berkeley. (1993)
- Robert S. Haskett, professor (Latin America). B.A., 1975, California, Long Beach; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1988)
- Ellen Herman, associate professor (modern United States). B.A., 1979, Michigan; Ph.D., 1993, Brandeis. (1997)
- Julie Hessler, associate professor (20th-century Russia, Europe). B.A., 1988, Yale; M.A., 1989, Ph.D., 1996, Chicago. (1995)
- R. Alan Kimball, associate professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington (Seattle). (1967)
- David M. Luebke, associate professor (early modern Europe, Germany). B.A., 1983, Nebraska; Ph.D., 1990, Yale. (1997)
- Jack P. Maddex, professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)
- Glenn A. May, professor (American foreign relations, Southeast Asia). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale. (1983)
- John McCole, associate professor (European intellectual, cultural, and social; modern Europe). B.A., 1975, Brown; M.A., 1982, Ph.D., 1988, Boston. (1994)
- Randall E. McGowen, professor (modern Britain, India). B.A., 1970, American; M.A., 1971, Ph.D., 1979, Illinois. (1982)
- Ian McNeely, assistant professor (European). A.B., 1992, Harvard; M.A., 1993, Ph.D., 1998, Michigan. (2000)
- James C. Mohr, College of Arts and Sciences Distinguished Professor (19th-century United States). B.A., 1965, Yale; M.A., 1966, Ph.D., 1969, Stanford. (1992)
- John Nicols, professor (ancient Greece and Rome). A.B., 1966, California, Berkeley; M.A., 1968, Ph.D., 1974, California, Los Angeles. (1980)
- Jeffrey Ostler, professor (American West). B.A., 1979, Utah; M.A., 1984, Ph.D., 1990, Iowa. (1990)
- Peggy Pascoe, Beekman Associate Professor of Northwest and Pacific History (American West, women's

history). B.A., 1977, Montana State; M.A., 1980, Sarah Lawrence; Ph.D., 1986, Stanford. (1996)

Daniel A. Pope, associate professor (American economic history). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia. (1975)

George J. Sheridan Jr., associate professor (France, European socioeconomic). B.A., 1969, Princeton; M.A., 1974, Ph.D., 1978, Yale. (1976)

Martin Summers, associate professor (African American and gender history). B.A., 1990, Hampton (Virginia); Ph.D., 1997, Rutgers. (2000)

William Toll, adjunct assistant professor (African American, American Jewish, and urban history). B.A., 1963, Pennsylvania, Philadelphia; M.A., 1963, Ph.D., 1972, California, Berkeley. (1972)

Lisa Wolverton, assistant professor (medieval European). B.S.F.S., 1986, Georgetown; M.M.S., 1991, Ph.D., 1997, Notre Dame. (2000)

Emeriti

Edwin R. Bingham, professor emeritus. B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles. (1949)

Raymond Birn, professor emeritus. A.B., 1956, New York; M.A., 1957, Ph.D., 1961, Illinois. (1961)

Richard Maxwell Brown, Beekman Professor Emeritus of Northwest and Pacific History. B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard. (1977)

Leslie Decker, professor emeritus. B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell. (1969)

G. Ralph Falconeri, professor emeritus. B.A., 1949, Nevada; M.A., 1958, Ph.D., 1967, Michigan. (1963)

Paul S. Holbo, professor emeritus; vice provost emeritus, academic affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago. (1959)

Mavis Howe Mate, professor emerita. B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (1974)

Stanley A. Pierson, professor emeritus. B.A., 1950, Oregon; A.M., 1951, Ph.D., 1957, Harvard. (1957)

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History. B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley. (1949)

Robert W. Smith, professor emeritus. B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles. (1947)

Lloyd Sorenson, professor emeritus. B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois. (1947)

Louise Carroll Wade, professor emerita. B.A., 1948, Wellesley; Ph.D., 1954, Rochester. (1975)

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

Participating

Judith R. Baskin, Judaic studies

Robert Bussel, LERC

James D. Fox, library

Joseph G. Fracchia, honors college

Marianne S. Nicols, arts and sciences

Barbara Corrado Pope, women's and gender studies

Roxann Prazniak, honors college

Elizabeth Reis, women's and gender studies

Daniel Rosenberg, honors college

Stephanie Wood, Center for the Study of Women in Society

Undergraduate Studies

The study of history offers a framework for a liberal education and the background that is essential for understanding the contemporary world. Through analyzing interpretive studies, accounts by witnesses to past events, and historical records, students come to appreciate the complexity of human experience. By examining changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Preparation. Students who plan to major in history should include in their high school studies four years of social studies, four years of English, and preparation in a second language. Students who transfer to the university at the end of their sophomore year should have completed a year of college-level history and at least one year of a second language.

Careers. History provides a foundation for careers in teaching, journalism, international endeavors, law, foreign service, business, government, ministry, librarianship, museum and archival work, and historic preservation. Work beyond the bachelor's degree is required in many of these fields.

Advising and Entering the Major. The Department of History requires students to have formal advising at the time that they enter the major. The advising coordinator assigns each student a faculty adviser who reviews departmental requirements and helps the student develop a plan that directs the course of study and ensures timely completion of the requirements. The faculty adviser is available for periodic review of the program and of progress in the major.

A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. Peer advisers are trained in university and history major requirements, and they are a resource for information about graduate programs in history, careers in history, and history-related activities in the university and the community. Students may obtain a checklist outlining the major in the history office and in the history peer advising office.

Major Requirements

The Department of History offers a bachelor of arts (B.A.) and a bachelor of science (B.S.), but all history majors must fulfill the second-language requirement for the university's bachelor of arts degree. They must demonstrate proficiency in a second language either by completing, with a C– or P or better, at least the third term, second year of a second language. History courses that satisfy major requirements must be taken for letter grades. Twenty-one upper-division credits, including three courses numbered 410–499, and all courses taken to fulfill the research paper requirement must be taken at the University of Oregon. Specific requirements follow:

1. 45 graded credits in history courses, 33 of which must be upper division including at least 21 at the 400 level. (Majors who declared before September 16, 2001, need only 29 upper-division credits.) No more than 6 graded credits of Reading and Conference (HIST 405) may be used to fulfill major requirements
2. 8 upper-division credits in history before 1800
3. **Plan 2000.** (For majors who declared before September 16, 2001.) 8 upper-division credits in two of the following three fields and 4 credits in the third:
 - a. European history
 - b. United States history
 - c. African, Asian, or Latin American history (if 8 credits, all 8 must be taken in one of the three areas)

Plan 2001. (For majors who declared on or after September 16, 2001.) 8 upper-division credits in three of the following fields:

- a. European history
 - b. United States history
 - c. African history
 - d. Asian history
 - e. Latin American history
4. A research paper written in a seminar (HIST 407). In exceptional circumstances a term paper written in a colloquium (HIST 408) or in a 400-level lecture course may be expanded into a research paper. Students who have secured approval from the director of undergraduate studies for this option enroll in Reading and Conference (HIST 405) for 2 graded credits. The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student's lack of planning or preparation. It is permitted only when there are strong pedagogical reasons for pursuing it
 5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement

History Honors Program

The honors program provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis during the senior year. To be eligible for admission to the program, students must have completed at least 28 credits in history, of which at least 16 upper-division credits must have been taken at the University of Oregon. The grade point average in all history courses must be 3.50 or better. Students who satisfactorily complete the thesis and related work and fulfill the requirements of the history major are eligible for a bachelor's degree with honors in history. Information about procedures for admission to the honors program, the course of study, the nature of the thesis, and the oral examination on the thesis may be obtained from the history department staff.

Minor Requirements

The minor requires 25 credits in history taken for letter grades. Of these credits 21 must be upper division and include one course in history before 1800 in any field. Thirteen of the upper-division credits must be in 400-level courses.

Twenty-one upper-division history credits, including two courses numbered 410–499 and a seminar (HIST 407), must be taken at the University of Oregon.

Students must have earned a grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A grade of mid-C or better is required in a seminar taken to fulfill the minor requirement.

Kindergarten through Secondary Teaching Careers

Students completing a degree with a major in history are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching in social studies. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department's education adviser, Robert Haskett; see also the **College of Education** section of this catalog.

Graduate Studies

The department offers graduate instruction leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) specializing in the United States, European, East and Southeast Asian, and Latin American history.

Admission

Applicants must submit the following items to be considered for admission to the graduate program in history:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal, quantitative, and analytical sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study

The primary fields are ancient history, medieval Europe, Europe 1400–1815, Europe since 1789, Russia, United States, East Asia, Southeast Asia, Latin America, and Africa.

Master of Arts

Applicants are expected to have completed an undergraduate degree in the liberal arts with emphasis on history. The M.A. program is typically completed in two years of full-time study. Students in their first year take Historical Methods and Writings (HIST 612, 613, 614). They must take at least 5 additional seminar credits (HIST 507, 607, or 608). Before receiving the degree, they must demonstrate competence in a second language.

Students must write a master's thesis or complete two substantial research papers in the primary field and defend the thesis or research papers in an oral examination.

Doctor of Philosophy

Applicants are generally expected to have completed a master's degree in history or a closely allied field. Applicants with bachelor's degrees may apply to the doctoral program. Those accepted are required to complete the requirements for the master's degree and the doctoral degree. First-year doctoral students without equivalent training must take Historical Methods and Writings (HIST 612, 613, 614). Doctoral students must take two seminars or colloquiums (HIST 507 or 607, HIST 508 or 608).

They must pass a comprehensive oral examination in a primary field in history, complete a syllabus in their major field, and demonstrate mastery of a minor field. Mastery of the minor field, which must be in history, is demonstrated by completing three courses and preparing either a course syllabus or a bibliographic or historiographic essay of at least twenty-five pages. Before advancing to candidacy, students must demonstrate competence in at least one second language. Additional language requirements may be set by individual faculty advisers according to the demands of their fields.

After satisfactorily completing the field and syllabus requirements and demonstrating language competence, the doctoral student advances to candidacy. The doctoral candidate must write a dissertation that makes an original scholarly contribution to the field and shows evidence of ability in independent investigation. Finally, the candidate defends the dissertation in a formal, public session.

History Courses (HIST)

101, 102, 103 Western Civilization (4,4,4)

Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. **101:** ancient and medieval societies. **102:** from the Renaissance to Napoleon. **103:** from Napoleon to the present.

104, 105, 106 World History (4,4,4) Survey of world cultures and civilizations and their actions. Includes study of missionary religions, imperialism, economic and social relations. **104:** ancient societies. **105:** early modern. **106:** modern.

190 Foundations of East Asian Civilizations

(4) Introduction to traditional China and Japan; Confucianism, Buddhism, Daoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchus. Asim, Goble, Hanes.

191 China, Past and Present (4) Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy. Goodman.

192 Japan, Past and Present (4) Introduction to Japanese culture. Explores myth, tradition, modernity, and postmodernity with one eye trained on the future. Examples from personal experience. Hanes.

199 Special Studies: [Topic] (1–5R) Problem-oriented course designed for students interested in history who might or might not become majors.

201, 202, 203 United States (4,4,4) Creation and development of the United States socially, economically, politically, culturally. **201:** Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. **202:** Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. **203:** imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments.

240 War and the Modern World (4) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

245 Russia, America, and the World (4) The United States and Russia share historical experiences that extend far beyond diplomacy, trade,

and international adversity or alliance. Includes frontier expansion, revolution, industrialization, imperialism, world view. Kimball.

250, 251 African American History (4,4) 250: the African background, development of slavery, abolitionism, the Civil War and Reconstruction. **251:** the 20th-century African American experience including the great migration, World War II, the Civil Rights Movement, post-1970 African America. Summers.

273 Introduction to American Environmental History (4) Introduction to concepts, concerns, and methods of environmental history, especially in the context of American history to the present.

301, 302, 303 Modern Europe (4,4,4) Political, social, cultural, intellectual, and economic trends from the 18th century to the present. **301:** 18th century. **302:** 19th century. **303:** 20th century. McCole.

307 The Study of History (4) Introduction to historical reasoning and research methods.

308, 309 History of Women in the United States I,II (4,4) Survey of the diverse experiences of American women from colonial times to the present. **308:** 1600 to 1870. **309:** 1870 to present.

310 Perceptions and Roles of Women from the Greeks through the 17th Century (4) The ways in which perceptions about women's and gender roles in society partially reflected and partially contrasted with their actual role. Wolverton.

311 Women and Social Movements in Europe from 1750 to the Present (4) Methods used by women to improve their position in society (e.g., participation in revolution and voting). Reasons for success or failure of these methods. B. Pope.

319 Early Middle Ages in Europe (4) Emergence, from the remains of the late Roman Empire, of a uniquely medieval Christian culture in the Germanic kingdoms of northern Europe between the 4th and 9th centuries.

320 High Middle Ages in Europe (4) Changes that swept Europe from 1000–1225, including the rise of towns and universities, new spiritual and artistic visions, and varieties of religious and social reform.

321 Late Middle Ages in Europe (4) A survey of Europe, 1250–1430—the age of Dante and the Black Death—when breakthroughs alternated with disasters in the realms of politics, economics, and religion.

325 Precolonial Africa (4) Survey of African history to the mid-19th century, analyzing processes of state formation, regional and long-distance trade, religion, oral tradition, and systems of slavery. Fair.

326 Colonial and Postcolonial Africa (4) Survey of African history from the 1880s to the 1960s. Emphasis on the internal dynamics of change as well as the impact of colonialism. Fair.

327 The Age of Discoveries (4) European exploration and seaborne empires, 1270–1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese empires; Spanish conquest of Mexico. HIST 101, 102 or equivalents recommended. Appuhn.

329 The Mediterranean World: [Topic] (4R) Political, economic, social, and cultural history of the Mediterranean basin, 1099–1797. Topics include Italian maritime republics; Byzantine, Mamluk, and Ottoman empires; the first global economy; and the decline of Mediterranean Europe. **R** twice when topic changes for a maximum of 12 credits.

332 British History [Topic] (4R) British history from the Celts to the 21st century—economic, political, religious, and social change. McGowen. **R** twice when topic changes for a maximum of 12 credits.

335, 336, 337 France (4,4,4) 335: Middle Ages to French Revolution—establishment of centralized monarchy; society in l'ancien régime; 17th-century classicism; collapse of the old order. **336:** ancien régime, 1789–1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society and culture in post-Revolutionary France. **337:** 1870 to present—the Paris Commune and Third Republic; the Dreyfus affair; popular front, fall of France and Resistance; Algeria, de Gaulle, the 1968 student movement. Birn, Sheridan.

342 German History: [Topic] (4R) Middle Ages to the end of the 20th century. **I:** Middle Ages and Reformation (1410–1648). **II:** Germany in the Old Regime and Age of Revolution (1648–1848). **III:** Modern Germany (1848–present). Luebke. **R** twice for a maximum of 12 credits when topic changes.

345, 346, 347 Russia and the Soviet Union (4,4,4) 345: the Kievan state and the emergence of Muscovy. **346:** creation of the Russian Empire; political, social, and economic developments to 1917. **347:** revolutionary Russia, 1917 to the present. Hessler, Kimball.

350, 351 American Radicalism (4,4) Motives, strategies, successes, and failures of radical movements and their significance for American society. **350:** American Revolution, slave revolts, abolitionism, women's rights. **351:** workers' movements, socialism, communism, African American freedom struggle, nationalist movements of people of color, feminism, student activism. D. Pope.

352 The U.S. in the 1960s (4) Exploration of a watershed era: civil rights, student activism, educational crisis, Vietnam War, gender revolution, environmentalism. Herman.

353, 354 American Foreign Relations since 1933 (4,4) 353: origins of U.S. entry into World War II; military and diplomatic developments during that war. **354:** Cold War; U.S. and the underdeveloped world; post-Cold War foreign relations. May.

356 Black Radicalism in U.S. (4) Black radicalism in the United States, 1890s to the present. Topics include militant integrationism, black nationalisms, pan-Africanism, black Marxism, black feminisms, and Afrocentrism.

357 The South (4) Regional history of the South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddex.

358 American Jewish History (4) Ways people who identify themselves as Jews have reinvented their identity and created communities in the United States through the 1990s.

359 Religious Life in the United States (4) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the colonial period to the present. Maddex.

360 The American City: [Topic] (4R) I: To 1900. Growth of port, river, canal, and railroad towns; role of city government, bosses versus reformers; urban economies, cultural leadership, expanding populations. **II:** 20th Century. Progressive reforms, city planning, urban-federal relations in the Depression, experience of Blacks and immigrants in cities, suburban growth and the urban prospect. **R** when topic changes.

363 American Business History (4) American businesses from their colonial origins to the present. Interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises. D. Pope.

365 The Social, Historical, and Scientific Worlds of Childhood (4) Social meaning and experience of childhood viewed from classic and contemporary perspectives; includes history, psychology, law and social policy, anthropology, sociology, journalism, and creative literature. Herman.

380, 381, 382 Latin America (4,4,4) Major economic, political, and cultural trends and continuities. **380:** pre-Columbian and Iberian history, the colonial period up to 1750. **381:** transition from late colonial mercantilism to political independence and national definition, 1750–1910. **382:** reform and revolution in modern Latin American history, 1910 to the present. Sophomore standing recommended. Aguirre, Haskett.

386 India (4) India under British rule, the rise of nationalist politics, and the subcontinent in the years since independence. McGowen.

387 Early China (4) Survey from the beginnings to the 10th century focuses on the development of Chinese thought and religion and the growth of the imperial state and bureaucracy.

388 Vietnam and the United States (4) Vietnamese society and history; the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat. May.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–9R)

403 Thesis (1–9R)

404/504 Internship (1-3R) R once for a maximum of 6 credits.

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

407/507 Seminar: [Topic] (5R) Recent topics include History of Los Angeles, Modern Japanese Culture, Rethinking America in the 1960s, and Stalinism.

408/508 Colloquium: [Topic] (1–6R) Current topics include Southeast Asia Interpretations.

409 Supervised Tutoring (1–2R) R four times for maximum of 8 credits.

410/510 Experimental Course: [Topic] (1–6R)

412/512 Ancient Greece: [Topic] (4R) Political, cultural, and intellectual history of ancient Greece; emphasis on urban culture. **I:** Classical Greece. **II:** Hellenistic World. **III:** Greek Science. J. Nicols. **R** twice when topic changes for maximum of 12 credits.

414/514 Ancient Rome: [Topic] (4R) Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity; emphasis on urban culture. **I:** Roman Republic. **II:** Roman Empire. **III:** Roman Society. J. Nicols. **R** twice when topic changes for maximum of 12 credits.

416/516 African Women's History: [Topic] (4R) Explores African women's changing social, economic, and political situations. **I:** Sexuality, Reproduction, and Motherhood. **II:** Gender, Nationalism, and Revolution. **III:** Women and Islam. **R** when topic changes.

417/517 Society and Culture in Modern Africa: [Topic] (4R) Explorations in various topics with attention to class, gender, and generational and political struggles. **I:** Postcolonial African Film and Politics. **II:** Colonial Urban Africa. Prereq:

HIST 325 or 326, depending on topic. Fair. **R** twice when topic changes for maximum of 12 credits.

419/519 African Regional Histories: [Topic]

(4R) Examines the historiography of specific nations and/or regions; Swahili coast; Tanzania (formerly Tanganyika); urban South Africa, 1870s to 1970s; West African slavery. Fair. **R** twice for a maximum of 12 credits.

420/520 The Idea of Europe (4) The concept and experience of "Europe" explored creatively throughout history from multiple disciplinary perspectives. Sheridan.

421/521 Organization of Knowledge (4) Production and preservation of knowledge since ancient times, first libraries, monasteries, and universities; science exploration; books and letters; the academic disciplines; the Internet. McNeely.

425/525 Economic History of Modern Europe: [Topic] (4R) Industrial revolution, economic transformation, growth, and integration in political and social contexts. Focuses on Britain, France, Germany, and Russia. **I:** European Economies to 1914. **II:** European Economies in the 20th Century. Sheridan. **R** once when topic changes for maximum of 8 credits.

426/526 Cultural History of the Enlightenment (4) Developments in science, education, economics, sex, government, art, music, communication, and travel in the 18th-century European Age of Reason. McNeely.

427/527 Intellectual History of Modern Europe: [Topic] (4R) Major thinkers and movements include classical liberalism, utopian socialism, political economy, Marxism, aestheticism, Nietzsche, classical sociology, psychoanalysis, radical conservatism, Keynesian economics, intellectuals and political engagement, and Western Marxism. **I:** German Intellectual History. **II:** Ideas and Society, 19th Century. **III:** Ideas and Society, 20th Century. McCole. **R** twice when topic changes for maximum of 12 credits.

428/528 Europe in the 20th Century: [Topic] (4R) War, revolution, social change, political transformation, and related intellectual and cultural developments in Europe from the Great War of 1914–18 through the present. **I:** European Fascism. **II:** Jews in Modern Europe. **III:** Eastern Europe since World War I. **IV:** Europe since 1945. Hessler, McCole. **R** when chronological or thematic topic changes.

434/534 Modern British History: [Topic] (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. McGowen. **R** twice when topic changes for maximum of 12 credits.

435/535 Revolutionary and Napoleonic Europe (4) The French Revolution; Napoleon; German idealism; British industry; the coalescence of European identity; revolutions in knowledge and education; changing gender roles; imperialism. McNeely.

436/536 Society and Culture of France: [Topic] (4R) Topics include bourgeois society and culture in 18th and 19th centuries, religious culture and politics, women in culture and society. **I:** Cultural Origins of the French Revolution. **II:** Workers' Autobiographies. Sheridan. **R** once when topic changes for maximum of 8 credits.

439/539 Renaissance Europe: [Topic] (4R) Cultural and intellectual history, 1200 to 1600. New religious movements, social and political change in cultural context, theology and philosophy, humanism, the rise of vernacular

literatures. Appuhn. **R** once when topic changes for maximum of 8 credits.

440/540 The Book in History: [Topic] (4) The book as cultural artifact, commercial commodity, and primary vehicle for the spread of ideas. **I:** Authorship and Publishing History. **II:** Reading and Censorship. Birn, Fox. **R** twice when topic changes for maximum of 12 credits.

441/541 16th-Century European Reformations (4) History of religious, personal, and institutional reforms. Includes late medieval reform movements and the ideas of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. Luebke.

442/542 Early Modern German History: [Topic] (4R) Topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. Luebke. **R** twice when topic changes for maximum of 12 credits.

443/543 Modern Germany: [Topic] (4R) Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. **R** when topic changes. Luebke.

445/545 Tsarist and Imperial Russia: [Topic] (4R) Creation of a great Eurasian civilization. Geopolitical expansion, Siberia, imperialism, origins of autocracy, serfdom, church and state, political opposition, rise of civil society, industrialization. **R** twice when topic changes for a maximum of 12 credits.

449/549 Race and Ethnicity in the American West (4) Explores the growth of communities of color in western cities of the United States, with particular reference to competition and cooperation between groups.

451/551 American Foreign Relations: [Topic] (4R) Chronological and thematic topics in American foreign relations. May. **R** when topic changes.

455/555 Colonial American History (4) Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, landscapes, politics. Dennis.

456/556 Revolutionary America (4) Origins, consequences, meanings of American Revolution; changing social, economic, and political contexts; intellectual, religious, and ideological trends; Constitution; institutional, social, and cultural legacy. Dennis.

457/557 19th-Century United States: [Topic] (4R) Political, social, economic, and cultural history. **I:** Jacksonian Era. **II:** Civil War. **III:** Reconstruction. **IV:** Gilded Age. Maddex, Mohr, Ostler. **R** thrice when topic changes for maximum of 16 credits.

460/560 American Intellectual History: [Topic] (4R) Leading thinkers and prevalent modes of thought in American life from European settlement of North America to the present. **I:** To 1800. **II:** 19th Century. **III:** 20th Century. Herman. **R** twice when topic changes for maximum of 12 credits.

463/563 American Economic History: [Topic] (4R) Varying topics on the economic development of the United States as a preindustrial, industrial, and postindustrial society. **I:** The Great Depression. **II:** Industrialization. **R** twice when topic changes for maximum of 12 credits.

466/566, 467/567 The American West (4,4) Social, political, and cultural history. **466/566:** peoples of the American West and the expansion of the United States in the 19th century. **467/567:** 20th-century immigration, urban growth, economic development; social and political institutions;

politics of race, ethnicity, and gender in a multi-cultural region. Ostler, Pascoe.

468/568 The Pacific Northwest (4) Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Ostler.

469/569 American Indian History: [Topic] (4R) Variable chronological, thematic, and regional topics, including Indian history to 1860; 1860 to the present; Indians and colonialism; Indians and environments; Indians and gender; regional histories. Dennis, Ostler. **R** twice when topic changes for maximum of 12 credits.

472/572 American Masculinities (4) History of masculinity in the United States from the colonial era to the late 20th century.

473/573 American Environmental History: [Topic] (4R) Variable topics examine the social, cultural, economic, and political history of the American landscape; how Americans have understood, transformed, degraded, conserved, and preserved their environments. **I:** To 1800. **II:** 19th Century. **III:** 20th-Century Environment and Environmentalism. **IV:** Environment and the West. Dennis, Ostler. **R** thrice when topic changes for maximum of 16 credits.

476/576 United States in the 20th Century: [Topic] (4R) Political, social, economic, and cultural history. **I:** Progressive Era. **II:** Depression and World War II. **III:** Since 1950. Herman, **R** twice when topic changes for maximum of 12 credits.

478/578 Revolutions in Modern Latin America (4) Social revolutions in Mexico, Cuba, Nicaragua, and other 20th-century revolutionary movements: politics, hemispheric relations, and construction of revolutionary cultures and traditions.

480/580 Mexico (4) Mexican history from pre-Hispanic times to the present. Special attention to nationhood, economic development, church-state relations, the Mexican identity, and the Revolution of 1910. Haskett.

481/581 Latin American Regional History: [Topic] (4R) Social, political, economic, and cultural dynamics of historical change that have affected the peoples and countries of Latin America. Sophomore standing and HIST 380, 381, 382 recommended. Aguirre. **R** once when topic changes for maximum of 8 credits.

482/582 Latin America's Indian Peoples (4) Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. Haskett.

483/583 Latin America: [Topic] (4R) Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Aguirre, Haskett. **R** thrice when topic changes for maximum of 16 credits.

484/584 Philippines (4) Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years. May.

487/587 China: [Topic] (4R) Survey from the 10th century. Foundations and transformations of state and society; popular rebellions; impact of imperialism; issues of modernity; state building; political, cultural, and social revolutions. **I:** Song and Yuan. **II:** Ming and Qing. **III:** Late Qing. **IV:** Republican China. **V:** China since 1949. Goodman. **R** thrice when topic changes for maximum of 16 credits.

490/590 Japan: [Topic] (4R) Political, social, and cultural history from ancient through

contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. **I:** To 1333. **II:** Medieval, 1333–1800. **III:** Modern Age. Goble, Hanes. **R** twice when topic changes for maximum of 12 credits.

491/591 Medicine and Society in Premodern Japan (4) Japanese medical tradition: folk, Buddhist, Chinese, Dutch. Diseases, treatment and medical services, medical knowledge, acupuncture, sexual hygiene, anatomy, sexually transmitted diseases, reproduction, and family. Goble.

492/592 Postwar Japan: [Topic] (4R) Postwar political, social, economic, and cultural developments in historical perspective. Topics include industrial urbanization, the new middle class, mass culture, economic superpowerdom, internationalization. **I:** The American Occupation. **II:** The Postwar Experience. **III:** The Information Age. Hanes. **R** twice when topic changes for maximum of 12 credits.

497/597 Culture, Modernity, and Revolution in China: [Topic] (4R) **I:** Modernity and Gender. **II:** Cultural Revolution and Memory. **III:** Historiography of the Communist Revolution. Prereq: instructor's consent. Goodman. **R** twice when topic changes for maximum of 12 credits.

498/598 Early Japanese Culture and Society: [Topic] (4R) Aspects of social history through 1800—social change, hierarchy and power, interrelationship of society and religion, medieval transformations, warrior class. **I:** Buddhism and Society in Medieval Japan. **II:** Samurai and War. **III:** Medieval Japan. Prereq: instructor's consent; courses on Japanese or medieval history recommended. Goble. **R** twice when topic changes for maximum of 12 credits.

499/599 Japanese Popular Culture: [Topic] (4R) Modern society and culture from the bottom up, 1600–present. Tokugawa urban subcultures of Edo, Osaka, and Kyoto; 20th-century entertainment culture; megalopolization; contemporary mass culture. **I:** Tokugawa Urbanism. **II:** Media Culture. **III:** Consumer Lifestyles. Hanes. **R** when syllabus changes.

503 Thesis (1–12R)

601 Research: [Topic] (1–9R)

602 Supervised College Teaching (1–6R)

603 Dissertation (1–12R)

605 Reading and Conference: [Topic] (1–9R)

607 Seminar: [Topic] (5R)

608 Colloquium: [Topic] (1–6R) Recent offerings include Medieval Europe; Race and Labor in the United States; Race, Gender, and State; Society and Revolution in East Asia.

609 Supervised Tutoring Practicum: [Topic] (1–3R)

610 Experimental Course: [Topic] (1–4R)

612, 613, 614 Historical Methods and Writings (5,5,5) Introduction to the historical profession; includes historical questions, methods, and theories, and historiographic debates. Sequence. Prereq: instructor's consent.

690 Asian Research Materials (4) Introduction to basic bibliographical resources—in Western and relevant Asian languages—that are essential for research in Chinese, Japanese, or Southeast Asian history. Prereq: instructor's consent.

Honors College

See Honors at Oregon

Humanities

John Nicols, Program Director

(541) 346-4069

837 Prince Lucien Campbell Hall

Program Committee

Martha J. Bayless, English

James W. Earl, English

Lauren J. Kessler, journalism and communication

James C. Mohr, history

John Nicols, history

Scott L. Pratt, philosophy

Steven Shankman, English

George J. Sheridan Jr., history

Michael Stern, Germanic languages and literatures

Marc Vanscheeuwijck, music

Malcolm Wilson, classics

General Information

The curriculum of the Humanities Program provides opportunities for the student seeking intellectual coherence and integration, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. The program is pluralistic and multicultural in its vision and interdisciplinary in its approach. It is designed to provide essential skills and understanding for intelligent action and preparation for a wide range of careers.

Major Requirements

The humanities major is an interdisciplinary bachelor of arts (B.A.) degree program. Proficiency in at least one second language, a requirement for the B.A. degree, is central to the humanities major. Although majors are not required to do more than meet the B.A. requirement, it is strongly recommended that they continue language study in upper-division courses.

The major in humanities requires 48 or 52 credits. Grades of mid-C or better must be earned in courses taken to satisfy major requirements. For graduation, humanities majors must maintain at least a 2.00 grade point average (GPA) in required courses. No upper-division course may be used to satisfy more than one major requirement.

Introduction to the Major (4 or 8 credits)

Two courses from Introduction to the Humanities I,II,III (HUM 101, 102, 103) **or** Themes in the Humanities (HUM 300), which is recommended for students who declare the major in the junior or senior year.

Breadth Requirement (16 credits)

One course taken in each of the four areas listed below. At least two of these must be upper-division courses, and all four courses must be group satisfying.

1. Arts (music history, theater history, art history)
2. Philosophy
3. Classics
4. History

Concentration (28 upper-division credits)

Students must submit a brief essay defending the coherence of the concentration and outlining the

seven courses they plan to take. No more than three of the seven courses may be taken in any one department. Students should choose at least one Seminar (407) as part of their concentration.

Honors

Honors in humanities allows a student to focus on an area of concentration in a written thesis. Requirements are as follows:

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

Medieval Studies Option

A specialization in medieval studies is described **Medieval Studies** section of this catalog.

Courses from Other Departments

Students may be interested in the following courses. See home departments for descriptions.

Classics. Greek and Roman Epic (CLAS 301), Greek and Roman Tragedy (CLAS 302), Classical Greek Philosophers (CLAS 303), Classic Myths (CLAS 321)

History. Ancient Greece (HIST 412), Ancient Rome (HIST 414), Society and Culture in 18th-Century Europe (HIST 426), Intellectual History of Modern Europe (HIST 427), The Book in History (HIST 440)

Philosophy. Philosophy in Literature (PHIL 331), Introduction to Philosophy of Science (PHIL 339)

Theater Arts. Studies in Theater and Culture (TA 471)

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in humanities are eligible to apply to the College of Education's fifth-year programs for a license in middle-secondary teaching or elementary teaching. More information is available in the **College of Education** section of this catalog. Students who want to teach language arts need more preparation in grammar, literature, and writing. Students who want to teach social studies need more preparation in history, economics, American government, culture, and society.

Humanities Courses (HUM)

Introduction to the Humanities I,II,III (HUM 101, 102, 103) is offered every year; other humanities courses may be offered periodically. Current offerings are listed in the class schedule.

101 Introduction to the Humanities I (4) Ideas and modes of vision Western culture has inherited from the classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

102 Introduction to the Humanities II (4) Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

103 Introduction to the Humanities III (4) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science.

199 Special Studies: [Topic] (1–5R)

210 Special Topics in the Humanities: [Topic] (4R) Content varies from term to term; focus may be on different aspects of a particular culture. A recent topic is Introduction to Middle Ages.

254 The City (4) Examines the urban experience in reference to law, culture, and systems of belief (e.g., classical Athens, Renaissance Florence, 20th-century Berlin, New York).

300 Themes in the Humanities (4) Interdisciplinary and multimedia introduction to the study of the humanities. Analysis of such themes as tragedy in music, literature, and art.

315 Introduction to African Studies (4) Surveys the cultural, social, political, and economic diversity of historical and contemporary Africa. Emphasizes sub-Saharan Africa.

350 Multicultural Studies in the Humanities: [Topic] (4R) Addresses non-European-American issues that cross cultural boundaries.

354 Studies in Modern Culture: [Topic] (4R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs vary. Typical offerings are Contemporary Germany, Culture against Capitalism, Sho-gun and Modern Japan. **R** twice when topic changes for maximum of 12 credits.

399 Special Studies: [Topic] (1–5R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities.

403 Thesis (1–6R)

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

407 Seminar: [Topic] (1–5R)

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

Independent Study

The Independent Study Program is for students who want extended scholarly studies in an area not represented in established academic departments or schools. This program is open to any UO undergraduate student.

Typically, junior or senior students work for a bachelor of arts (B.A.) with a major in independent study. In addition to Thesis (HUM 403) or Reading and Conference (HUM 405) and one Seminar (407) in an appropriate department, majors must complete the university's B.A. requirements—group requirements, the multicultural requirement, two years of college-level second-language study, and writing. They must have specific, coherent plans for independent work. A proposal of these plans that demonstrates this program of study is not available through any other department or school, must be presented to the director of the Humanities Program and then to a faculty committee. Applicants also must demonstrate that there are adequate resources at the University of Oregon for their program's completion. In consultation with the committee, each student sets goals and designs a program of courses and research that culminates in a senior thesis or project.

Before being considered for the program, applicants must have completed at least two-thirds of the university's group requirements and have at least a 3.50 grade point average in college-level work. Courses applied to the major must be taken for letter grades.

Applications for the Independent Study Program are available in the Humanities Program office.

Human Physiology

Gary A. Klug, Department Head

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Faculty

Li-Shan Chou, assistant professor. B.S., 1987, Tatung Institute of Technology; M.S., 1990, Ph.D., 1995, Illinois at Chicago. (2000)

John Halliwill, assistant professor. B.S., 1991, Ohio State; Ph.D., 1995, Medical College of Virginia. (2002)

Andrew Karduna, assistant professor. B.S., 1989, Massachusetts Institute of Technology; M.S., 1991, Johns Hopkins; Ph.D., 1995, Pennsylvania. (2002)

Gary A. Klug, professor. B.S., 1970, M.S., 1973, Wisconsin, La Crosse; Ph.D., 1980, Washington State. (1985)

Christopher T. Minson, assistant professor. B.S., 1989, Arizona; M.A., 1993, San Diego State; Ph.D., 1997, Pennsylvania State. (2000)

Richard K. Troxel, senior instructor. B.S., 1975, M.S., 1977, Oregon. (1976)

Paul van Donkelaar, assistant professor. B.P.E., 1987, M.P.E., 1990, British Columbia; Ph.D., 1994, Calgary. (1997)

Susan Verscheure, instructor. B.S., 1986, York; M.S., 1999, Ph.D., 2003, Oregon. (2003)

Marjorie Woollacott, professor. B.A., 1968, Ph.D., 1973, Southern California. (1980)

Courtesy

Patrick Bergin, courtesy assistant professor. B.A., 1976, Columbia; M.D., 1980, Dartmouth. (2000)

Andrew Bourne, courtesy assistant professor. B.A., 1987, Loma Linda; M.D., 1992, New York, Upstate Medical. (2003)

John Brandon, courtesy instructor. B.S., 1976, Ricker; M.S., 1980, Oregon; M.P.A., 1996, Utah. (2001)

Richard L. Brown, courtesy assistant professor. B.A., 1960, U.S. Naval Academy; M.A., 1972, Maryland; Ph.D., 1992, Oregon. (1996)

Mathews Fish, courtesy assistant professor. A.B., 1956, California, Berkeley; M.D., 1959, California Medical, San Francisco. (2002)

Fay Horak, courtesy professor. B.S., 1973, Wisconsin; M.S., 1977, Minnesota; Ph.D., 1982, Washington (Seattle). (1997)

Stanley L. James, courtesy professor. B.S., 1953, M.D., 1962, Iowa. (1979)

Donald C. Jones, courtesy associate professor. B.S., 1969, Centenary (Hackettstown); M.D., 1973, Louisiana State. (1983)

Vern Katz, courtesy associate professor. B.A., 1971, M.D., 1979, California, Los Angeles. (2001)

Victor Lin, courtesy assistant professor. B.S., 1988, Massachusetts Institute of Technology; M.S., 1991, California, Berkeley; M.D., California, San Francisco. (2004)

Trek Lyons, courtesy assistant professor. B.A., Utah State; M.D., 1999, Utah. (1999)

Anne Shumway-Cook, courtesy assistant professor. B.S., 1969, Indiana; M.S., 1979, Ph.D., 1983, Oregon. (1992)

Kenneth M. Singer, courtesy professor. B.S., 1961, Massachusetts Institute of Technology; M.D., 1965, Columbia University College of Physicians and Surgeons. (1994)

Emeriti

Barry T. Bates, professor emeritus. B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana. (1974)

Louis R. Osternig, professor emeritus. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1971)

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

About the Discipline

The Department of Human Physiology, formerly Exercise and Movement Science, serves its students and society through research and instruction related to human physiology and anatomy and, in particular, how these disciplines affect the science surrounding physical activity. Unlike the traditional biological approach to such training, the department employs a perspective encouraging exploration and understanding of the functional and structural mechanisms underlying human movement, ranging from fundamental motor skills to the complex environment of sustained and demanding exercise.

Preparation of our students for a variety of health-oriented careers forms the heart of the curriculum. In addition to this fundamental life science training, future researchers, teachers, physicians, physical therapists, and other health care providers receive a unique perspective on the role of exercise as medicine. The department faculty challenges students to question critically, think logically, communicate clearly, and participate in high-quality scientific research and clinical endeavors.

The goal is to develop scientists and health professionals who are creative thinkers and innovators, generating new knowledge in the physiological and anatomical sciences while participating in the application of this knowledge within the health care system. The faculty stresses the integration of basic and applied research as a vital tool in the fundamental understanding of human movement and how it applies to medical settings.

Undergraduate Studies

The department offers a program leading to either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. The undergraduate curriculum emphasizes depth and breadth in the biological and physical sciences that are relevant to careers in the health sciences.

Careers. The human physiology program provides the scientific foundation necessary for professional studies in medicine, nursing, physical therapy, occupational therapy, and other health science-related disciplines. In addition, graduate work in the physiological sciences is possible. (See Health Science Option.)

Preparation. High school preparation should include a strong background in English, mathematics, biology, chemistry, psychology, and sociology.

Transfer students. Before transferring, students should have completed as many university requirements and prerequisites to major courses as possible, including general chemistry, general biology, and general physics. It is highly recommended that students take anatomy and human physiology courses at the University of Oregon.

Major Requirements

Prerequisite and major-requirement courses must be taken for letter grades and passed with grades of C– or better. Students must maintain at least

an overall 2.00 grade point average in courses required for the major.

The introductory chemistry sequence should be taken in the first year. Calculus for the Biological Sciences I (MATH 246) is highly recommended.

Prerequisites	46–49 credits
General Physics (PHYS 201, 202, 203)	12
Mind and Brain (PSY 201) or Mind and Society (PSY 202)	4
General Biology I,II,IV: Cells, Organisms, Biochemistry and Genetics (BI 211, 212, 214) or Foundations I,II,III: Genetics and Evolution, Molecular Genetics, Biochemical Basis of Life (BI 251, 252, 253)	12–15
General Chemistry (CH 221, 222, 223)	12
General Chemistry Laboratory (CH 227, 228, 229) or Introductory Physics Laboratory (PHYS 204, 205, 206)	6

Major Requirements	46–48 credits
Human Anatomy I,II (ANAT 311, 312) and laboratories (ANAT 314, 315)	10
Human Physiology I,II (HPHY 313, 314) and laboratories (HPHY 316, 317)	10
Motor Control (HPHY 333)	4
Motor Development (HPHY 335)	4
Sports Medicine (HPHY 361)	4
Physiology of Exercise (HPHY 371)	4
Biomechanics (HPHY 381)	4
Minimum of two 400-level courses excluding courses numbered 402, 403, 404, and 409. Majors must obtain departmental permission before they may use courses numbered 406, 407, 408, and 410	6–8

Health Science Option

Students who plan careers in medicine, physical therapy, nursing, or other allied health sciences may want to choose this option. Most of the standard requirements for admission to medical schools or allied health science programs are included in the course work for the major in human physiology. In addition to HPHY prerequisites and core requirements, the health science option includes the following courses:

Organic Chemistry I,II,III (CH 331, 335, 336)	12
Organic Chemistry Laboratory (CH 337, 338)	6
Internship (HPHY 404)	1–15

Laboratory courses for both chemistry and physics are required for most professional programs in the health sciences. Students who choose the health science option should work closely with their faculty advisers and plan their programs of study to meet the specific admission requirements of the postgraduate schools in which they are interested.

Honors

To apply to graduate with departmental honors, a student must have an overall GPA of 3.50 or better. Candidates complete an honors thesis under the supervision of a committee, which consists of two human physiology faculty members.

University bachelor's degree requirements are described in the **Registration and Academic Policies** section of this catalog.

Minor Requirements

The minor is primarily for students who are majoring in biology, general science, or chemistry. The minor requires 28 upper-division credits, which must be taken for letter grades; 20 of these credits must be completed at the University of Oregon.

Minor Requirements	28 credits
Human Anatomy I,II (ANAT 311, 312) and laboratories (ANAT 314, 315)	10
Human Physiology I,II (HPHY 313, 314) and laboratories (HPHY 316, 317)	10
Two courses selected from Motor Control (HPHY 333), Motor Development (HPHY 335), Sports Medicine (HPHY 361), Physiology of Exercise (HPHY 371), Biomechanics (HPHY 381)	8

Graduate Studies

The Department of Human Physiology offers graduate programs leading to the master of science (M.S.) and the doctor of philosophy (Ph.D.) degrees. Each student's program of study is planned in consultation with the student's adviser and program committee. An integral part of the graduate program is the exchange of information and inquiry with other disciplines throughout the university.

Departmental Focus

The central focus of the graduate program is the study of human physiological systems with special attention to the development and adaptations of these systems across the life span and in response to stressors such as exercise, disease, and trauma. The department has a distinguished faculty whose research interests and training lie within biomechanics and bioengineering, neuromuscular physiology, and cardiorespiratory control. They study injury prevention and treatment, the neuromuscular control of balance, sensory-motor integration during dynamic, coordinated human movements, and acute and chronic cardiovascular adaptations to environmental stress and exercise.

Graduate Teaching and Research Fellowships

The Department of Human Physiology offers graduate teaching and research fellowships to qualified students (GTFs), who teach undergraduate laboratories or assist in research projects. Each term, a GTF with an appointment greater than or equal to 0.20 full-time equivalent (FTE) receives a monetary stipend based on the level of the appointment and pays no tuition on the first 16 credits of course work. Applications are available from the department office or website.

Graduate students can also apply for a limited number of GTF positions in Physical Activity and Recreation Services (PARS). These positions involve teaching or administrative duties in activity courses, recreation, or intramurals. Application must be made directly to PARS simultaneously with the graduate application.

General Requirements

Master's Degree

The master's degree program requires a minimum of 45 credits of graduate work, 30 of which must be taken in the Department of Human Physiology. The degree requires a thesis, a published research paper, a research project, or a comprehensive examination. Department faculty members, in consultation with the student, decide which option the student should complete. Requirements for the degree must be completed within seven years.



Doctoral Degree

The doctoral degree program consists of a minimum of 135 credits beyond the bachelor's degree; at least 60 of these credits must be completed in human physiology courses.

Written and oral doctoral comprehensive examinations are taken after completing a substantial portion of the program of study. Upon passing these examinations the student is advanced to candidacy and may enroll in Dissertation (HPHY 603). A final oral defense is held after completion of the dissertation and after all other degree requirements have been met.

Admission Requirements

Applications for admission to the master's or the doctoral degree program are available from the department office or website. To be admitted, students must be accepted into the laboratory group of a faculty member who agrees to serve as the student's adviser. Prior to application submission, it is mandatory that students communicate directly with the instructor with whom they wish to study to personally discuss their goals, interests, space availability, and support. Admission into the department's graduate programs is based on the applicant's academic record and

1. Minimum Graduate Record Examinations (GRE) scores
 - a. Master's degree program: 470 verbal, 500 quantitative or combined GRE verbal and quantitative scores of 1000 with neither below 450
 - b. Doctoral degree program: 520 verbal, 560 quantitative or combined GRE verbal and quantitative scores of 1100 with neither below 500
2. A minimum GPA of 3.00
3. A minimum score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English. If an applicant has a degree from a university whose working language is English, the GRE must be taken and not the TOEFL.
4. Candidate's statement of up to 500 words that indicates
 - a. goals and objectives for pursuing the graduate degree
 - b. the applicant's background and interests as they relate to the department's central focus and specific faculty interests as they are described in the department's graduate brochure
5. At least two letters of recommendation from individuals who can attest to the applicant's potential for master's or doctoral study

Eugene Evonuk Memorial Graduate Fellowship

This award was established to aid promising advanced doctoral students whose research focus is applied physiology, particularly environmental or stress physiology. The amount of the award varies from year to year. The application deadline is March 1; direct inquiries to the department office.

Jan Broekhoff Graduate Scholarship

This award of \$3,000 to \$5,000 was established in 2000 to aid the department's graduate students. The application deadline is November 15, 2005.

Athletic Training Program

The department offers a graduate course of study in human physiology with an emphasis in athletic training. This curriculum is one of fourteen post-certification programs approved by the National Athletic Trainers Association (NATA). Admission is granted only to students who are certified by the NATA Board of Certification or who have qualified for the certification examination. The program enhances the preparation of the athletic trainer through advanced study of supporting disciplines and development of critical thinking skills in the clinical and research environments. Each student, in conjunction with the program director, designs a supporting area of study from courses offered in the department or in related areas. Success in the program demands a solid undergraduate preparation in athletic training and supporting disciplines such as anatomy and physiology.

Graduate teaching fellowships (GTF) are available for highly qualified students who are certified as athletic trainers. The GTF award provides a full tuition waiver and a monthly stipend that varies in amount according to the assignment. Employment settings include intercollegiate athletics, high schools, sports medicine clinics, recreational and intramural sports, and professional athletics. Qualified students can find more information on the department website.

International Institute for Sport and Human Performance

Henriette Heiny, Director

The institute promotes research and synthesizes findings in research related to human movement that benefits the inter- and cross-disciplinary areas in sport, exercise, and human movement sciences. The institute works in collaboration with the Department of Human Physiology to inform lay people, athletes, coaches, athletic trainers, teachers, and allied health and medical professionals about issues in health and exercise sciences. Communication occurs by means of publications, workshops, symposiums, conferences, continuing-education courses, and alliances with health-care providers. For more information see the **Research Institutes and Centers** section of this catalog.

Human Physiology (HPHY)

101 Exercise as Medicine (4) The effects of exercise on health and in the prevention and treatment of disease.

102 Exercise and Wellness across the Life Span (4) Processes affecting physical activity and exercise from infancy through elder adulthood. Topics include physiological, sensory-motor, and cognitive factors across the life span.

103 Exercise and Performance (4) Structure and function of the human body including movement analysis. Topics include training and exercise responses; sport, daily living, and workplace performance; and injury adaptations.

199 Special Studies: [Topic] (1–4R)

313 Human Physiology I: Nerve, Muscle, Senses (3) Systems physiology. Action potentials, muscle contraction, synaptic transmission, sensory transduction, neural reflexes, central processing of information. Prereq: BI 211, 214 or 252, 253 or equivalent. College anatomy recommended.

314 Human Physiology II: Homeostatic Mechanisms (3) Circulatory, respiratory, digestive, endocrine, and reproductive systems. Prereq: HPHY 313.

316 Human Physiology I: Laboratory (2) Laboratory activities related to action potentials, muscle contraction, synaptic transmission, sensory transduction, neural reflexes. Pre- or coreq: HPHY 313 or equivalent.

317 Human Physiology II: Laboratory (2) Laboratory activities related to circulatory and respiratory physiology. Prereq: HPHY 316; coreq: HPHY 314.

333 Motor Control (4) Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition. Prereq: ANAT 311, HPHY 313.

335 Motor Development (4) The development of motor skill: understanding the integration of neurophysiological, morphological, and cognitive function in producing changes in motor skills across the life span. Prereq: ANAT 311, HPHY 313.

361 Sports Medicine (4) Analysis of exercise as a physical stressor and resulting bodily adaptations. Prereq: ANAT 312; pre- or coreq: HPHY 313.

371 Physiology of Exercise (4) Physiology of exercise, physical conditioning, and training; significance of these effects for health and performance. Prereq: HPHY 314.

381 Biomechanics (4) Fundamental principles of physics applied to the analysis of human movement. Emphasis on developing abilities to analyze human movement quantitatively. Prereq: PHYS 201; pre- or coreq: ANAT 311, HPHY 313.

399 Special Studies: [Topic] (1–4R)

401 Research: [Topic] (1–15R)

403 Thesis (1–4) For honors students during the terms in which they conduct research or write a thesis.

404 Internship: [Topic] (5–16R) Field experience in an agency, institution, or business. Practice knowledge from courses: planning, organizing, directing, evaluating, and developing professional competence.

405 Reading and Conference: [Topic] (1–15R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent.

406 Special Problems: [Topic] (1–15R)

407/507 Seminar: [Topic] (1–5R) Topics are offered regularly in such areas as health sciences, motor control, biomechanics, and physiology.

408/508 Workshop: [Topic] (1–15R)

409 Practicum: [Topic] (1–15R) Current topics include Preoccupational Therapy and Prephysical Therapy.

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

463/563 Sports Nutrition (4) Current concepts and research in sports nutrition. The effects of diet and exercise in disease prevention and enhancement of athletic performance. Prereq: ANAT 311, HPHY 314; HPHY 371 recommended.

470/570 Environmental Physiology (4) Examination of physiological adaptations to acute and chronic exposure to extreme heat, cold, and high altitude. Prereq: HPHY 314.

471/571 Training in Health and Performance (4) Investigates how regular exercise influences quality of life, longevity, and ability to perform physical activity. Emphasizes integration of theory and practice. Prereq: HPHY 371.

- 503 Thesis (1–16R)**
601 Research: [Topic] (1–16R)
602 Supervised College Teaching (1–5R)
603 Dissertation (1–16R)
605 Reading and Conference: [Topic] (1–15R)
606 Special Problems: [Topic] (1–16R) Selected problems in the field of human physiology.
607 Seminar: [Topic] (1–5R) See HPHY 407/507.
608 Workshop: [Topic] (1–15R)
609 Practicum: [Topic] (1–15R)
610 Experimental Course: [Topic] (1–5R) Current topics include Neural Control of Posture and Locomotion and Respiratory Physiology.
663, 664, 665 Sports Medicine (4,4,4) Health implications of human physical activity. Sequence. Prereq: ANAT 312.

670 Advanced Respiratory Physiology (4)
 Explores advanced concepts in respiratory physiology; includes exercise adaptations and examples of pathophysiology. Prereq: HPHY 470/570 or equivalent.

674 Clinical and Functional Anatomy (4)
 Explores general principles of major joint structure and function as related to clinical areas of sports medicine. Prereq: ANAT 312.

677 Biochemical Principles of Exercise (4) Physiological and chemical mechanisms underlying the major functions of the body during exercise.

678, 679 Systems of Physiology I,II (4,4)
 Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 683 Biomechanics (4,4,4) The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns. Sequence. Prereq: HPHY 381 or equivalent.

Anatomy Courses (ANAT)

- 311 Human Anatomy I: Bones, Muscles, Nerves (3)** Gross human anatomy; the skeletal and muscular systems. Lectures, laboratory. Prereq: BI 212 or BI 251; coreq: ANAT 314.
312 Human Anatomy II: Systems of the Body (3) The neuro-, circulatory, respiratory, digestive, and urogenital systems. Prereq: ANAT 311; coreq: ANAT 315.
314, 315 Human Anatomy I,II: Laboratory (2,2) Includes media-based instruction and a cadaver laboratory. Sequence. **314:** laboratory experience in gross anatomy of skeletal muscle and bones. Coreq: ANAT 311 or equivalent. **315:** laboratory experience in circulation, respiratory, digestive, and urogenital systems. Prereq: coreq: ANAT 312.
401 Research: [Topic] (1–6R)
405 Reading and Conference: [Topic] (1–6R)
406 Special Problems: [Topic] (1–6R)
407/507 Seminar: [Topic] (1–5R)
408/508 Workshop: [Topic] (1–6R)
409 Practicum: [Topic] (1–6R)
410/510 Experimental Course: [Topic] (1–5R)
601 Research: [Topic] (1–16R)
605 Reading and Conference: [Topic] (1–6R)
606 Special Problems: [Topic] (1–16R)
607 Seminar: [Topic] (1–5R)
608 Workshop: [Topic] (1–6R)
609 Practicum: [Topic] (1–6R)
610 Experimental Course: [Topic] (1–5R)

International Studies

Linda O. Fuller, Program Director

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Faculty

- Kathie Carpenter, associate professor (Southeast Asia, childhood, children and development). B.A., 1975, California, San Diego; M.A., 1983, Ph.D., 1987, Stanford. (1989)
 Dennis C. Galvan, associate professor (Africa and Indonesia, comparative politics of development, politics of culture). B.A., 1987, Stanford; M.A., 1990, Ph.D., 1996, California, Berkeley. (2001)
 Robert C. Proudfoot, associate professor (Native American and Southeast Asian cultures, cultural and environmental survival, cultural foundations of education). B.A., 1968, Fairfield; M.A., 1980, Oregon; Ph.D., 1984, Oregon State. (1985)
 Anita M. Weiss, professor (South Asia, comparative Muslim societies, gender and development). B.A., 1975, Rutgers; M.A., 1976, Ph.D., 1983, California, Berkeley. (1987)
 Stephen R. Wooten, assistant professor (local-global dynamics, agrarian change, expressive culture). B.A., 1986, Massachusetts, Amherst; M.A., 1993, Ph.D., 1997, Illinois at Urbana-Champaign. (1999)

Courtesy

Yoko Motani, courtesy research associate (multicultural education, global education). B.A., 1992, Tokyo University of Foreign Studies; M.A., 1997, Ph.D., 2001, Toronto. (2002)

Emeritus

Gerald W. Fry, professor emeritus. B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford. (1981)

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

University Committee on International Studies

Executive Committee

- Shaul E. Cohen, geography (political, environmental, cultural; Middle East)
 Robert L. Davis, Romance languages (methodology and pedagogy, Spanish and Romance linguistics)
 Laura Fair, history (Africa)
 Linda O. Fuller, sociology (Latin America, global inequalities, comparative socialism) (*ex officio*)
 Ibrahim J. Gassama, law (international business transactions, international law, human rights)
 Richard Kraus, political science (comparative politics, Chinese politics, politics of culture)
 Jeffrey Magoto, Yamada Language Center
 H. Leslie Steeves, journalism and communication (Africa, gender and communication)
 Anita M. Weiss, international studies
 Stephen R. Wooten, international studies

Program Committee

- Arif Dirlik, history (modern China, transnational Asia)
 André Djiffack, Romance languages (Francophone literatures, 20th-century French literature, colonial and postcolonial studies)
 John B. Foster, sociology (environment, Marxism, political economy)
 Michael Hibbard, planning, public policy and management (community and regional development)
 Thomas Mills, international programs

- Alexander B. Murphy, geography (cultural and political geography, Europe, law and geography)
 Lise Nelson, geography (cultural and political geography, international rural development, feminist theory)
 Eric W. Pederson, linguistics (cognitive and psycholinguistics, language and culture, South Indian language)
 Philip W. Scher, anthropology (Caribbean, politics of culture, transnationalism)
 Alison B. Snyder, architecture (design, light, ancient and modern sacred space and vernacular structures)
 Richard M. Steers, Lundquist College of Business (organizational behavior, international management)
 Lynn Stephen, anthropology (Latin America, ethnicity and social movements, gender)
 Peter A. Walker, geography (cultural and political ecology, human-environmental relations, Africa)
 Anne Williams, international programs
 Philip D. Young, anthropology (social anthropology, rural development, Latin America)

About the Program

The International Studies Program offers interdisciplinary bachelor of arts (B.A.) and master of arts (M.A.) degrees. Fundamental themes of the program are cross-cultural communication and understanding, gender and international development, and a societal and cultural perspective on international relations. A student's course of study is tailored to meet career objectives, leading to opportunities in education, government, law, communications, business, nongovernmental organizations, philanthropic organizations, and private voluntary organizations.

The International Studies Program is a member of the Association for Women in Development and the International Studies Association. These links provide more opportunities in research, internships, funding, and employment for international studies students.

The Vietnam–University of Oregon Sister University Project, overseen by international studies, offers opportunities for field schools, faculty and student exchanges, alternative research processes.

Undergraduate Studies

The interdisciplinary bachelor of arts degree offers students a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the interdependent modern world.

Advising. The role of the faculty adviser as mentor is central to the program. Students interested in applying to the program should choose a faculty member with whom they have a common area of interest to act as their adviser and mentor, typically one of the committee members named above or a faculty member from the student's concentration areas. Advising about specific major requirements is available from the program's undergraduate advisers.

Admission. Students who want to major in international studies must have completed at least two terms at the University of Oregon and should have attained at least a 3.00 grade point average (GPA). Students are strongly encouraged not to wait until their senior year to apply. Premajor advising and help with application procedures are available at the international studies office. Applicants must

meet with an international studies undergraduate adviser to review the application before submitting it for consideration. Applications are due on Monday of the fourth week of fall, winter, and spring terms.

In exceptional cases, students entering the university may apply to become an international studies major without completing the required two quarters. More information is available from an international studies adviser.

Major Requirements

The major consists of work in three core blocks: international core foundation, regional cultures and area studies, and professional concentration area. A minimum of 48 credits, 24 of which must be upper division, are required in these blocks. Courses must be passed with grades of C– or better to satisfy major requirements. In addition, three years of a second language or the equivalent is required.

The major may include courses from a number of departments. The minimum requirement is 16 credits in each block. Courses applied to the major, with the exception of the language requirement and up to 9 credits in INTL 406 or 409, must be taken for letter grades.

A maximum of 12 credits in courses taken to fulfill the university group requirements may be applied toward the international studies major.

A maximum of 24 credits in courses taken in a single department may be applied toward the international studies major, exclusive of the language requirement.

Block A: International Core Foundation. Four courses are required: Perspectives on International Development (INTL 240), Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251), and International Leadership (INTL 350).

Block B: Regional Cultures and Area Studies. This block pertains to groups of nations that share common cultural, historical, geographic, and linguistic experiences. In satisfying the Block B requirement, students concentrate on one cultural area. To satisfy the language requirement for the major, students should choose one that is relevant to their regional specialization.

Areas of focus may include Africa, East Asia, Europe, Latin America, the Middle East, Pacific islands, Russia and Eastern Europe, South Asia, and Southeast Asia. In developing a program of study, a student may want to consult the area studies sections of this catalog.

Appropriate Block B courses should have significant course content on the region of study.

Block C: Professional Concentration Area. Students select one of fourteen professional concentration areas.

Students may design their own professional concentration area if none of the predefined areas fits the student's professional goals. Students who choose this option *must* designate one of the five core faculty members of the International Studies Program as an adviser and work with that individual in designing the concentration.

Block C professional concentration areas are listed later in this section.

International Studies Honors Thesis. Students who have a grade point average (GPA) of 3.50 or higher and want to graduate with program honors write a thirty- to fifty-page thesis. An adviser must be selected and a proposal approved by the program faculty two terms before graduation. Students may apply up to 6 credits in Thesis (403) to the appropriate block of the 48 credits required for the international studies major.

The completed thesis must be awarded a grade of mid-B or better by the adviser (P, or pass, for a Clark Honors College thesis) and be approved as meeting thesis guidelines by the director of the program. This includes addressing an international or cross-cultural topic and using second-language sources for all projects, including the honors college thesis.

Language Requirement. To satisfy this requirement, students must achieve proficiency in a second language at a level associated with three years of study. Proficiency in the language may be demonstrated by passing three terms of a 300-level language sequence with grades of mid-C or better, or by an examination.

International Experience. Majors must have a significant international experience to complete requirements for the major. This is usually satisfied by at least one term of study or work in another country. The international studies internship adviser is a resource for opportunities abroad. For information about study abroad, see International Programs in the **Academic Resources** section of this catalog and index entries under "Overseas study." Advice is available from the Office of International Programs, 330 Oregon Hall.

Internship Option. Students may earn pass/no pass (P/N) credit for work done as interns. Interested students should inquire at the international studies internship office.

Block C: Professional Concentration Areas

Comparative International Development Required Courses (8 credits)

International Community Development (INTL 420) and Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Anthropology. Economy and Culture (ANTH 412)

Economics. Economic Growth and Development (EC 490), Issues in Economic Growth and Development (EC 491)

International Studies. Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), The Pacific Challenge (INTL 440), South Asia: Development and Social Change (INTL 442)

Journalism and Communication. Third World Development Communication (J 455)

Planning, Public Policy and Management. Nonprofit Management I (PPPM 480)

Sociology. World Population and Social Structure (SOC 303), Political Economy (SOC 420), Sociology of Developing Areas (SOC 450)

Cross-Cultural Communication, Indigenous Cultural Studies, and Ethnic Identity

Required Course (4 credits)

Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

Ethnic Studies. Adviser-approved courses

Geography. Political Geography (GEOG 441), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446)

Humanities. Multicultural Studies in the Humanities (HUM 350)

International Studies. Gender and International Development (INTL 421), World Value Systems (INTL 430), Indigenous Cultural Survival (INTL 432)

Linguistics. Languages of the World (LING 211)

Sociology. Systems of War and Peace (SOC 464)

Culture and Art

Required Course (4 credits)

Art and Human Values (AAD 250) or Music in World Cultures (MUS 358)

Elective Courses (minimum of 12 credits)

Anthropology. Performance, Politics, and Folklore (ANTH 419), Cultural Resource Management (ANTH 449), The Anthropology Museum (ANTH 450)

Art History. Critical Approaches to Art-Historical Study (ARH 300), Museology (ARH 411)

Arts and Administration. Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), Arts Administration (AAD 460)

Dance. Dance and Folk Culture (DAN 301)

Folklore. Folk Art and Material Culture (FLR 413), Film and Folklore (FLR 485)

Historic Preservation. Introduction to Historic Preservation (AAP 411)

International Studies. Cross-Cultural Communication (INTL 431)

Music. Music in World Cultures (MUS 358), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452)

Planning, Public Policy and Management. Nonprofit Management I (PPPM 480)

Theater Arts. Multicultural Theater (TA 472)

Diplomacy: Law and International Relations

Required Courses (8 credits)

Aid to Developing Countries (INTL 422) and Introduction to International Relations (PS 205) or International Political Economy (PS 340)

Elective Courses (minimum of 8 credits)

Geography. Political Geography (GEOG 441)

History. American Foreign Relations (HIST 451)

International Studies. Development and the Muslim World (INTL 423), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)

Political Science. United States Foreign Policy I (PS 326), International Organization (PS 420), United States Foreign Policy II (PS 426), Theories of International Politics (PS 455), United States–Chinese Relations (PS 459), International Environmental Politics (PS 477)

Sociology. Political Economy (SOC 420), Systems of War and Peace (SOC 464)

International Business**Required Courses (8 credits)**

Managing in a Global Economy (MGMT 420) and International Marketing (MKTG 470)

Elective Courses (minimum of 8 credits)

Anthropology. Economy and Culture (ANTH 412)

Business Environment. Global, Legal, Social Environment of Business (BE 325)

Economics. Money and Banking (EC 370)

Finance. Derivative Markets and Financial Institutions (FINL 462), International Finance (FINL 463)

International Studies. Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431), South Asia: Development and Social Change (INTL 442)

International Economics**Required courses (8 credits)**

International Finance (EC 480) and International Trade (EC 481)

Elective Courses (minimum of 8 credits)

Anthropology. Economy and Culture (ANTH 412)

Economics. Issues in Industrial Organization (EC 360), International Economic Issues (EC 380), Introduction to Econometrics (EC 420), Public Economics (EC 440), Issues in Economic Growth and Development (EC 491)

Geography. Geography of Globalization (GEOG 342)

International Studies. Aid to Developing Countries (INTL 422)

International Education**Required Course (4 credits)**

Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

International Studies. Gender and International Development (INTL 421), World Value Systems (INTL 430), Indigenous Cultural Survival (INTL 432), Childhood and Cross-Cultural Perspective (INTL 433)

Journalism and Communication. International Communication (J 396), Third World Development Communication (J 455)

Planning, Public Policy and Management. Nonprofit Management I (PPPM 480)

Political Science. International Organization (PS 420)

International Environment**Required Course (4 credits)**

International Community Development (INTL 420)

Elective Courses (minimum of 12 credits)

Geography. Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463), Environment and Development (GEOG 465)

International Studies. Aid to Developing Countries (INTL 422), Indigenous Cultural Survival (INTL 432)

Planning, Public Policy and Management. Natural Resource Policy (PPPM 443)

Political Science. International Environmental Politics (PS 477), Environmental Politics (PS 497)

International Gender Issues**Required Courses (8 credits)**

Women and Culture I: Politics, Production, and Power (ANTH 314) and Gender and International Development (INTL 421)

Elective Courses (minimum of 8 credits)

Anthropology. Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421), Feminism and Ethnography (ANTH 439)

International Studies. Seminar: Women's Movements around the World (INTL 407)

Journalism and Communication. Third World Development Communication (J 455)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456)

Women's and Gender Studies. History and Development of Feminist Theory (WGS 315), Global Feminisms (WGS 431)

International Tourism**Required Courses (8 credits)**

World Value Systems (INTL 430) and Political Geography (GEOG 441)

Elective Courses (minimum of 12 credits)

Geography. Geography of Globalization (GEOG 342)

International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Cross-Cultural Communication (INTL 431)

Landscape Architecture. Understanding Landscapes (LA 260)

Marketing. Marketing Management (MKTG 311), International Marketing (MKTG 470)

Planning, Public Policy and Management. Managing Nonprofit Organizations (PPPM 480)

Political Science. Introduction to Environmental Politics (PS 297)

Sociology. Political Economy (SOC 420)

Tourism. Inquire at the program office about approved courses

Media: Journalism and Communication**Required Courses (8 credits)**

International Communication (J 396) and Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 8 credits)

International Studies. South Asia: Development and Social Change (INTL 442)

Journalism and Communication. The Mass Media and Society (J 201), Public Relations Writing (J 351), Third World Development Communication (J 455), International Journalism (J 492)

Marketing. Marketing Communications (MKTG 420), International Marketing (MKTG 470)

Sociology. Sociology of the Mass Media (SOC 317)

Peace Studies: Human Rights and Conflict Resolution**Required Courses (8 credits)**

International Organization (PS 420) and Cross-Cultural Communication (INTL 431)

Elective Courses (minimum of 12 credits)

Geography. Political Geography (GEOG 441), Culture, Ethnicity, and Nationalism (GEOG 445)

History. War and the Modern World (HIST 240), The Study of History (HIST 307)

International Studies. Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422)

Political Science. Introduction to Environmental Politics (PS 297)

Sociology. Systems of War and Peace (SOC 464)

Teaching English as a Second Language**Required Courses (12 credits)**

Linguistic Principles and Second-Language Learning (LING 440) or Second-Language Acquisition (LING 444), Second-Language Teaching (LT 445), Second-Language Teaching Practice (LT 446)

Elective Courses (8–16 credits)

Courses on the structures and cultures of the target language. See program adviser for recommended courses

Urbanization: Migration and Refugees**Required Courses (8 credits)**

Urban Geography (GEOG 442) and Aid to Developing Countries (INTL 422)

Elective Courses (minimum of 8 credits)

Economics. Urban and Regional Economics (EC 430)

Geography. Culture, Ethnicity, and Nationalism (GEOG 445)

International Studies. International Community Development (INTL 420), Cross-Cultural Communication (INTL 431)

Political Science. Introduction to Urban Politics (PS 230)

Sociology. World Population and Social Structure (SOC 303), Issues in Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442)

Minor

The minor in international studies is inactive.

Graduate Studies

The interdisciplinary M.A. degree in international studies is offered for students who contemplate careers in international affairs, international development, diplomacy, international organizations, or domestic organizations with an international focus. A minimum of 73 credits must be completed for the degree.

The degree program can be tailored to meet the unique professional needs of each student. In close consultation with a faculty adviser, the student develops a program that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include comparative development, cross-cultural training, cultural arts, gender and development, health education and nutrition, international business, international community development, international education, international tourism, journalism, management of nongovernmental organizations and private voluntary organizations, and public policy and planning. Concentrations in other professional areas can be arranged.

Graduates of the International Studies Program serve as international technical advisers, career diplomats, community development professionals, international business and trade experts, analysts in developing countries, international educators, administrators of international programs, and cross-cultural communication consultants.

Admission. The applicant must be a graduate of an accredited four-year college or university with a grade point average (GPA) of 3.30 or better in all academic work. The application deadline is February 1 for the following fall term. A Graduate

Record Examinations (GRE) score is optional. Students whose native language is not English must verify a score of 575 (paper-based test) or 233 (computer-based test) or better on the Test of English as a Foreign Language (TOEFL) unless they have earned a bachelor's degree from a college or university in an English-speaking country. Application forms and additional information about the graduate program may be obtained from the International Studies Program.

International Students. International students are encouraged to apply. Study programs are designed to meet students' professional needs and those of their home countries. Approximately half the program's graduate students are international students.

Graduate Curriculum

Of the 73 course credits needed to complete the degree, students must take a minimum of 28 graded credits: 12 in the interdisciplinary core and 16 in the professional concentration area. A maximum of 24 credits may be taken in any one department in order to allow an appropriate degree of specialization.

Interdisciplinary Core. Students take 16 credits of interdisciplinary courses that form the common core of the curriculum. The core is composed of three major competence areas: cross-cultural communication and understanding, international relations, development theories and approaches, and cross-cultural research methods. Students may select from a range of courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. Students take a minimum of 24 credits in their area of professional concentration. In consultation with an adviser, students choose courses from relevant departments or professional schools. Concentration areas are tailored to individual student interests. Students interested in agricultural extension, forestry, and public health may take courses at Oregon State University. (For information about concurrent enrollment, see the **Registration and Academic Policies** section of this catalog.)

Proseminar Series. The International Studies Program conducts two required proseminars in which students and faculty members explore the field of international studies: Seminar: International Studies Graduate Core (INTL 607), and Research and Writing in International Studies (INTL 656).

Geographic Focus. Students must take a minimum of 12 credits in their area of geographic focus (e.g., Africa, East Asia, Europe, Latin America, the Middle East, South Asia, or Southeast Asia). Students who earned their undergraduate degrees from institutions outside the United States may substitute an additional 12 credits in the professional concentration for the 12 credits of geographic focus. Students are encouraged to choose a geographic focus outside their native region.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a second language relevant to their professional or geographic focus before completing the program. Students who want to improve their language skills as part of the M.A. program may take course work in Chinese, Japanese, other non-European

languages, or Russian. They may study languages through self-instruction at the Yamada Language Center. Third- and fourth-year Romance- or Germanic-language courses are also an option. These language courses may be taken in lieu of up to 4 credits in the geographic focus, 8 credits in the professional concentration area, or 12 credits of the field internship if the language is studied in a country where it is commonly spoken. A total of no more than 16 credits of second-language study may be applied to program requirements. International students whose high school or university instruction was not in English demonstrate proficiency in English as a second language through completion of the master's degree requirements. It is recommended that international students study a language from their region of concentration.

Supervised Field Internship. A 12-credit internship is required. The program assists students in locating internships and funding, both domestic and overseas, with various organizations. The internship experience should be related to the student's career plans to enhance future job opportunities. International students may do their internship in the United States. Students must pay all or most of the costs of many internships. Many graduate students in the program have competed successfully for funding to support internship experiences.

The international studies faculty expects students to gain the following from the internship: (1) a reasonably in-depth experience in a culture other than the student's own, (2) greater fluency in the language of the culture in which the internship takes place, and (3) knowledge and experience useful to the career goals of the intern.

Exit Project. Each student must write a thesis or policy paper or have an article accepted for publication in an approved refereed journal. Nine credits are awarded for a thesis and 6 credits for a policy paper or a published article.

Concurrent J.D./M.A. Degree. A four-year program for students interested in international human rights, this program provides background in legal theory and instruments sensitive to social, cultural, economic, and political realities against which international human rights law is implemented. Future lawyers concerned with asylum, immigration, or public interest law benefit from the study of international relations and cross-cultural communication.

International Studies Courses (INTL)

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

240 Perspectives on International Development

(4) Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development. Galvan.

250 Value Systems in Cross-Cultural Perspective (4) Introduction to value systems of various cultures, focusing on how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution. Proudfoot.

251 Cooperation, Conflict, and Global Resources (4) Sociocultural, economic, and political perspectives on resource management strategies

for coping with global imbalances. Focuses on how people seek to improve their quality of life. Wooten.

350 International Leadership (4) Interdisciplinary introduction to international and cross-cultural perspectives on leadership. Focuses on leadership in a wide array of multicultural and international contexts. Carpenter.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–12R) Prereq: instructor's consent.

403 Thesis (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–12R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1–12R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–5R) Recent topics include Politics of Cultural Identity.

408/508 Workshop: [Topic] (1–12R)

409 Practicum: [Topic] (1–12R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.

410/510 Experimental Course: [Topic] (1–5R) Recent topics include Africa: Development and Social Change. R when topic changes.

420/520 International Community Development (4) Introduction to communication theory and local-level grass-roots development practices. Comparison across North-South divide of efforts to alleviate poverty, inequality, promote sustainability, and ensure mobilization and cohesion. Galvan.

421/521 Gender and International Development (4) Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development. Weiss.

422/522 Aid to Developing Countries (4) Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues. Weiss.

423/523 Development and the Muslim World (4) Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss. Not offered 2004–5.

430/530 World Value Systems (4) Compares and analyzes major belief and value systems. Examines how societies construct value systems and the emergence of a global value system. Carpenter.

431/531 Cross-Cultural Communication (4) Focuses on skills and insights needed by professionals working in cross-cultural settings. Considers values, development, education, politics, and environment as central to cross-cultural understanding. Prereq: INTL 250. Proudfoot.

432/532 Indigenous Cultural Survival (4) Explores case studies of global indigenous peoples who are facing cultural survival issues and developing strategies and institutions to deal with this complex process. Proudfoot.

433/533 Childhood and Cross-Cultural Perspective (4) Explores the experience of childhood around the world and examines how this experience is shaped by beliefs about who and what children are and by local conditions and contingencies. Carpenter.

440/540 The Pacific Challenge (4) Introduction to developments and trends in the dynamic and increasingly interdependent Pacific region. Evaluates prospects for an emerging Pacific community.

442/542 South Asia: Development and Social Change (4) Introduction to the vast social changes and development issues confronting the South Asian subcontinent. Weiss.

443/543 Postwar Vietnam and United States Relations (4) Explores implications of America's war in Vietnam and postwar activity including contemporary issues and challenges in Vietnamese-U.S. relationships. Proudfoot.

444/544 Development and Social Change in Southeast Asia (4) Introduction to the region and to the complex social issues facing the peoples of Southeast Asia. Carpenter.

447/547 Comparative Tribalisms (4) Situates contemporary polemics in Africa and the U.S. regarding ethnic, racial, and religious violence, culture wars, and nationalism in a comparative analytic framework. Galvan.

503 Thesis (1–12R) Prereq: exit project committee's consent.

601 Research: [Topic] (1–12R) Prereq: instructor's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–12R) Prereq: instructor's consent.

606 Field Studies: [Topic] (1–12R) Prereq: graduate standing and exit project committee's consent.

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–12R)

609 Practicum: [Topic] (1–12R) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: instructor's consent.

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

640 Gender Analysis in Development Planning (4) Explores specific ways in which gender analysis is considered in development planning. Focuses on economic empowerment, political participation, and shaping international agendas. Prereq: INTL 521. Weiss.

655 Proseminar (1) Not offered 2004–5.

656 Research and Writing in International Studies (1) Focus on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses. Weiss.

657 Ethical Issues in International Research (1) Not offered 2004–5.

Judaic Studies

Judith R. Baskin, Program Director

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Faculty

Judith R. Baskin, Knight Professor of Humanities (Judaic studies). B.A., 1971, Antioch; Ph.D., 1976, Yale. (2000)

Deborah A. Green, assistant professor. B.A., 1984, Brandeis; M.A., 1997, Ph.D., 2003, Chicago. (2003)

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

Executive Committee

Judith R. Baskin, Judaic studies

Shaul E. Cohen, geography

Matthew Dennis, history

Daniel K. Falk, religious studies

David A. Frank, honors college

Evlyn Gould, Romance languages

Deborah A. Green, Judaic studies

Kenneth I. Helphand, landscape architecture

Esther Jacobson, art history

Richard L. Stein, English

Participating

Diane B. Baxter, anthropology

Aletta Biersack, anthropology

Irene Diamond, political science

Mary-Lyon Dolezal, art history

Lisa Freinkel, English

Marion Sherman Goldman, sociology

Timothy J. Gianotti, religious studies

Elke Heckner, Germanic languages and literatures

Don S. Levi, philosophy

Mark Levy, music

Massimo Lollini, Romance languages

David M. Luebke, history

Jack P. Maddex, history

Geraldine Moreno, anthropology

Sandra L. Morgen, sociology

Judith Raikin, women's and gender studies

Elizabeth Reis, women's and gender studies

Cheyney C. Ryan, philosophy

Sharon R. Sherman, English

Carol T. Silverman, anthropology

Alison B. Snyder, architecture

William Toll, history

David Wacks, Romance languages

Ronald Wixman, geography

Mary E. Wood, English

Naomi Zack, philosophy

About the Program

The interdisciplinary Harold Schnitzer Family Program in Judaic Studies provides a comprehensive undergraduate curriculum in the history, religion, and cultural traditions of the Jewish people and offers instruction in biblical Hebrew language and literature. The program offers a major leading to a bachelor of arts (B.A.) degree and a minor. It sponsors courses, lectures, and other events of interest to the general student population and the wider community.

Undergraduate Studies

The Judaic studies program consists of core courses taught under the REL and JDST subject codes and a related courses taught in the disciplines of participating faculty members—anthropology, art history, English, geography, Germanic languages and literatures, history, landscape architecture, music, philosophy, political science, religious studies, Romance languages, sociology, and women's and gender studies.

The focus on central issues in the humanities and the history of Western culture provides a liberal-arts background suitable to careers in a range of professional fields and prepares students for graduate work in Judaic studies or related fields.

Requirements. The major requires 36 lower-division credits. Three core courses cover the development of Judaism and Jewish culture in a chronological sequence (REL 211, JDST 212, 213). Majors must also take Introduction to the Bible (REL 222) and two courses that place Judaic studies in the broad context of Western history and culture. Majors satisfy the university's foreign language requirement for the bachelor of arts with six terms of biblical Hebrew language and literature (HBRW 111–113, 311–313).

Upper-division requirements total 40 credits and include seven subject matter courses, one of which must concentrate on the American Jewish experience. At least three of the remaining courses must be approved topics courses that focus on significant issues in Judaic studies from the perspective of the instructor's academic discipline. These courses must be taken in at least two departments. Recently offered courses include Geography of the Middle East and Africa (GEOG 209), Women in Judaism (REL 318), Jewish Writers (ENG 340), Israelis and Palestinians (JDST 340), American Jewish History (HIST 358), Experimental Course: Judaic Art (ARH 410), Dead Sea Scrolls (REL 412), and Jewish Folklore and Ethnology (ANTH 429). A list of these courses is available from the program director preceding each term, and they also appear in the class schedule and on the program website.

Two upper-division courses may be discipline-based courses in which issues related Judaic studies are discussed but are not the main focus of the course. These courses allow students to develop their knowledge of Judaic studies in a broader disciplinary context. To receive major credit for these courses, students must develop, with the approval and direction of the course instructor, independent projects centered on a topic related to Judaic studies. Recently offered courses in this category include Philosophy of Religion (PHIL 320), Religious Life in the United States (HIST 359), Themes in German Literature (GER 368), The Bible and Literature (ENG 421), Europe in the 20th Century (HIST 428), Geography of Religion (GEOG 446), and Sociology of Religion (SOC 461). Consult the program director for approval for courses and project designs.

Major Requirements

The major requires a minimum of 76 credits, including six terms of biblical Hebrew language and literature. Up to 4 credits in either Internship (JDST 404) or Practicum (JDST 409) may be used to satisfy major requirements.

Lower-Division Requirements 36 credits

Biblical Hebrew I,II,III (HBRW 111, 112, 113) ..	12
Introduction to the Bible (REL 222).....	4
Select two courses from Western Civilization (HIST 101, 102, 103), Introduction to the Humanities I,II,III (HUM 101, 102, 103), Philosophical Problems (PHIL 101), World Religions: Asian Traditions, Near Eastern Traditions (REL 101, 102), History of Western Art I,II,III (ARH 204, 205, 206)	8
Early Judaism (REL 211)	4
Medieval and Early Modern Judaism (JDST 212).....	4
The Jewish Encounter with Modernity (JDST 213).....	4

Upper-Division Requirements 40 credits

Three biblical or postbiblical Hebrew literature courses.....	12
One course in the American Jewish experience.....	4
Three courses in approved topics in Judaic studies courses offered by at least two other departments	12
Approved elective courses, two of which may be discipline-based.....	12

Honors in Judaic Studies

A degree with honors in Judaic studies requires:

1. Satisfaction of the requirements of the major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis

The candidate for honors must register for 4 credits in Research (JDST 401) winter term of the senior year in order to prepare for writing the thesis, and for 4 credits in Thesis (JDST 403) spring term for its completion. A faculty committee of two supervises the project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term.

Minor in Judaic Studies

The minor requires 32 credits, including 20 upper-division credits. Up to 4 credits in either Internship (JDST 404) or Practicum (JDST 409) may be used to satisfy minor requirements.

Students are encouraged to establish a broad context for the Judaic studies minor by taking courses in some area of Western history and culture—e.g., Western Civilization (HIST 101, 102, 103) or courses in religious studies, art history, philosophy, or a combination thereof.

Lower-Division Requirements 12 credits

Early Judaism (REL 211)	4
Medieval and Early Modern Judaism (JDST 212).....	4
The Jewish Encounter with Modernity (JDST 213).....	4

Upper-Division Requirements 20 credits

Five courses, one of which must deal with the American Jewish experience. Two of the remaining four must be approved topics in Judaic studies courses offered by at least two other departments. Two may be approved discipline-based courses

Judaic Studies Courses (JDST)

199 Special Studies: [Topic] (1–12R)

212 Medieval and Early Modern Judaism (4) Interdisciplinary introduction to Jewish life, literature, religion, culture, and thought in the Middle Ages and early modern times in both Muslim and Christian environments.

213 The Jewish Encounter with Modernity (4) Survey of Jewish encounters with modernity outside the Americas from 1700–1948; concentrates on transformations in political status, national identity, Jewish culture, and religious self-definition.

330 American Jewish Cultures (4) American Jewish culture, ritual, identity, institutions from 1880s to the present. Examines pluralism within American Jewish community and relationships with other religious and ethnic groups.

340 Israelis and Palestinians (4) Examines political struggle between Israelis and Palestinians over past century and related human, societal, and cultural issues. Explores contemporary attempts at resolution.

399 Special Studies: [Topic] (1–12R)

401 Research: [Topic] (1–12R)

402 Supervised College Teaching (1–12R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–12R)

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

406 Special Problems: [Topic] (1–12R)

407 Seminar: [Topic] (1–16R)

408 Colloquium: [Topic] (1–16R)

409 Practicum: [Topic] (1–12R)

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

414 Judaic Studies Capstone (4) Not offered 2004–5.

Hebrew Courses (HBRW)

101, 102, 103 First-Year Modern Hebrew (5,5,5) Not offered 2004–5.

111, 112, 113 Biblical Hebrew I,II,III (4,4,4) Prepares students to read biblical and postbiblical Hebrew texts. Emphasis on classical Hebrew grammar, vocabulary, and syntax.

199 Special Studies: [Topic] (1–12R)

201, 202, 203 Second-Year Modern Hebrew (4,4,4) Not offered 2004–5.

311 Biblical Narrative (4) Readings in extended narrative prose passages from the Hebrew Bible; emphasis on reading, translation, vocabulary formation, and Hebrew syntax. Taught in Hebrew. Prereq: HBRW 113 or equivalent

312 Biblical Poetry (4) Readings in poetic passages from the Hebrew Bible; focus on reading, translation, vocabulary formation, Hebrew syntax, and biblical poetics. Taught in Hebrew. Prereq: HBRW 113 or equivalent.

313 Postbiblical Literature (4) Readings in postbiblical Hebrew texts of various genres from late antiquity and the Middle Ages, including legal writings, narratives, and poetry. Taught in Hebrew. Prereq: HBRW 113 or equivalent.

399 Special Studies: [Topic] (1–12R)

401 Research: [Topic] (1–12R)

402 Supervised College Teaching (1–12R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–12R)

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

406 Special Problems: [Topic] (1–12R)

407 Seminar: [Topic] (1–16R)

408 Colloquium: [Topic] (1–16R)

409 Practicum: [Topic] (1–12R)

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

Latin American Studies

Carlos Aguirre, Program Director

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Participating Faculty

Carlos Aguirre, history
Jesús Díaz-Caballero, Romance languages
Juan A. Eppele, Romance languages
Linda O. Fuller, sociology
Leonardo García-Pabón, Romance languages
Spike Gildea, linguistics
Amalia Gladhart, Romance languages
Daniel Goldrich, political science
James Harper, art history
Robert S. Haskett, history
Linda Kintz, English
Galen R. Martin, environmental studies
Lise Nelson, geography
Amanda W. Powell, Romance languages
Philip W. Scher, anthropology
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Stephanie Wood, Center for the Study of Women in Society
Philip D. Young, anthropology

About the Program

The University of Oregon offers undergraduate and graduate programs of concentration in Latin American studies under the auspices of the interdisciplinary Committee on Latin American Studies. A minor in Latin American studies is available. An emphasis on Latin America is available for master of arts (M.A.) degrees with majors in anthropology, history, international studies, and Spanish. See the **Anthropology, History, International Studies, and Romance Languages** sections of this catalog.

Study Abroad

See index entries under “Overseas study.”

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

Undergraduate Studies

Preparation. High school students who have taken courses in economics, history, political science, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may be interested in Latin American studies.

Community college students who have taken courses in international relations may be interested in specializing in Latin American studies.

Careers. Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the U.S. Foreign Service (including the Information Agency), the foreign-aid programs of the United States government, the United Nations and other international organizations, private foundations,

international businesses, and international nongovernmental organizations (including church, human-rights, and environmental organizations).

Minor Requirements

Students who want to earn a minor in Latin American studies must satisfy the following requirements.

Language

Students must satisfactorily complete, with grades of P or C– or better, two years of college-level Spanish- or Portuguese-language courses. The University of Oregon does not offer Portuguese.

Language credits may be earned at the University of Oregon, through an approved overseas program, or transferred from another accredited college or university. Alternatively, students may satisfy the language requirement by examination, demonstrating a level of competence equivalent to two years of college-level Spanish or Portuguese. Students whose native language is either Spanish or Portuguese may substitute equivalent competence in English in lieu of this requirement.

Credits

In addition to the language requirement, students must satisfactorily complete, with grades of P or C– or better, 28 credits of course work in Latin American studies. Latin American courses typically have a minimum of 50 percent of content related to Latin America.

Of these 28 credits:

- A minimum of 20 credits must be earned in University of Oregon courses; the other 8 credits may be earned through successful completion of preapproved courses in an overseas program at an accredited Latin American college or university. Transfer credits from universities outside Latin America are considered individually, following existing procedures in appropriate departments for determining their equivalence to UO courses
- A minimum of 16 credits must be in upper-division (300- or 400-level) courses
- A minimum of 20 credits must be taken for letter grades
- A minimum of 4 credits must be earned through completion of a course or courses whose focus is on pre-20th-century Latin America
- A maximum of 8 credits can be in comparative, global, ethnic, and similar courses that are relevant to Latin American studies but lack a minimum of 50 percent content directly related to Latin America
- No more than 12 credits from any one department can count toward the minor
- Courses from no more than four departments, disciplines, or programs can count toward the minor

Advising

Students who want a minor in Latin American studies should frequently consult a Latin American studies adviser to determine which courses offered during any given academic year may be applied to requirements for the minor.

In Spanish, only upper-division literature and culture courses count toward satisfaction of the 28-credit requirement. Below is a representative sample of regularly offered courses.

Sampling of Courses that Satisfy Minor Requirements

Seminar (407), offered by any department or program, that focuses on Latin America

Anthropology. Native Central Americans (ANTH 433), Native South Americans (ANTH 434)

History. Latin America (HIST 380, 381, 382), Latin American Regional History (HIST 481), Latin America's Indian Peoples (HIST 482), Latin America (HIST 483)

Political Science. Mexican Politics (PS 255), Government and Politics of Latin America I (PS 463)

Spanish. Survey of Spanish American Literature (SPAN 318, 319), Hispanic Literature in the United States (SPAN 328), Colonial Latin American Literature (SPAN 450), 20th-Century Latin American Literature (SPAN 490)

Periodically, other departments and programs, such as art history, ethnic studies, geography, international studies, sociology, and women's and gender studies offer courses that may satisfy minor requirements.

Individual departments or programs may allow courses applied to the minor in Latin American studies to count also toward the disciplinary major. Students should direct inquiries about this to their major departments.

Graduate Studies

Specialization in Latin American studies at the graduate level is possible in a number of departments in the College of Arts and Sciences. Anthropology, economics, history, international studies, political science, sociology, and Spanish (in the Romance languages department) have faculty members who are competent and interested in the area. It is possible to arrange graduate degree programs in these departments with a concentration in Latin American studies.

Linguistics

Spike Gildea, Department Head

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1290 University of Oregon
Eugene OR 97403-1290
<http://logos.uoregon.edu/>

Faculty

Scott DeLancey, professor (phonology, semantics, syntax; Sino-Tibetan and North American languages). B.A., 1972, Cornell; Ph.D., 1980, Indiana. (1982)

Spike Gildea, associate professor (language description, diachronic syntax, typology, phonology, comparative linguistics, field methods and ethics, ethnobiology; Cariban and other South American languages). B.A., 1983, M.A., 1989, Ph.D., 1992, Oregon. (2000)

Susan Guion, assistant professor (second-language acquisition, experimental phonetics, cognitive phonology). B.A., 1989, California, Santa Cruz; M.A., 1994, Ph.D., 1996, Texas at Austin. (1999)

Derry Malsch, associate professor (historical and comparative linguistics, language and culture, sociolinguistics, phonology; Germanic languages). B.A., 1965, M.A., 1967, Chicago; Ph.D., 1971, Wisconsin, Madison. (1971)

Doris L. Payne, professor (morphology, syntactic topology and universals, semantics, discourse and cognition, language processing, language and culture; Amerindian and Nilotic languages). B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California, Los Angeles. (1987)

Eric W. Pederson, associate professor (cognitive and psycholinguistics, language and culture; South Indian languages). B.A., 1982, M.A., 1985, Ph.D., 1991, California, Berkeley. (1997)

Melissa Redford, assistant professor (phonology structure). B.A., 1992, California, Berkeley; M.A., 1995, Ph.D., 1999, Texas at Austin. (2002)

Jacquelyn Schachter, professor (second-language acquisition, applied linguistics). B.A., 1959, M.A., 1965, Ph.D., 1971, California, Los Angeles. (1991)

Russell S. Tomlin, professor (language and cognition, discourse analysis, language processing and psycholinguistics, second-language acquisition, research methods, syntax, semantics, language typology and universals); associate dean, arts and sciences. B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)

Cynthia M. Vakareliyska, associate professor (Slavic linguistics). B.A., 1973, Princeton; J.D., 1976, Columbia; Ph.D., 1990, Harvard. (1994)

Emeritus

T. Givón, professor emeritus. B.Sc., 1959, Jerusalem; M.S., 1962, M.A., 1966, Ph.D., 1969, California, Los Angeles. (1981)

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

Participating

Dare A. Baldwin, psychology

Robert L. Davis, Romance languages

Sarah A. Douglas, computer and information science

Carl Falsgraf, Center for Applied Japanese Language Studies

Noriko Fujii, East Asian languages and literatures

Mark Johnson, philosophy

Sarah Klinghammer, linguistics

Helen Neville, psychology

Thomas Payne, linguistics

Michael I. Posner, psychology

Patricia L. Rounds, teacher education

Philip D. Young, anthropology

About the Department

The Department of Linguistics offers instruction in leading to a bachelor of arts (B.A.), a master of arts (M.A.), and an interdisciplinary doctor of philosophy (Ph.D.) degree in linguistics.

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning, it verges on logic and philosophy. As a computational system, it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation, it is important for education. As an expressive medium, it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The B.A. degree in linguistics provides a solid foundation for graduate studies in anthropology, communication, communication disorders and sciences, computer-science education, journalism, law, linguistics, literature and languages, philosophy, psychology, or sociology. It offers a strong entry into the applied fields listed above.

Advising. Undergraduate majors should consult one of the departmental undergraduate advisers each term about their study program.

Major Requirements

1. Two years of one second language and one year of another
2. The following courses:

32 credits	
Introduction to Linguistic Analysis (LING 290)	4
Analytical Methods in Morphology and Syntax (LING 351)	4
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I,II (LING 451, 452)	8
Historical and Comparative Linguistics (LING 460)	4
Sociolinguistics (LING 490)	4

3. At least 12 additional credits selected from linguistics courses (excluding LING 101 and 105) or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Seminar (LING 407) or a comparable course approved by a departmental adviser
4. Courses applied to the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major
5. The study program of linguistics undergraduate majors must be approved by a departmental undergraduate adviser

Honors in Linguistics

By fulfilling the following requirements, any linguistics major may graduate with honors.

Grade Point Average. On entry to the honors program at the end of the junior year, have a grade point average (GPA) of 3.75 or better in linguistics courses and at least 3.50 overall. At the end of the senior year, have a GPA of 3.75 or better in linguistics courses.

Senior Thesis. Write an original honors thesis under the guidance of a thesis adviser from the linguistics faculty, chosen in consultation with the undergraduate adviser. The thesis must be a substantial piece of work; it may be a revised and expanded version of a term paper. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 credits in Thesis (LING 403), taken pass/no pass (P/N).

Upon fulfilling these requirements, the candidate is approved to receive a B.A. degree with honors in linguistics.

Minor in Linguistics

The minor grounds the student in the basics of linguistic analysis and offers the opportunity to pursue areas of special interest. The minor requires at least 28 credits in linguistics course work. Under special circumstances substitutions to courses listed below are possible. Students need permission from an undergraduate adviser to pursue an alternative program of study.

Minor Requirements		28 credits
Introduction to Linguistic Analysis (LING 290)	...	4
Two courses chosen from Languages of the World (LING 211), Language, Culture, and Society (LING 295), Language and Cognition (LING 396) or other elective courses as approved by an adviser	.....	8
Phonetics (LING 411)	.....	4
Introduction to Phonology (LING 450)	.....	4
Syntax and Semantics I,II (LING 451, 452)	.....	8

Certificate in Second-Language Acquisition and Teaching

In collaboration with several UO departments, the Department of Linguistics offers an undergraduate certificate that focuses on the theory of second-language acquisition and teaching and its application in pedagogical settings. The certificate complements any other major.

To earn a certificate, the student must complete an approved set of courses in consultation with

the certificate adviser, including 12 approved credits in second-language acquisition theory and methodology; 8 to 15 approved credits in linguistic description of a target language; 3 to 4 credits in practicum, internship, or supervised tutoring; and college-level second-language study (two years of a second language if the certificate target language is English; three years if the target language is Japanese, French, Spanish, or Russian).

Second-Language Teaching

Second-Language Acquisition (LING 444/544) and Second-Language Teaching (LT 445/545) can be incorporated into a second-language teacher education program. Students who take either course for this purpose must complete their field research in the targeted language.

Graduate Studies

Solid preparation in linguistics is indispensable

to any specialization at the graduate level, applied or theoretical. Although the faculty and courses deal with a variety of linguistic topics, three facets of linguistics are strongly emphasized in the graduate program:

1. A functional approach to the study of language structure, acquisition, and use
2. An empirical, live-data, fieldwork, experimental, and cross-linguistic approach to the methodology of linguistic research
3. Interdisciplinary emphasis on the place of human language in its wider natural context

Advising and Review Practices

Graduate students meet each term with the departmental graduate adviser. In addition students are assigned a faculty member to advise them in the areas of their academic interest. The faculty reviews the performance of each graduate student at the end of each academic term. In case a student falls below what the faculty considers minimal standards of performance, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Financial Aid

The department offers several graduate teaching fellowships (GTFs) in linguistics and at the American English Institute as well as a number of graduate research fellowships. Other types of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Master of Arts

Prerequisites. Students may be required to pass with grades of B– or better certain prerequisite courses, typically Phonetics (LING 511) and an introductory course in linguistics.

Degree Requirements

The master's degree requirements include 27–28 credits in core courses. No course with a grade lower than B– may be used to satisfy degree requirements.

Core Courses		27–28 credits
Introduction to Phonology (LING 550)	.....	4
Syntax and Semantics I,II (LING 551, 552)	.....	8
One approved Seminar (LING 507 or 607)	.....	3–4
Linguistic Theory: Phonology (LING 614)	.....	4
Linguistic Theory: Syntax (LING 615)	.....	4
Linguistic Theory: Semantics (LING 616)	.....	4

Electives. An additional 20 credits in graduate-level courses chosen from linguistics or other relevant, related disciplines are required for the M.A. Students should select electives in consultation with the department's graduate adviser and members of the linguistics department faculty.

Second-Language Requirement. Candidates for the M.A. must have completed two years of a second language during the previous seven years.

M.A. Thesis or Substitute. Students in good standing may form an M.A. committee consisting of two faculty members who indicate their agreement to serve by signing a standard form and who share equal responsibility for directing the thesis. For the M.A. to be granted, both members of the committee must approve the thesis and the main content of the thesis must be presented as a departmental colloquium.

Students who elect not to write a thesis or who are unsuccessful in forming the two-member thesis committee may complete the degree by taking an additional 8 credits of course work approved by the graduate adviser.

Specialization in Language Teaching

The specialization in language teaching requires a solid course background in basic linguistics and courses specifically designed for second-language teaching preparation.

Prerequisites. Students must have a B.S. or B.A. degree in a related field.

Degree Requirements. This specialization of the master's degree requires 53 credits of course work and 7 credits for the final project. No course with a grade lower than B– may be used to satisfy degree requirements.

<i>Required Courses</i>	<i>credits</i>
Seminar: ESL Practices in the United States (EDST 507).....	4
Teaching English Culture and Literature (LING 528).....	4
Linguistic Principles and Second Language Acquisition (LING 540).....	4
Teaching English Pronunciation (LT 541)	4
Second-Language Teaching (LT 545)	4
Second-Language Teaching Practice (546)	4
Curriculum and Materials Development (LT 548).....	4
Testing and Assessment (LT 549).....	4
English Grammar (ENG 595)	4
Workshop: Computer-Assisted Language Learning (LING 608), four terms	4
Terminal Project (LT 611), two terms	7–8
Choose one course from Comparative Education (EDLD 630) or International Education and Standards (EDLD 636)	3–4
Program Evaluation for Educational Managers I (EDLD 681)	4

Electives. Students working toward an M.A. degree must take an additional 3 credits of designated elective course work. Students who have already taken any of the required courses or their equivalents should replace them with elective course work in consultation with their adviser.

Terminal Project. Students working toward an M.A. degree with the language teaching specialization must complete a terminal project over two consecutive terms. The project topic must be approved by the terminal project course instructor and the student's adviser, and be presented in an LT 611 class session during the final term.

Doctor of Philosophy

The doctor of philosophy (Ph.D.) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields at the university. These fields may include—but are not limited to—anthropological linguistics, cognitive science, communication disorders and sciences, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, psycholinguistics, and sociolinguistics.

Admission Requirements. Applicants without an M.A. may be admitted conditionally and must complete all prerequisite M.A.-level linguistics courses before they achieve unconditional doctoral status. Each applicant is required to submit, along with the graduate application, a sample research paper (or M.A. thesis) at least thirty pages in length.

Residency Requirement. The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Second-Language Requirement. Students in the Ph.D. program must demonstrate proficiency in two second languages, either by examination or through course work. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish. A student may submit a petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

Required Courses. Students must complete at least 32 credits of graduate courses in linguistics or related fields, approved by a doctoral adviser. Of these, at least 16 credits must be in linguistics and must include at least two seminars, one in syntax, semantics, or pragmatics.

All students, including those who have already earned an M.A. degree, are typically expected to complete all of the M.A. degree requirements at Oregon as part of the normal progress toward the Ph.D. Required courses count toward the 32 credit total. Courses that counted toward the M.A. cannot also be counted toward Ph.D. course requirements.

Students must complete one of two required methods sequences: the field sequence or the cognitive linguistics sequence. The field sequence includes Field Methods I,II,III (LING 617, 618, 619); the cognitive linguistics sequence includes Empirical Methods in Linguistics (LING 621), an approved course in statistics, and a cognitive science laboratory course.

Doctoral Adviser. The department head appoints a doctoral adviser for each student upon admission to the Ph.D. program.

Prequalifying Research Requirement. The student produces a piece of original research, developed under the guidance of two faculty members and presented in a public document. There are several ways to achieve this:

- The student presents the project as a formal M.A. thesis and earns an M.A.
- The student submits part of the research for a technical report series
- The student submits part of the research to a conference, and it is published as part of the conference proceedings
- The student makes another proposal that is approved by the student's faculty committee

Failure to satisfactorily develop the first-year research requirement may result in termination from the Ph.D. program.

Doctoral Examination and Advancement to Candidacy

The examination is designed to prove the student's competence as a professional linguist, and consists of two original publishable papers of substantial length and quality in different subfields of linguistics.

An unmodified M.A. thesis or prequalifying research project cannot serve as one of the qualifying papers. A separate committee of three faculty members will be appointed by the department head to referee each paper, with the student's adviser to sit on both committees. Upon documented completion of both papers and all required course work, the student is advanced to candidacy.

Doctoral Dissertation. A doctoral committee must include at least three linguistics faculty members and one outside member, and must be either chaired or cochaired by the student's doctoral adviser in linguistics. A dissertation prospectus must be submitted to and approved by the doctoral committee before the writing of the dissertation commences. The Ph.D. will be granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation.

American English Institute

The American English Institute provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields. See also American English Institute in the **Academic Resources** section of this catalog.

Cognitive and Decision Sciences

Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see the **Research Institutes and Centers** section of this catalog.

Neuroscience

See the **Neuroscience** section of this catalog for information about the study of neuroscience at the university.

Linguistics Courses (LING)

101 Introduction to Language (4) Nontechnical introduction to language. Issues of general concern such as language attitudes; language and legislation, nationalism, gender; language learning; and human language versus animal communication.

150 Structure of English Words (4) Word structure and derivation in English Greek- and Latin-

derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

160 Language, Power, and Gender (4) How power is reflected, achieved, and maintained through language, with special emphasis on the relationship between power hierarchies and women's versus men's use of language.

162 Nature versus Nurture in Language (4) Compares biological (nature) and social (nurture) factors in explaining how language structure develops and is used by the individual and by language communities.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Survey of various topics in linguistics.

211 Languages of the World (4) Survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

225 Writing Systems (4) Survey of the types, origins, development, and spread of writing systems of the world, both extinct and modern. Problems of decipherment. Issues of literacy.

290 Introduction to Linguistic Analysis (4) Study of human language and linguistics as a scientific and humanistic discipline. Basic concepts of the lexicon, phonology, syntax, semantics, and language change.

295 Language, Culture, and Society (4) Ways in which language reflects culture and in turn determines cultural world view, interaction between language and social structure, social relations and interpersonal communication.

351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prereq: LING 290.

396 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–21R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Recent topics are Semantics, Structure of Cariban, Teaching Pronunciation, Tibeto-Burman Language.

411/511 Phonetics (4) The articulatory and acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290.

421/521 Language, Mind, and Culture (4) Language communication, mirror of mind,

reflections of culture. Fundamental concepts: phonology, morphology, syntax, semantics, pragmatics. Language change, acquisition, and evolution. *Students cannot receive credit for both LING 290 and 421/521.*

423/523 Fieldwork Methods and Ethics (3) Qualitative methodology in cross-cultural fieldwork from an interdisciplinary perspective. Ethics and techniques in preparation for the field, field relations, leaving the field. Prereq: instructor's consent.

426/526 Analysis of Language Structure: [Topic] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary with selection most likely from Arabic, Austro-nesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450/550, 452/552.

432/532 Pathology of Language (4) Examines the language symptoms of aphasia, schizophrenia, Alzheimer's disease, and other neurological and psychiatric conditions from a neurolinguistic perspective. Prereq: LING 290 or equivalent.

440/540 Linguistic Principles and Second-Language Learning (4) Introduction to how languages are learned in school contexts; underlying human-language principles. Special attention to learning issues that classroom teachers need to address. Prereq: instructor's consent. *Students cannot receive credit for both LING 440/540 and 444/544.*

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Prereq: LING 290. *Students cannot receive credit for both LING 440/540 and 444/544.*

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, sound production, and sound perception. Prereq: LING 411/511 or equivalent.

451/551 Syntax and Semantics I (4) Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 351.

452/552 Syntax and Semantics II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivity and detransitivization. Data from various languages. Prereq: LING 451/551.

460/560 Historical and Comparative Linguistics (4) Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages. Prereq: LING 450/550, 451/551.

490/590 Sociolinguistics (4) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prereq: LING 450/550.

495/595 Language and Gender (4) An objective investigation of differences between women's and men's use of language on all linguistic levels, including phonetics, phonology, morphology, semantics, syntax, and discourse. Prereq: LING 290 or equivalent.

503 Thesis (1–16R) Individual research on M.A. thesis supervised by a faculty member. Prereq: instructor's consent.

601 Research: [Topic] (1–16R) Individual research on a specific topic supervised by a faculty member. Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R) Individual work on Ph.D. dissertation supervised by a faculty member.

605 Reading and Conference: [Topic] (1–16R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Topics include syntax, semantics, discourse pragmatics, stylistics, psycholinguistics, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture. Prereq: LING 450/550, 452/552.

608 Workshop: [Topic] (1–16R)

609 Teaching English as a Second Language Practicum: [Topic] (3) Supervised practicum in teaching English as a second language to adults or to children. Prereq: LT 445/545.

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

614 Linguistic Theory: Phonology (4) Detailed investigation of phonological theory. Topics may include sound systems and their typology, morphophonology, and the acquisition of phonological structures. Prereq: LING 450/550.

615 Linguistic Theory: Syntax (4) Issues in syntactic theory. Topics may include universals of semantic, pragmatic, and discourse function and their relation to syntax, syntactic typology and universals, formal models in syntactic description. Prereq: LING 452/552.

616 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics and discourse pragmatics and their interaction. Prereq: LING 452/552.

617, 618, 619 Field Methods I,II,III (5,5,5) Supervised linguistics fieldwork with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Sequence. Prereq: LING 450/550, 452/552.

621 Empirical Methods in Linguistics (4) Empirical quantified methods of data collection and analysis; statistical evaluation of results. Data derived from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450/550, 452/552.

622 Discourse Analysis (4) Language beyond the sentence level; elicitation and analysis of oral and written texts; quantitative text analysis. Information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing. Prereq: LING 452/552.

644 Advanced Second-Language Acquisition (4) Characterization of major theoretical frameworks from which to view second-language acquisition issues and research paradigms associated with each framework: universal grammar, sociolinguistic, psycholinguistic. Prereq: LING 444/544.

645 Advanced Second-Language Teaching (4) Current issues in and research on theory and practice. Topics may include curriculum develop-



ment, classroom research, testing, communicative language learning, learner-centered approaches to teaching. Prereq: LT 445/545.

660 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452/552, 460/560 or equivalent.

Language Teaching Courses (LT)

428/528 Teaching English Culture and Literature (4) Issues in teaching English as a global language. Interaction between language and culture. Application to teaching of literature. Teaching focus: British and North American literature.

441/541 Teaching English Pronunciation (4) Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

445/545 Second-Language Teaching (4) Approaches and methods of teaching second languages. Theoretical principles of language teaching; pedagogical principles for second-language skills in speaking, listening, reading, and composition. Prereq: LING 444/544.

446/546 Second-Language Teaching Practice (4) Intensive workshop and practice in teaching instruction. Practical methods for developing skills in listening, speaking, reading, writing, and testing second languages. Prereq: LT 445/545.

448/548 Curriculum and Materials Development (4) Introduction to the elements of curriculum design and related materials development. Rational basis for the development and implementation of language curriculum. Practical application. Prereq: LT 446/546 or equivalent.

449/549 Testing and Assessment (4) Principles and types of language testing, particularly classroom testing. Test design and integration into curriculum. Test planning for purpose, age group, and teaching situation. Prereq: LT 448/548 or equivalent.

611 Terminal Project (1-4R) Two-term course required to complete an M.A. in language teaching specialization. Individual projects. Weekly group sessions provide guidance. **R** four times for a maximum of 20 credits.

Academic English for International Students Courses (AEIS)

103 Comprehending Oral Academic Discourse (4) Explores elements of aural comprehension, focusing on classroom-based academic discourse: listening strategies based on oral linguistic cues, identification of topics, use of schemata, discourse genres. Prereq: TOEFL score of 500-574, English-proficiency examination administered by UO Testing Office.

105 Producing Oral Academic Discourse (4) Covers conventions of oral academic discourse including negotiating meaning, information gathering, reporting, and small-group interaction. Prereq: TOEFL score of 500-574, English-proficiency examination administered by UO Testing Office.

107 Comprehending Written Academic Text (4) Provides interactive reading model for effective processing of academic texts. Emphasizes development of critical reading skills, use of content schemata, and the role of context in resolving ambiguity. Prereq: TOEFL score of 500-574, English-proficiency examination administered by UO Testing Office.

110 Written Discourse I (4) Introduces conventions of expository essay writing. Emphasizes clear, effective written communication and development of editing skills. Covers grammar in context. Prereq: TOEFL score of 500-574, English-proficiency examination administered by UO Testing Office.

111 Written Discourse II (4) Intermediate writing for nonnative speakers of English. Critical analysis of literary readings leading to summary, paraphrase, essay-examination responses, and expository essays. Prereq: TOEFL score of 500-574, AEIS 110 or English-proficiency examination administered by UO Testing Office.

112 Written Discourse III (4) Advanced writing for nonnative speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation. Prereq: TOEFL score of 500-574, AEIS 111 or English-proficiency examination administered by UO Testing Office.

Mathematics

Brad S. Shelton, Department Head

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Yuan Xu, associate professor (numerical analysis). B.S., 1982, Northwestern (China); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1988, Temple. (1992)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad. (1980)

Courtesy

Robert M. Solovay, courtesy professor (quantum computation, logic). M.S., 1960, Ph.D., 1964, Chicago. (1990)

Emeriti

Frank W. Anderson, professor emeritus. B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa. (1957)

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Richard M. Koch, professor emeritus. B.A., 1961, Harvard; Ph.D., 1964, Princeton. (1966)

Henry L. Loeb, professor emeritus. B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles. (1966)

Theodore W. Palmer, professor emeritus. B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard. (1970)

Kenneth A. Ross, professor emeritus. B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1964)

Allan J. Sieradski, professor emeritus. B.S., 1962, Dayton; M.S., 1964, Ph.D., 1967, Michigan. (1967)

Stuart Thomas, senior instructor emeritus. A.B., 1965, California State, Long Beach; M.A., 1967, California, Berkeley. (1990)

Donald R. Truax, professor emeritus. B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford. (1959)

Marion I. Walter, professor emerita. B.A., 1950, Hunter; M.S., 1954, New York; D.Ed., 1967, Harvard. (1977)

Lewis E. Ward Jr., professor emeritus. A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)

Jerry M. Wolfe, associate professor emeritus. B.S., 1966, Oregon State; M.A., 1969, Ph.D., 1972, Washington (Seattle). (1970)

Charles R. B. Wright, professor emeritus. B.A., 1956, M.A., 1957, Nebraska; Ph.D., 1959, Wisconsin, Madison. (1961)

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

About the Department

Facilities

The department office, the Mathematics Library, and a microcomputer classroom and laboratory are housed in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in Deady Hall.

Awards and Prizes

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains twelve very challenging problems, and prizes are awarded to the top finishers in the nation. Interested students should consult the chair of the undergraduate affairs committee at the beginning of fall term.

The Anderson Award, endowed by Frank W. Anderson, honors an advanced graduate student with the department's most outstanding teaching record.

The Curtis Scholarship, endowed by Charles W. and Elizabeth H. Curtis, honors a continuing undergraduate student who has shown outstanding achievement in mathematics.

The DeCou Prize, which honors a former long-time department head, E. E. DeCou, and his son, E. J. DeCou, is awarded annually to the outstanding graduating senior with a mathematics major.

The Harrison Prize, honoring the memory of D. K. Harrison, who served in the department from 1963 to 1993, is awarded to an outstanding student in pure mathematics. It is typically awarded to a graduate student, but undergraduates are also eligible for consideration.

The Juilfs Scholarship, in honor of Erwin and Gertrude Juilfs, is awarded to one or more students who show exceptional promise for achievement as evidenced by GPA, originality of research, or other applicable criteria.

The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with a precollege-teaching option.

The Wood Scholarship, created in memory of Frank E. Wood, is awarded each year to the best continuing student majoring in mathematics.

Undergraduate Studies

Courses offered by the Department of Mathematics are designed to satisfy the needs of majors and nonmajors interested in mathematics

primarily as part of a broad liberal education. They provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the university should take four years of high school mathematics including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to satisfy the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers courses that satisfy the science group requirement—MATH 105, 106, 107; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 246, 247; MATH 251, 252, 253; MATH 261, 262, 263. The 100-level courses present important mathematical ideas in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

Beginning and transfer students must take a placement examination before enrolling in their first UO mathematics course; the examination is given during each registration period. Students who transfer credit for calculus to the university are excused from the examination.

To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of P or C— or better.

Students cannot receive credit for a course that is a prerequisite to a course they have already taken. For example, a student with credit in Calculus for Business and Social Science I (MATH 241) cannot later receive credit for College Algebra (MATH 111). For more information about credit restrictions, contact a mathematics adviser.

Program Planning

Calculus Sequences. The department offers four calculus sequences. Students need to consult an adviser in mathematics or in their major field about which sequence to take.

Calculus I,II,III (MATH 251, 252, 253) is the standard sequence recommended to most students in the physical sciences and mathematics. Honors Calculus I,II,III (MATH 261, 262, 263) covers the same material as the standard sequence but includes theoretical background material and is for strong students with an interest in mathematics. Calculus for the Biological Sciences I,II (MATH 246, 247) covers the same material as Calculus I,II but with an emphasis on modeling and applications to the life sciences. A one-year sequence can be formed by taking MATH 253 after MATH 247. Students interested in taking more advanced mathematics courses should take any of the sequences outlined above (MATH 251, 252, 253 or MATH 261, 262, 263 or MATH 246, 247, 253). The sequences are equivalent as far as department requirements for majors or minors

and as far as prerequisites for more advanced courses.

The department's fourth sequence is Calculus for Business and Social Science I, II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243), which is designed to serve the mathematical needs of students in the business, managerial, and social sciences. Choosing this sequence effectively closes the door to most advanced mathematics courses.

Mathematics majors usually take calculus in the freshman year.

In the sophomore year, majors often take MATH 256, 281, 282, or MATH 315, 341, 342. Students interested in a physical science typically take the first sequence, while students in pure mathematics or in computer and information science find the second more appropriate. The sequences can be taken simultaneously, but it is possible to graduate in four years without taking both at once.

In the junior and senior years, students often take two mathematics courses a term, finishing MATH 256, 281, 282 or MATH 315, 341, 342 and completing the four required upper-division courses.

Major Requirements

The department offers undergraduate preparation for positions in government, business, and industry and for graduate work in mathematics and statistics. Each student's major program is individually constructed in consultation with an adviser.

Upper-division courses used to satisfy major requirements must be taken for letter grades, and only one D grade (D+ or D or D-) may be counted toward the upper-division requirement. At least 12 credits in upper-division mathematics courses must be taken in residence at the university.

Statistical Methods I,II (MATH 425, 426) cannot be used to satisfy requirements for a mathematics major.

To qualify for a bachelor's degree with a major in mathematics, a student must satisfy the requirements for one of the following options:

Option One: Applied Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Elementary Numerical Analysis I,II (MATH 351, 352), Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II,III (MATH 420, 421, 422), Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453), Mathematical Modeling (MATH 455), Networks and Combinatorics (MATH 456), Discrete Dynamical Systems (MATH 457), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463)

Option Two: Pure Mathematics. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses selected from: Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometries from an

Advanced Viewpoint I,II (MATH 394, 395), Introduction to Analysis I,II,III (MATH 413, 414, 415), Introduction to Topology (MATH 431, 432), Introduction to Differential Geometry (MATH 433), Linear Algebra (MATH 441), Introduction to Abstract Algebra I,II,III (MATH 444, 445, 446), Mathematical Statistics I,II,III (MATH 464, 465, 466)

Option Three: Secondary Teaching. Elementary Analysis (MATH 315), Number Theory (MATH 346), Elementary Linear Algebra (MATH 341), Fundamentals of Abstract Algebra I,II,III (MATH 391, 392, 393), Geometries from an Advanced Viewpoint I,II (MATH 394, 395), Introduction to Mathematical Methods of Statistics I (MATH 461), and Concepts of Computing: Algorithms and Programming (CIS 122) or another programming course approved by an adviser.

Option Four: Design-Your-Own. Introduction to Differential Equations (MATH 256), Several-Variable Calculus I,II (MATH 281, 282), Elementary Analysis (MATH 315), Elementary Linear Algebra (MATH 341, 342), and four courses chosen in consultation with an adviser from the lists of courses for the applied or pure mathematics options above.

It is important to get approval in advance; the four elective courses cannot be chosen arbitrarily. In some cases, upper-division courses can be substituted for the lower-division courses listed in the first sentence of this option.

Students are encouraged to explore the design-your-own option with an adviser. For example, physics majors typically fulfill the applied option. But physics students interested in the modern theory of elementary particles should construct an individualized program that includes abstract algebra and group theory. Another example: economics majors typically take statistics and other courses in the applied option. But students who plan to do graduate study in economics should consider the analysis sequence (MATH 413, 414, 415) and construct an individualized program that contains it.

Mathematics and Computer Science

The Department of Mathematics and the Department of Computer and Information Science jointly offer an undergraduate major in mathematics and computer science, leading to a bachelor of arts or a bachelor of science degree. This program is described in the **Mathematics and Computer Science** section of this catalog.

Recommended Mathematics Courses for Other Areas

Students with an undergraduate mathematics degree often change fields when enrolling in graduate school. Common choices for a graduate career include computer science, economics, engineering, law, medicine, and physics. It is not unusual for a mathematics major to complete a second major as well. The following mathematics courses are recommended for students interested in other areas:

Actuarial Science. Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453); Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462) and Mathematical Methods of Regression Analysis and Analysis of

Variance (MATH 463) or Mathematical Statistics I,II,III (MATH 464, 465, 466). Courses in computer science, accounting, and economics are also recommended. It is possible to take the first few actuarial examinations (on calculus, statistics, and numerical analysis) as an undergraduate student.

Biological Sciences. Mathematical Modeling (MATH 455), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

Computer and Information Science. Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233); Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Numerical Analysis I,II,III (MATH 451, 452, 453) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462); Networks and Combinatorics (MATH 456)

Economics, Business, and Social Science. Mathematical Modeling (MATH 455), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

Physical Sciences and Engineering. Functions of a Complex Variable I,II (MATH 411, 412), Differential Equations and Fourier Analysis I,II,III (MATH 420, 421, 422)

Honors Program

Students preparing to graduate with honors in mathematics should notify the department's honors adviser no later than the first term of their senior year. They must complete two of the following five sets of courses with at least a mid-B average (3.00 grade point average): MATH 413, 414; MATH 431, 432; MATH 444, 445; MATH 461, 462; MATH 464, 465. They must also write a thesis covering advanced topics assigned by their adviser. The degree with departmental honors is awarded to students whose work is judged truly exceptional.

Minor Requirements

The minor is intended for any student, regardless of major, with a strong interest in mathematics. While students in such closely allied fields as computer and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor useful.

To earn a minor in mathematics, a student must complete at least 30 credits in mathematics at the 200 level or higher, with at least 15 upper-division mathematics credits; MATH 425, 426 cannot be used. A minimum of 15 credits must be taken at the University of Oregon.

Only one D grade (D+ or D or D-) may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for letter grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics adviser, to tailor the program to his or her needs.

Preparation for Kindergarten through Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary licensure in mathematics and for elementary teaching. More information is available from the department's

education adviser, Shlomo Libeskind; see also the **College of Education** section of this catalog.

Graduate Studies

The university offers graduate study in mathematics leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees.

Master's degree programs are available to suit the needs of students with various objectives. There are programs for students who intend to enter a doctoral program and for those who plan to conclude their formal study of pure or applied mathematics at the master's level.

Admission depends on the student's academic record—both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should note the general university requirements for graduate admission that appear in the **Graduate School** section of this catalog.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examination (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics *Graduate Student Handbook*, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Master's Degree Programs

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 600-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics.

Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 551, 552, 553; MATH 564, 565, 566.

Students should also have taken a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of a specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar (MATH 607). Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. Based on this consultation, conditional admission to the master's degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master's degree.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor's degree program described above. Other students are placed in the master's degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. It consists of examinations on two basic 600-level graduate courses, one each from two of the following three categories: (1) algebra; (2) analysis; (3) numerical analysis, probability, statistics, topology, or geometry.

Ph.D. Program. Admission to the Ph.D. program is based on the following criteria: satisfactory performance on the qualifying examination, completion of three courses at a level commensurate with study toward a Ph.D., and satisfactory performance in seminars or other courses taken as a part of the pre-Ph.D. or Ph.D. program. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall-term qualifying examination may retake the examination at the beginning of winter term.

A student in the Ph.D. program is advanced to candidacy after passing a language examination and the comprehensive examination. To complete the requirements for the Ph.D., candidates must submit a dissertation, have it read and approved by a dissertation committee, and defend it orally in a formal public meeting.

Language Requirement. The department expects Ph.D. candidates to be able to read mathematical material in a second language selected from French, German, and Russian. Other languages are acceptable in certain fields. Language requirements may be fulfilled by (1) passing a departmentally administered examination, (2) satisfactorily completing a second-year college-level language course, or (3) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This oral examination emphasizes the basic material in the student's general area of interest. A student is expected to take this examination during the first three years in the combined pre-Ph.D. and Ph.D. programs. To be eligible to take this examination, a student must have completed the language

examination and nearly all the course work needed for the Ph.D.

Dissertation. Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics. Requirements for final defense of the thesis are those of the Graduate School.

Mathematics Courses (MATH)

70 Elementary Algebra (4) Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, word problems, factoring, graphing lines, exponents, radicals. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee.

95 Intermediate Algebra (4) Topics include problem solving, linear equations; systems of equations, polynomials and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

105 University Mathematics I (4) Topics include descriptive statistics, statistical inference, study of growth with applications to finance, and biology. Prereq: MATH 95 or satisfactory placement test score.

106 University Mathematics II (4) A variety of modern mathematical topics that have contemporary applications. Topics include decision making with applications to voting and apportionment, networks with applications, planning and scheduling, linear programming, game theory, patterns and symmetry. Prereq: MATH 105.

107 University Mathematics III (4) Nontechnical introduction to basic concepts and applications of calculus through use of graphically presented functions. Applications include optimization and estimation in a variety of contexts. Prereq: MATH 105; 106 recommended.

111 College Algebra (4) Algebra needed for calculus including graph sketching, algebra of functions, polynomial functions, rational functions, exponential and logarithmic functions, linear and nonlinear functions. Prereq: MATH 95 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

112 Elementary Functions (4) Exponential, logarithmic, and trigonometric functions; mathematical induction. Intended as preparation for MATH 251. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs.

199 Special Studies: [Topic] (1–5R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (3,3,3) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Sequence. Prereq: MATH 111 or satisfactory placement test score. Prereq for 212: grade of C– or better in MATH 211. Prereq for 213: grade of C– or better in MATH 212.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4) **231:** sets, mathematical logic, induction, sequences, and functions. **232:** relations, theory of graphs and trees with applications, permutations and combinations. **233:** discrete

probability, Boolean algebra, elementary theory of groups and rings with applications. Sequence. Prereq: MATH 112 or satisfactory placement test score.

241, 242 Calculus for Business and Social Science I,II (4,4) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Sequence. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. Students cannot receive credit for both MATH 241 and 251, MATH 242 and 252.

243 Introduction to Methods of Probability and Statistics (4) Discrete and continuous probability, data description and analysis, binomial and other distributions, sampling distributions. Prereq: MATH 111 or satisfactory placement test score; a programmable calculator capable of displaying function graphs. Students cannot receive credit for both MATH 243 and 425.

246, 247 Calculus for the Biological Sciences I,II (4,4) For students in biological science and related fields. Emphasizes modeling and applications to biology. **246:** differential calculus and applications. **247:** integral calculus and applications. Prereq for 246: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251, 261 or more than one of MATH 242, 247, 252, 262.

251, 252, 253 Calculus I,II,III (4,4,4) Standard sequence for students of physical and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Sequence. Prereq for 251: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251, 261 or more than one of MATH 242, 247, 252, 262 or more than one of MATH 253, 263.

256 Introduction to Differential Equations (4) Introduction to differential equations and applications. Linear algebra is introduced as needed. Prereq: MATH 253.

261, 262, 263 Honors Calculus I,II,III (4,4,4) Covers both applications of calculus and its theoretical background. **261:** axiomatic treatment of the real numbers, limits, and the least upper bound property. **262:** differential and integral calculus. **263:** sequences and series, Taylor's theorem. Prereq for 261: instructor's consent. Students cannot receive credit for more than one of MATH 241, 246, 251, 261 or more than one of MATH 242, 247, 252, 262 or more than one of MATH 253, 263.

281, 282 Several-Variable Calculus I,II (4,4) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Sequence. Prereq: MATH 253.

315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, power series, sequences and series, uniform convergence and continuity. Prereq: MATH 253 or equivalent.

341, 342 Elementary Linear Algebra (4,4) Vector and matrix algebra; n -dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product

spaces; theory of a single linear transformation. Sequence. Prereq: MATH 253.

346 Number Theory (4) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253.

351, 352 Elementary Numerical Analysis I,II (4,4) Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Sequence. Prereq: MATH 253, CIS 210.

391, 392, 393 Fundamentals of Abstract Algebra I,II,III (4,4,4) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: upper-division standing.

394 Geometries from an Advanced Viewpoint I (4) Topics in Euclidean geometry in two and three dimensions including constructions. Emphasizes investigations, proofs, and challenging problems. Prereq: one year of high school geometry, one year of calculus. For prospective secondary and middle school teachers. Offered alternate years with MATH 395; not offered 2004–5.

395 Geometries from an Advanced Viewpoint II (4) Analysis of problems in Euclidean geometry using coordinates, vectors, and the synthetic approach. Transformations in the plane and space and their groups. Introduction to non-Euclidean geometries. Prereq: grade of C– or better in MATH 394. For prospective secondary teachers. Offered 2004–5 and alternate years with MATH 394.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–4R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

411/511, 412/512 Functions of a Complex Variable I,II (4,4) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Sequence. Prereq: MATH 281.

413/513, 414/514, 415/515 Introduction to Analysis I,II,III (4,4,4) Differentiation and integration on the real line and in n -dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Sequence. Prereq: MATH 282, 315.

420/520 Differential Equations and Fourier Analysis I (4) Ordinary differential equations. General and initial value problems. Explicit, numerical, graphical solutions; phase portraits. Existence, uniqueness, stability. Power series methods. Gradient flow; periodic solutions. Pre- or coreq: MATH 256.

421/521 Differential Equations and Fourier Analysis II (4) Introduction to PDEs; wave and heat equations. Classical Fourier series on the circle; applications of Fourier series. Generalized Fourier series, Bessel and Legendre series. Prereq: MATH 420/520.

422/522 Differential Equations and Fourier Analysis III (4) General theory of PDEs; the Fourier transform. Laplace and Poisson equations; Green's functions and application. Mean value theorem and max-min principle. Prereq: MATH 421/521.

425/525, 426/526 Statistical Methods I,II (4,4) Statistical methods for upper-division and graduate students anticipating research in

nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Sequence. Prereq: MATH 111 or satisfactory placement test score. Only nonmajors may receive upper-division or graduate credit. Students cannot receive credit for both MATH 243 and 425.

427/527 Multivariate Statistical Methods (4) Multiple linear regression, analysis of variance, correlation techniques, applications to problems and data from various fields, use of statistical software. Prereq: MATH 426/526 or 462/562.

431/531, 432/532 Introduction to Topology (4,4) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Sequence. Prereq: upper-division mathematics sequence.

433/533 Introduction to Differential Geometry (4) Plane and space curves, Frenet-Serret formula surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds. Prereq: MATH 281, 341.

441/541 Linear Algebra (4) Theory of vector spaces over arbitrary fields, theory of a single linear transformation, minimal polynomials, Jordan and rational canonical forms, quadratic forms, quotient spaces. Prereq: MATH 342.

444/544, 445/545, 446/546 Introduction to Abstract Algebra I,II,III (4,4,4) Theory of groups, rings, and fields. Polynomial rings, unique factorization, and Galois theory. Prereq: MATH 342.

451/551, 452/552, 453/553 Introduction to Numerical Analysis I,II,III (4,4,4) Methods of numerical analysis with applications. Elementary theory of numerical solutions of differential equations, splines, and fast Fourier transform. Prereq: CIS 210; pre- or coreq: MATH 282. Not offered 2004–5.

455/555 Mathematical Modeling (4) Introduction to discrete and continuous models for various problems arising in the application of mathematics to other disciplines, e.g., biological and social sciences. Prereq: MATH 341. MATH 256 recommended. Not offered 2004–5.

456/556 Networks and Combinatorics (4) Fundamentals of modern combinatorics; graph theory; networks; trees; enumeration, generating functions, recursion, inclusion and exclusion; ordered sets, lattices, Boolean algebras. Prereq: MATH 231 or 346.

457/557 Discrete Dynamical Systems (4) Linear and nonlinear first-order dynamical systems; equilibrium, cobwebs, Newton's method. Bifurcation and chaos. Introduction to higher-order systems. Applications to economics, genetics, ecology. Prereq: MATH 256.

461/561, 462/562 Introduction to Mathematical Methods of Statistics I,II (4,4) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Sequence. Prereq: MATH 252.

463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (4) Multinomial distribution and chi-square tests of fit, simple and multiple linear regression, analysis of variance and covariance, methods of model selection and evaluation, use of statistical software. Prereq: MATH 462/562.

464/564, 465/565, 466/566 Mathematical Statistics I,II,III (4,4,4) Random variables; generating functions and characteristic functions; weak law

of large numbers and central limit theorem; point and interval estimation; Neyman-Pearson theory and likelihood tests; sufficiency and exponential families; linear regression and analysis of variance. Sequence. Pre- or coreq: MATH 282, 341, 342.

503 Thesis (1–12R)

601 Research: [Topic] (1–9R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R) Topics include Advanced Topics in Geometry, Ring Theory, Teaching Mathematics.

616, 617, 618 Real Analysis (4–5,4–5,4–5)

Measure and integration theory, differentiation, and functional analysis with point-set topology as needed. Sequence.

619 Complex Analysis (4–5) The theory of Cauchy, power series, contour integration, entire functions, and related topics.

634, 635, 636 Algebraic Topology (4–5,4–5,4–5)

Development of homotopy, homology, and cohomology with point-set topology as needed. Sequence.

637, 638, 639 Differential Geometry (4–5,4–5, 4–5)

Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Sequence.

647, 648, 649 Abstract Algebra (4–5,4–5,4–5)

Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras. Sequence.

671, 672, 673 Theory of Probability (4–5,4–5, 4–5)

Measure and integration, probability spaces, laws of large numbers, central-limit theory, conditioning, martingales, random walks. Sequence. Not offered 2004–5.

681, 682, 683 Advanced Topics in Algebra:

[Topic] (4–5,4–5,4–5R) Topics selected from theory of finite groups, representations of finite groups, Lie groups, Lie algebras, algebraic groups, ring theory, algebraic number theory.

684, 685, 686 Advanced Topics in Analysis:

[Topic] (4–5,4–5,4–5R) Topics selected from Banach algebras, operator theory, functional analysis, harmonic analysis on topological groups, theory of distributions.

690, 691, 692 Advanced Topics in Geometry and Topology: [Topic] (4–5,4–5,4–5R)

Topics selected from classical and local differential geometry; symmetric spaces; low-dimensional topology; differential topology; global analysis; homology, cohomology, and homotopy; differential analysis and singularity theory; knot theory.

Mathematics and Computer Science

Eugene M. Luks and Hal Sadofsky,
Advisers

General Information

The undergraduate major in mathematics and computer science leads to a bachelor of arts or bachelor of science degree. The major combines elements of the mathematics and computer and information science curricula into a four-year program that offers an alternative to the undergraduate degree programs in either field. It serves students who want knowledge in both fields but who are not ready to specialize in either. The courses selected for the program provide a solid foundation for professional work or for advanced study without overspecialization in either subject.

The program is designed to develop team players for information-based occupations. Its graduates have the tools to analyze complex problems and to compute the answers to them. Consistent with its emphasis on teamwork and communication, the program requires college-level exposure to an additional scientific field and an upper-division writing course.

Students with strong mathematics backgrounds in high school are frequently advised to major in computer science at the university, often without a clear idea of what the field of study is actually like. The joint major program offers such students the chance to experiment with computer science while retaining the anchor to mathematics. It also allows students the possibility of changing easily to the single-major program in either mathematics or CIS with no loss of credit and, at least through the junior year, without jeopardizing degree completion in four years.

Careers

Graduates with this major can enter industrial positions that require computer science skills and mathematical problem-solving ability. They are particularly well suited for positions in the high-performance computing industry, developing the software tools for large-scale scientific computation. The combination of mathematics and computer science forms an excellent professional background for secondary-school mathematics teachers, and the major program also provides a solid foundation for actuarial, financial, and related professions. Graduates are also prepared to enter advanced programs of study in either mathematics or computer science, or in applied areas such as biological computational science.

Preparation

A high school student planning to major in mathematics and computer science should pursue a strong academic program with four years of mathematics, including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included. Experience preparing substantial written reports is highly desirable.

Transfer Students. College transfer students who have completed a year of calculus should be able to fit the remaining mathematics courses for the degree into just two years, provided that they

have already completed the bulk of their general-education requirements before they transfer.

Transfer students should call or write to the Department of Computer and Information Science to determine whether computer courses they have taken can be counted toward the joint major requirements. Sequential subjects such as mathematics and computer science typically require several years to progress from introductory to senior-level courses. The joint program lets students move forward in both fields at once with limited prerequisites, making it relatively accessible to transfer students and to students who change from other major programs. Students who want to pursue the material in greater depth need to consider prerequisite paths carefully.

Faculties and Facilities

The faculties and facilities in both the mathematics and the computer and information science departments are available to students in the combined major program. For detailed descriptions see those sections of this catalog. Information is also available online.

Admission to Major

Students who declare mathematics and computer science as their intended major are classified as premajors and must formally apply for admission to the major after completing eight premajor core courses:

Elements of Discrete Mathematics I, II
(MATH 231, 232)

Calculus I,II,III (MATH 251, 252, 253)

Computer Science I,II,III (CIS 210, 211, 212)

A minimum GPA of 2.60 in these eight courses is required for admission to the major. Each course must be completed with grades of C– or better. Each course may be retaken once, but the GPA is computed from all earned grades.

Transfer or Second Baccalaureate Students

Students who have completed the equivalent of the premajor core at another institution and satisfied the minimum GPA and grade requirements are admitted conditionally to the major. Unconditional admission is granted after the student has completed, with a GPA of 2.60 or better, two courses selected from Computer Science III (CIS 212), Introduction to Data Structures (CIS 313), and Computer Organization (CIS 314). These courses must be completed during the first two terms of study in the major. Transfer students who plan to complete most of the requirements for the mathematics and computer science major at the University of Oregon should fulfill as many of the general-education requirements as possible before entering the university.

Major Requirements

The specific requirements for the joint major fall into four categories: mathematics, computer and information science, writing, and science.

Mathematics

Elementary Analysis (MATH 315)

Elementary Linear Algebra (MATH 341, 342)

Elementary Numerical Analysis I,II (MATH 351, 352) or Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

One other upper-division mathematics course excluding Statistical Methods I,II (MATH 425, 426), and Multivariate Statistical Methods (MATH 427)

Mathematics courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better. At least 12 of the upper-division credits applied to the degree must be taken in residence at the university.

Computer and Information Science

Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315)

Choose one from Software Methodology I (CIS 422), Introduction to Computer Graphics (CIS 441), and Modeling and Simulation (CIS 445)

Principles of Programming Languages (CIS 425)

Two other 4-credit upper-division CIS courses

Computer and information science courses used to satisfy degree requirements must be passed with letter grades of C– or better.

Writing Requirement

In addition to the university's two-course writing requirement, mathematics and computer science majors must take Scientific and Technical Writing (WR 320) or Business Writing (WR 321).

Science Requirement

At least 12 credits selected from one of the following four options; the courses may be taken pass/no pass (P/N) or for letter grades, and students are encouraged to complete the accompanying laboratory courses:

1. General Physics (PHYS 201, 202, 203) or Foundations of Physics I (PHYS 251, 252, 253)
2. Introductory General Chemistry (CH 211, 212, 223) or General Chemistry (CH 221, 222, 223), or Honors General Chemistry (CH 224H, 225H, 226H)
3. General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)
4. 12 credits in psychology courses at the 200 level or above, of which at least 8 credits must be from the experimental and physiological fields (PSY 430–468)

Major Progress Review

Each major must meet with his or her adviser and file the Major Progress Review form after completing 12 credits of the upper-division core—MATH 315, 341, 342; CIS 313, 314, 315, 425, 422 (or 441 or 445)—including at least one course from each department. Failure to file this form may result in lower priority registration for CIS courses. A student who receives two grades below C– in the upper-division core is removed from the major.

Advising and Program Planning

Each major is assigned two advisers, one in the Department of Mathematics and one in the Department of Computer and Information Science. One of the two is designated as the adviser of record for the student, but both cooperate in planning the student's program. Because of the interrelationship between mathematics and computer science courses, it is especially important that a student planning for the combined major consult closely with both advisers. The sample program shown below broadly indicates a possible plan for meeting degree requirements in four years. Individual student interests may

suggest changes in the order in which courses are taken. Since both mathematics and computer science are sequential subjects, the suitability of rearrangements should be discussed with the student's advisers.

Programming Experience. Students who take CIS 210, 211, 212 are expected to have programming experience, which may have been acquired in a high school course, through employment, or in a course such as CIS 122. Students who are unsure about their level of preparation should meet with a CIS adviser.

The schedule shown below allows flexibility during the senior year. Instead of (or in addition to) the CIS and MATH electives, qualified students may sign up for special topics courses or for up to 12 credits of senior thesis.

Sample Program

<i>Freshman Year</i>	<i>44–50 credits</i>
Calculus I,II,III (MATH 251, 252, 253)	12
Major science requirement.....	12
College Composition I and either II or III (WR 121, 122 or 123)	8
Social science group-satisfying courses	8–12
Multicultural requirement or electives	4–6
Elements of Discrete Mathematics I,II (MATH 231, 232) and Computer Science I,II,III (CIS 210–212) go well together, as do calculus and physics. Students with advanced placement credit in calculus and programming experience may want to take MATH 231, 232 and CIS 210–212 in the freshman year and the science sequence later on.	

<i>Sophomore Year</i>	<i>40–48 credits</i>
Computer Science I,II,III (CIS 210, 211, 212) ...	12
Elements of Discrete Mathematics I,II (MATH 231, 232)	8
Major writing requirement (WR 320 or 321)	4
Arts and letters group-satisfying courses	8–12
Electives	8–12

<i>Junior Year</i>	<i>36–44</i>
CIS upper-division requirements (CIS 313, 314, 315)	12
Mathematics upper-division requirements (MATH 341, 342)	8
Arts and letters group-satisfying electives ...	8–12
Social science group-satisfying electives	8–12

<i>Senior Year</i>	<i>40–44</i>
CIS upper-division requirements (CIS 425 and CIS 422, 441, or 445)	8
Mathematics upper-division requirements (MATH 315 and MATH 351, 352 or 461, 462)	12
CIS upper-division electives	8
Mathematics upper-division electives	4
Other electives	8–12

Honors Program

Both of the cooperating departments offer departmental honors programs to their undergraduate majors. After obtaining advance approval from both of their advisers, students in the joint degree program are eligible to attain honors in mathematics and computer science by meeting the honors requirements of either department, including writing a thesis.

Minor

Minors are offered by the Department of Mathematics and the Department of Computer and Information Science. There is no joint minor in mathematics and computer science.

Medieval Studies

Martha J. Bayless, Program Director

(541) 346-3930
837 Prince Lucien Campbell Hall
<http://darkwing.uoregon.edu/~midages/>

Participating Faculty

Barbara K. Altmann, Romance languages
Judith R. Baskin, Judaic studies
Martha J. Bayless, English
Louise M. Bishop, honors college
Cynthia J. Bogel, art history
James L. Boren, English
Mary-Lyon Dolezal, art history
James W. Earl, English
Timothy J. Gianotti, religious studies
Warren Ginsberg, English
Andrew E. Goble, history
Lori Kruckenberg, music
Charles H. Lachman, art history
C. Anne Laskaya, English
Eric Mentzel, music
F. Regina Psaki, Romance languages
Stephen J. Shoemaker, religious studies
Christine L. Sundt, library
Richard A. Sundt, art history
Cynthia M. Vakareliyska, linguistics
Heather E. Ward, library
David Wacks, Romance languages

About the Discipline

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. The program is administered by the Humanities Program. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. It can be an area of specialization for students majoring in any of the related departments. Study abroad is strongly encouraged.

Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, language, literature, music, philosophy, and religion. A typical course of study includes diverse topics, such as the Bible, the early Church, Byzantium, Islam, the Vikings, the Crusades, women in the Middle Ages, mysticism, romance, the Gothic cathedral, Chaucer, Dante, and medieval China and Japan. The program aims to provide a comprehensive introduction to the medieval world-view in Europe and beyond, and the origins of the modern world.

Medieval Studies

Undergraduates interested in medieval studies should declare a humanities major with the medieval studies option. A major in medieval studies is being reviewed and may be approved soon. More information is available in the program's office.

Courses offered for the medieval studies option with a must be passed with grades of mid-C or better. Variations in these requirements can be approved by the program director and the Medieval Studies Committee.

Humanities majors who specialize in medieval studies must complete twelve medieval courses in at least three departments. Two years of Latin are recommended for those who want to do graduate work in medieval studies.

Minor Requirements

Students who want a minor in medieval studies must complete seven medieval courses in at least two departments.

Suggested Courses

Students should plan their programs as early as possible with the aid of a medieval studies faculty adviser. With the adviser's consent, courses numbered 199, 399, 405, 407, 408, or 410 may be substituted for suggested courses. At least five of the courses must be taken at the University of Oregon. More information is available from the humanities office or from the Medieval Studies Program director.

Art History. History of Western Art II (ARH 205), Japanese Art II (ARH 395), Early Christian Art (ARH 430), Byzantine Art (ARH 431), Romanesque Sculpture (ARH 432), Gothic Sculpture (ARH 433), Text and Image: Medieval Manuscripts (ARH 435), Romanesque Architecture (ARH 437), Gothic Architecture I,II (ARH 438, 439), Islamic Art and Architecture (ARH 490)

Chinese. Issues in Medieval Chinese Literature (CHN 424)

English. Special Studies: Celtic Myths and Legends, Magic and the Medieval Worldview (ENG 199); The Bible and Literature (ENG 421); The Age of Beowulf (ENG 423); Medieval Romance (ENG 425); Chaucer (ENG 427); Old English I,II,III (ENG 428, 429, 430); Medieval and Tudor Drama (ENG 437)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Early Middle Ages in Europe (HIST 319), High Middle Ages in Europe (HIST 320), Late Middle Ages in Europe (HIST 321), The Age of Discoveries (HIST 327)

Humanities. Introduction to Humanities II (HUM 102)

Judaic Studies. Medieval and Early Modern Judaism (JDST 212)

Music. Survey of Music History (MUS 267)

Philosophy. History of Philosophy: Ancient and Medieval (PHIL 310)

Religious Studies. History of Christianity (REL 321, 322), History of Eastern Christianity (REL 324)

Romance Languages. Survey of Peninsular Spanish Literature (SPAN 316), French Survey: Medieval and Renaissance (FR 317), Italian Survey: Medieval and Renaissance (ITAL 317), Medieval Italian Culture (ITAL 441), Medieval and Renaissance Literature (ITAL 444)

Neuroscience

William Roberts, Institute Director

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Institute of Neuroscience, 1254 University of Oregon, Eugene OR 97403-1254
<http://www.neuro.uoregon.edu/>

Participating Faculty

Edward Awah, psychology
Paul Dassonville, psychology
Chris Q. Doe, biology
Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Clifford Kentros, psychology
Daniel P. Kimble, psychology
Charles B. Kimmel, biology
Gary A. Klug, human physiology
Shawn R. Lockery, biology
Richard Marrocco, psychology
Helen Neville, psychology
Peter M. O'Day, biology
Michael I. Posner, psychology
John H. Postlethwait, biology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
Paul van Donkelaar, human physiology
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, human physiology

Graduate Study in Neuroscience

Neuroscience is the interdisciplinary study of neural function, development, and behavior. At the University of Oregon the graduate training program in neuroscience is centered in the Institute of Neuroscience, housed in modern quarters in the science complex. Participating faculty members are drawn from the Departments of Biology, Computer and Information Science, Human Physiology, and Psychology.

Curriculum

To obtain essential background in neuroscience, most first-year graduate students take a sequence of core courses that are taught cooperatively by the faculty. The core consists of a comprehensive series of lectures and laboratories in neuroanatomy and cellular neurophysiology. Most students also take lecture courses in neurochemistry, neuroethology, and/or developmental neurobiology. Elective courses are available in a variety of subjects (see Neuroscience Courses below).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Students and faculty members also participate in the

neuroscience seminar, a weekly series featuring visiting scientists. The purpose of the neuroscience seminar is to keep both the faculty and students abreast of current developments in the broad field of neuroscience.

Research. Students are encouraged to participate in laboratory research from the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students who want to enter the neuroscience program should apply to the Ph.D. program of a participating department and indicate their interest in neuroscience. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committee. Answers to specific questions about prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained by writing to the graduate secretary. See also Research Institutes and Centers in the **Graduate Studies** section of this catalog.

Neuroscience Courses

Biology. Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Cellular Neuroscience (BI 463/563), Developmental Neurobiology (BI 466/566), Hormones and the Nervous System (BI 467/567)

Chemistry. Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry Laboratory (CH 467/567), Advanced Biochemistry (CH 662, 663), Physical Biochemistry (CH 664)

Computer and Information Science. Introduction to Artificial Intelligence (CIS 471/571)

Human Physiology. Motor Control (HPHY 333), Motor Development (HPHY 335)

Psychology. Biopsychology (PSY 304), Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)

Pacific Island Studies

William S. Ayres, Program Director

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Program Committee

William S. Ayres, anthropology
 Aletta Biersack, anthropology
 Shirley Ann Coale, Western Regional Resource Center
 Maradel K. Gale, planning, public policy and management
 Richard G. Hildreth, law
 Adria Imada, ethnic studies
 Stephen M. Johnson, labor education and research
 Robin Paynter, library
 Kathy Poole, international programs
 Judith Raiskin, women's and gender studies
 Greg Ringer, planning, public policy and management
 Paula Rogers, East Asian languages and literature
 Richard A. Sundt, art history
 Hilda Yee Young, academic advising
 Richard W. Zeller, Western Regional Resource Center

About the Program

The Pacific Island Studies Program, part of the Center for Asian and Pacific Studies, offers individualized programs of study and research related to Pacific island cultures. The University of Oregon has a long-standing educational and scholarly interest in the Pacific islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instructional, research, and exchange programs at the university that are related to the Pacific islands. The program emphasizes interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific.

Courses about the Pacific cover a range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments

and through the Asian Studies Program. Students may also work with committee members from Pacific island studies toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.). Information is available in the **Graduate School** section of this catalog.

The Pacific island studies faculty participates in the Asian studies B.A. and M.A. degree programs by teaching courses that may be used to satisfy degree requirements (e.g., in developing a secondary cultural or geographical area with Southeast Asia). Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, ethnic studies, and sociology.

The Pacific Island Archaeological Project, directed by William S. Ayres, offers students opportunities to participate in archaeological and anthropological study in the Pacific. A field school is offered through the Department of Anthropology.

Training in selected Pacific island languages is possible through individual study using tutors and materials developed for use at the Yamada Language Center. The center now has language-study modules for Pohnpeian and Kosraen. Tutoring in Samoan and other island languages is possible.

Courses

Anthropology. Pacific Island Societies (ANTH 234, New Guinea (ANTH 328), Pacific Islands Archaeology (ANTH 343), Cultures of Island Southeast Asia (ANTH 436/536), Topics in Old World Prehistory: Southeast Asia (ANTH 440/540)

Art History. Art of the Pacific Islands I,II (ARH 391, 392)

Geological Sciences. Oceanography (GEOL 307)

International Studies. The Pacific Challenge (INTL 440/540)

Sociology. Sociology of Developing Areas (SOC 450)

Approved Seminars (407/507) and Experimental Courses (410/510) are other possibilities in these and other departments.

Peace Studies

David A. Frank and Cheyney C. Ryan, Committee Cochairs

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Steering Committee

Irene Diamond, political science
 David A. Frank, honors college
 Gregory McLauchlan, sociology
 Cheyney C. Ryan, philosophy

About the Program

The Peace Studies Program offers systematic study of the problem of peace—what it means and how it is achieved. Interdisciplinary in its orientation, the program encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program addresses the conditions that give rise to violence and how to prevent them, the conditions that constitute alternatives to violence and how to promote them, and the strategies for achieving peace in its various forms.

The peace studies minor is available to university undergraduate students. There are no requirements for admission to the program.

Graduate students who want to concentrate on peace studies should contact a member of the steering committee. Most 400-level courses, including courses numbered 407 and 410, are offered for graduate credit under 500-level numbers.

Minor Requirements

The interdisciplinary minor in peace studies requires a minimum of 32 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the eight courses taken to fulfill requirements for the peace studies minor. Course requirements consist of three core courses and five elective courses selected from the three groups listed below.



Core

Choose three courses for a total of 12 credits:

Value Systems in Cross-Cultural Perspective (INTL 250) **or** World Value Systems (INTL 430)

Social and Political Philosophy (PHIL 307)

Systems of War and Peace (SOC 464)

Group I: Conditions that Give Rise to Violence

Choose two courses for a total of 8 credits:

History. War and the Modern World (HIST 240), American Foreign Relations since 1933 (HIST 353, 354)

Political Science. International Security (PS 496)

Psychology. Social Psychology (PSY 456)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445), Systems of War and Peace (SOC 464)

Group II: Values and Arrangements Necessary to Transcend Violence

Choose one or two courses for a total of 4–8 credits:

Geography. Political Geography (GEOG 441)

International Studies. Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251)

Planning, Public Policy and Management. Introduction to Public Service Management (PPPM 322)

Political Science. Political Ideologies (PS 225), Environmental Politics (PS 497)

Sociology. Sociology of Developing Areas (SOC 450)

Group III: Strategies for Achieving Peace

Choose one or two courses for a total of 4 to 8 credits:

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314)

History. American Radicalism (HIST 350, 351)

International Studies. International Community Development (INTL 420), Gender and International Development (INTL 421), Cross-Cultural Communication (INTL 431)

Planning, Public Policy and Management. Socio-economic Development Planning (PPPM 446)

Political Science. International Organization (PS 420)

Sociology. Social Issues and Movements (SOC 313)

Internships are offered through some of the departments listed above.

Students may take a maximum of 9 credits of courses in any one department. With adviser's consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group-satisfying course for the minor.

More information about peace studies is available from a cochair.

Philosophy

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Faculty

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Bonnie Mann, assistant professor (feminist, continental). B.A., 1983, Portland State; Ph.D., 2002, New York at Stonybrook. (2003)

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Ted Toadvine, assistant professor (continental, phenomenology, environmental). B.A., 1990, Salisbury, M.A., 1995, Ph.D., 1996, Memphis. (2003)

Peter Warnek, assistant professor (ancient philosophy, 19th- and 20-century continental philosophy, Kant). B.A., 1986, Seattle; M.A., 1990, Villanova; Ph.D., 1998, Vanderbilt. (1999)

Naomi Zack, professor (17th and 18th-century philosophy, philosophy of science and racial theory, existentialism and feminism). B.A., 1966, New York; Ph.D., 1970, Columbia. (2001)

Emeriti

Henry A. Alexander Jr., associate professor emeritus. B.A., 1947, Princeton; M.A., 1951, Ph.D., 1955, California, Berkeley. (1964)

William E. Davie, associate professor emeritus. B.A., 1964, Washington (Seattle); Ph.D., 1969, California, Irvine. (1968)

Robert T. Herbert, professor emeritus. B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska. (1966)

Don S. Levi, professor emeritus. B.A., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard. (1964)

Arnulf Zweig, professor emeritus. B.A., 1952, Rochester; Ph.D., 1960, Stanford. (1956)

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

Undergraduate Studies

Philosophy asks fundamental questions about the human experience, from the nature of knowledge, the self, and the mind to concerns about human meaning and moral values. Through the study of primary texts, drawn from various historical periods and cultures, and of contemporary issues, philosophy provides a means for reflecting on one's beliefs and values while developing critical thinking, reading, and writing skills. Philosophy also refines the ability to reason and cultivates creative imagination and aesthetic sensitivity. A philosophical education thus offers excellent preparation for a broad range of careers that require critical intelligence as well as oral and written communication skills.

The department offers bachelor of arts (B.A.) and bachelor of science (B.S.) degree programs. University degree requirements are given in the **Registration and Academic Policies** section of this catalog and in the schedule of classes.

Students whose first or only major is philosophy must satisfy the university's bachelor of arts (B.A.) degree requirements—including competence in a foreign language—to graduate with a bachelor's degree in philosophy. Students who complete another first major and the bachelor of science (B.S.) degree requirements may fulfill philosophy requirements as a second major without completing the requirements for a B.A. degree.

Major Requirements

The minimum major requirement is 52 credits of course work in philosophy with grades of P (pass) or C– or better, including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 52 credits must include History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312); one term of logic (PHIL 325 or 461); and 8 credits in courses on the works of specific philosophers (e.g., PHIL 421, 433, 453, or 463).

Honors in Philosophy

Any philosophy major may graduate with honors after fulfilling the requirements described below.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 3.00 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in philosophy courses at the end of the senior year.

Courses. Besides the courses required of majors, a candidate for departmental honors must take 16 of the 52 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis must be approved by a thesis committee consisting of two faculty members from the philosophy department. Approval of the thesis depends in part on a public defense attended by the committee.

Upon fulfilling these requirements, the candidate is approved to receive a bachelor's degree with honors in philosophy.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of P (pass) or C– or better, including 16 upper-division credits. No more than 8 credits of the required 24 may be taken pass/no pass. The 16 credits must include History of Philosophy: Ancient and Medieval, Modern, 19th Century (PHIL 310, 311, 312) and 4 credits in a course on the work of a specific philosopher.

Graduate Studies

The department offers a graduate program leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees. The program, which is pluralistic in orientation, requires students to develop a broad knowledge of the history of

philosophy, major fields, and various approaches and methods. Students are urged to concentrate in a specific area at the advanced level. In addition to the major periods in the history of philosophy, concentrations are supported in American philosophy, continental philosophy, social and political philosophy, feminist philosophy, ethics, philosophy of language, philosophy of race, and aesthetics.

Each student designs a program in consultation with the graduate adviser. Two or more years are typically required to complete the master's degree and four or more years for the doctorate. A complete and detailed list of the university and department requirements for graduate degrees is available from the department office.

Master of Arts

The master's program is designed to provide a broad knowledge of the history of philosophy and of recent developments in the basic fields of philosophy. It requires 48 credits of graduate course work, satisfaction of the second-language requirement, and either the completion of three distribution requirements or the acceptance of a master's thesis by a thesis adviser.

The distribution requirements can be satisfied by receiving a mid-B or better in (1) three courses in each of three subdisciplinary fields; (2) one course from each of three historical periods; and (3) two courses from each of the four philosophical traditions that ground the diverse philosophical perspectives of the department. Each course taken may be used to satisfy up to two distribution requirements.

Doctor of Philosophy

The Ph.D. degree requires a minimum of 81 credits of graduate-level course work, of which 18 must be in Dissertation (PHIL 603). Students must demonstrate proficiency in a second language, complete three course distribution requirements, and pass two comprehensive examinations—one in history and one in the student's area of specialization.

The distribution requirements may be satisfied by receiving a mid-B or better in (1) three courses in each of three subdisciplinary fields; (2) one course from each of four historical periods; and (3) two courses from each of the four traditions that ground the diverse philosophical perspectives of the department. Each course taken may be used to satisfy up to two distribution requirements.

The comprehensive examinations are passed by completing two substantial research papers under the supervision of faculty. Students are advanced to candidacy upon completion of the comprehensives. A dissertation prospectus must be accepted by the candidate's committee after a preliminary oral examination. The written dissertation must receive the approval of the dissertation committee after a final oral examination.

Admission

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is an appropriate philosophy department for the applicant's goals. They should also submit

a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (GRE). International students must provide proof of competence in English. A score of 600 on the Test of English as a Foreign Language (TOEFL) is required of international students unless the native language is English.

In addition to general university regulations governing graduate admission (see the **Graduate School** section of this catalog), the Department of Philosophy requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant's academic background. Applications are available on the department website, or applicants may write to the department explaining their interest in graduate studies at the university and requesting a Graduate Admission Application. The first copy and one complete set of transcripts, together with the \$50 application fee, should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. A second copy of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the department by the faculty members recommending the applicant.

Graduate teaching fellowships are the only form of financial aid available in the philosophy department; the application deadline is January 15 for the following academic year. An application form is provided upon request.

Philosophy Courses (PHIL)

101 Philosophical Problems (4) Introduction to philosophy based on classical and modern texts from Plato through the 20th century. Sample topics include free will, the mind-body problem, the existence of an external world.

102 Ethics (4) Philosophical study of morality (e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong).

103 Critical Reasoning (4) Introduction to thinking and reasoning critically. How to recognize, analyze, criticize, and construct arguments.

110 Human Nature (4) Consideration of various physiological, cultural, psychological, and personal forces that characterize human being, taking into account issues of class, gender, race, and sexual orientation.

170 Love and Sex (4) Attitudes toward love and sexuality in the Western world that have led, in the United States, to a hostility toward sex and an elevation of purified images of love.

199 Special Studies: [Topic] (1–5R)

211 Existentialism (4) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that generated the existentialist rebellion.

213 Eastern Philosophy (4) Introduction to classic writings in the Chinese, Indian, Japanese, and other Asian philosophical traditions.

216 Philosophy and Cultural Diversity (4) Philosophical investigation of the implications of cultural diversity for identity, knowledge, and community, from the perspectives of several American cultures.

307, 308 Social and Political Philosophy (4,4) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

310 History of Philosophy: Ancient and Medieval (4) Focuses primarily on Plato and Aristotle. Examines their roots in pre-Socratic philosophy and their influence on medieval philosophers such as St. Augustine and St. Thomas Aquinas.

311 History of Philosophy: Modern (4) Survey of European philosophy through Hume, including the work of Descartes, Locke, and Spinoza.

312 History of Philosophy: 19th Century (4) Traces Kant's influence on such philosophers as Hegel, Nietzsche, and Marx.

315 Introduction to Feminist Philosophy (4) Introduces basic questions of philosophy through topics central to feminism.

320 Philosophy of Religion (4) Philosophical investigation of the nature of "religion" (e.g., the nature of the sacred, spirituality, and transcendence). Prereq: one philosophy course.

321 Theory of Knowledge (4) Considers conceptions of rationality and truth as well as the role of reason, sense, and emotion in the pursuit of knowledge. Prereq: one philosophy course.

322 Philosophy of the Arts (4) Survey of classical and contemporary theories of art and aesthetic experience, with examples from various arts. Prereq: one philosophy course.

323 Moral Theory (4) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one philosophy course.

325 Logic, Inquiry, and Argumentation (4) Explores the means and ends of argumentation and inquiry by considering deductive reason, argumentation and emotion, and ethical and social dilemmas in inquiry.

331 Philosophy in Literature (4) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one philosophy course.

332 Philosophy of Film (4) Explores questions about the aesthetic dimensions of film, its relation to the other arts, and the treatment of philosophical questions in films.

339 Introduction to Philosophy of Science (4) Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society. Prereq: one philosophy course.

340 Environmental Philosophy (4) Considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of nonhuman life).

344 Introduction to Philosophy of Law (4) Introduces central problems in the law; examines the nature of legal reasoning.

350 Metaphysics (4) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of individuals, and the meaningfulness of metaphysics. Prereq: one philosophy course.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

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

407/507 Seminar: [Topic] (1–5R) Recent topics include Eastern Philosophy, Philosophy and Tragedy, Philosophy of Nature, Philosophy of Education, Nonviolence. Prereq: three philosophy courses.

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

415/515 Continental Philosophy (4) The theory and writings of Heidegger, Husserl, Derrida,



Foucault, and others. Prereq: junior, senior, or graduate standing.

417/517 Topics in Critical Theory (4R) Introduction to the Frankfurt School. Themes vary, but central concerns include rationality, political dimensions of art, and the philosophy of history. Prereq: PHIL 312. **R** once with instructor's consent for maximum of 8 credits.

420/520 American Philosophy (4) Historical survey of American philosophy including the work of Franklin, Emerson, Douglass, Peirce, William James, and John Dewey. Prereq: junior, senior, or graduate standing.

421/521 Ancient Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Plato or Aristotle. Prereq for 421: PHIL 310. **R** when philosopher changes.

425/525 Philosophy of Language (4) Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: junior, senior, or graduate standing.

433/533 17th- and 18th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Descartes, Locke, Hume, Leibniz, Berkeley, or Kant. Prereq for 433: PHIL 310, 311. **R** when philosopher changes.

440/540 Environmental Philosophy: [Topic] (4R) Pursues advanced questions in environmental philosophy concentrating on a particular tradition or problem area. Prereq: PHIL 340. **R** once for a maximum of 8 credits

441/541 Topics in the Philosophy of the Arts (4) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature. Prereq: junior, senior, or graduate standing.

443/543 Topics in Feminist Philosophy: [Topic] (4R) Examines contemporary feminist contributions to philosophy. **R** once with instructor's consent for maximum of 8 credits.

444/544 Feminist Ethics (4) Considers feminist revisions of philosophical ethical theory including ethics of care, ethics of liberation, and European feminist ethics. Prereq: PHIL 103 or equivalent.

450/550 African American Philosophy (4) Survey of 20th-century African American philosophy

including works by Alain Locke, W. E. B. Du Bois, bell hooks, Angela Davis, and Cornel West.

451/551 Native American Philosophy (4) Survey of Native American philosophy focusing on methodology, philosophical perspectives in historical traditions, and contemporary Native American philosophy.

453/553 19th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Hegel, Nietzsche, Marx, or Kierkegaard. Prereq for 453: PHIL 312. **R** when philosopher changes.

455/555 Philosophy of Logic (4) Writers in the philosophy of logic (e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson). Prereq: junior, senior, or graduate standing.

458/558 Philosophy of Mind (4) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: junior, senior, or graduate standing.

461/561 Symbolic Logic (4) The critical results of mathematical logic (e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory). Prereq: PHIL 103 or equivalent.

463/563 20th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher (e.g., Wittgenstein, Dewey, Quine, Merleau-Ponty, or Foucault). Prereq: junior or senior standing. **R** when philosopher changes.

503 Thesis (1-16R)

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

602 Supervised College Teaching (1-16R)

603 Dissertation (1-16R)

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

607 Seminar: [Topic] (1-5R) Recent topics include Issues in Metaphysics, Philosophy and Teaching, Philosophy of Race.

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

614 Issues in Ethics (4) Examination of ethical theory. Prereq: graduate standing in philosophy.

670 Issues in Metaphysics (4) Discussion of current controversies in metaphysics (e.g., essentialism, identity, future contingency). Prereq: graduate standing in philosophy.

Physics

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Faculty

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Special Staff

Robert Schofield, senior research associate (nuclear biophysics). B.S., 1982, Brigham Young; Ph.D., 1990, Oregon. (1993)

Nikolai Sinev, senior research associate (experimental high energy physics). B.S., 1968, Ph.D., 1974, Moscow State. (1993)

Frank Vignola, senior research associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon. (1977)

Emeriti

Bernd Crasemann, professor emeritus. A.B., 1948, California, Los Angeles; Ph.D., 1953, California, Berkeley. (1953)

Marvin D. Girardeau, professor emeritus. B.S., 1952, Case Institute of Technology; M.S., 1954, Illinois; Ph.D., 1958, Syracuse. (1963)

Rudolph C. Hwa, professor emeritus. B.S., 1952, M.S., 1953, Ph.D., 1957, Illinois; Ph.D., 1962, Brown. (1971)

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George W. Rayfield, professor emeritus. B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

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

Undergraduate Studies

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for work in the natural sciences and for students who want to comprehend our technological world. In addition

to major and minor programs, the Department of Physics offers a variety of courses for nonmajors and prehealth science students.

Preparation. Entering freshmen should have taken as much high school mathematics as possible in preparation for starting calculus in their freshman year. High school study of physics and chemistry is desirable, as is study of one of the scientific languages—French, German, or Russian.

Transfer Students. Because of the sequential nature of the physics curriculum, students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transfer after two years should prepare for upper-division course work by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of PHYS 201, 202, 203, 204, 205, 206 or PHYS 251, 252, 253), general chemistry (the equivalent of CH 221, 222 or CH 224H, 225H), and, if possible, one term of differential equations and two terms of multivariable calculus (the equivalent of MATH 256 and MATH 281, 282). Students who transfer after attending a four-year college or another university for more than two years should have completed a second year of physics. Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under **Registration and Academic Policies**).

Careers. Graduates with bachelor's degrees in physics may find employment in the technology industry working as applied physicists, software developers, managers, or technicians, typically alongside engineers and computer scientists, or as secondary school teachers. Students who earn an undergraduate degree may continue their studies in a graduate degree program, leading to a career in teaching or research or both at a university, at a government laboratory, or in industry. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements

The major in physics leads to a bachelor of arts (B.A.) or a bachelor of science degree (B.S.). Complete requirements are listed under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this catalog. The bachelor of arts degree has a second-language requirement. One of the scientific languages—French, German, or Russian—is recommended for students planning graduate study in physics.

The sequential nature of physics courses makes it imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies.

The department offers two areas of emphasis for the physics major. The emphasis in traditional physics is designed for majors with a strong interest in studying physics in graduate school. An alternate emphasis in applied physics is for majors who seek a less theoretical study of physics and a more applied focus in optics and electronics. All physics majors have the same curriculum for the first two years.

Common Curriculum

Complete the following courses or their equivalents:

General Chemistry (CH 221, 222 or 224H, 225H)
Calculus I,II,III (MATH 251, 252, 253) or Honors Calculus I,II,III (MATH 261, 262, 263)
Foundations of Physics I (PHYS 251, 252, 253)
Introduction to Differential Equations (MATH 256)
Several-Variable Calculus I,II (MATH 281, 282)
Foundations of Physics II (PHYS 351, 352, 353)
Intermediate Physics Laboratory (PHYS 390)

Applied Physics Emphasis

Complete the following upper-division courses:

Introduction to Quantum Mechanics (PHYS 354)
Mechanics, Electricity, and Magnetism (PHYS 412, 413)
Analog Electronics and Digital Electronics (PHYS 431, 432) or Classical Optics and Modern Optics (PHYS 424, 425)
Design of Experiments (PHYS 481)
Any combination of Modern Optics Laboratory (PHYS 426), Physics Instrumentation (PHYS 433), or Advanced Physics Laboratory (PHYS 490) to total 6 credits

Physics Emphasis

Complete the following upper-division courses:

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)
Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417)
Any combination of Modern Optics Laboratory (PHYS 426), Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), Physics Instrumentation (PHYS 433), or Advanced Physics Laboratory (PHYS 490) to total 6 credits
Physics electives

Required courses must be taken for letter grades, and a grade point average of 2.00 (mid-C) or better must be earned in these courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Programs

The following sample programs are designed for students who are preparing for employment in industry and choose the applied physics emphasis or who are preparing for graduate studies and choose the physics emphasis. The programs assume that students are prepared to take calculus in their freshman year. Consult the physics advising coordinator for assistance in planning a specific program adapted to a student's individual needs. In addition to general graduation requirements, students should plan to take the following courses:

Common Curriculum

<i>Freshman Year</i>	<i>35 credits</i>
General Chemistry (CH 221, 222)	8
Foundations of Physics I (PHYS 251, 252, 253)	12
Introductory Physics Laboratory (PHYS 290), three terms	3
Calculus I,II,III (MATH 251, 252, 253)	12

Sophomore Year 27 credits

Introduction to Differential Equations (MATH 256).....	4
Several-Variable Calculus I,II (MATH 281, 282).....	8
Foundations of Physics II (PHYS 351, 352, 353).....	12
Intermediate Physics Laboratory (PHYS 390), three terms.....	3

Applied Physics Emphasis**Junior Year** 32 credits

Introduction to Quantum Mechanics (PHYS 354).....	4
Mechanics, Electricity, and Magnetism (PHYS 412, 413).....	8
Electromagnetism (PHYS 422).....	4
Analog Electronics and Digital Electronics (PHYS 431, 432).....	8
Physics Instrumentation (PHYS 433).....	8

Senior Year 20 credits

Classical Optics and Modern Optics (PHYS 424, 425).....	8
Modern Optics Laboratory (PHYS 426).....	4
Design of Experiments (PHYS 481).....	4
Advanced Physics Laboratory (PHYS 490).....	4

Physics Emphasis**Junior Year** 24–28 credits

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413).....	12
Electromagnetism (PHYS 422).....	4
Upper-division laboratory (e.g. PHYS 431, 432, 433, 490).....	4–8
Mathematics or physics electives or both.....	4

Senior Year 28–32 credits

Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417).....	12
Upper-division laboratory (e.g., PHYS 431, 432, 433, 490).....	4–8
Physics or mathematics electives or both.....	12

Sample Programs for Transfer Students

These sample programs are for transfer students who have completed two years of college work including one year of calculus, one year of general physics with laboratories, one year of general chemistry, and as many as possible of the university requirements for the bachelor's degree. In addition to graduation requirements for the bachelor's degree, transfer students should plan to take the following courses, depending upon their area of emphasis:

Applied Physics Emphasis**Junior Year** 31 credits

Introduction to Differential Equations (MATH 256).....	4
Several-Variable Calculus I,II (MATH 281,282).....	8
Foundations of Physics II (PHYS 351, 352, 353).....	12
Introduction to Quantum Mechanics (PHYS 354).....	4
Intermediate Physics Laboratory (PHYS 390), three terms.....	3

Senior Year 36–40 credits

Mechanics, Electricity, and Magnetism (PHYS 412, 413).....	8
Electromagnetism (PHYS 422).....	4
Classical Optics and Modern Optics (PHYS 424, 425).....	8
Physics Instrumentation (PHYS 433).....	8

Upper-division laboratory (e.g., PHYS 426, 431, 432, 490).....	4–8
Design of Experiments (PHYS 481).....	4

Physics Emphasis**Junior Year** 27 credits

Introduction to Differential Equations (MATH 256).....	4
Several-Variable Calculus I,II (MATH 281,282).....	8
Foundations of Physics II (PHYS 351, 352, 353).....	12
Intermediate Physics Laboratory (PHYS 390), three terms.....	3

Senior Year 40–44 credits

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413).....	12
Quantum Physics (PHYS 414, 415) and Topics in Quantum Physics (PHYS 417).....	12
Electromagnetism (PHYS 422).....	4
Upper-division laboratory (e.g., PHYS 431, 432, 433, 490).....	4–8
Mathematics or physics electives or both.....	8

Honors

To be recommended by the faculty for graduation with honors in physics, a student must complete at least 46 credits in upper-division physics courses, of which at least 40 credits must be taken for letter grades, and earn at least a 3.50 grade point average in these courses.

Minor Requirements

Students seeking a minor in physics must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include Foundations of Physics II (PHYS 351, 352, 353) or Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). Three credits in Intermediate Physics Laboratory (PHYS 390) or a 4-credit 400-level physics course completes the upper-division requirements. Course work must be completed with grades of P or C– or better. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Prospective minors must take Foundations of Physics I (PHYS 251, 252, 253). General Physics (PHYS 201, 202, 203) may be substituted with the physics undergraduate adviser's approval.

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor's degree in physics from the UO and one in engineering from OSU. For more information, see Preparatory Programs in the **Academic Resources** section of this catalog.

Engineering students interested in semiconductor process engineering or polymer science may be interested in the nationally recognized industrial internship master's program sponsored by the UO Materials Science Institute. For more information, see Materials Science Institute in the **Research Institutes and Centers** section of this catalog.

Preparation for Kindergarten through Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching licensure in physics and integrated sciences and a program for elementary teaching. More information is available from the department's education adviser, Dean Livelybrooks; see also the **College of Education** section of this catalog.

Graduate Studies

The Department of Physics offers graduate programs leading to the master of science degree in applied physics or to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in physics with a variety of opportunities for research. Current research areas include astronomy and astrophysics, atomic and molecular physics, biophysics, chemical physics, condensed matter theory, elementary particle physics, quantum optics, solid state physics, statistical mechanics, superfluid mechanics, and areas of applied physics.

The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlap between chemistry and physics.

The Materials Science Institute and the Oregon Center for Optics provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to understanding physical systems.

Cooperative programs of study are possible in biophysics through the Institute of Molecular Biology.

Pine Mountain Observatory

Pine Mountain Observatory, operated by the Department of Physics for research and advanced instruction in astronomy, is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes—fifteen inches, twenty-four inches, and thirty-two inches in diameter—the largest governed by computer. All are Cassegrain reflectors. A wide-field CCD camera is available on the thirty-two-inch telescope. The site has an astronomers' residence building and a caretaker's house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year round.

Admission and Financial Aid

For admission to graduate study, a bachelor's degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is required. Students from non-English-speaking countries must demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must send to the Department of Physics one copy of a completed Graduate Admission Application, one

copy of official transcripts of all academic work, and three letters of reference from individuals well acquainted with the applicant's ability and recent work in physics.

Financial aid in the form of graduate teaching or research fellowships (GTFs) is available on a competitive basis to Ph.D. students. GTFs require approximately eighteen hours of work a week and provide a stipend and tuition waiver. New students are typically eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

To ensure equal consideration for fall term admission, the deadline for applications for financial aid is February 15. Late applications for admission may be considered until July 15.

Degree Requirements

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements. Departmental requirements, outlined in a handbook for incoming students that is available in the department office, are summarized below.

Industrial Internships for Master's Degrees Physics

These internships, sponsored by the Materials Science Institute, are described in the **Research Institutes and Centers** section of this catalog. Information and application materials are available through the institute.

Master of Science in Applied Physics

The applied physics master's program leads to a professional M.S. degree, an alternative to the research-based Ph.D. It is designed to serve physics students whose primary interests lie in applied research and development rather than in basic research.

Admission. An important component of this degree program, the industrial internships, is administered by the Materials Science Institute. Students must apply to the institute for admission to the industrial internship program, which is a prerequisite for admission to the master's program in applied physics. The internships in local and regional industries are designed to enhance the ability of physics graduates to obtain good jobs after graduation. Qualified students can complete this program in one year.

Requirements

1. A minimum of 24 graded credits in 500- or 600-level courses, a minimum of 10 credits in an industrial internship position, and a total number of credits between 45 and 53 (see 3 below) are required for the degree. A grade of B- or better must be achieved in each course applied to the graded-credit total. The overall GPA in physics courses must be 3.00 or better

2. At least 9 credits in 600-level courses are required by the Graduate School. Other Graduate School requirements, including time limits, must also be satisfied
3. Total credits required for the degree depend on the number of graded credits and internship credits the student earns. This allows flexibility in adjusting the balance between course work and the internship experience. The more graded credits a student earns, the fewer total credits are required for the degree. The minimum total required is 45 credits if the student earns 32 or more graded credits. The minimum required is 53 credits if the student earns only 24 graded credits. In general, 1 credit is added to the minimum total of 45 for each graded credit less than 32 a student earns. For example, a student who earns 28 graded credits needs a minimum total of 49 credits
4. The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student typically earns 10 credits for every three months of full-time internship experience
5. Graded credits must include 8 credits in Semiconductor Device Physics (PHYS 677) and Semiconductor Processing and Characterization Techniques (PHYS 678). The remaining graded credits must be selected from an approved departmental list. This list includes Electromagnetism (PHYS 522); Classical Optics, Modern Optics, and Modern Optics Laboratory (PHYS 524, 525, 526); Digital Electronics (PHYS 532); Physics of Instrumentation (PHYS 533); Design of Experiments (PHYS 581); Advanced Physics Laboratory (PHYS 590); Experimental Course: Advanced Analog Electronics (PHYS 610)

Other 600-level physics courses qualify, but may require additional prerequisites. Some graduate-level courses in chemistry may qualify. Other courses may be added or substituted with the approval of the applied physics program adviser

Master of Science or Arts in Physics

Course requirements for a master of science in physics typically include, in addition to the equivalent of the undergraduate physics degree, at least one three-term physics sequence taken at the 600 level and three 500- or 600-level mathematics courses selected from a list of approved courses, or others with the preregistration approval of the director of graduate studies.

A total of 45 graduate credits must be completed, including 32 in graded physics courses. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credits earned at another accredited graduate school may be applied, and a minimum GPA of 3.00 (B) must be maintained.

Candidates must either pass a master's final examination—which is part I of the Ph.D. qualifying examination—or submit a written thesis or take a program of specified courses. The master's examination, given each fall and spring, covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, thermodynamics). Candidates must pass the examination by spring of the second year of study. The thesis option requires a minimum of 9 credits in Thesis

(PHYS 503) or 3 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503). The specified-courses option requires 40 graduate credits in physics, 36 of which must be selected from a list of courses approved by the department.

In addition to all the preceding requirements, candidates for the master of arts (M.A.) degree must demonstrate foreign-language proficiency.

The master's degree program can be completed in four terms.

Doctor of Philosophy

The physics department has few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral-dissertation research.

Qualifying Examination. The master's final examination is part I of the Ph.D. qualifying examination. All candidates must pass the written master's examination. This requirement may be waived by the director of graduate studies if the candidate already has a master's degree in physics. Parts II and III of the qualifying exam, a written examination given each fall and spring, cover the graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, electromagnetic theory, methods of mathematical physics). After rectifying any deficiencies in undergraduate background, students typically prepare for the qualifying examination by taking 600-level courses in the core areas. Students are expected to take the parts of the examination they haven't passed every time they are offered beginning spring of the first year for part I and the fall of the second year for parts II and III. Candidates must pass part I by spring of the second year of graduate study and parts II and III by spring of the third year.

Within one year of passing all three parts of the qualifying examination, students should secure a dissertation research adviser.

Before taking the comprehensive examination, students must round out their personal knowledge of physics and pursue advanced studies in at least three specialized fields. Normally, the requirement is met by taking six terms of course work in at least three of the groups listed below. A two-term sequence is required in two of the three groups chosen:

1. Condensed matter physics
2. Nuclear and particle physics
3. Atomic, molecular, and optical physics
4. Astronomy and general relativity
5. Experimental and theoretical techniques
6. Other sciences

Foreign-Language Proficiency. The department encourages students to have foreign-language proficiency, but it has no foreign-language requirement for the Ph.D. degree. All incoming graduate students are expected to be fluent in English. Deficiencies must be rectified before the student takes the comprehensive examination.

Comprehensive Examination. The comprehensive examination should be taken within three years of passing the qualifying examination. In this typically oral examination, the student presents an hour-long discussion of a current problem in physics and proposes an idea for a research

project. The student is expected to understand the background and fundamental physics of the problem and to communicate this knowledge to physicists in other fields.

Lecture Requirement. Before the final approval of the dissertation, candidates must present a lecture in one of the research seminars or a research group meeting.

Dissertation. The dissertation is the most important Ph.D. requirement. Every degree candidate must submit a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature on the subject and be written in creditable prose style. Candidates must receive approval of the dissertation within seven years of passing the qualifying examination.

Physics Courses (PHYS)

101, 102, 103 Essentials of Physics (4,4,4) Fundamental physical principles. **101:** mechanics. **102:** heat, waves, and sound; electricity and magnetism. **103:** modern physics.

152 Physics of Sound and Music (4) Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound.

153 Physics of Light and Color (4) Light and color, their nature, how they are produced, and how they are perceived and interpreted.

155 Physics behind the Internet (4) How discoveries in 20th-century physics mesh to drive modern telecommunications. Topics include electron mobility in matter, the development of transistors and semiconductors, lasers, and optical fibers.

161 Physics of Energy and Environment (4) Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation.

162 Solar and Other Renewable Energies (4) Topics include photovoltaic cells, solar thermal power, passive solar heating, energy storage, geothermal energy, and wind energy.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201, 202, 203 General Physics (4,4,4) Introductory sequence. **201:** mechanics and fluids. **202:** thermodynamics, waves, optics. **203:** electricity, magnetism, modern physics. Sequence. Prereq: MATH 111, 112 or equivalent.

204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Sequence. Pre- or coreq: PHYS 201, 202, 203 or PHYS 211, 212, 213 or instructor's consent.

211, 212, 213 General Physics with Calculus (4,4,4) Not offered 2004–5.

251, 252, 253 Foundations of Physics I (4,4,4) **251:** kinematics including relativistic treatments; force; energy; momentum. **252:** relativistic energy and momentum; collisions; photoelectric effect; Compton scattering; rotational motion; Bohr atom.

253: electricity and magnetism. Coreq: MATH 251, 252, 253 or equivalent.

290 Introductory Physics Laboratory (1R) Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Coreq: PHYS 251, 252, 253. **R** twice for maximum of 3 credits.

301, 302 Physicists' View of Nature (4,4) Illustrates physics concepts through the work of prominent physicists. **301:** the classical view—mechanics, electrical science, thermal physics. **302:** the 20th-century view—relativity, cosmology, and quantum physics. Pre- or coreq: junior or senior standing.

311 Physics of the Atmosphere (4) Introductory treatment of physical processes governing the structure and circulation of our atmosphere. Topics include thermodynamics, general circulation, clouds, winds, and observational tools. Prereq: PHYS 201, 202; MATH 252.

351, 352, 353 Foundations of Physics II (4,4,4) Physics of waves: mechanical, electrical, optical, and quantum; coupled systems and dispersion. Statistical thermodynamics: probability, work, heat, temperature, entropy, equations of state, heat engines. Prereq: PHYS 251, 252, 253 or equivalent; coreq: MATH 256, 281, 282.

354 Introduction to Quantum Mechanics (4) Introductory treatment of quantum mechanics with an applied focus. Topics include square well potential, Bragg reflection, and de Broglie waves. Prereq: PHYS 353.

390 Intermediate Physics Laboratory: [Topic] (1–2R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Coreq: PHYS 351, 352, 353.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–16R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–3R)

410/510 Experimental Course: [Topic] (1–4R) Current topics are listed in the class schedule.

411, 412/512, 413/513 Mechanics, Electricity, and Magnetism (4,4,4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Sequence. Prereq: MATH 282. Only nonmajors may earn graduate credit.

414/514, 415/515, 416/516 Quantum Physics (4,4,4) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schrödinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Sequence. Pre- or coreq: PHYS 411, 412/512, 413/513. Only nonmajors may earn graduate credit.

417/517 Topics in Quantum Physics (4) Perturbation theory, variational principle, time-dependent perturbation theory, elementary scattering theory. Prereq: PHYS 415/515. Only nonmajors may earn graduate credit.

421/521 Topics in Mechanics (4) Not offered 2004–5.

422/522 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided

waves, antennas, and other related phenomena. Prereq: PHYS 413/513.

423/523 Introduction to Statistical Physics (4) Development of statistical techniques to describe physical systems with applications to classical and quantum ideal gases, nonideal gases, phase transitions, photon gas, and transport. Prereq: PHYS 353.

424/524 Classical Optics (4) Geometrical optics, polarization, interference, Fraunhofer and Fresnel diffraction. Prereq: PHYS 413/513.

425/525 Modern Optics (4) Special topics in modern applied optics such as Fourier optics, coherence theory, resonators and lasers, holography, and image processing. Prereq: PHYS 424/524 or equivalent.

426/526 Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. Prereq: PHYS 425/525.

427/527 X-ray Crystallography (4) X-ray diffraction, Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, small and macromolecular crystal structures. Prereq: instructor's consent. Includes laboratory work.

431/531 Analog Electronics (4) Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers. Prereq: general physics or equivalent; knowledge of complex numbers; MATH 256.

432 Digital Electronics (4) Digital electronics including digital logic, measurement, signal processing and control. Introduction to computer interfacing. Prereq: general physics or equivalent; MATH 253.

433/533 Physics Instrumentation (4) Basic components of a personal computer and interface implementations. Applications to scientific instrumentation. Prereq: PHYS 432/532.

481/581 Design of Experiments (4) Applies statistics to practical data analysis, data-based decision making, model building, and the design of experiments. Emphasizes factorial designs.

490/590 Advanced Physics Laboratory: [Topic] (1–16R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Prereq: instructor's consent.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

604 Internship: [Topic] (1–16R) Coreq: good standing in applied physics master's degree program.

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–4R) Recent topics include Astrophysics and Gravitation, Biophysics, Condensed Matter, High Energy Physics, Physics Colloquium, Theoretical Physics.

608 Workshop: [Topic] (1–16R)

609 Supervised Tutoring (1–3R)

610 Experimental Course: [Topic] (1–4R) Current topics are listed in the class schedule.

611, 612 Theoretical Mechanics (4,2) Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies.

613, 614 Statistical Physics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.



618 Advanced Analog Electronics (4) Topics include linear circuits, diodes, field effect transistors, signal processing.

619 Advanced Digital Electronics (4) Topics include sequential logic, amplifier noise, data conversions, computer interfacing.

621, 622, 623 Electromagnetic Theory (4,4,4) Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation by given sources, coupled motion of sources and fields, the electromagnetic field in dense media.

631, 632, 633 Quantum Mechanics (4,4,4) **631:** review of fundamentals, central force problems, matrix mechanics. **632:** approximation methods, scattering. **633:** rotation symmetry, spin, identical particles. Sequence.

634 Advanced Quantum Mechanics (4) Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization, Fock space.

661, 662, 663 Elementary Particle Phenomenology (4,4,4) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Sequence. Prereq: PHYS 633.

665, 666 Quantum Field Theory (4,4) Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Sequence. Prereq: PHYS 634.

671, 672, 673 Solid State Physics (4,4,4) Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Sequence. Prereq: PHYS 633.

674, 675, 676 Theory of Condensed Matter (4,4,4) Advanced topics include quantum and statistical description of many-particle systems, electronic structure, elementary excitations in solids and fluids, critical phenomena, statics and dynamics of soft condensed matter. Topics and emphasis vary. Prereq: PHYS 673.

677 Semiconductor Device Physics (4) Theory of inorganic solids, particularly semiconductors; carrier transport phenomena and electrical characteristics of positive-negative junctions, transistors, photonic devices, and integrated circuits. PHYS 671 recommended. Offered summer session only.

678 Semiconductor Processing and Characterization Techniques (4) Structure, crystal growth, and epitaxy of solid-state materials; reactivity of inorganic surfaces; doping and solid-state diffusion; photoresists and etchants; surface analysis. Prereq: PHYS 677. Offered summer session only.

684, 685, 686 Quantum Optics and Laser Physics (4,4,4) Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence. Prereq for 684: undergraduate quantum mechanics; coreq for 685, 686: PHYS 631, 632.

Astronomy Courses (ASTR)

121 The Solar System (4) Naked-eye astronomy, development of astronomical concepts, and the solar system.

122 Birth and Death of Stars (4) The structure and evolution of stars.

123 Galaxies and the Expanding Universe (4) Galaxies and the universe.

221 (H) Honors Astronomy: The Solar System (4) Development of astronomical concepts and the solar system. Pre- or coreq: MATH 111. Students may not receive credit for both ASTR 121 and ASTR 221H.

222 (H) Honors Astronomy: The Birth and Death of Stars (4) The structure and evolution of stars. Prereq: ASTR 221H, MATH 112. Students may not receive credit for both ASTR 122 and ASTR 222H.

223 (H) Honors Astronomy: Cosmology (4) Galaxies and the universe. Prereq: ASTR 222H. Students may not receive credit for both ASTR 123 and ASTR 223H.

321 Topics in Astrophysics (4) Problem solving of the orbits, kinematics, and dynamics of astronomical systems, structure and evolution of stars and galaxies. Pre- or coreq: MATH 251, 252; PHYS 251, 252 or equivalents; instructor's consent for nonscience majors.

323 Astrophysical Techniques (4) Instruction in the development and application of astronomical tools and techniques. Extensive use of computers and ground and space-based data sets. Pre- or coreq: MATH 251, 252, ASTR 321 or equivalents; instructor's consent for nonscience majors.

492 Advanced Astrophysics (4) Topics include stellar structure and evolution; radiative transfer; stellar dynamics; and observational cosmology. Prereq: ASTR 321, PHYS 411.

Political Science

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Emeriti

William H. Baugh, associate professor emeritus. S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana. (1978)

James C. Davies, professor emeritus. A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)

Daniel Goldrich, professor emeritus. B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina at Chapel Hill. (1963)

Arthur M. Hanhardt Jr., professor emeritus. B.A., 1953, Rochester; M.A., 1958, Colgate; Ph.D., 1963, Northwestern. (1963)

James R. Klonoski, professor emeritus. B.S., 1947, M.A., 1948, Minnesota; Ph.D., 1958, Michigan. (1961)

Jerry F. Medler, associate professor emeritus. B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon. (1968)

William C. Mitchell, professor emeritus. B.A., 1950, Michigan State; M.A., 1951, Illinois; Ph.D., 1960, Harvard. (1960)

John M. Orbell, professor emeritus. B.A., 1957, M.A., 1960, New Zealand; Ph.D., 1965, North Carolina at Chapel Hill. (1967)

M. George Zaninovich, professor emeritus. B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford. (1966)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Department

The Department of Political Science offers courses on a variety of topics, including U.S. politics, international relations, comparative politics, political theory, and methods of social science research.

Careers. Political science majors follow different paths after earning their undergraduate degrees. Many apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; self-employment; and teaching. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely than majors without such experience to obtain governmental employment after graduation.

Undergraduate Studies

The Department of Political Science offers a program leading to a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. This program is designed to (1) provide a systematic understanding of the political process; (2) provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered

Courses at the 100 and 200 levels are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, certain 300- and 400-level courses may have prerequisites.

Students should have at least 8 credits in political science before taking 400-level courses.

Bachelor Degree Requirements

Undergraduates must satisfy the university's general-education requirements described under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this catalog.

Major Requirements

1. A minimum of 48 credits in undergraduate political science courses; of these a minimum of 32 credits must be upper division
2. The 48 credits that satisfy major requirements must be taken for letter grades and passed with C- or better. Thesis (PS 403) and Honors Thesis Prospectus (PS 411), offered pass/no pass (P/N) only, may be applied to the 48 credits
3. No more than a total of 16 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), Workshop (PS 408), and Honors Thesis Prospectus (PS 411) may be applied to the 48-credit requirement. These courses do not fulfill the subfield requirement
4. No more than 10 credits of Field Studies (PS 406) may be applied toward the 48 credits. This work must be done under the direction of a faculty member who, prior to registration, must approve and set up academic criteria to evaluate the work. The student must be registered at the university to earn credit. Credits earned in Practicum (PS 409) may not be applied to the major
5. Work completed in Special Studies (PS 199 or 399), Seminars (PS 407), or Experimental Courses (PS 410) may be included in the 48-credit requirement and counted toward the subfield requirement. A complete list of courses and their subfields is available on the political science website
6. Of the 48 credits, 8 must be taken in each of the three subfields listed below for a total of 24 credits. A course may only be used once to satisfy major requirements
 - a. Political theory
 - b. United States politics
 - c. World politics

A complete list of courses and their assigned subfield is available on the department's website; course subfields are also indicated by notes in the class schedule.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 20 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science. Transfer students must meet the subfield distribution requirement.

Second Bachelor's Degree or Second Major. Students who want to earn a second bachelor's degree or a second or double major in political science must complete 48 credits in political science, as outlined under Major Requirements.

Honors in Political Science

To graduate with honors in political science, a student must (1) have an overall grade point

average for UO and transfer credits of at least 3.50 through the winter term prior to graduation, (2) take Honors Thesis Prospectus (PS 411) during fall term of the academic year in which the thesis is completed, and (3) register for a minimum of 4 credits in Thesis (PS 403). The thesis must be completed at least one term before the term of graduation. An honors committee reviews the student's performance on the thesis and on courses taken during the senior year before making a final decision about granting the honors distinction. Obtain complete instructions and an honors thesis agreement form from the political science office.

Minor Requirements

The minor in political science requires 24 credits including 16 upper-division credits. These 24 credits must be taken for letter grades and passed with grades of C- or better. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), and Workshop (PS 408). Field Studies (PS 406) and Practicum (PS 409) do not count toward the minor. Up to 8 credits may be transferred from another institution.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in political science are eligible to apply to the College of Education's fifth-year licensure program in middle-secondary teaching or the fifth-year licensure program in elementary teaching. More information is available in the **College of Education** section of this catalog.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and to enable them to understand and participate in public affairs.

Regular members of the department and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as environmental politics, international political economy, laboratory study of rational choice, north-north and north-south issues in economic and political development, political parties, political change in East Asia, and voting behavior.

Admission

Minimum admission requirements for the master's and doctoral degree programs include the following:

1. Official transcripts showing a grade point average (GPA) of 3.00 or higher for all undergraduate and graduate academic work
2. Recommendations from at least three teachers from whom courses have been taken
3. Official scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1100 are required. International students from non-English-speaking countries

must also attain a score of at least 213 on the computer-based Test of English as a Foreign Language (TOEFL) or 550 on the paper-based version

4. A statement of career plans prepared by the student
5. Other evidence that may be helpful in reaching a decision. Although an undergraduate major in political science is not a prerequisite for admission, the committee takes into consideration previous academic work in political science

Application forms, recommendation forms, and additional information about the graduate program and graduate teaching fellowships may be obtained by visiting the department's website or sending an e-mail request. The deadline for graduate teaching fellowship applications and fall-term admission is February 15; the deadline for fall-term admission without a teaching fellowship is July 8. The deadline for winter-term admission is October 15; the deadline for spring-term admission is January 15.

Master's Degree Program

The master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Two years is the typical period for completing the program.

The master's degree program has the following requirements:

1. Completion of 55 credits of graduate course work
2. Completion of required courses as specified by the department
3. Demonstrated competence in social science methodology
4. Completion of a master's degree thesis

See the **Graduate School** section of this catalog for the distinction between M.S. and M.A. degree requirements.

Doctoral Program

This program is designed to allow the well-prepared student to complete course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations during their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in political science include:

1. Completion of 100 credits (18 credits are for dissertation) beyond the bachelor's degree. PS 601, 602, 605, 606, 608, 609, and 610 may be taken pass/no pass. All other course work must be taken for letter grades
2. Completion of State of the Discipline (PS 620), to be taken the first time it is offered
3. Completion of three seminars, selected from PS 621–627, in the three area fields in which the student takes the comprehensive examination. Students should take these seminars as early as possible
4. Demonstrated proficiency in quantitative and research methods
5. After completion of course work, passing a comprehensive examination with written and oral elements in one major field and two minor fields selected from the list below. Each field comprises several themes from which the student must choose a subset.
 - a. Political theory
 - b. Comparative politics
 - c. International relations
 - d. Formal theory and methodology
 - e. United States politics
 - f. Public policy

6. After passing the comprehensive examinations, completion of 18 credits in Dissertation (PS 603), to be taken while completing the Ph.D. dissertation
7. Defense of the written dissertation in an oral examination

A complete description of graduate requirements, including an explanation of themes and field requirements, is available on the department website.

Political Science Courses (PS)

Every course listed here cannot be offered every year. Students should consult the most recent class schedule or inquire at the department office.

101 Modern World Governments (4) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations in Africa and Latin America.

104 Problems in United States Politics (4) Current policy issues in American politics (e.g., unemployment, education, crime).

199 Special Studies: [Topic] (1–5R)

201 United States Politics (4) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Berk, Southwell.

203 State and Local Government (4) Linkage between elites and masses with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy.

204 Introduction to Comparative Politics (4) Major concepts and approaches in the study of comparative government and politics.

205 Introduction to International Relations (4) Introduction to theoretical and methodological tools for the analysis of world politics. Cramer, Mitchell, Skalmes.

207 Introduction to Contemporary Political Theory (4) Theories of collective action, power, conflict of interest in the context of political institutions.

208 Introduction to the Tradition of Political Theory (4) Selected issues in political theory such as political obligation, rationality, diversity, and relativism. Covers contemporary and classical theories. Baumgold, Feldman.

225 Political Ideologies (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism.

230 Introduction to Urban Politics (4) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics.

255 Mexican Politics (4) Introduction to contemporary Mexican politics: historical overview; government and politics; political economy, global economic integration, impacts; popular struggles, human rights politics, militarization, United States role; border politics.

275 Legal Process (4) Overview of the United States legal system. Covers a range of sociolegal writing and provides a context for the legal system under which the U.S. operates. Novkov.

297 Introduction to Environmental Politics (4) United States environmental policy and alternative environmental political futures.

301 Art and the State (4) Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism.

308 United States Political Thought (4) Development of United States political thought from the Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville.

317 Coastal Resources Management Policy (4) Assessment of coastal zone resource management policies, emphasizing Oregon and the Pacific Northwest. Land use, ocean and territorial sea planning involving multiple levels of government.

321 Introduction to Political Economy (4) Systematic comparison of markets and political processes and their outcomes. Southwell.

324 European Politics (4) Overview of political developments in post-Cold War Europe. Southwell.

326 United States Foreign Policy I (4) Basic concepts underlying the formulation and implementation of United States foreign policy; relationships between American society and foreign policy; the relationship of the U.S. to its international environment. Baugh, Kraus, Mitchell, Southwell.

331 Social Justice (4) Survey of major works on social justice: John Rawls's *A Theory of Justice* and Robert Nozick's *Anarchy, State, and Utopia*. Includes Hayek, Buchanan, Walzer, Sandel.

337 The Politics of Development (4) Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt, and the environment. Includes such institutions as the International Monetary Fund, World Bank, and World Trade Organization.

340 International Political Economy (4) Links between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, and development. Micro- and macroeconomics recommended. Skalmes.

342 Politics of China I (4) Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization.

346 Terrorism and Weapons Proliferation (4) Examines causes and control of terrorism, especially preventing terrorist use of weapons of mass destruction; theories and policies of nonproliferation and arms control.

347 Political Power, Influence, and Control (4) Survey of the use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Baumgold.

348 Women and Politics (4) Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women. Diamond, Novkov, Southwell.

349 Mass Media and American Politics (4) The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency. Medler.

352 Political Parties and Interest Groups (4) Overview of current developments in political parties and interest groups in the United States. Southwell.

353 Campaigns and Elections (4) Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions.

355 Oregon Government and Politics (4) Current political issues in Oregon with particular attention to political races and ballot measures before the Oregon electorate as well as the state's major political institutions. Medler.

360 Introduction to Political Science Research (4) Formulating explanations for phenomena as process models; drawing conclusions to test the models; revising and refining models. Applications from many sociopolitical processes. Prereq: MATH 111 or equivalent. Baugh.

386 United States Social Movements and Political Change (4) Causes and consequences of American social movements. Considers theoretical perspectives. Topics may include agrarian populism, labor movement, civil rights movement, the women's movement, and identity politics. Berk, Novkov.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–15R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–15R)

406 Field Studies: [Topic] (1–5R) R for maximum of 10 credits.

407/507 Seminar: [Topic] (1–4R) Offerings vary from year to year, depending on student needs and faculty interests.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–4R) Offerings vary from year to year, depending on student needs and faculty interests.

411 Honors Thesis Prospectus (1) Prepares students for writing the senior honors thesis in political science. Provides guidance in framing a suitable topic, conducting preliminary research, and writing a prospectus. Prereq: majors with honors standing.

413/513 Politics of Brazil (4) Explore the factors that shape contemporary Brazilian politics, from dictatorship and developmentalism to soccer and samba. Keamey.

417/517 Politics of Violence in Latin America (4) Examines the consequences of drug, paramilitary, guerrilla, and state-sponsored violence for political life in contemporary Latin America. Keamey.

420/520 International Organization (4) The organization of interaction among nations in institutional arrangements. Mitchell, Skalmes.

421/521 Science, Technology, and International Relations (4) Examines weapons development, economic competitiveness, and environmental issues to learn how advances in science and technology have influenced international relations. Suttmeier.

422/522 Human Rights—U.S. Foreign Policy (4) Evolution of human rights as a political issue; the role of nongovernmental organizations; political uses of human rights rhetoric and contradictions in implementing policy.

426/526 United States Foreign Policy II (4) Processes by which United States foreign policy is made and executed; problems leading to suboptimal results; predicting future policy problems and outcomes. Prereq: PS 326. Baugh.

429/529 Public Opinion and Foreign Policy (4) Nature, determinants, impact, and interaction of elite and mass public opinion regarding foreign policy, particularly of the United States. Structure and measurement of belief systems. PS 326 or 426 recommended. Baugh.

430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baumgold, Feldman.

431/531 Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau. Baumgold, Feldman.

432/532 Political Theory: Modern and Contemporary (4) Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions. Baumgold, Feldman.

433/533 Marxism and Radical Thought (4) Surveys utopian socialist thought, anarchism, Marxism, and Leninism. Central themes include the nature of radical theory, the role of the state, human nature and the new society. Baumgold.

434/534 Feminism and Ecology (4) Ecofeminism as a mode of thought and social movement. Explores political and cross-cultural origins, conceptions of the social and natural, critiques of development, and approaches to population issues. One ENVS, INTL, or WGS course recommended. Diamond.

439/539 Evolution, Cooperation, Ethics (4) Examines the relevance of modern evolutionary psychology for roots of human political and social behavior, in particular cooperative and ethically bound behaviors. Orbell.

PS 440/540 Causes and Prevention of War (4) Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

442/542 Politics of China II (4) Recent trends in the study of the modern Chinese state. PS 342 or a course in modern Chinese history or society recommended.

445/545 Methods for Politics and Policy Analysis I (4) Introduction to quantitative analysis, concepts and methods of empirical research, applied statistical data analysis in political science. Methods include descriptive statistics, bivariate correlation, and regression techniques. Medler, Myagkov, Southwell.

446/546 Methods for Politics and Policy Analysis II (4) Survey of multivariate model building for political analysis. Multiple regression, discrete-variable techniques, recursive systems, and cross-level analysis. Application of these techniques to concrete political problems. Medler, Myagkov, Southwell.

454/554 Japanese Politics (4) Analyzes issues surrounding Japanese democracy and political economy with reference to Japan's modern history, political institutions, public policy, and foreign relations. Suttmeier.

455/555 Theories of International Politics (4) Competing theories of international relations and strategies for testing the theories. Mitchell, Skalmes.

459/559 United States–China Relations (4) Examines the sources and consequences of China's foreign policies since 1949.

460/560 Human Rights and U.S. Foreign Policy (4) Analysis of the evolution of human rights as a

political issue and its growing prominence in U.S. foreign policy.

462/562 Politics of Russia and the Newly Independent States (4) Examines the communist experience in the USSR from 1917 to 1991. Studies the impact of the communist legacy on contemporary democratization processes in the post-Soviet states.

463/563 Government and Politics of Latin America I (4) Historical impact of international economic integration on democracy, equity, and sustainability; Cuban revolution; national security states; new social movements; case studies: Chile, Brazil, Mexico. Kearney.

467/567 The United States Presidency (4) An ambivalent view of the presidency as the key institution in the United States political system: source of great good but also of great harm.

468/568 Congress (4) Study of Congress as an institution: congressional elections, the committee system, and the internal distribution of influence; relations with the President and the Supreme Court.

470/570 Constitutional Law (4) Surveys how the U.S. Constitution works as a structure for government. Addresses how the federal courts interact within the U.S. system of government. Prereq: PS 275. Novkov.

471/571 Outsider Jurisprudence (4) Surveys critiques of American legal theory. Covers criticisms from thinkers who perceive themselves as outsiders in the legal system because of their beliefs. Prereq: PS 470/570 or 485/585. Novkov.

477/577 International Environmental Politics (4) How nations solve international environmental problems. Explores major problems, processes, and current debates. Evaluates existing treaties through case studies. Prereq: ENVS 201 or PS 205. Mitchell.

479/579 U.S. Interventions in Developing Nations (4) Examines theories of intervention: security, economic imperialism, humanitarian intervention, spreading democracy, domestic politics; over thirty-seven U.S. interventions since 1898 are surveyed.

480/580 Introduction to Rational Choice I (4) Introduces the paradigm of rational choice and game theory that is of special significance to politics. Myagkov.

484/584 United States Supreme Court (4) The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court's decisions.

485/585 Civil Rights and Civil Liberties (4) Overview of the role of rights in the United States legal system. Particular emphasis on the role of freedom and equality in a federal system. Prereq: PS 275. Novkov.

490/590 Politics of Cyberspace (4) Examines political issues and the societal impact of Internet technology: government control, citizen activism, privacy, censorship, pornography, security, e-commerce, intellectual property, identity, society futurism.

491/591 Politics of Everyday Life (4) Examines how we try to influence each other's behaviors in the course of everyday life. Readings from several disciplines. Myagkov.

492/592 Decision-Making (4) Introduces problems of collective decision-making and modern theories of individual decision-making under risk and uncertainty.

495/595 United States Political Economy (4)

Examines United States political-economic institutions from a comparative and historical perspective. Topics include rise and fall of mass production, labor and the law, and regional development. Berk.

496/596 International Security (4) Security as a fundamental national and international political concern, including economic, environmental, military, political, and societal aspects. Emphasis on decision-making and policy consequences.

497/597 Environmental Politics (4) Global corporate-led international economic integration's impact on world environment and equity (e.g., the United States and poor countries, U.S.–Mexico agricultural integration; transnational citizens' organizing for alternatives).

503 Thesis (1–15R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–4R)

610 Experimental Course: [Topic] (1–4R)

620 State of the Discipline (5) Introduction to trends in the political science profession and to the faculty at the University of Oregon.

621 United States Politics (5) Survey of major works in the field of American government.

622 Political Theory (5) Survey of major works in the field of classical and contemporary political theory.

623 Comparative Politics (5) Survey of major works in the field of comparative politics.

624 International Relations (5) Survey of major works in the field of international relations.

625 Public Policy (5) Survey of major works in the field of public policy.

627 Formal Theory and Methodology (5) Reviews basic formal theory as developed in political science since 1957.

Psychology

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Faculty

Jennifer Ablow, assistant professor (developmental psychopathology, attachment, interpersonal emotional arousal and regulation). B.A., 1988, Colorado at Boulder; Ph.D., 1997, California, Berkeley. (1999)

Michael C. Anderson, associate professor (memory, attention, behavioral neuroscience). B.A., 1986, Rochester; M.A., 1990, Ph.D., 1994, California, Los Angeles. (1995)

Holly Arrow, associate professor (small groups, cultural psychology, computer-mediated interaction). B.A., 1977, Elmira; M.F.A., 1982, Colorado; M.A., 1995, Ph.D., 1996, Illinois at Urbana-Champaign. (1996)

Edward Awh, assistant professor (working memory, selective attention, functional neuroimaging). B.A., 1989, Northwestern; Ph.D., 1996, Michigan. On leave 2005. (1998)

Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). B.A., 1982, California, Berkeley; M.Sc., 1984, California, Santa Cruz; Ph.D., 1989, Stanford. (1993)

Paul Dassonville, assistant professor (cognitive neuroscience, perception, sensorimotor integration). B.S., 1986, Texas A & M; Ph.D., 1992, California, Los Angeles. (1999)

Kirby Deater-Deckard, associate professor (social development, developmental psychopathology, genetics). B.A., 1988, Pennsylvania State; M.A., 1992, Ph.D., 1994, Virginia. On leave 2004–5. (1998)

Thomas J. Dishion, professor (clinical psychology, prevention). B.A., 1977, California, Santa Barbara; M.A., 1984, Ph.D., 1988, Oregon. On leave 2004–5. (1995)

Jennifer J. Freyd, professor (cognition, traumatic stress). B.A., 1979, Pennsylvania; Ph.D., 1983, Stanford. (1987)

Gordon C. Nagayama Hall, professor (sociocultural context of psychopathology, sexual aggression). B.S., 1977, Washington (Seattle); Ph.D., 1982, Fuller Theological Seminary. (2001)

Sara D. Hodges, associate professor (social cognition, construction of social judgments). B.A., 1989, Rhodes; M.A., 1992, Ph.D., 1995, Virginia. (1995)

Clifford Kentros, assistant professor (systems neuroscience, spatial memory, genetics). B.A., 1988, South Florida; Ph.D., 1996, New York. (2003)

Bertram F. Malle, associate professor (social perception, the self, judgment and decision processes). B.A., 1987, B.S., 1989, Graz; Ph.D., 1994, Stanford. (1994)

Richard Marrocco, professor (visual sensory physiology). B.A., 1965, California, Los Angeles; Ph.D., 1972, Indiana. (1973)

Robert Mauro, associate professor (social, emotions, psychology and law). A.B., 1979, Stanford; M.S., 1981, Yale; Ph.D., 1984, Stanford. (1984)

Ulrich Mayr, associate professor (cognitive, cognitive aging, neurocognitive analysis). B.A., 1988, Ph.D., 1992, Berlin. (2000)

Jeffrey Measelle, assistant professor (developmental psychology, emotional development, family). B.A., 1985 Brown; Ph.D., 1997, California, Berkeley. (1999)

Scott M. Monroe, professor (psychopathology, affective disorders, stress measurement). B.A., 1972, Saint Olaf; M.A., 1975, Southern Illinois; Ph.D., 1979, New York at Buffalo. (1989)

Louis J. Moses, associate professor (social and cognitive development). B.A., 1983, Western Australia; Ph.D., 1991, Stanford. (1993)

Helen Neville, professor (neuropsychology). B.A., 1968, British Columbia; M.A., 1970, Simon Fraser; Ph.D., 1975, Cornell. (1995)

Gerard Saucier, associate professor (personality, social attitudes, behavioral genetics). B.A., 1978, North Carolina at Chapel Hill; M.A., 1984, Ph.D., 1991, Oregon. (1997)

Margaret E. Sereno, associate professor (visual cognition, neural network modeling, brain imaging). B.A., 1983, Northern Illinois; Ph.D., 1989, Brown. (1991)

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Paul Slovic, professor (judgment, decision-making, risk assessment). B.A., 1959, Stanford; M.A., 1962, Ph.D., 1964, Michigan. On leave 2004–5. (1986)

Marjorie Taylor, professor (cognitive development, pretend play). B.S., 1979, M.S., 1981, Acadia; Ph.D., 1985, Stanford. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). B.A., 1969, Colorado; M.S., 1972, Ph.D., 1974, Pennsylvania State. On leave 2004–5. (1984)

Edward Vogel, assistant professor (visual memory, event-related potentials, fMRI). B.A., 1994, Puget Sound; Ph.D., 2000, Iowa. (2001)

Patricia White, assistant professor (schizophrenia spectrum disorders, information processing). B.A., 1986, Stanford; Ph.D., 2001, California, Los Angeles. (2001)

Emeriti

Robert F. Fagot, professor emeritus. B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)

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Ray Hyman, professor emeritus. A.B., 1950, Boston University; M.A., 1952, Ph.D., 1953, Johns Hopkins. (1961)

Steven Keele, professor emeritus. B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison. (1968)

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Daniel P. Kimble, professor emeritus. B.A., 1956, Knox; Ph.D., 1961, Michigan. (1963)

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Edward Lichtenstein, professor emeritus. B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan. (1966)

Richard A. Littman, professor emeritus. A.B., 1943, George Washington; Ph.D., 1948, Ohio State. (1948)

Michael I. Posner, professor emeritus. B.S., 1957, M.S., 1959, Washington (Seattle); Ph.D., 1962, Michigan. (1965)

Mary K. Rothbart, professor emerita. B.A., 1962, Reed; Ph.D., 1967, Stanford. (1969)

Myron Rothbart, professor emeritus. B.A., 1962, Reed; Ph.D., 1966, Stanford. (1969)

Norman D. Sundberg, professor emeritus. B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota. (1952)

Robert L. Weiss, professor emeritus. B.A., 1952, Ph.D., 1958, New York at Buffalo. (1966)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Undergraduate Studies

Undergraduate courses in psychology provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available from the American Psychological Association, 1200 17th Street Northeast, Washington DC 20036, and on its website.

Review of Courses

Among lower-division courses, PSY 201 and 304 offer instruction in cognitive and biological psychology. PSY 202, 330, 366, 375, and 380 introduce psychology as a social science. Honors College Introduction to Experimental Psychology (HC 211H, 212H) is also available.

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the department's head adviser to determine equivalency of completed introductory work.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies
2. Other 300-level courses are of broad interest to many different majors throughout the university as well as to psychology majors
3. Area courses, numbered 410 to 480, designed for psychology majors, are open to other students who fulfill the prerequisites

Curricular planning aids are fully explained in the *Psychology Undergraduate Handbook* available in the psychology department office and on the department's website.

Group Requirements. For psychology courses approved to fulfill social science or science group

requirements, see Group Requirements in the **Registration and Academic Policies** section of this catalog.

Premajor Requirements

Before being formally admitted as psychology majors, students must fulfill the premajor requirements. Students intending to major in psychology are considered psychology premajors until these requirements are satisfied. After establishing a file in the psychology main office, each premajor is assigned an adviser.

Premajor requirements or their equivalents must be taken for letter grades and passed with C– or better. Set I requirements should be completed by the end of the sophomore year and Set II by the end of the junior year. Delays could postpone graduation.

Set I. College Algebra (MATH 111), Mind and Brain (PSY 201), Mind and Society (PSY 202), College Composition I and II or III (WR 121 and 122 or 123)

Set II. Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303) MATH 111 in Set I may not be counted as part of the required minimum of 40 psychology credits. If MATH 243, 425, 426, 461, or 462 is substituted for PSY 302 in Set II, the mathematics course may be counted toward the minimum of 40 credits in psychology.

Major Requirements

Required courses for the premajor and major must total a minimum of 40 credits in psychology—at least 32 upper division and at least 16 taken at the University of Oregon. A maximum of 4 credits in and Practicum (PSY 409) may be applied to the 32 upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty adviser. Required courses must be taken for letter grades and passed with C– or better. Elective psychology courses may be taken pass/no pass.

1. 16 credits are distributed as follows:
 - a. At least 8 credits selected from HPHY 333, LING 396, PSY 430–450, PSY 475–476
 - b. At least 8 credits selected from HPHY 335, PSY 420, PSY 456–473, PSY 478, 480
2. 12 credits of college-level biology, chemistry, or physics. These courses need not be a sequence, but must have the same subject code. A combination of CH 111 and BI 211, 212 or 213 satisfies this requirement

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, fieldwork, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of three options: liberal arts, professional, or honors.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall Term	16 credits
Arts and letters elective	4
College Composition I (WR 121).....	4
Mathematics	4
Science elective	4

Winter Term	20 credits
Arts and letters elective	4
College Composition II or III (WR 122 or 123)....	4
Mathematics	4
Science elective	4
Social science elective	4

Spring Term	20 credits
Arts and letters elective	4
Mind and Brain (PSY 201) or Mind and Society (PSY 202)	4
Mathematics	4
Science elective	4
Social science elective	4

Departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviser.

Peer Advising. The psychology department's peer advisers attempt to make academic advising more effective, welcoming, and efficient.

Questions about the university system (e.g., how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule) and specific inquiries about the department's norms, opportunities, facilities, and faculty members are welcome

During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. Psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer adviser.

Liberal Arts Curriculum

Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas that serve as a background for research. It is difficult to design any single recommended curriculum for such students. However, the curriculum should combine psychology with a strong emphasis on work in the humanities in addition to courses in science that stress the relation of psychology to philosophy and human concerns. Other courses would, of course, be advisable in programs that stress the relation between psychology and the natural sciences.

Professional Curriculum

The professional curriculum is designed for students who are not planning to do graduate work in psychology but who might want to work in counseling, social work, or school psychology. It is also for students who plan to enter government or business administration. It provides a broad knowledge of psychology as well as experience in a variety of settings in which psychology is applied. Special emphasis is on statistics, writing, computer programming, and other skills that make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By



graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends on the setting or the department in which advanced study is sought.

Preparation for Graduate Study

A bachelor's degree is seldom sufficient qualification for professional work in psychology; at least a master's degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 40, but to leave time for work in related fields such as anthropology, biology, computer science, chemistry, linguistics, mathematics, philosophy, physics, and sociology. Strong preparation in quantitative methods is advisable. Reading knowledge of at least one second language appropriate to psychology also may be useful.

Honors Curriculum

Students with good records who plan to pursue a career in psychology may consider applying to the departmental honors program at the end of their sophomore year. The honors program centers on an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the department.

Minor Requirements

The department offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of P or C— or better. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 28 credits in psychology; the cognitive science option requires 37 credits in psychology, to be distributed as follows:

Psychology Option	28 credits
Mind and Brain (PSY 201) and Mind and Society (PSY 202) or Honors College Introduction to Experimental Psychology (HC 211H, 212H)	8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) or equivalents from other departments.....	8
Three courses selected from HPHY 333, 335; PSY 420, 430–480, including at least one course from HPHY 333, PSY 430–450, PSY 475–476; and at least one course from HPHY 335, PSY 420, PSY 451–473, PSY 478, 480.....	12

At least 16 of the 28 credits must be taken for letter grades, and at least 16 must be upper division.

Cognitive Science Option

Any two 4-credit courses in computer and information science.....	8
Introduction to Linguistics (LING 290)	4
Mind and Brain (PSY 201) or Honors College Introduction to Experimental Psychology (HC 211H, 212H)	4–8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303).....	8
Cognitive Science (PSY 430).....	4

Brain Mechanisms of Behavior (PSY 445) or Human Neuropsychology (PSY 449)	4
One additional course from PSY 420, 451–473, 478, 480.....	4

At least 20 of the 36 credits must be taken for letter grades, and at least 16 must be upper division.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching in social studies. This program is described in the **College of Education** section of this catalog.

Graduate Studies

The department emphasizes graduate work at the doctoral level, but an individualized master's degree program is available to a limited number of students.

Master's Degree Program

The individualized master's degree program does not lead to a Ph.D. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits of course work. Application materials and information may be obtained from the department's graduate secretary. Clinical training is not available in the master's program.

Doctoral Degree Programs

The five chief Ph.D. program options are cognitive; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; developmental; and social-personality.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, including a variety of large and small computers for online experimental control; and well-equipped animal laboratories.

Applicants to the Ph.D. program in psychology must take the aptitude test and submit the score from the Graduate Record Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information about admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. Each student's program is planned in relation to background, current interests, and future goals. Research experience and a dissertation are required of Ph.D. candidates; teaching experience is recommended, and opportunities to teach are available.

For general regulations governing graduate work at the university, see the **Graduate School** section of this catalog.

Clinical Program

Clinical psychology at the University of Oregon is based on a clinical scientist training model directed toward understanding assessment, prevention, and treatment of psychological problems and disorders. Accredited in clinical psychology by the American Psychological Association, the clinical program provides strong research training in the etiology of child and adult

psychopathology, family and peer relationships, influence of culture, evaluation of treatment and preventive interventions, and design and testing of optimal assessment strategies. The program is also a member of the Academy of Psychological Clinical Science, an organization dedicated to enhancing science and research training in clinical psychology. The program prepares future clinical scientists to contribute to the understanding of psychopathology and optimal intervention strategies and to provide state-of-the-art clinical training.

First-year graduate study includes department courses required of all students: a yearlong sequence surveying the areas of psychology, a statistics sequence, and a research project. In addition, clinical students must take a practicum (PSY 609) in clinical methods, assessment, and ethics. Program requirements include six additional courses: Psychopathology (PSY 620), Clinical Psychobiology (PSY 621), and Individual Psychotherapy (PSY 625); the other three courses are assessment, intervention, and a clinical elective.

Two yearlong clinical practicums are required. Practicums are available through the department's psychology clinic as well as in various settings in the community. Departmental practicums train students in the delivery of empirically supported psychotherapies.

The program's supporting area requirement can be completed through a selection of course work, research, and teaching. Recent examples of supporting areas have been women's and gender studies and developmental psychopathology. By the end of the third year, a student is expected to have completed required course work, the supporting area, and a preliminary examination. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a yearlong clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences

Neuroscientists in the biology, chemistry, computer and information science, human physiology, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree—program of instruction and research is available to students through any of the participating departments. For more information see the **Neuroscience** section of this catalog.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies in the psychology department. For more information see the Institute of Cognitive and Decision Sciences in the **Research Institutes and Centers** section of this catalog.

Psychology Courses (PSY)

Transfer students should have the psychology head adviser evaluate courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

199 Special Studies: [Topic] (1–5R)

201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.

202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.

HC 211, 212 (H) Honors College Introduction to Experimental Psychology (4,4) See Honors College

302 Statistical Methods in Psychology (4) Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. Prereq: MATH 111, PSY 201, 202. With laboratory.

303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Prereq: PSY 302.

304 Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

330 Thinking (4) Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

366 Culture and Mental Health (4) Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.

375 Development (4) Survey of social, intellectual, and personality development.

380 Psychology of Gender (4) Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

383 Psychoactive Drugs (4) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

388 Human Sexuality (4) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408 Laboratory Projects: [Topic] (1–9R)

409 Practicum: [Topic] (1–9R)

410/510 Experimental Course: [Topic] (1–5R)

412/512 Applied Data Analysis (4) Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Prereq: PSY 303.

420/520 Psychology and Law (4) Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law. Prereq: PSY 303

430/530 Cognitive Science (4) Interdisciplinary approaches to studying mind and brain; includes material from anthropology; cognitive, social, and developmental psychology; computer science; linguistics; and philosophy.

433/533 Learning and Memory (4) Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information. Prereq: PSY 303.

435/535 Cognition (4) Issues of memory; coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving. Prereq: PSY 303.

436/536 Human Performance (4) Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems. Prereq: PSY 303.

438/538 Perception (4) Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception. Prereq: PSY 303.

440/540 Psycholinguistics (4) Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology. Prereq: PSY 303.

445/545 Brain Mechanisms of Behavior (4) Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, sleep-wakefulness, learning and memory, and affective disorders. Prereq for majors: PSY 303, 304.

449/549 Human Neuropsychology (4) Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion). Prereq for majors: PSY 303, 304.

450/550 Hormones and Behavior (4) Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress. Prereq for majors: PSY 303.

456/556 Social Psychology (4) Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping. Prereq: PSY 303.

457/557 Group Dynamics (4) Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior. Prereq: PSY 456/556.

458/558 Decision-Making (4) Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior. Prereq: PSY 303.

459/559 Cultural Psychology (4) Examination of the interdependence between mind and culture in various substantive domains such as social inference, motivation, emotion, and psychopathology. Prereq: PSY 303.

460/560 Advanced Social Psychology: [Topic] (4R) Selects a specific topic of inquiry from social psychology (e.g., person perception, self-concept, empathy) and examines research and debates on the topic. Prereq: PSY 456/556. Hodges, Malle, Mauro. R thrice when topic changes for maximum of 16 credits.

468/568 Motivation and Emotion (4) Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences. Prereq: PSY 303.

469/569 Psychopathology (4) Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics. Prereq: PSY 303.

470/570 Psychological Assessment (4) Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; psychological assessment techniques. Prereq: PSY 303.

471/571 Personality (4) Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality. Prereq: PSY 303.

472/572 Psychology of Trauma (4) Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters. Prereq: PSY 303.

473/573 Marital and Family Therapies (4) Behavioral basis of dyadic interactions; adult intimacy and love relationships. Clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships. Prereq: PSY 303.

475/575 Cognitive Development (4) Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition. Prereq: PSY 302, 303.

476/576 Language Acquisition (4) How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development. Prereq: PSY 303.

478/578 Social Development (4) Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development. Prereq: PSY 303.

480/580 Development and Psychopathology (4) Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents. Prereq: PSY 303.

490, 491, 492 Honors in Psychology (1,1,1R) Reading and conference. R twice for maximum of 3 credits each. Honors psychology majors only.

503 Thesis (1–16R)

601 Research: [Topic] (1–21R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–21R)

607 Seminar: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–21R)

611 Data Analysis I (4) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. Prereq: graduate standing in psychology. With laboratory.

612 Data Analysis II (4) Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. Prereq: PSY 611, graduate standing in psychology. With laboratory.

613 Data Analysis III (4) Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. Prereq: PSY 612, graduate standing in psychology. With laboratory.

614 Issues in Biology and Cognition (5) Examination of major issues in the psychological study of cognitive and physiological processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology.

615 Issues in Personality and Social Foundations (5) Examination of major issues in the psychological study of personality and social processes. Theory, research, and application discussed and placed in historical perspective. Prereq: graduate standing in psychology.

616 Issues in Development (5) Examination of major issues in the psychological study of development. Theory and research discussed and placed in historical perspective. Prereq: graduate standing in psychology.

620 Psychopathology (3) Definition, measurement, and diagnosis of deviant behavior; includes critical reviews of research on the etiology, intervention, and outcome of major mental disorders. Prereq: graduate standing in psychology.

621 Clinical Psychobiology (3) Research and theory from the neurosciences applied to clinical problems and biological therapies. Prereq: graduate standing in psychology.

623 Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment; includes projective and objective techniques. Prereq: graduate standing in clinical psychology.

625 Individual Psychotherapy (3) Research and major theoretical perspectives in dyadic psychotherapy. Ethics of individual psychotherapy. Prereq: graduate standing in clinical psychology.

Religious Studies

Andrew E. Goble, Department Head

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Faculty

Judith R. Baskin, professor. See **Judaic Studies**.

Daniel K. Falk, associate professor (biblical studies). B.A., 1987, Providence; M.A., 1992, Regent; Ph.D., 1996, Cambridge. (1998)

Timothy J. Gianotti, assistant professor (Islam). B.A., 1988, Notre Dame; M.A., 1990, Ph.D., 1998, Toronto. (2002)

Andrew E. Goble, associate professor. See **History**.

Deborah A. Green, assistant professor. See **Judaic Studies**.

Stephen J. Shoemaker, assistant professor (history of Christianity). B.A., 1991, Emory; M.A., 1994, Ph.D., 1997, Duke. (2000)

Mark T. Unno, assistant professor (East Asian religions, Buddhism). B.A., Oberlin, 1987; M.A., 1991, Ph.D., 1994, Stanford. (2000)

Emeriti

Hee-Jin Kim, professor emeritus. B.A., 1957, M.A., 1958, California, Berkeley; Ph.D., 1966, Claremont. (1973)

J. T. Sanders, professor emeritus. B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. (1969)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Mary-Lyon Dolezal, art history

James W. Earl, English

Marion Sherman Goldman, sociology

Charles H. Lachman, art history

Kenneth B. Liberman, sociology

Jack P. Maddex, history

Elizabeth Reis, women's and gender studies

Sharon R. Sherman, English

Anita M. Weiss, international studies

Ronald Wixman, geography

Daniel N. Wojcik, English

About the Department

The Department of Religious Studies offers courses about the teachings and practices of the world's major religions. The department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's many cultures, present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors two programs, the Ira E. Gaston Lecture in Christianity and the Distinguished Visiting Lecturer in Asian Religion, which bring eminent scholars to campus for lectures and seminars.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and literature.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Recent graduates have gone on to graduate study in China, to law school, to teaching, and to work in social service organizations, among others. A major in religious studies provides broad training and enrichment for any of the humanitarian professions.

Undergraduate Studies

Major Requirements

The major requires 44 credits in religious studies courses, not all of which carry the REL subject code. (See Additional Courses listed after the religious studies courses.) Of the 44 credits, 8 must be in World Religions (REL 101, 102) and 28 must be upper division.

Courses used to satisfy major requirements must be taken for letter grades and passed with a mid-C or better.

Honors in Religious Studies

Requirements for a degree with honors in religious studies include the following:

1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis.

The candidate for honors typically registers for 4 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 4 credits of Thesis (REL 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term.

Minor Requirements

The minor in religious studies requires 24 credits, including 8 in World Religions (REL 101, 102) and 16 upper-division credits in religious studies. All courses must be taken for letter grades. Grade requirements for the minor are the same as those for the major.

Graduate Studies

The department has plans to establish a master of arts degree in religious studies. In the interim, students may work with faculty members from religious studies as well as other university departments toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.) focusing on religious studies, offered through the Graduate School. Information is available in the **Graduate School** section of this catalog.

Advanced Degrees in Other Departments

Faculty members in other departments may have a specialty or interest in the study of religion. Students interested in an advanced degree in these areas should apply for admission to graduate study in the relevant department. Prior consent with the faculty member is encouraged. The available degrees, faculty members, and area of specialty are listed below as a guide.

Anthropology, Ph.D. (general anthropology M.A. presupposed). Comparative religions, religion and symbol in particular cultures: Aletta Biersack, Carol T. Silverman.

Art History, M.A., Ph.D. Buddhist art: Charles H. Lachman. Early Christian, Byzantine, Islamic art: Mary-Lyon Dolezal. Medieval Christian art: Richard A. Sundt.

Asian Studies, M.A. East Asian religions: Mark Unno (religious studies). Buddhism in premodern Japan: Andrew E. Goble (history).

Classics, M.A. Classical civilization; ancient religions in or related to ancient Greece and Rome: Jeffrey M. Hurwit (art history), John Nicols (history), Steven Shankman (English).

Folklore, M.A. Sharon R. Sherman (English), Carol T. Silverman (anthropology), Daniel N. Wojcik (English).

History, M.A., Ph.D. Reformations: David M. Luebke. U.S. religious history: Jack P. Maddex.

Sociology, M.A., Ph.D. Sociology of religion: Marion Sherman Goldman, Kenneth B. Liberman.

Religious Studies Courses (REL)

101 World Religions: Asian Traditions (4) Introduction to related religious traditions of Asia, including Hinduism, Buddhism, Daoism, Confucianism and Shinto. Readings in sacred texts and scholarly literature. Lecture, discussion. Unno.

102 World Religions: Near Eastern Traditions (4) Introduction to the Abrahamic religions of Judaism, Christianity, Islam and to related traditions such as the Zoroastrian, Manichaean, Mandaean, Baha'i. Lecture, discussion. Gianotti, Shoemaker.

199 Special Studies: [Topic] (1–5R)

211 Early Judaism (4) Development of the Jewish religion from its earliest existence until the Christian era. Falk.

222 Introduction to the Bible (4) Content and organization of the Hebrew and Christian scriptures; examination of scholarly method and standard research tools used in study of the Bible. Falk.

233 Introduction to Islam (4) Islamic religious tradition, beginnings to present. Pre-Islamic Arabia, Prophet Muhammed, pillars of Islam, ethics and piety, Sunni-Shiite divide, reform and renewal movements. Gianotti.

302 Chinese Religions (4) Prehistoric roots of Chinese religion, Confucius and his followers, philosophical Taoism, Han Confucianism, religious Taoism, Chinese Buddhism, Neo-Confucianism, religion in China today. Unno.

303 Japanese Religions (4) Early Shinto and its developments, Japanese Buddhism, transformation of Taoism and Confucianism, medieval Shinto, religion in the Tokugawa period, Nationalistic Shinto, folk religion, new religions. Unno.

314 Greek and Roman Religions (4) Ancient Greek and Roman religions (Greece, Italy, Oriental religions in Roman paganism).

316 Beginnings of Christianity (4) History of Christianity from the time of Jesus until 200 c.e. Falk.

317 Jesus and the Gospels (4) Considers early evidence for Jesus, including canonical and noncanonical gospels, in light of critical scholar-

ship and historical reconstructions. Pre- or coreq: REL 316. Falk.

318 Women in Judaism (4) Women and their roles in Judaism; emphasis on early modern and contemporary eras. Texts read include historical, literary, and theoretical documents. Baskin.

321, 322, 323 History of Christianity (4,4,4) Course of Christian history in East and West; relations between spirituality, doctrine, and institutional forms. **321:** the ancient period, from the Apostolic Fathers to the Islamic conquests (90–650). **322:** medieval Western Christianity, from the Germanic invasions to the Reformation (400–1500). **323:** modern Western Christianity, from the Reformation to the present (1500 to the present). Shoemaker.

324, 325 History of Eastern Christianity (4,4) 324: Byzantine Christianity from the founding of the Christian Roman Empire to the Fall of Constantinople in the 15th century. **325:** The Eastern churches from the 15th century to the present. Prereq: REL 321 or equivalent. Shoemaker.

332 Islamic Civilization (4) Classical, formative period of Islamic civilization, 7th to 13th centuries. Attention to religious scholarship, urban focus and basis of society, political thought, science, and philosophy. Gianotti.

353 Dark Self, East and West (4) Comparative examination of selfhood in Eastern and Western religious thought and cultural contexts. Focus on dark side or problematic dimensions of Buddhist, Christian, Daoist, Jewish, and other thought. Unno.

355 Mysticism (4) The experiential or mystical dimensions of the three major Abrahamic faiths. Exploration of the original writings of men and women from each spiritual tradition. Gianotti.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–4R)

403 Thesis (1–4R)

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–4R)

408/508 Colloquium: [Topic] (1–4R)

409 Supervised Tutoring (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

412/512 Dead Sea Scrolls: [Topic] (4R) Exploration of the Dead Sea Scrolls literature. Focus on either biblical texts and the development of the Hebrew Bible or nonbiblical texts and sectarian Judaism. Prereq: REL 211. Falk. **R** once when topic changes for a maximum of 8 credits.

414/514 Biblical Book: [Topic] (4R) Close reading of one or more books of the Judeo-Christian Bible in literary, historical, and cultural contexts; history of interpretation; and critical scholarship. Prereq: REL 211. Falk. **R** twice when topic changes for a maximum of 12 credits.

418/518 Martyrdom (4) Exploration of themes of sacrifice and martyrdom in ancient and medieval literatures of the Abrahamic traditions. Comparative approach to development of concepts within and across religious boundaries.

420/520 Jewish and Christian Spiritual Autobiographies (4) Explores autobiographies written by Christians and Jews from late antiquity to the present. Emphasis on history of western spirituality and focus on Jewish and Christian religious commonalities and differences. Baskin.

424/524 Early and Medieval Christian Heresy (4) Survey of various heretical beliefs from early medieval Christian history; examines alternative visions of Christian Truth, and the formation from heterodoxy of orthodoxy. Shoemaker.

426/526 Sex and Gender in Early Christianity (4) Study of how and why certain early Christians sought, successfully, to normalize certain inter-related cultural constructions of gender, the body, and sexuality. Shoemaker.

432/532 Islamic Mystical Thought (4) Inner dimensions of Islamic piety and righteousness, from the Koranic and prophetic foundations to principal thinkers in the medieval Arabic and Persian Sufi traditions. Gianotti.

434/534 Islamic City of God (4) Examines Muslim perceptions of statehood and the political life, from the first theocratic Islamic Society, Ummah, in Medina to contemporary Islamic movements and societies. Gianotti.

436/536 Medieval Islamic and Jewish Philosophy (4) Thought and context of influential Islamic and Jewish medieval philosophers, including Ibn Sina and Moses Maimonides. Attention to prophecy, the soul, metaphysics, the state, and Aristotelian rationalism. Gianotti.

440/540 Readings in Buddhist Scriptures (4) Readings in representative scriptures in English translation. Selection based on their import in development of Indian Buddhist philosophy and their impact on evolution of East Asian forms of Buddhism. Unno.

444/544 Medieval Japanese Buddhism (4) Medieval Japanese Buddhism of the 12th and 13th centuries. Examination of religious thought and cultural history including Zen and Pure Land. Unno.

605 Reading and Conference: [Topic] (1–16R)

608 Colloquium: [Topic] (1–16R)

609 Supervised Tutoring (1–16R)

Additional Courses

For descriptions of the following courses, see the listed departmental sections of this catalog.

Anthropology. Jewish Folklore and Ethnology (ANTH 429/529), Approaches to the Symbolic (ANTH 435/535)

Art History. Chinese Buddhist Art (ARH 387), Japanese Buddhist Art (ARH 397), Early Christian Art (ARH 430/530), Byzantine Art (ARH 431/531), Romanesque Architecture (ARH 437/537) Islamic Art and Architecture (ARH 490/590)

English. The Bible and Literature (ENG 421/521), Studies in Mythology (ENG 482/582)

Folklore. Folklore and Religion (FLR 411/511)

Geography. Geography of Religion (GEOG 446/546)

History. Religious Life in the United States (HIST 359), 16th-Century European Reformations (HIST 441/541), Early Japanese Culture and Society: Medieval Japan (HIST 498/598)

International Studies. Development and the Muslim World (INTL 423/523), World Value Systems (INTL 430/530)

Judaic Studies. Medieval and Early Modern Judaism (JDST 212), The Jewish Encounter with Modernity (JDST 213)

Philosophy. Philosophy of Religion (PHIL 320)

Sociology. Sociology of Religion (SOC 461/561)

Romance Languages

Juan A. Eppe, Department Head

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Faculty

Alexandre Albert-Galtier, associate professor (17th-century French theater, art, and literature). Licence, 1981, D.E.A., 1983, Ph.D., 1988, Lyon II. (1994)

Barbara K. Altmann, associate professor (Old and Middle French literature and language, codicology, gender studies). B.A., 1978, Alberta; M.A., 1982, Ph.D., 1988, Toronto. (1989)

David R. Castillo, associate professor (Spanish Golden Age, cultural studies). Licenciado, 1990, Universidad de Granada; M.A., 1992, Ph.D., 1996, Minnesota, Twin Cities. (1997)

Nadia Ceccacci, senior instructor; coordinator, first- and second-year Italian programs. Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; M.A., 1986, Oregon. (1989)

Robert L. Davis, associate professor (methodology and pedagogy, Spanish and Romance linguistics). B.A., 1983, Southern Mississippi; M.A., 1987, Ph.D., 1991, North Carolina at Chapel Hill. (1991)

Laurie deGonzales, senior instructor; co-coordinator, first-year Spanish program. B.A., Antioch; MA., 1987, Monterey Institute of International Studies. (1993)

Jesús Díaz-Caballero, assistant professor (indigenismo, Hispanic Caribbean literature and culture, 19th-century Peninsular and Latin American literature). B.A., 1991, Universidad Nacional Mayor de San Marcos, M.A., 1994, Maryland, College Park; Ph.D., 2001, Pittsburgh. (2000)

André Djiffack, assistant professor (Francophone literatures, 20th-century French literature, colonial and postcolonial studies). B.A., 1987, Maîtrise, 1988, Doctorat de 3e Cycle, 1992, Yaoundé; Ph.D., 1998, Cape Town. (2000)

Paula Ellister, senior instructor; co-coordinator, first-year Spanish program. B.A., 1992, M.A., 1994, Oregon. (1994)

Juan A. Eppe, professor (19th- and 20th-century Latin American literature, short-story theory, Hispanic literature in the United States). Licenciado, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard. (1980)

Hilary Fisher, senior instructor; coordinator, first-year French program. B.Ed., 1973, Exeter, Devon; M.A., 1975, Oregon. (1994)

Leonardo García-Pabón, associate professor (colonial Latin American literature, contemporary Latin American poetry, literary theory). B.S., 1980, Universidad Mayor de San Andrés; M.A., 1981, Université Catholique de Louvain; Ph.D., 1990, Minnesota, Twin Cities. (1990)

Amalia Gladhart, associate professor (20th-century Latin American literature, theater, feminist studies). B.A., 1989, Michigan State; Ph.D., 1995, Cornell. (1995)

Evlyn Gould, professor (19th-century French literature and culture, European studies, literature and the other arts). B.A., 1975, California, Irvine; M.A., 1977, Ph.D., 1983, California, Berkeley. (1983)

Gina Herrmann, assistant professor (contemporary Spanish literature, politics and culture, autobiographical studies, gender studies). B.A., 1990, Cornell; M.A., 1993, Columbia; Ph.D., 1998, Cornell. (2002)

Nathalie Hester, assistant professor (French and Italian Renaissance and baroque literature and culture, travel literature). B.A., 1992; M.A. 1993; Ph.D., 2001, Chicago. (2001)

Mónica Lara, senior instructor. B.A., 1982, M.A., 1992, Oregon. (1992)

Massimo Lollini, professor (baroque and modern Italian literature, comparative modern literature). Laurea, 1978, Bologna; Ph.D., 1992, Yale. (1992)

Barbara D. May, associate professor (19th- and 20th-century Peninsular literature, modern Spanish women writers, feminist theory). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah. (1976)

Karen McPherson, associate professor (Francophone literatures, modern French novel, feminist theory). B.A., 1970, Oregon; M.A., 1983, Ph.D., 1987, Yale. (1998)

Shelley Merello, senior instructor. B.A., 1970, St. Lawrence; M.A., 1972, Stanford. (1989)

Leah Middlebrook, assistant professor (early modern French and Spanish literature and culture, lyric poetry, comparative literature). B.A., 1989, Columbia; M.A., 1991, Ph.D., 1998, California, Berkeley. (2002)

Fabienne Moore, assistant professor (French Enlightenment, prose poetry, contemporary France). License, 1987, Toulouse-Le Mirail; Ph.D., 2001, New York. (2000)

Bryan J. Moore, senior instructor. B.A., 1987, M.A., 1990, Oregon. (1990)

Rosario Murcia, senior instructor; coordinator, second-year Spanish program. B.A., 1984, Alicante; M.A., 1988, Oregon. (1988)

Amanda W. Powell, senior instructor. B.A., 1977, Yale; M.A., 1983, Boston University. (1991)

F. Regina Psaki, professor (medieval and Renaissance Italian literature, comparative medieval literature). B.A., 1980, Dickinson; M.A., 1986, Ph.D., 1989, Cornell. (1989)

Andrew Rothgery, senior instructor. B.A. 1991, M.A., 1994, Oregon. (1994)

Analisa Taylor, assistant professor (Mexican literary and social history). B.A., 1992, Oregon; M.A., 1996, Ph.D., 2002, Duke. (2002)

Luis F. Verano, senior instructor (Spanish Golden-Age literature). B.A., 1971, Portland State; M.A., 1974, Ph.D., 1982, Oregon. (1983)

David Wacks, assistant professor (medieval Iberian literature and culture, Sphardic studies). A.B., 1991, Columbia; M.A., 1997, Boston College; Ph.D., 2003, California, Berkeley. (2003)

Catherine Wiebe, senior instructor; coordinator, second-year French program. Diplôme, 1978, Ecole Supérieure des Arts Appliquées, Paris; M.A., 1982, Oregon. (1985)

Gloria Zabala, senior instructor. B.A., 1983, M.A., 1989, Oregon. (1989)

Emeriti

Randi M. Brox, professor emerita. Cand. Philol., 1960, Oslo; Ph.D., 1965, Illinois. (1965)

Françoise G. Calin, professor emerita. Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)

David J. Curland, senior instructor emeritus. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon. (1966)

Richard H. Desroches, associate professor emeritus. B.A., 1947, Clark; Ph.D., 1962, Yale. (1957)

Sylvia Giustina, senior instructor emerita. B.A., 1956, Marylhurst; M.A., 1966, Oregon. (1968)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon. (1958)

Perry J. Powers, professor emeritus. B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins. (1946)

Steven Rendall, professor emeritus. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)

Wolfgang F. Sohlich, associate professor emeritus. B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. (1970)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Department

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literatures and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.), awarded in Romance languages, encompasses a primary language and literature and a supporting area. Romance languages is a liberal-arts major, providing a solid background for students interested in graduate work, teaching, and, increasingly, other professional and international careers.

Preparation. The department recommends the following preparation for study leading to a major in any of the Romance languages:

1. As much work as possible in the student's major language. Knowledge of a second Romance language is helpful but not required
2. Knowledge of the history and geography of the European, Latin American, or African areas where the student's major language is spoken
3. Communication skills, speech, and essay or theme writing that help the student convey ideas logically. In literature courses, papers or essay examinations are generally required
4. Experience in literary studies

Careers. Students who graduate with a B.A. degree in Romance languages enter a variety of occupations. Language teaching is an obvious possibility. Proficiency in a second language and knowledge of other cultures enhances study and career opportunities in other areas as well. Romance languages majors, especially those who have a second major in another discipline (e.g., art history, business administration, economics, history, international studies, journalism, music, or political science) find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

Interdisciplinary Faculty

Faculty members in the Department of Romance Languages actively participate in other UO interdisciplinary programs and departments (e.g., African studies, comparative literature, European studies, Latin American studies, linguistics, medieval studies, and women's and gender studies). For descriptions see those sections of this catalog.

Scholarships

The department administers scholarships for undergraduate and graduate students of second languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages student. The Charles Stickles Endowment Scholarship is awarded for study in a Spanish-speaking country. The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor who is studying in Italy with the university's overseas study program. The Helen Fe Jones Spanish Student Fellowship supports study abroad. The Leona M. Kail Scholarship is awarded every other year to an outstanding student with financial need. The James T. Wetzel Memorial Scholarship is awarded every year to an outstanding graduate

student in the Department of Romance Languages. The Françoise Calin scholarship is awarded every year to a French major or minor. More information may be obtained from the department office in early January.

Undergraduate Studies

Programs leading to undergraduate degrees are offered in French, Italian, Spanish, and Romance languages (two languages). Majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, reading, and writing the modern language. The Yamada Language Center, in 121 Pacific Hall, provides a valuable complement to classroom exercises.

Students who intend to pursue graduate work in Romance languages are advised to begin a second Romance language early in their studies. Courses in English and other literatures are also recommended. A goal of the department is to give students a thorough view of the cultures of the countries where Romance languages are spoken. The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.

Major Requirements

Specific requirements for each major are listed below. Students are urged to consult their advisers to create balanced programs.

French, Italian, or Spanish

Majors must complete a minimum of 12 credits in literature courses beyond the survey level (courses numbered higher than 319) on the Eugene campus—at least 8 credits of these 12 must be in courses numbered 407 or higher.

Majors are urged to take work in related fields (e.g., another Romance language, English, linguistics, art history, philosophy, history).

French. Forty-eight credits in French—passed with grades of C– or better—are required beyond second-year French, distributed as follows:

48 credits	
<i>Culture et langage: la France contemporaine</i> (FR 301).....	4
<i>Culture et langage: identités francophones</i> (FR 303).....	4
French Survey (FR 317, 318, 319) or equivalent	12
French literature courses numbered FR 330 or above.....	12
French electives (e.g., literature, history of French language, phonetics)	12
Advanced Writing in French (FR 416)	4

Italian. Forty-eight credits in Italian—passed with grades of C– or better—are required beyond second-year Italian, distributed as follows:

48 credits	
<i>Cultura e lingua: l'Italia contemporanea</i> (ITAL 301).....	4
<i>Cultura e lingua: società, economia, politica</i> (ITAL 303).....	4
Oral Skills (ITAL 307), two terms.....	4
Italian Survey (ITAL 317, 318, 319)	12
Italian literature courses numbered ITAL 341 or above.....	12
Italian electives (e.g., literature, film, culture)....	12

Spanish. Forty-eight credits in courses—passed with grades of C– or better—are required beyond second-year Spanish, distributed as follows:

48 credits	
Two courses chosen from <i>Cultura y lengua: identidades hispanas</i> (SPAN 301), <i>Cultura y lengua: expresiones artísticas</i> (SPAN 303), <i>Cultura y lengua: cambios sociales</i> (SPAN 305)	8
Three courses chosen from Survey of Peninsular Spanish Literature (SPAN 316, 317), Survey of Spanish American Literature (SPAN 318, 319)	12
Spanish literature courses numbered SPAN 328 or above.....	12
Spanish electives (e.g., literature, phonetics, history of Spanish literature)	12
Advanced Writing in Spanish (SPAN 416)	4

Romance Languages

Romance languages majors must complete a minimum of 12 credits in literature courses on the Eugene campus—at least 8 credits of these 12 must be in courses numbered 407 or higher.

Forty-eight credits in two Romance languages—passed with grades of C– or better—are required beyond the second-year language sequence, distributed as follows:

First Romance Language		32 credits
Language courses.....		12
Literature survey sequence (FR 317, 318, 319 or ITAL 317, 318, 319 or three from SPAN 316, 317, 318, 319)		12
Additional literature courses		8
Second Romance Language		16 credits
Language courses.....		8
Literature courses		8

Departmental Honors

Application for graduation with departmental honors in the major must be made through the student's departmental adviser no later than the end of the term preceding the term of graduation.

Approval for graduation with honors is granted to a student who:

1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall **or**
2. Maintains at least a 3.75 GPA in all upper-division department course work, maintains at least a 3.50 GPA overall, and submits an honors thesis written under the guidance of a Romance languages faculty thesis adviser. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403)

Transfer credits and overseas work used to fulfill major graduation requirements are typically included in determining the major GPA.

Minor Requirements

Students may earn a minor in French, Italian, or Spanish (not in Romance languages) by completing 28 credits in upper-division courses, passed with grades of C– or better, in one language area. At least 12 credits must be in language studies and 12 in literature. A minimum of three literature courses (12 credits) must be taken on the Eugene campus. Readings in courses taken for the minor must be in the original language.

Study Abroad

Students are encouraged to study abroad during their tenure at the university. Before going abroad,

students should consult an appropriate language adviser about the selection of a program and the courses to be taken in that program.

Courses taken in which the readings or lectures or both are in English typically do not count toward the major, the minor, or the B.A. foreign-language requirement.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

France. The Oregon University System provides opportunities for a year's study in France at the Universities of Poitiers and Lyon. Although the programs are intended for undergraduates, some graduate credit may be obtained if arrangements are made with the department.

In Poitiers, students with two years of college French take courses at the Oregon Study Center. Advanced students may attend a few classes at the University of Poitiers. Not all courses satisfy major requirements; students should consult a major adviser before leaving for Poitiers.

In Lyon, students with two years of college French take intensive courses in French language, literature, and history in an institute for foreigners. In addition, they attend regular classes at the universities of Lyon. Students who have three years of college French and have passed an entrance examination take all their courses from the standard curriculum of the Lyon universities alongside native students.

Students with beginning to advanced proficiency in French can also study in Angers at the International Center for French Studies, part of the Catholic University of the West. Programs are offered during summer session, a fall term, or a spring semester.

Seniors and graduate students may also apply to participate in the French government Lycée assistantship program that places students in French high schools to teach English for one year.

Italy. Since 1970 the university has had a summer program from early July to mid-August in Italy, at the Università Italiana per Stranieri, Perugia, which is open to undergraduate and graduate students. No knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by faculty members of the host university. Participants must take at least 12 credits. Applications received before February 15 are given priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the fall-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, culture, literature, politics, history, and other subjects.

Mexico. The department offers language programs in Mexico during summer session and fall and spring terms. The programs offer language training at second-, third-, and fourth-year levels as well as courses in Mexican literature and civilization.

Spain. A two-term program in Seville winter and spring terms offers courses in Spanish history, art, and literature as well as language work. The program is designed for students who have studied at the 300 level.

Kindergarten through Secondary School Teaching Careers

Students who complete a degree with a major in French, Spanish, or Romance languages are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available from the department's education adviser, Robert Davis; see also the **College of Education** section of this catalog.

Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of master of arts (M.A.) in Romance languages, French, Italian, or Spanish and to the degree of doctor of philosophy (Ph.D.) in Romance languages.

The master's degree program encourages broad research in each of the language areas. The Ph.D. program allows students to focus on a specific field of interest.

Both graduate programs offer students intensive training as teacher-scholars. The department is proud of its high-quality teaching methods courses, and it offers funding to graduate students who present papers at national academic conferences.

The university's library resources for research in French, Italian, and Spanish support the department's graduate programs; in some fields they are outstanding. The library's holdings of learned periodicals are extensive.

Admission

An applicant for admission to the master of arts (M.A.) program should have completed an undergraduate major in a Romance language and literature or its equivalent (e.g., *licence*, *laurea*, *licenciatura*). Students with a degree in another discipline may apply, provided they have a good knowledge of at least one Romance language and are familiar with one Romance literature.

An applicant for admission to the Ph.D. program should have completed a master of arts degree in a Romance language and literature or its equivalent. Students should have at least a reading knowledge of a second Romance language upon entering the Ph.D. program.

Admission Procedure

1. Obtain a Graduate Admission Application from the department's graduate secretary
2. Send the first copy to the university Office of Admissions with the \$50 fee and the remaining copies to the department's graduate secretary
3. Submit or have sent to the department's graduate secretary:
 - a. An official transcript showing college-level work as of the date of application
 - b. A 750-word statement of purpose describing academic experience, the reasons for wanting to do graduate work in the Department of Romance Languages, and eventual

career goals. Students applying to the Ph.D. program must also specify their research interests

- c. Three letters of recommendation from faculty members who can directly comment on the applicant's language competence and aptitude for graduate studies in literature. One letter may refer to potential teaching ability
 - d. An official record of verbal and quantitative Graduate Record Examinations (GRE) scores for native English speakers. International students must demonstrate proficiency in English by passing the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 on the paper test or 173 on the electronic test
4. Submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic) if applying to the Ph.D. program

Priority is given to applicants whose files are complete by February 1. The department's graduate admissions committee reviews the completed file and notifies each applicant of its decision. New students are typically admitted to the program for fall term.

Graduate Teaching Fellowships

A number of graduate teaching fellowships are available each year for new graduate students in the department. Students should apply to the department by February 1 for fall admission and appointment priority. In exceptional cases, these fellowships may be supplemented by academic scholarships and awards.

During each term of the appointment, graduate teaching fellows must register for and complete at least 9 credits of course work that can be applied to the degree program.

All graduate teaching fellows must take Workshop: Teaching Methods (RL 608) in the fall term of the first year of graduate studies. Students who do not hold GTF appointments are also encouraged to take the workshop.

Master of Arts Program

Students entering the master of arts program may major in French, Italian, or Spanish, or combine two of these languages for a major in Romance languages. The degree program is typically completed in two years.

Degree Requirements

The M.A. degree in French, Italian, or Spanish requires 48 credits of course work. The degree in Romance languages requires that the 48 credits include 32 credits in courses in the primary language and 16 in the secondary language. Course work applied to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 or better must be maintained.

Students whose knowledge of their major language (French, Italian, or Spanish) is found to be deficient must take remedial work in that area. Students who enter the master's program with no knowledge of a second Romance language are encouraged to start learning one as soon as possible during their graduate studies. Remedial foreign-language course work may not be applied to the 48 credits required for the M.A. degree.

Besides course work, the master of arts degree program has three additional components: two written examinations and an essay. For the Spanish major, two of the four components must address Spanish American literature and two must address Peninsular literature.

Distribution of Course Work. As part of the 48 credits required for the M.A., candidates must complete one course in each of six literary periods and a two-course concentration in one literary period or in linguistics. The concentration may not duplicate periods covered by the examination questions or the master's essay. Majors must also take Graduate Study in Romance Languages (RL 620) for at least two credits.

Examinations. M.A. candidates take two four-hour written examinations during the seventh week of the spring term of the second year. Students who fail one or both examinations have one chance to take all or part of them again.

1. Students construct individualized reading lists of at least thirty works from which examination questions are drawn. A departmental reading list is available as a resource. Students who are combining two Romance languages for the M.A. should construct a reading list that includes twenty-four works for the primary language and twelve for the secondary
2. One examination question covers historical perspectives and the other explores a theme, a critical problem, or an intellectual issue. At least one of the questions must be answered in the primary language. Students whose major is Spanish must address Peninsular literature in one examination question and Latin American literature in the other
3. Literary periods are distributed as follows for each language:
 - a. **French**—Middle Ages, 16th century, 17th century, 18th century, 19th century, 20th century
 - b. **Italian**—Middle Ages, Renaissance, baroque, 18th century, 19th century, 20th century
 - c. **Spanish**
 - (1) Peninsular literature: Middle Ages and Golden Age, 18th and 19th centuries, 20th century
 - (2) Spanish American literature: colonial, 19th century, 20th century

Master of Arts Essay. The master's essay—twenty-five to thirty pages—is a revised paper originally written for a graduate seminar. This essay should be written in formal academic prose, present an interpretation, construct an argument, document sources and references, and include honed persuasive strategies. If the essay is deemed unsatisfactory, it may be replaced by an examination question on the same topic.

Overseas Study and Teaching

Several opportunities for study and teaching abroad are available each year. One position is graduate assistant to the director of the Oregon Study Center at the University of Lyon, France, concurrent with studies at the University of Lyon. Another is an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows. A third is an assistantship to direct a one-term study program in Querétaro, Mexico.

Doctor of Philosophy

The Ph.D. program in Romance languages is designed to provide (1) a thorough familiarity with several fields (e.g., a movement, a genre, a period, or a literary problem), (2) the opportunity to situate the student's special interests in the wider context of Romance languages and literatures as well as in the context of trends inside and outside Western European culture, (3) the tools necessary to engage literary issues at a high level, and (4) the ability to examine new and challenging literary or theoretical perspectives.

The Ph.D. program has five components: course work, comprehensive examination, dissertation prospectus, original dissertation, and final oral defense.

Course Work. The Ph.D. degree requires a total of 80 graduate-level credits—32 credits in addition to the 48 required for the master's degree. Course work applied to the degree must be taken for letter grades, and a grade point average (GPA) of 3.00 or better must be maintained. Of the 80 credits:

1. Twelve credits must be taken in a second Romance language
2. Up to 12 credits may be taken outside of the department with the adviser's consent
3. Only 4 credits of Reading and Conference (FR, ITAL, SPAN 605) may be applied to the Ph.D. degree

Doctoral students must also take Graduate Study in Romance Languages (RL 620) for at least two credits.

Students with an M.A. in French, Italian, Spanish, or Romance languages from the University of Oregon may count a maximum of two graduate courses completed during the M.A. program toward Ph.D. course requirements, provided that these courses were not used to fulfill M.A. requirements.

Graduate students with an M.A. in French, Italian, Spanish, or Romance languages from another institution must take a minimum of 40 credits in the Department of Romance Languages. The department's graduate committee evaluates previous graduate course work and determines whether additional work is necessary to fill any gaps in a student's preparation. This may result in a student having to take more than 40 credits at the UO—up to a maximum of 68 credits. If the candidate is found to be seriously deficient or if the master's degree is in a field other than Romance languages, the graduate committee may admit the student into the master's program. In this case, the student may submit a petition to the committee to transfer a maximum of three courses toward the twelve courses required for the M.A. This petition may be submitted after the student has completed four graduate-level courses with grades of mid-B or better in the Romance languages master's program.

Comprehensive Examination. Students entering the Ph.D. program should develop, as soon as possible but no later than the third term of work beyond the master's degree, a field of interest for the Ph.D. comprehensive examination and ideally for the dissertation. This field of interest usually emerges from the selected courses and shapes the subfields represented on the comprehensive examination.

The comprehensive examination consists of two written examinations and an oral examination. Each written examination covers a subfield that pertains to the student's field of interest. The student creates a reading list for each of the subfields, which must bear directly on the field of interest. The subfield reading lists should be defined and prepared with three members of the Romance languages faculty who constitute the Ph.D. examination committee. One of these faculty members should represent the student's second Romance language. A fourth member may be added from another department.

The written examinations take the form of essays that respond to two questions formulated by two members of the Ph.D. examination committee. Each written examination covers one or more of the subfields and can be up to twenty double-spaced, typed pages in length. The student has two weeks to write each of the two essays.

Two weeks after the successful completion of the written essays, the student takes an oral examination. The oral examination attempts to integrate the subfields addressed in the written examinations with the other facets of the student's declared field of interest. In a two-hour conversation, the candidate and the committee members examine and elaborate on ways in which the written essays and other subfields relate to the student's field of interest.

Typically undertaken during the fifth term of study following the master's degree, the comprehensive examination should result in clarification of the dissertation's subject matter and possible approaches to it. At the least the oral examination should produce a tentative dissertation topic.

It is the student's responsibility to schedule both the written and oral portions of the comprehensive examination.

Dissertation Prospectus. The prospectus, typically completed during the sixth term of study following the master's degree, defines the scope of the dissertation and demonstrates the originality of the project. The student submits a five- to eight-page prospectus and a bibliography of primary and secondary material to the faculty members on the dissertation committee.

Dissertation. The dissertation constitutes an original and valuable contribution to scholarship in the student's field of interest. It should be characterized by mature literary interpretation, informed and reasoned argument, and an awareness of the means and goals of research.

It is the student's responsibility to ascertain the rules and deadlines of the Graduate School for proper filing of the dissertation.

Final Oral Defense. When the dissertation committee has approved the dissertation, a public oral defense of the work is held. The dissertation committee, other faculty members, and the general public may question the candidate about the dissertation's implications and its use to the field.

Funding

Work for the Ph.D. beyond the master's degree, including the dissertation, is typically completed in three to four years of study. Students who enter the Ph.D. program with a master's degree from the UO are typically eligible for a maximum of three

years of funding. Students entering the Ph.D. program with a master's degree from another institution are typically eligible for a maximum of four years of funding.

Ph.D. students who are making satisfactory progress toward the degree are eligible for graduate teaching fellowships. GTFs include stipends for teaching and tuition waivers. "Satisfactory progress" entails completion of courses taken for credit with grades of mid-B or better, passing the Ph.D. comprehensive examination, timely submission of an acceptable dissertation prospectus, and regular and timely progress on the dissertation itself. See also Graduate Teaching Fellowships earlier in this section of the catalog.

Romance Languages Courses (RL)

199 Special Studies: [Topic] (1–5R)

404 Bilingual Internship (2R) Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. **R** in another term.

407/507 Seminar: [Topic] (1–5R) Changing topics on issues relevant to study in two or more Romance languages. A recent topic is Travel Literature.

410/510 Experimental Course: [Topic] (1–5R)

503 Thesis (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

604 Bilingual Internship (2R) A bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Prereq: third-year language competence. **R** in another term.

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (2–4R) Teaching Methods offered fall term only. Other workshops may be offered. **R** when topic changes.

609 Supervised Tutoring (1–16R)

620 Graduate Study in Romance Languages (2–4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development. Gould, Psaki, Castillo, Lollini.

623 Romance Languages Colloquium: [Topic] (2–4R) Seminar organized around a series of speakers exposes students to critical and theoretical issues central to the study of Romance languages and literatures. **R** for a maximum of 28 credits.

641 Medieval Lyric Poetry (4) Introduction to Old Provençal through the reading of easy prose texts and selected lyrics. Emphasis on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prereq: reading knowledge of French, Italian, or Spanish. Altmann, Psaki.

French Courses (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year French (5,5,5) Introduction to French stressing the development of listening, speaking, reading, and writing skills

through a communicative approach. Sequence. Conducted in French.

111, 112 Intensive Beginning French (6,6) Intensive study for experienced language learners; introduction to French culture. Prereq: evidence of placement or departmental approval. Sequence. Cannot be combined with FR 101, 102, 103 for more than 15 credits of first-year French.

150 Cultural Legacies of France (4) French civilization in France and beyond. Possible topics are Francophone Africa; the Caribbean; Vietnam; North America; modern France; French film, architecture, and painting. Albert-Galtier, Altmann, Gould. Conducted in English.

151 Francophone Cinema (2R) Emphasizes basic oral communication and listening comprehension through weekly viewings of films in French. **R** when topic changes

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year French (4,4,4) Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence.

211, 212 Intensive Intermediate French (5,5) Intensive intermediate-level study for proven capable language learners. Prereq: FR 103 or 112, placement or departmental approval. Sequence. Cannot be combined with FR 201, 202, 203 for more than 12 credits of second-year French.

301 Culture et langage: la France contemporaine (4) Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Prereq: FR 203 or equivalent. Albert-Galtier, Altmann, Gould, McPherson, Moore. Conducted in French.

303 Culture et langage: identités francophones (4) Language skills with emphasis on the global cultures of the French-speaking world. Grammar review. Prereq: FR 203 or equivalent. Djiffack, McPherson.

307 Oral Skills (2R) Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. Prereq: FR 203 or equivalent. **R** once for maximum of 4 credits.

317 French Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. Albert-Galtier, Altmann, Gould.

318 French Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. Albert-Galtier, Gould, Moore.

319 French Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Albert-Galtier, Djiffack, Gould, McPherson.

320 Intensive French Grammar Review (4) Promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. Prereq: FR 203 or equivalent. Wiebe.

330 French Poetry (4) Poems from the Middle Ages to the 20th century, literary movements, introduction to textual analysis and modern critical approaches. Prereq: FR 301, 303. Albert-Galtier, Altmann, Gould, Moore.

331 French Theater (4) Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading. Prereq: FR 301, 303. Albert-Galtier, Gould.

333 French Narrative (4) Covers important aspects of French narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading. Prereq: FR 301, 303. Djiffack, Gould, Hester, McPherson.

361 Francophone Literature and Culture (4) Examines French culture outside of France—Sub-Saharan Africa, the Caribbean—through literature and film. Djiffack, McPherson. Texts can be read in either English or French.

362 French Film (4) Focuses on the differences between American culture and French and Francophone cultures. Addresses a sensitive issue exemplified by the attitude of the international movie industry. Albert-Galtier, Altmann.

363 Le français du monde économique moderne (4) Promotes linguistic competency in current economic and business French while introducing the international economy of France and the European Union. Prereq: FR 203 or equivalent. Wiebe.

399 Special Studies: [Topic] (1–5R)

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.

408/508 Workshop: [Topic] (1–12R)

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

416/516 Advanced Writing in French (4) Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: FR 301, 303; FR 307 recommended. Calin, Wiebe.

435 Autobiographical Writings by Women (4)

Autobiographical works by authors such as George Sand, Simone de Beauvoir, Colette, Marguerite Duras, and Nathalie Sarraute. Specific works and writers vary. Albert-Galtier, Altmann, McPherson.

450/550 17th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 17th-century French literature. Prereq: FR 317, 318, 319 or equivalent. Albert-Galtier. **R** when topic changes.

451/551 Baroque Theater: [Topic] (4R) Intensive study of representative plays by Molière, Racine, or Corneille with emphasis on modern criticism. Albert-Galtier. **R** thrice when topic changes for maximum of 16 credits.

460/560 18th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 18th-century French literature. A recent topic is Being Modern in the 18th century. Prereq: FR 317, 318, 319 or equivalent. Moore. **R** when topic changes.

480/580 19th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 19th-century French literature. Gould. **R** when topic changes.

490/590 20th-Century Literature: [Topic] (4R) Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identi-

ties, The French Novel in 2000, Postcolonial Africa. Djiffack, McPherson. **R** when topic changes.

497/597 Francophone Women's Writing (4) Developments in literature by women from the Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, France, and Canada.

RL 503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

RL 603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

641 Medieval French Narrative (4) Emphasis on medieval narrative genres. Critical analysis of several major works including examples of romance, epic, allegory, and the dit. Prereq: FR 640 or instructor's consent. Altmann.

683 Mallarmé (4) Study of Mallarmé's poetry, prose, and critical essays; his position on the threshold of modernism; and his influence on modern critical theorists including Sartre, Barthes, and Derrida. Gould.

690 Advanced 20th-Century Literature: [Topic] (4R) Selected topics in 20th-century French and Francophone literature. Djiffack, McPherson. **R** when topic changes.

Italian Courses (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Italian (5,5,5) Introduction to Italian stressing speaking, reading, writing, and comprehension skills. Sequence.

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. Sequence. Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.

150 Cultural Legacies of Italy (4) Italy's contributions to world cultures: modern Italian life, Italians in America, Italian cinema and its influence, Italian Renaissance at home and abroad. Hester, Psaki. Conducted in English.

151 Italian Cinema (2R) Emphasizes basic oral communication and listening comprehension through weekly viewings of films in Italian. **R** when topic changes.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Italian (4,4,4) Review of grammar, reading of short literary and cultural texts, development of speaking and writing skills. Sequence. Conducted in Italian.

301 Cultura e lingua: l'Italia contemporanea (4) Language skills with emphasis on strategies for reading different types of text in Italian (e.g., current press, short stories, poetry); vocabulary enrichment activities. Prereq: ITAL 203 or equivalent. Ceccacci.

303 Cultura e lingua: società, economia, politica (4) Language skills with emphasis on writing strategies for different genres; grammar review. Prereq: ITAL 203 or equivalent. Ceccacci.

305 Cultura e lingua: arte, musica, i mass media (4) Studies various artistic expressions through time and the influence of the mass media on the social structure and language. Prereq: ITAL 203. Ceccacci.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Italian. Communicative activities in class in

addition to language laboratory work. Prereq: ITAL 203 or equivalent. Ceccacci. **R** twice for maximum of 6 credits.

317 Italian Survey: Medieval and Renaissance (4) Introduction to major themes and ideas in Italian literature from the medieval and Renaissance periods through the reading of representative texts. Prereq: two years of college Italian or equivalent. Lollini, Psaki. Conducted in Italian.

318 Italian Survey: Baroque and Enlightenment (4) Introduction to major themes and ideas in Italian literature from the baroque and Enlightenment periods through the reading of representative texts. Lollini, Hester. Conducted in Italian.

319 Italian Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Lollini. Conducted in Italian.

320 Intensive Italian Grammar Review (4) Bridges second- and third-year culture and literature courses. Provides review, synthesis, consolidation, and elaboration of linguistic knowledge gained from lower-division courses. Hester.

341 Dante in Translation (4) The entire *Divine Comedy* read in English. Focuses on specific medieval components, relevance for modern readers, effects and process of translation. Psaki. Conducted in English.

342 Italian Literature in Translation (4) Examines Italian literature from the sublime to the merely curious. Endeavors to illustrate the massive influence of this literature. Lollini, Psaki. Conducted in English.

363 Contemporary Italian Film (4) History of contemporary Italian cinema and its influence abroad, especially in the United States. Directors studied include Scola, Taviani, Tornatore, Moretti, and Nicchetti. Lollini.

399 Special Studies: [Topic] (1–5R) **R** when topic changes.

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) Recent topics include Canzoniere, Gadda, Italian Folktales, Italian Epic, Pirandello.

408 Workshop: [Topic] (1–12R) Special group activities such as production of Italian plays. Prereq: two years of college Italian.

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

431/531 Baroque and Neo-Baroque in Italian Literature (4) Explores major cultural, historical, aesthetic, and religious problems in 17th-century Italy and the emergence of the neo-baroque in the 19th and 20th centuries. Prereq: reading knowledge of Italian. Lollini.

441/541 Medieval Italian Culture: [Topic] (4–6R) Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Psaki. Conducted in Italian. **R** twice when topic changes for maximum of 12 credits.

444/544 Medieval and Renaissance Literature: [Topic] (4–6R) Focuses on a topic from 13th- to 16th-century Italy (e.g., medieval foundations of the Renaissance, Petrarch and Petrarchism, literary subjectivity, the body in literature). Psaki. Conducted in Italian. **R** twice when topic changes for maximum of 12 credits.

449/549 Humanism and the Renaissance (4) Covers authors who exemplify learning, aesthetics, and ideology of Renaissance Italy

(e.g., Ariosto, Castiglione, Leonardo, Machiavelli, Michelangelo, Tasso). Includes essays in criticism and theory. Prereq: work in literature. Psaki, Hester.

461/561 Vico and the Settecento (4) Focuses on Giambattista Vico's *New Science* and Autobiography in the context of the philosophical and aesthetic debates of the 18th century. Prereq: reading knowledge of Italian. Lollini.

481/581 19th-Century Literature: [Topic] (4R) Topics concerning issues or authors in 19th-century Italian literature (e.g., Irony and Novel, Leopardi and Italian Romanticism). Prereq: previous work in literature. Lollini. Conducted in Italian. **R** when topic changes.

491/591 20th-Century Literature: [Topic] (4R) Topics about issues or figures in 20th-century Italian literature (e.g., Modern Lyric Poetry, Postmodern Narrative). Prereq: previous work in literature. Lollini. Conducted in Italian. **R** when topic changes.

498/598 Italian Women's Writing (4) Women's polemical engagement with established genres of poetry and fiction from Gaspara Stampa to Dacia Maraini. Psaki. Conducted in Italian.

RL 503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

RL 603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

Spanish Courses (SPAN)

Native speakers of Spanish or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Spanish (5,5,5) Emphasis on the development of speaking, reading, and writing skills; introduction to Hispanic culture. Sequence. Conducted in Spanish.

111, 112 Intensive Beginning Spanish (5,5) Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. *Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.*

150 Cultural Legacies of Spain (4) Rich cultural heritage of the Spanish-speaking world. Topics include Jewish, Arabic, and Christian relations in medieval Iberia; the encounter with the New World; Hispanic experience in the United States. García-Pabón, Gladhart, May, Verano. Conducted in English.

151 Spanish Cinema (2R) Emphasizes basic oral communication and listening comprehension through weekly viewings of films in Spanish. **R** when topic changes.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Spanish (4,4,4) Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.

211, 212 Intensive Intermediate Spanish (5,5) Not offered 2004–5.

301 Cultura y lengua: identidades hispanas (4) Develops advanced language skills through analysis of major historical influences in the cultures of Spanish-speaking regions: Spain, Latin America, and the United States. Pre- or coreq: SPAN 203 or equivalent. Taught in Spanish.

303 Cultura y lengua: expresiones artísticas (4) Develops advanced language skills through the study of cultural products (e.g., art, literature, film, music) in Spanish-speaking societies. Pre- or coreq: SPAN 203 or equivalent; SPAN 301 recommended. Taught in Spanish.

305 Cultura y lengua: cambios sociales (4) Develops advanced language skills through the investigation of major currents of change in modern Spanish-speaking societies; gender issues, technology, revolution and counterrevolution. Pre- or coreq: WR 122 or equivalent; SPAN 203 or equivalent; SPAN 301 recommended. Taught in Spanish.

307 Oral Skills (2R) Practice in improving listening, comprehension, and oral skills in Spanish. Communicative activities in class in addition to language laboratory work. Prereq: SPAN 203 or equivalent. **R** once when content changes for maximum of 4 credits.

315 Spanish Pronunciation and Phonetics (4) Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. Prereq: SPAN 203; SPAN 301 or 303 or 305 recommended. Davis.

316 Survey of Peninsular Spanish Literature (4) Introduction to major themes and ideas from the medieval period to 1800 through the reading of representative texts. Prereq: two from SPAN 301, 303, 305. Castillo, Middlebrook, Powell, Verano.

317 Survey of Peninsular Spanish Literature (4) Introduction to major themes and ideas from 1800 to the present through the reading of representative texts. Prereq: two from SPAN 301, 303, 305. Castillo, Herrmann, May, Powell.

318 Survey of Spanish American Literature (4) Introduction to main currents and literary works in the colonial Spanish American period from a historical perspective. Critical readings of selected texts from colonial times. Prereq: two from SPAN 301, 303, 305. Díaz-Caballero, Epple, García-Pabón, Powell, Taylor.

319 Survey of Spanish American Literature (4) Introduction to basic currents and movements in contemporary Spanish American literature from a historical perspective. Critical readings of selected poems, short fiction, and plays. Prereq: two from SPAN 301, 303, 305. Epple, García-Pabón, Taylor.

320 Intensive Spanish Grammar Review (4) Review and development of the more complex aspects of Spanish grammar with special attention to idiomatic usage. Prereq: SPAN 203. Davis, Murcia, Verano, Zabala.

328 Hispanic Literature in the United States (4) Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors. Emphasis on literary trends and themes. Prereq: two from SPAN 301, 303, 305. Epple, Gladhart, May, Taylor.

330 Introduction to Spanish Poetry (4) Explores important aspects of Spanish poetry. Reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305. Castillo, Verano.

331 Introduction to Spanish Theater (4) Explores important aspects of Spanish theater. Reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305. Gladhart.

333 Introduction to Spanish Narrative (4) Explores important aspects of Spanish narrative.

Reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305. Castillo, Díaz-Caballero, García-Pabón, Taylor.

361, 363 Hispanic Culture and Civilization (4,4) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. **361:** Spain. **363:** Latin America.

399 Special Studies: [Topic] (1–5R)

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature.

408 Workshop: [Topic] (1–12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R) Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity.

416/516 Advanced Writing in Spanish (4)

Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. Prereq: SPAN 301, 303; SPAN 307 recommended. Eppler, Lara, Verano, Zabala.

417/517 Advanced Oral Skills (2R) Advanced-level practice in improving listening, comprehension, and oral skills in Spanish. In-class communicative activities, language laboratory work. Prereq: Two from SPAN 301, 303, 305; SPAN 307 recommended. Murcia, Verano. **R** once for maximum of 4 credits.

420/520 Spanish Linguistics: [Topic] (4R)

Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. SPAN 315 recommended. Davis. **R** when topic changes.

425/525 Literary Translation (4) Variable topics include con textos, first issues, and cultural translation–transculturation in practice. SPAN 420/520 recommended. Powell.

436/536 Contemporary Mexican Literature:

[Topic] (4R) Explores major aesthetics trends, genres, authors. A recent topic is Drama Mexicanas. Prereq: SPAN 318, 319. Eppler, García-Pabón, Taylor. **R** thrice when topic changes for maximum of 16 credits.

437/537 Contemporary Latin American Verse:

[Topic] (4R) Explores major aesthetic trends, authors, and works in contemporary Latin American poetry. Topics include avant-garde poetry, poetry and subjectivity, poetry and modernism. Prereq for 437: SPAN 318, 319. Eppler, García-Pabón. **R** thrice when topic changes for maximum of 16 credits.

438/538 Spanish Romantic Poetry (4) Major poets and movements from Romanticism to the present. Prereq: SPAN 316, 317. May.

450/550 Colonial Latin American Literature:

[Topic] (4R) Representative works of Colonial Latin America. Recent topics include Mestizaje, Colonial Theater, Colonial Literature, Carlos Fuentes. Prereq: SPAN 318. **R** twice when topic changes for maximum of 12 credits.

451/551 Sor Juana and Her Context (4) The debate on women and the woman intellectual; aesthetic definitions and the social meaning of

Renaissance and baroque. Taught in Spanish.

Prereq: SPAN 318. Powell.

452/552 Renaissance and Baroque Poetry (4)

Petrarchism of Garcilaso and Herrera; traditional forms, especially the romance; poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo. Prereq: SPAN 316, 317. Castillo, Middlebrook.

460 Don Quixote (4) Careful reading of Don

Quixote along with discussion of major critical topics and of its place and importance in literary history. Prereq for majors: three from SPAN 316, 317, 318, 319 or equivalent; prereq for nonmajors: equivalent background in literature. Castillo, Verano.

466/566 Introduction to Spanish Golden Age (4) Survey of major figures and cultural issues in the Spanish Golden Age, ca. 1500s–1700s.

470 Latino Cultures: [Topic] (4R) Examines

cultural issues relating to Latino and Latina experience in the United States. Topics may include La Frontera, language and identity, artistic movements, and genres. Prereq: 12 credits in 300-level language or literature, or instructor's consent.

Taylor. **R** thrice when topic changes for maximum of 16 credits.

480/580 19th-Century Spanish American Literature:

[Topic] (4R) Topics include issue of literary periods, authors, narrative and nation, genres, and indigenismo. Prereq: SPAN 318, 319. **R** twice when topic changes for maximum of 12 credits.

481/581 19th-Century Spanish Literature: [Topic]

(4R) Explores major literary trends, authors, and works. Recent topics are 19th-Century Fetish, Realism. Prereq: work in Spanish literature.

R thrice when topic changes for maximum of 16 credits.

490/590 20th-Century Latin American Literature:

[Topic] (4R) Explores major literary trends, authors, and works. Recent topics are Franco's Spain, Latin American Autobiography, Latin American Theater. Prereq: SPAN 318, 319. **R** twice when topic changes for maximum of 12 credits.

497/597, 498/598 Spanish Women Writers (4,4)

Developments in literature written by women; the woman writer in Spanish society. Poetry, drama, and narrative fiction. Literary foremothers and contemporary writers. Prereq: work in Spanish literature. Herrmann, May, Powell.

RL 503 Thesis (1–16R)

601 Research: [Topic] (1–6R)

RL 603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

609 Practicum: [Topic] (1–4R)

666 Golden Age Cultural Studies (4) Recent cultural theory (e.g., cultural studies, feminist approaches, psychoanalytic perspectives) applied to the Spanish Golden Age.

680 Advanced 19th-Century Spanish American Literature:

[Topic] (4R) Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. **R** twice when topic changes for maximum of 12 credits.

690 Advanced 20th-Century Latin American Literature:

[Topic] (4R) Selected topics from literary periods, authors, genres, and aesthetic trends. **R** twice when topic changes for maximum of 12 credits.

Russian and East European Studies

Julie Hessler, Center Director

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Faculty

Participating

Julie Hessler, history (20th-century Russia, Europe)

Katya E. Hokanson, comparative literature (Russian literature, travel literature, cultural studies)

Esther Jacobson, art history (Asian art, art of inner Asia during the Bronze and Iron Ages)

R. Alan Kimball, history (modern Russia)

Yelaina Kripkov, instructor (Russian language, culture). M.A., 1983, Moscow State Pedagogical Institute; Ph.D., 1996, Kansas. (1995)

Mark Levy, music (ethnomusicology)

Mikhail Myagkov, political science (comparative politics, formal political theory)

Julia Nemirovskaya, visiting assistant professor (Russian literature and theater). M.A., 1986, Ph.D., 1991, Moscow State. (2002)

Jenifer Presto, comparative literature (19th- and 20th-century Russian and European poetry, symbolism, feminism)

Stephen J. Shoemaker, religious studies (history of Eastern Christianity)

Carol T. Silverman, anthropology (performance, eastern Europe, gender)

Caleb Southworth, sociology (economic sociology, postsocialist societies, quantitative-historical methods)

Cynthia M. Vakarelyiska, linguistics (Slavic linguistics)

Ronald Wixman, geography (former Soviet Union, eastern Europe, cultural geography)

Courtesy

Oleg Kripkov, courtesy instructor (Russian and East European regional studies). M.A., 1983, Moscow State Pedagogical Institute; M.A., 1992, Oklahoma State; Ph.D., 1997, Kansas. (1995)

Richard Morris, courtesy professor (Russian and East European regional studies). M.A., 1975 Western Washington; Ph.D., 1981, Oregon. (1982)

Nathan Rosen, courtesy professor (Russian literature). B.A., 1941, Brooklyn; M.A., 1948, Ph.D. 1961, Columbia. (1990)

Emeriti

James L. Rice, professor emeritus. A.B., 1960, Harvard; M.A., 1964, Ph.D., 1965, Chicago. (1967)

Fruim Yurevich, senior instructor emeritus. Diploma, 1959, Astrakhan State Pedagogical Institute; M.A., 1976, Oregon. (1975)

Associated

John H. Baldwin, planning, public policy and management

John E. Bonine, law

Mieczyslaw "Mischa" E. Buczkowski, library

Mary-Lyon Dolezal, art history

Sherwin Simmons, art history

Andrew Verner, business

Marc Weinstein, management

Lisa Wolverton, history

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Center

The Russian and East European Studies Center (REESC) is devoted to the study of the peoples living in the eastern third of Europe, throughout the northern steppes of Central Asia, and across Siberia to the Pacific Ocean. Settled over a territory that spans half the earth's time zones, these peoples have created a complex mosaic of cultures, expressed in literature and art as well as in institutions and social forms. Over the centuries, these lands have come under the sway of several great world-historical civilizations and empires: the Byzantine, Mongolian, Ottoman Turkish, Holy Roman, Austro-Hungarian, Russian, and Soviet. These lands have felt the influence of Orthodox Christianity, Catholicism, Protestantism, Judaism, Islam, and Communism. At the intersection of many powerful forces, these lands experience the historical drama of what some call "modernization" with its challenge to customary ways of life. Yet, after centuries of massive transplantation and transformation, national and ethnic heritages survive. Customary ways and native self-consciousness, more diverse than anywhere else on the globe, express themselves with new vigor.

Visiting Faculty Members. The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from Russia and Eastern Europe. Recently, Boris Mironov of the St. Petersburg branch of the Russian Academy of Sciences was a distinguished visiting professor in the Department of History.

Career Counseling. Students in the center prepare themselves for careers in teaching, research, consulting, private industry, and government service, or simply enrich their general education and their understanding of the world. The center provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Qualified students of Russian may spend a summer, semester, or academic year in the Commonwealth of Independent States—in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate. Participating CIEE schools include Novosibirsk State University and St. Petersburg University. Students may also participate in Moscow and St. Petersburg programs sponsored by the American Council of Teachers of Russian. Opportunities also exist for study in the Czech Republic, Hungary, and Poland. Limited fellowship aid is available for these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog. Students interested in study in the Commonwealth of Independent States or in Eastern Europe should write or call the Overseas Program Coordinator, Office of International Programs, 5209 University of Oregon, Eugene OR 97403-5209; telephone (541) 346-3206.

Cultural Programs. The center sponsors lectures, panel discussions, symposiums, films, exhibitions, concerts, and festivals. These presentations

involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the center faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee. Students in the center organized a Russian Club.

Resources. The University of Oregon's library has more than 130,000 volumes in the Russian and other Slavic and East European languages, more than 60,000 on Russia and Eastern Europe in Western languages; and subscribes to more than 100 serial titles. The library also has a large collection of Russian and East European films. The bulk of the collection is in the humanities and social sciences.

Facilities at the well-known Yamada Language Center enhance the learning of Slavic and East European languages. For more information see Yamada Language Center in the **Services for Students** section of this catalog.

General Requirements

Fields of Concentration. The center offers the following concentrations for the undergraduate major and minor, the master's degree, and the graduate certificate:

- Anthropology
- Geography
- History
- Linguistics
- Literature
- Political science
- Russian language
- Sociology

Any course taken in one of these disciplines that has at least 40 percent Russian, East European, former Soviet Eurasian, or Slavic content, including independent research undertaken by the student, may be applied to the field of concentration requirement with administrative approval. Students may petition to have courses taken in other disciplines count toward the concentration or elective requirement, if the content of these courses meets the 40 percent standard. This applies to regularly scheduled courses and to independent reading and conference courses.

Students can request sample programs of study in the various concentrations from their adviser or from the center's office.

Undergraduate Studies

The Russian and East European Studies Center offers a bachelor of arts degree (B.A.) and a minor. The undergraduate certificate is inactive.

Major Requirements

The major requires 40 graded credits; courses must be passed with grades of C– or better. Credits used to fulfill the language requirement may not be applied to the 40-credit requirement.

1. **Language.** Three years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
 - a. Three years of one Slavic language
 - b. Two years of one Slavic language and one year of another language of the region
 The language option is chosen in consultation with REESC advisers

2. **Field of concentration.** Four 4-credit upper-division courses in one of the concentrations described under General Requirements, of which two must be 400-level courses
3. **Research.** A research paper written in conjunction with one of the upper-division courses or as a separate reading and conference course in the field of concentration
4. **Electives.** Twenty-four credits of course work, of which at least 12 (typically three 4-credit courses) must be upper-division. Up to 8 of these credits may be in the concentration area, but may not be used to satisfy both the concentration requirement and the elective requirement. Electives must include courses in at least two fields outside the concentration

Double Majors

Subject to REESC approval, up to three 300- and 400-level courses taken to fulfill requirements for a second major may be used to fulfill the 40-credit requirement of the REESC major. To apply for a double major, students must complete and submit a declaration form to the center's office.

Honors in Russian and East European Studies

Majors who have an overall GPA of 3.50 by the end of the junior year and who are interested in honors should meet with their adviser, then submit a thesis proposal to the center's director for approval. If approved, the student registers for a minimum of 4 credits in Thesis (403) under the supervision of a REESC faculty member. The thesis, which fulfills the research requirement, must be completed at least one term before the term of graduation.

Minor Requirements

The minor requires 28 graded credits; courses must be passed with a grade of C– or better. Courses taken to fulfill major requirements may not be used to fulfill the 28-credit requirement.

1. **Language.** See Language under Major Requirements above
2. **Field of Concentration.** Three 4-credit courses in one concentration, of which two must be upper division and at least one must be a 400-level course
3. **Research.** See Research under Major Requirements above
4. **Electives.** Sixteen credits of course work, of which 12 credits (typically three 4-credit courses) must be upper division. Up to 4 credits of elective course work may be taken in the concentration area, but may not be used to satisfy both the concentration requirement and the elective requirement

Secondary School Teaching Careers

The College of Education offers a fifth-year program for teaching licensure in foreign language. This program is described in the **College of Education** section of this catalog.

Graduate Studies

The Russian and East European Studies Center offers a master of arts (M.A.) and a graduate certificate in Russian and East European studies. The center is affiliated with the master's and Ph.D. programs in comparative literature and linguistics.

Master of Arts

Application. Graduate application materials are available in the center's office. The application deadline for admission the following fall term is February 1. Applicants who are not seeking graduate fellowship support are considered for admission throughout the academic year if space is available in the program.

Incoming candidates for the master's degree must meet with an adviser and take a Russian proficiency examination on the Friday before the beginning of their first academic term.

Graduate students are expected to meet regularly with their adviser and submit an updated program plan every spring term. Students and their advisers use degree planning sheets to design individual programs.

Degree Requirements

The M.A. in Russian and East European Studies requires 49 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to 49-credit requirement. The M.A. typically takes six terms to complete, but can be finished in less time if the student takes courses during summer session.

- 1. Language.** Four years of college study of a Slavic language or equivalent, plus reading competency as defined by a translation exam in the student's field of concentration. In exceptional cases, a student may petition to substitute one year of a second Slavic language or equivalent mastery for one of the years of the primary language, but must pass the reading exam. Native speakers of a Slavic language may petition to substitute an appropriate alternative measure of English competency to the translation exam
- 2. Field of Concentration.** Four graduate-level courses in a field of concentration. A written comprehensive examination on the field of concentration is typically taken the term prior to submission of the thesis
- 3. Research and Thesis.** Candidates research and write a thesis, earning 9 credits of Thesis (503). The thesis is defended before the candidate's committee. The defense may include discussion of the comprehensive exam
- 4. Electives.** Six graduate-level courses, of which two may be in the field of concentration. The electives must include courses in at least two fields outside the student's concentration

Graduate Certificate

The graduate certificate in Russian and East European studies requires 32 graded graduate-level credits; courses must be passed with grades of B– or better. Credits used to fulfill the language requirement may not be applied to the 32-credit requirement.

- 1. Language.** Four years of college study or equivalent in languages of the region. The language requirement may be fulfilled by either of the following options:
 - a. Four years of one Slavic language
 - b. A total of four years in two languages of the region
- 2. Field of Concentration.** Three graduate-level courses in a selected field of concentration

- 3. Research.** A research paper written in conjunction with a course or as a separate reading course in their field of concentration
- 4. Electives.** Four graduate-level courses, of which one may be in the field of concentration

The certificate may be earned in conjunction with any M.A. or Ph.D. degree. Courses taken to fulfill the graduate degree may also be used to fulfill certificate requirements. Master's candidates in the Russian and East European Studies Center may earn the graduate certificate if the field of concentration chosen for the certificate is not the same as the one for the master's degree.

Russian Courses (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, conversation, reading, and composition.

121 Spoken Russian: [Topic] (1–2R) R twice for maximum of 6 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Russian on Stage is a current topic. R when topic changes.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Kripkov.

204, 205, 206 Introduction to Russian Literature (4,4,4) Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works. Readings, lectures, and discussions in English. Hokanson, Presto.

221 Spoken Russian (1–2R) R twice for maximum of 6 credits.

240 Russian Culture (4) Comparative aesthetics and development of art, film, architecture, music, and literature in the context of Russian intellectual history. Readings, lectures, and discussions in English.

241 Great Russian Writers (4) Introduction to Russian literature by author and genre. Lectures and readings in English.

301 Readings in Russian Literature (4) Readings, lectures, and discussion of fundamental literary works. Prereq: RUSS 203 or equivalent. Conducted in Russian.

304, 306 Doing Business in Russia (4,4) 304: introduction to Russia as a country and to the Russian people, their cultural heritage, traditions, and social values. Reports on business topics. **306:** issues of morality; rebirth of religion, rise of criminality, commercialization of culture in contemporary Russia. Business communication and terminology. Kripkov. Conducted in English.

316, 317, 318 Third-Year Russian (5,5,5) Intensive study of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Prereq: RUSS 203 or equivalent. Kripkov. Conducted in Russian.

350 Russian Cinema (4) Introduction to major Russian and Soviet filmmakers and their works.

351 Russian Film and Literature (4) Explores contemporary Russian and Soviet culture through film and fiction. Presto.

399 Special Studies: [Topic] (1–5R) Recent topics are Russian Short Story, Sex and Feminism in Russia. R when topic changes.

401 Research: [Topic] (2–6R) Prereq: instructor's consent.

403 Thesis (3–6R)

405 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

406 Field Studies: [Topic] (1–21R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (2–4R) R when topic changes.

408/508 Colloquium: [Topic] (2–4R) Special on-campus activities. Conducted in Russian. R when topic changes.

409 Practicum: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (2–6R) Recent topics are Methods of Teaching, Russian through Theater. R when topic changes.

411/511 Russian History and Literature: [Topic] (4R) Readings, lectures, and texts from the 10th through the 20th centuries. Rice. R twice when topic changes for maximum of 12 credits.

416/516, 417/517, 418/518 Fourth-Year Russian (5,5,5) Stylistic analysis of authentic Russian texts and films; extensive practice in conversation, composition, and comprehension. Prereq: RUSS 318 or equivalent. Kripkov.

424/524 Dostoevsky (4) Dostoevsky's intellectual and artistic development; context and structure of *The House of the Dead*, *Notes from the Underground*, *Crime and Punishment*, *The Idiot*, *The Brothers Karamazov*, and other works. Readings in English. Rice.

426/526 Classics of Russian Poetry: [Topic] (4R) Comprehensive study of selected topics in Russian poetry (e.g., Alexander Pushkin, Russian symbolism, acmeism, futurism, and contemporary poetry). Presto, Rice. R twice when topic changes for maximum of 12 credits.

432/532 Russian Prose Classics: [Topic] (4R) Comprehensive study of works by one or two authors: Gogol, Turgenev, Chekhov, Nabokov. Readings in English; Russian selections for majors. R thrice when topic changes for maximum of 16 credits.

434/534 Russian Literature: [Topic] (4R) Comprehensive study of selected topics in Russian literature, (e.g., 20th-century, contemporary, and Old Russian literature). R twice when topic changes for maximum of 12 credits.

436/536 Advanced Russian: [Topic] (4R) Analysis of Russian texts, films, and TV broadcasts about selected topics in Russian culture, literature, politics, and economics with practice in comprehension, conversation, and composition. Prereq: RUSS 318 or equivalent. R twice when topic changes for a maximum of 12 credits.

440/540 Russian Phonology and Morphology (4) Russian phonology and morphology (sound system and word formation). Vakareliyska.

444/544 Introduction to Slavic Languages (4) Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. Prereq: RUSS 203 or LING 290. Vakareliyska.

445/545 Old Church Slavonic (4) Sound system and grammar of Old Church Slavonic; its role as a primary source of evidence on the development of the Slavic languages. Readings from Old Church Slavonic texts. Prereq: RUSS 203 or LING 290 or equivalent. Vakareliyska.

460/560 Russian Texts and Newspapers (4) Developing speed and accuracy reading Russian, through vocabulary building, reading, and translation of newspapers and scholarly articles. Prereq: two years of Russian or instructor's consent.

503 Thesis (3–6R) Prereq: instructor's consent.

601 Research: [Topic] (2–6R) Prereq: instructor's consent.

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–6R)
Prereq: instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (2–4R)

609 Practicum: [Topic] (1–5R)

610 Experimental Course: [Topic] (1–5R)

Russian and East European Studies Courses (REES)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (2–6R) Prereq: instructor's consent.

403 Thesis (3–6R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (2–4R)

408/508 Colloquium: [Topic] (2–4R)

409 Supervised Tutoring Practicum: [Topic] (1–3R) Prereq: instructor's consent.

410/510 Experimental Course: [Topic] (2–6R)

503 Thesis (3–6R) Prereq: instructor's consent.

601 Research: [Topic] (2–6R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R)
Prereq: instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Colloquium: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

Scandinavian Studies

Virpi Zuck, Committee Chair

(541) 346-4081

409 Friendly Hall

Steering Committee Faculty

Roger Adkins, international programs

James W. Earl, English

Jon M. Erlandson, anthropology

Linda Gunn, Germanic languages and literatures

Thomas Mills, international programs (*ex officio*)

Kenneth D. Ramsing, decision sciences

Lars Skalmes, political science

Alan G. Stavitsky, journalism and communication

Michael Stern, Germanic languages and literatures

Richard A. Sundt, art history

Bruce Harwood Tabb, library

Glenda Fravel Utsey, architecture

Undergraduate Studies

The Scandinavian Studies Committee endeavors to stimulate interest in Scandinavian culture, society, languages, and history. The committee is a focal point for faculty members and students who want to teach or take courses related to Scandinavia or to do research on Scandinavian countries. Students can earn a minor in Scandinavian or a major in German with a focus on German and Scandinavian. Both academic programs are described in the **Germanic Languages and Literatures** section of this catalog.

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

The university has student exchange programs with the University of Aalborg, Copenhagen Business School, Denmark's International Study Program in Copenhagen, the University of Tampere in Finland, the Universities of Bergen and Oslo in Norway, and the University of Uppsala in Sweden. Area-studies courses that are not offered by the university can often be taken at one of the Nordic universities. The courses may be applied to the Scandinavian minor or the German and Scandinavian focus of the German major.

Faculty members associated with Scandinavian studies have close ties to the information services of Nordic governments. As a result, books, periodicals, and newspapers regularly arrive from Nordic countries.

The University of Oregon Friends of Scandinavian Studies, a community-based support group, annually awards scholarship assistance to students who are seriously engaged in some aspect of Scandinavian studies.

Curriculum

Courses appropriate for Scandinavian studies have been offered in anthropology, comparative literature, English, Germanic languages and literatures, political science, sociology, and other departments. The Department of Germanic Languages and Literatures offers language instruction in Danish, Finnish, Norwegian, and Swedish.

Sociology

Robert M. O'Brien, Department Head

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Faculty

Michael B. Aguilera, assistant professor (economic sociology, social inequality, race and ethnicity). B.A., 1995, California, Irvine; M.A., 1995, Ph.D., 1999 New York at Stony Brook. (2004)

Vallon L. Burris, professor (theory, power structure, network analysis). B.A., 1969, Rice; Ph.D., 1976, Princeton. (1977)

Lawrence R. Carter, professor (demography, statistical research methods, urban sociology). B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon. (1973)

Michael C. Dreiling, associate professor (political sociology, environmental sociology, social movements). B.A., 1990, California, Irvine; M.A., 1993, Ph.D., 1997, Michigan. (1996)

John B. Foster, professor (environment, Marxism, political economy). B.A., 1975, Evergreen State; M.A., 1977, Ph.D., 1984, York. (1985)

Linda O. Fuller, professor (comparative socialism, work, Latin American development and social change). B.A., 1966, M.A., 1977, Ph.D., 1985, California, Berkeley. (1989)

Marion Sherman Goldman, professor (historical methods, gender, sociology of religion). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago. (1973)

Patricia A. Gwartney, professor (social demography, methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan. (1981)

Jocelyn Hollander, associate professor (gender, social psychology, social inequality). B.A., 1987, Stanford; M.A., 1991, Ph.D., 1997, Washington (Seattle). (1997)

Ken Hudson, assistant professor (stratification, work and organizations, quantitative methods). B.A., 1977, Mobile; M.S.S.W., 1982, M.A., 1994, Louisville; Ph.D., 2000, North Carolina. (2000)

Kenneth B. Liberman, professor (ethnomethodology, race and ethnic relations, phenomenology and postmodernism). B.A., 1970, New York at Old Westbury; M.A., 1976, Ph.D., 1981, California, San Diego. (1983)

Gregory McLaughlan, associate professor (urban sociology; political sociology; science, technology, environment). B.A., 1974, M.A., 1978, Ph.D., 1988, California, Berkeley. (1989)

Robert M. O'Brien, professor (criminology, methodology and statistics, stratification). B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin. (1981)

Ellen K. Scott, assistant professor (gender, social inequality, race). B.A., 1982, Williams; M.A., 1991, New School for Social Research; M.A., 1992, Ph.D., 1997, California, Davis. (2001)

Jiannbin Lee Shiao, assistant professor (race and ethnicity, political sociology, education). B.A., 1991, Brown; M.A., 1994, 1996, Ph.D., 1996, California, Berkeley. (1998)

Caleb Southworth, assistant professor (economic sociology, postsocialist societies, quantitative-historical methods). B.A., 1989, Michigan, Ann Arbor; M.A., 1999, California, Irvine; Ph.D., 2001, California, Los Angeles. (2001)

Mia Tuan, associate professor (racial and ethnic identity and relations, immigrant adaptation, Asian transracial adoption). B.A., 1990, California, Berkeley; M.A., 1992, Ph.D., 1996, California, Los Angeles. (1996)

Richard York, assistant professor (statistics, research methods, environmental sociology). B.S., 1994,

Southern Oregon; M.S., 1997, Bemidji State; Ph.D., 2002, Washington State. (2002)

Emeriti

Joan R. Acker, professor emerita. B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. (1964)

Richard P. Gale, professor emeritus. B.A., 1960, Reed; M.A., 1962, Washington State; Ph.D., 1968, Michigan State. (1967)

Benton Johnson, professor emeritus. B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. (1957)

Miriam M. Johnson, professor emerita. B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard. (1959)

David Milton, professor emeritus. B.A., 1963, San Francisco State; M.A., 1973, Ph.D., 1980, California, Berkeley. (1978)

Donald R. Van Houten, professor emeritus. B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh. (1968)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Lynn H. Fujiwara, women's and gender studies

Paul Goldman, educational leadership

Judith H. Hibbard, planning, public policy and management

Jean Stockard, planning, public policy and management

Anita M. Weiss, international studies

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology provides a broad understanding of human society for students in every field and integrated programs for majors in sociology.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in English composition, mathematics, and second languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory sociology courses as well as courses that fulfill university group requirements.

Careers. Recent graduates with bachelor's degrees in sociology are found in all the pursuits traditionally open to liberal-arts graduates—especially beginning positions in social work, personnel work, and recreation. Some graduates seek additional training in graduate professional schools of social work, business administration, and law. A bachelor's degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Curriculum

Undergraduate courses in sociology are offered at three levels. Courses at the 200 level provide an introduction to the field. Basic courses are Introduction to Sociology (SOC 204) and Social Inequality (SOC 207).

Courses at the 300 level extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

Courses at the 400 level are advanced and specialized. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) classes are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction.

Major Requirements

1. A minimum of 44 credits in undergraduate sociology courses
2. At least 36 of the 44 credits must be upper division and 16 of the 36 must be numbered 407 or 410–491; 12 of the 16 credits in 400-level courses must be taken at the University of Oregon
3. No more than 8 credits in courses numbered 401–406 and 408–409 may be applied to the major
4. Courses used to satisfy major requirements must be taken for letter grades and passed with grades of C– or better; at least a 2.00 grade point average (GPA) must be achieved in these courses. SOC 204, 207, and courses numbered 401–406 and 408–409 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major
5. Completion of the following courses:
 - a. Development of Sociology (SOC 310)
 - b. Introduction to Social Research (SOC 311)
 - c. Quantitative Methods in Sociology (SOC 312). Inquire at the department office about the possibility of substituting other courses in statistics for SOC 312

Planning a Program

An adviser is assigned to each student when the major is declared. The department maintains an active peer advising program for undergraduate students. Peer advisers keep regular office hours in the advising office, 709 Prince Lucien Campbell Hall.

With the help of peer advisers and the faculty adviser, each student should develop a model program that emphasizes experiences most useful for the student's educational and career objectives. It is essential, however, that students consult advisers about the selection of courses. Students with specific career plans may also go to the Career Center, 244 Hendricks Hall, for advice about suitable course programs.

General Sociology

Work in sociology begins with SOC 204 and 207, both of which provide an introduction to the discipline. They emphasize how sociology can be applied to contemporary social issues. Students specializing in general sociology move on to courses that provide a more in-depth study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide a tool kit of analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Concentration Areas

Students can focus upper-division course work in one or more areas of concentration listed below. Concentrations are optional; it is each student's responsibility to plan far enough in advance to

complete concentration requirements. A list of courses to be offered during the academic year is available in the sociology office or peer advising office each fall.

Each concentration requires completion of at least four courses from the respective category with grades of C– or better. Students who successfully complete a concentration receive formal recognition upon graduation. In addition to the courses listed below, approved internships (SOC 404) and special topics courses (SOC 407 and 410) may count toward the completion of the concentration. Information about internships is available in the sociology department office.

Crime and Delinquency. Introduction; Deviance, Control, and Crime (SOC 380), Urbanization and the City (SOC 442), Crime and Social Control (SOC 480), Issues in Deviance, Control, and Crime (SOC 484)

Culture, Education, and Religion. American Society (SOC 301), Sociology of Mass Media (SOC 317), Sociology of the Family (SOC 330), Sociology of Religion (SOC 461), Sociology of Education (SOC 491)

Environment, Population, and Society. American Society (SOC 301), World Population and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), Social Demography (SOC 415), Issues in Sociology of Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

Family, Gender, and Sexuality. American Society (SOC 301), Sociology of the Family (SOC 330), Sociology of Women (SOC 355), Issues in Family Sociology (SOC 425), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Feminist Theory (SOC 456), Sex and Society (SOC 457)

International Systems. Political Economy (SOC 420), Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464), Political Sociology (SOC 465)

Politics and Social Movements. American Society (SOC 301), Social Issues and Movements (SOC 313), Sociology of Mass Media (SOC 317), Political Economy (SOC 420), Urbanization and the City (SOC 442), Systems of War and Peace (SOC 464), Political Sociology (SOC 465), Marxist Sociological Theory (SOC 475)

Race, Ethnicity, and Social Change. American Society (SOC 301), America's Peoples (SOC 305), Race, Class, and Ethnic Groups (SOC 345), Experimental Course: Asian American Experience (SOC 410), Social Demography (SOC 415), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451)

Social Interaction. Introduction to Social Psychology (SOC 328), Interaction and Social Order (SOC 335), Advanced Topics in Social Psychology (SOC 428), Ethn methodology and Conversation Analysis (SOC 435)

Social Theory and Methods. Sociological Research Methods (SOC 412, 413), Feminist Theory (SOC 456), Contemporary Sociological Perspectives (SOC 474), Marxist Sociological Theory (SOC 475)

Work, Labor, and Economy. American Society (SOC 301), Work and Occupations (SOC 346), Complex Organizations (SOC 347), Political

Economy (SOC 420), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), Social Stratification (SOC 451), Marxist Sociological Theory (SOC 475)

Career Planning

When planning a program students should keep in mind the ways in which concentration areas and major requirements fit with career objectives. Careers pursued by sociology graduates are discussed below.

Social Service Professions. Social service professions include social work, work in nonprofit organizations, counseling, community relations, housing, labor relations, and human resources. Sociology majors who want to enter a helping profession should take at least one course each in sociological methodology and social psychology and several courses dealing with social issues and problems. Students may want to complete one of the concentrations listed above in order to focus on a specific group of social issues and problems.

Students may supplement their programs with courses in the psychology and political science departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Center.

Business or Government Service. Business or government organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data.

Students interested in business should include in their programs courses in methodology, social psychology, and organizations and occupations. Programs may be supplemented with courses in the Lundquist College of Business and in the Department of Economics.

Students with career goals in governmental service should include courses in community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. Related courses in the planning, public policy and management; political science; and economics departments also are useful.

Honors in Sociology

Motivated students may participate in the honors program in sociology. Qualified students work closely with faculty members and fellow honors students on a yearlong project, either applied or theoretical, of their own design and write an honors thesis. The thesis may be based on primary or secondary data collected by the student or on experiences gained from an internship.

Students who successfully complete the honors program are awarded honors, high honors, or highest honors based on faculty sponsors' evaluation of the level and quality of their work. The honors distinction is noted on the student's official transcript and diploma.

Applicants to the honors program must demonstrate a high level of competence and motivation for advanced studies in sociology. A GPA no lower than 3.40 in sociology courses or a nomination by two faculty members is required. Interested students should apply no later than February 1 during the winter term of their junior



year. Application forms are available in the sociology department office.

During spring term of the junior year, honors students take part in the honors seminar (SOC 407), in which they work closely with a faculty adviser and other students to refine research questions and design. By the end of the term, each student submits a thesis proposal for approval by the seminar instructor and finds a faculty member to supervise the remainder of the project. During fall and winter terms, students work independently with the adviser and proceed with data collection and analysis. Students complete and submit their theses no later than dead week of winter term.

Minor

The minor in sociology is inactive.

Preparing for Graduate Study

Students planning graduate work in sociology should have a strong background in sociological theory and social research methods well beyond courses required for the major. Besides taking advanced courses in areas of special interest to them, students should take a substantial number of upper-division courses in other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences that increase chances for admission, and requirements for students in graduate programs in sociology.

Kindergarten through Secondary Teaching Careers

Students who complete a degree with a major in sociology are eligible to apply to the College of Education's fifth-year program for a license in middle-secondary teaching or the fifth-year program for a license in elementary teaching.

Refer early to information in the **College of Education** section of this catalog.

Graduate Studies

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree.

Students who seek an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any undergraduate work in sociology.

Students admitted to the graduate program with a bachelor's degree must complete 60 credits of graduate-level work—all taken for letter grades except work in Research (SOC 601), Dissertation (SOC 603), Reading and Conference (SOC 605), or Supervised Field Study (SOC 606). Students should be able to complete these 60 credits in the first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a master of arts (M.A.) or a master of science (M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, a student must pass the departmental qualifying examination in theory and methods. Next, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students

hold part-time teaching or research appointments outside the department.

Information for Graduate Students, a booklet available from the department, describes the graduate program, specifies the materials needed to apply for admission, lists specific course requirements, and includes a list of faculty members and their research interests. This information is also available on the department's website. Students applying for graduate admission should submit all necessary materials by February 1.

Sociology Courses (SOC)

Because every course cannot be offered every year, students should consult the most recent class schedule or inquire at the department office. Instructors may waive prerequisites for their courses.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

204 Introduction to Sociology (4) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

207 Social Inequality (4) Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, and gender to social change, social institutions, and self-identity.

301 American Society (4) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 204 or 207.

303 World Population and Social Structure (4) Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries. Prereq: SOC 204 or 207.

304 Community, Environment, and Society (4) Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental change on human communities. Prereq: SOC 204 or 207.

305 America's Peoples (4) Examines how the size, composition, and distribution of America's ethnic and racial subpopulations have shaped social structure, social culture, and social change in the United States. Prereq: SOC 204 or 207.

310 Development of Sociology (4) Analysis of the major writers and ideas that have shaped contemporary sociology. Focus on recurrent concepts and issues that continue to challenge sociological inquiry. Prereq: SOC 204 or 207.

311 Introduction to Social Research (4) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: SOC 204 or 207.

312 Quantitative Methods in Sociology (4) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: SOC 204 or 207; MATH 95 or equivalent.

313 Social Issues and Movements (4) Contemporary social issues viewed in relation to the social structure of American society. Social movements

and ideologies related to these issues. Prereq: SOC 204 or 207.

317 Sociology of the Mass Media (4) Analysis of media events: advertisements, news broadcasts, documentaries, popular music, and television. Perspectives include content analysis, semiotics, functionalist and structuralist paradigms, and power system analysis. Prereq: SOC 204 or 207.

328 Introduction to Social Psychology (4) How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Prereq: SOC 204 or 207.

330 Sociology of the Family (4) Introduction to and historical perspective of the family as a social institution and small-group association. Prereq: SOC 204 or 207.

335 Interaction and Social Order (4) Introduction to ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204 or 207.

345 Race, Class, and Ethnic Groups (4) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 204 or 207.

346 Work and Occupations (4) Characteristics of work and occupational careers in modern societies; relationships of those to family, the economy, bureaucracy, technology, and alienation. Prereq: SOC 204 or 207.

347 Complex Organizations (4) Nature of organizations in modern societies (e.g., specialization, impersonality, formalization, authority, and power); relationship of organizations to work and careers, stratification, democracy, discrimination, and deviance. Prereq: SOC 204 or 207.

355 Sociology of Women (4) Position of women in contemporary society; women and work, politics, families, the economy; intersection of gender, race, and class; women's movements. Prereq: SOC 204 or 207.

380 Introduction: Deviance, Control, and Crime (4) Origins of rules and laws, patterns of reactions to their violation, emphasis on causal theories of deviance and of crime, data sources for study of crime. Prereq: SOC 204 or 207.

399 Special Studies: [Topic] (1–5R) Prereq: SOC 204 or 207.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–6R)

405 Reading and Conference: [Topic] (1–21R)

406 Supervised Field Study: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Sociology of Science. Prereq: SOC 310, 311, 312.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Prereq: SOC 310, 311, 312.

412/512, 413/513 Sociological Research Methods (4,4) 412/512: intermediate-level descriptive and inferential statistics. Prereq: SOC 310, 311, 312.

413/513: multiple regression and other advanced statistical techniques. Prereq: SOC 412/512.

415/515 Social Demography (4) Causes and consequences of demographic change in racial or ethnic groups in the United States. Techniques

of demographic analysis. Prereq: SOC 303, 310, 311, 312.

416/516 Issues in Sociology of the Environment: [Topic] (4R) Analysis of selected topics in environmental sociology. Topics include environmental movement, impacts of technological change, environmental policy and the state, environmental values, attitudes, and behaviors. Prereq: SOC 310, 311, 312. **R** twice when topic changes for maximum of 12 credits.

420/520 Political Economy (4) Survey of the fundamentals of political economy. Readings from Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: SOC 310, 311, 312.

425/525 Issues in Family Sociology (4) Analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 310, 311, 312, 330.

428/528 Advanced Topics in Social Psychology: [Topic] (4R) Topics may include altruism and helping behavior, communication and language, socialization, prejudice, conformity, collective behavior, aggression, or other basic areas of social psychological research. Prereq: SOC 310, 311, 312, 328. **R** twice when topic changes for maximum of 12 credits.

435/535 Ethnomethodology and Conversation Analysis (4) Advanced study of the common-sense sources, methods, and practices through which members of a culture construct and make sense of social activities, especially conversation. Prereq: SOC 310, 311, 312, 335.

442/542 Urbanization and the City (4) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: SOC 310, 311, 312.

445/545 Sociology of Race Relations (4) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology; SOC 310, 311, 312, 345.

446/546 Issues in Sociology of Work: [Topic] (4R) Selected topics in sociology of work: occupational structures and careers, industrial democracy; technological change and work reform, politics of work. Prereq: SOC 310, 311, 312, 346. **R** twice when topic changes for maximum of 12 credits.

447/547 Issues in Sociology of Organizations: [Topic] (4R) Analysis of selected topics in the sociology of organizations. Topics include industrial sociology, organizational change; organizational democracy; corporate deviance; bureaucracy, power, and society. Prereq: SOC 310, 311, 312, 347. **R** twice when topic changes for maximum of 12 credits.

450/550 Sociology of Developing Areas (4) Social and economic structures and processes promoting or inhibiting change in the developing nations of Africa, Asia, Latin America. Topics include urbanization, industrialization, cultural change, world poverty, and dependence. Prereq: SOC 310, 311, 312.

451/551 Social Stratification (4) The interrelations among class, race, and sex. Historical origins and development of class and class systems including slavery. Prereq: SOC 310, 311, 312.

455/555 Issues in Sociology of Gender: [Topic] (4R) Advanced analysis of gender and social relations of power in contemporary society. Variable topics include Women and Health; Violence against Women. Prereq: SOC 310, 311,

312; SOC 355 or WGS 101. **R** twice when topic changes for maximum of 12 credits.

456/556 Feminist Theory (4) Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies. Prereq: SOC 310, 311, 312; SOC 355 or 455/555.

457/557 Sex and Society (4) Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, contemporary social and political issues pertaining to sexuality. Prereq: SOC 310, 311, 312.

461/561 Sociology of Religion (4) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: SOC 310, 311, 312.

464/564 Systems of War and Peace (4) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: SOC 310, 311, 312.

465/565 Political Sociology (4) Analysis of political theory and behavior, social bases of power and policy determination, institutional interrelationships, intellectuals and ideologies, political trends and change, political participation and membership. Prereq: SOC 310, 311, 312.

467/567 Economic Sociology (4) Applies the sociological perspective to basic economic phenomena such as markets, exchange, prices, money and rationality. Prereq: SOC 310, 311, 312.

474/574 Contemporary Sociological Perspectives: [Topic] (4R) Major contemporary theoretical perspectives including critical issues being debated. May focus on a single contemporary perspective or on a variety of contemporary perspectives. Prereq: SOC 310, 311, 312. **R** twice for maximum of 12 credits.

475/575 Marxist Sociological Theory (4) Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 310, 311, 312.

480/580 Crime and Social Control (4) Emphasizes major substantive areas of crime and control in the United States and developing societies, especially in Pacific Rim areas. Prereq: SOC 310, 311, 312, 380

484/584 Issues in Deviance, Control, and Crime: [Topic] (4R) Topics vary. Examples are modern policing, hate crimes, cross-national research in crime. Prereq: SOC 310, 311, 312, 380. **R** twice when topic changes for maximum of 12 credits.

491/591 Sociology of Education (4) The relationship between education and other social institutions, the school and the community, the school as a social system, social change and education. Prereq: SOC 310, 311, 312.

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

604 Internship: [Topic] (1-6R)

605 Reading and Conference: [Topic] (1-16R)

606 Supervised Field Study: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics include Feminist

Sociological Theory, Philosophy and Epistemology of Social Science, Time-Series Analysis.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-3R)

610 Experimental Course: [Topic] (1-5R)

612 Overview of Sociological Methods (5) Examines the research process—framing research questions, qualitative and quantitative design, relationships between methods and theory, deductive and inductive investigation logic, research ethics, sampling procedures, explanatory power.

613 Advanced Sociological Methods: [Topic] (5R) Major methodological topics such as comparative, demographic, experimental, field, historical, and survey methods. Other possible topics include time-series analysis. Prereq: SOC 612 or equivalent. **R** twice when topic changes for maximum of 15 credits.

615 Advanced Sociological Theory: [Topic] (5R) Major sociological theories such as modern functionalism, contemporary Marxism, phenomenology, postmodernism, feminist and organizational theory. **R** twice when topic changes for maximum of 15 credits.

616 Environment and Resource Issues: [Topic] (5R) Explores issues of environmental sociology and resource policy, including ecological crisis; environmental justice as it pertains to race, gender, class, and international inequality. **R** twice when topic changes for maximum of 15 credits.

617 Sociological Theory I (5) Sociological theories of the 19th century (especially Marx, Weber, and Durkheim) and 20th century (e.g., modern functionalism, feminist, neo-Marxism, neo-Weberian, poststructuralist theories).

618 Sociological Theory II (5) Major themes and historical foundation of contemporary sociological theory. Prereq: graduate standing in sociology, SOC 617.

644 Race and Ethnicity Issues [Topic] (5R) Explores current research and theoretical debates, such as Chicano-Chicana and Latino-Latina studies, in the sociology of race and ethnicity. **R** twice when topic changes for maximum of 15 credits.

646 Work and Organization Issues: [Topic] (5R) Examples of issues explored include power in organizations; changing patterns of employment and work; industrial democracy; and race, class and gender. **R** twice when topic changes for maximum of 15 credits.

656 Issues in Sociology of Gender: [Topic] (5R) Examines sociological theories of gender, focusing on a particular substantive area such as health, work, family, or sexuality. Explores gender in relation to race, ethnicity, and class. **R** twice when topic changes for maximum of 15 credits.

661 Cultural, Educational, and Religious Issues: [Topic] (5R) Special topics in sociology of culture. Requires development of research designs and research in selected areas. Prereq: graduate standing. **R** twice when topic changes for maximum of 15 credits.

664 Political and Economic Sociology Issues: [Topic] (5R) Examines the relationship between economic institutions and political processes. Sample topics include theories of modern capitalism, corporations and the state, development and underdevelopment, war and peace. **R** twice when topic changes for maximum of 15 credits.

Southeast Asian Studies

William S. Ayres, Associate Director

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About the Curriculum

The University of Oregon offers students an opportunity to pursue interdisciplinary studies on Southeast Asia. Specialists from across the university acquaint students with recent research on such topics as women, health, healing, and nutrition in Thailand and Indonesia; the archaeology of Thailand and Malaysia; education and development in Vietnam, Laos, and Thailand; mass violence in Indonesia and Cambodia; regional music and dance; historic preservation and the politics of landscape and development in Malaysia; regional transnationalisms; and indigenous minority communities and cultures throughout the region. Individualized and self-instructional study of Southeast Asian languages can be arranged through the Yamada Language Center.

Important resources include a Southeast Asian librarian in Knight Library, the Center for Asian and Pacific Studies, the Vietnam Sister University Project, and the Office of International Programs. The university also belongs to the Northwest Consortium for Southeast Asian Studies (along with the Universities of Washington, British Columbia, and Victoria), which sponsors conferences, workshops, outreach, study-abroad opportunities, internships, fellowships, student and faculty exchange, and cooperation between libraries.

Southeast Asian studies is part of the Asian Studies Program. Undergraduates may pursue a minor Southeast Asian studies in conjunction with majors in most departments (e.g., anthropology, geography), as a concentration in international studies, or as the basis for a B.A. in Asian studies. Graduate students may pursue an M.A. in Asian studies with Southeast Asia as an emphasis or may develop a Southeast Asian specialty as part of their advanced study in other M.A. and Ph.D. programs (e.g., history, anthropology, international studies). See the **Asian Studies** section of this catalog for requirements and curriculum offerings.



Statistics

Roland H. Good III, Committee Chair

(541) 346-2145
270D Education Building

Steering Committee

Lorraine G. Davis, academic affairs
Stephen E. Haynes, economics
Robert M. O'Brien, sociology
Larry E. Richards, decision sciences
Daming Xu, mathematics

About the Curriculum

The University of Oregon does not have a formal department or faculty of statistics. However, a variety of courses are either exclusively or primarily about statistics. Over the past several decades statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are permanently numbered courses in statistics offered at the university.

Degrees

The Department of Mathematics in the College of Arts and Sciences offers both undergraduate and graduate degrees with a specialty in statistics. Interested students should address inquiries about specific requirements to that department.

Courses

Students and advisers should be aware that, within any given area, two or more courses offered by different departments may contain such similar content that a student may not be granted credit toward graduation for more than one of the courses.

Introductory Statistics

Economics. Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 423/523)

Mathematics. Introduction to Methods of Probability and Statistics (MATH 243) and Business Statistics (DSC 330), Statistical Methods I,II (MATH 425/525, 426/526), Introduction to Mathematical Methods of Statistics I,II (MATH 461/561, 462/562)

Political Science. Methods for Politics and Policy Analysis I (PS 445/545)

Psychology. Statistical Methods in Psychology (PSY 302), Data Analysis I (PSY 611)

Sociology. Quantitative Methods in Sociology (SOC 312), Sociological Research Methods (SOC 412/512)

ANOVA and Experimental Design

Psychology. Applied Data Analysis (PSY 412/512), Data Analysis II (PSY 612)

Multivariate Statistics

Political Science. Methods for Politics and Policy Analysis II (PS 446/546)

Regression

Decision Sciences. Applied Regression Analysis (DSC 635)

Economics. Introduction to Econometrics (EC 420/520, 421/521), Econometrics (EC 424/524, 425/525)

Mathematics. Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563)

Psychology. Data Analysis III (PSY 613)

Sociology. Sociological Research Methods (SOC 413/513)

Theory of Probability and Statistics

Mathematics. Mathematical Statistics I,II,III (MATH 464/564, 465/565, 466/566), Theory of Probability (MATH 671, 672, 673)

Theater Arts

Jeffrey D. Mason, Department Head

(541) 346-4171
(541) 346-1978 fax
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1231 University of Oregon
Eugene OR 97403-1231
<http://theatre.uoregon.edu/>

Faculty

Robert Barton, professor (acting). B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State. (1980)

Alexandra Bonds, professor (costume designer). B.S., 1972, Syracuse; M.A., 1974, Denver. (1979)

Jerry Hooker, assistant professor (scene designer). B.A., 1978, Puget Sound; M.F.A., 1985, Utah State. (2001)

Jeffrey D. Mason, professor (literature, playwriting, directing). A.B., 1974, M.A., 1975, Stanford; M.A., 1980, California State, Sacramento; Ph.D., 1983, California, Berkeley. (2001)

Janet Rose, senior instructor (technical director, lighting designer). B.F.A., 1977, Florida Atlantic; M.F.A., 1979, Ohio. (1987)

John Schmor, assistant professor (theory, history, playwriting). B.A., 1984, Willamette; M.A., 1989, Ph.D., 1991, Oregon. (1999)

John C. Watson, associate professor (history and directing). B.A., 1964, Lewis and Clark; Ph.D., 1987, Oregon. (1987)

Emeriti

Robert D. Clark, professor emeritus; university president emeritus. A.B., 1931, California, Pasadena; M.A., 1935, Ph.D., 1946, Southern California; LL.D., 1968, California, Santa Clara. (1969)

Faber B. DeChaine, professor emeritus. B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota. (1964)

Robert P. Friedman, professor emeritus. B.A., 1948, North Carolina; M.A., 1950, Ph.D., 1954, Missouri. (1965)

Grant F. McKernie, professor emeritus. B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. (1979)

Horace W. Robinson, professor emeritus. B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

John R. Shepherd, professor emeritus. B.A., 1946, M.A., 1947, Stanford; Ph.D., 1952, Southern California. (1957)

Jerry R. Williams, professor emeritus. B.F.A., 1964, Carnegie-Mellon; M.A., 1965, Washington (Seattle). (1973)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Department

The Department of Theater Arts offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of science (M.S.), master of fine arts (M.F.A.), and doctor of philosophy (Ph.D.) degrees. Courses in theater arts are available for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear.

The theater arts department offers a humanistic and liberal-arts education. Preprofessional courses provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors,

technicians, stage managers, or theater managers. Many continue specialized training in M.F.A. degree programs or nondegree professional training schools. Some students use their liberal-arts background to pursue vocational opportunities that require good skills in communication and organization.

Students may gain practical experience in theater studies through University Theatre productions and other opportunities.

Theatrical Plant. There are three theaters in Villard Hall. Robinson Theatre has a proscenium stage and seats nearly 400 people. The Pocket Playhouse is a small proscenium stage that seats about eighty. The Arena Theatre provides a flexible open space for about 100 people.

Technical Facilities. The scene shop is well equipped with power tools for wood and metal fabrication. Lighting equipment includes computerized controls and up-to-date instruments. The costume shop has power sewing and serging machines and a laundry and crafts area. Students are encouraged to sign up for production workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse. Pocket Playhouse is the site for a series of productions presented by an elected student board. Student directors may propose plays and the board makes selections by lottery.

University Theater. The department's season is composed of productions in two venues. Those in the Robinson Theatre are directed by faculty members and advanced graduate students, while those in the Arena Theatre, sometimes called the "Second Season," feature graduate student directors. The designers are faculty members, students, and guest artists.

Undergraduate Studies

For its undergraduate major program, the Department of Theater Arts has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal-arts education
2. Sufficient instruction in several fields of theater to provide an appreciation of the different areas of theater
3. Direct experience in several aspects of theater production

Major Requirements

Students study acting, directing, design, costume, lighting, stagecraft, history, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to the B.A. or B.S. degree requirements of the university, the following requirements are specified for students with a major in theater arts:

1. All of the following: Introduction to Design (TA 210); Theater Production I,II (TA 211, 212); Acting I (TA 250); Introduction to Theater Arts (TA 271); Play Direction (TA 364); History of the Theater I,II,III (TA 367, 368, 369); Advanced Script Analysis (TA 462)
2. Three of the following: Scenery Production (TA 321), Costume Production (TA 322),

Lighting Production (TA 323), Production (TA 324)

3. Six 4-credit upper-division courses (numbered 300 or higher), three in each area as follows:

Area A. Three courses in acting, directing, design, technical production, or playwriting

Area B. Three courses in history, literature, criticism, or dramaturgy

With consent of adviser, a student may make the following substitutions:

- a. For one of the six courses, Theater Arts Pedagogy (TA 423), to count in either area A or B, the selection to be appropriate to the topic of the course
- b. For one course in area B, a course in another department selected from a list approved by the theater arts faculty

Grading Options. Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 180-credit requirement for a B.A. or B.S. only if satisfactorily completed.

Transfer Students. Transfer students must complete six 4-credit, upper-division courses and two of the courses to satisfy (2) above in residence at the University of Oregon.

Honors in Theater Arts

At the end of each academic year, the department's faculty selects certain graduating seniors and confers on them departmental honors. Criteria include academic performance as well as the quality of participation in the production program.

Minor Requirements

The theater arts minor requires 24 college-level credits in theater arts. Of these 24 credits, at least 16 must be taken at the university and 16 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. Course work for the minor must be completed with letter grades of mid-C or better.

Graduate Studies

The department offers graduate work leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering the master's degree program should have an undergraduate major in theater arts or the equivalent, while students entering the doctoral program should have completed a master's degree in theater arts or the equivalent.

Graduate Degree Requirements

Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in a second language.

The M.F.A., typically a three-year program, requires a minimum of 54 credits. Areas of specialization are set design, lighting design, and costume design. Typically, course work is substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. Most theater arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts Ph.D. program. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is advanced to candidacy, which happens after passing the comprehensive examination.

General Requirements. The only course required of all theater arts graduate students is Research Methods (TA 611). Ph.D. candidates are expected to complete 60 to 90 credits in history, theory, and literature of the theater after obtaining a master's degree.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is diagnostic and used to determine a study program for the student. Each student's study program is planned in consultation with an adviser and a diagnostic committee. This program constitutes a contract that must be fulfilled by the student unless it is amended in consultation with the diagnostic committee.

Each graduate student is expected to show ability in both academic and production areas. During residence at the university, a student is expected to make a significant contribution in three areas out of the following seven: acting, directing, technical theater, management, playwriting, teaching, and design.

Candidates for an M.A. degree in theater arts must demonstrate their ability to read a second language. Students seeking the Ph.D. degree must acquire two research tools, one of which must be the knowledge of a second language. The other may be a third language or 9 credits of graduate-level study outside the department in a field related to the student's research intent.

For additional requirements and information, contact the graduate coordinator.

Theater Arts Courses (TA)

101 Play Reading: [Topic] (1R) Reading one assigned play per week. Features discussion of the play's content and concept. **R** thrice when topic changes for maximum of 4 credits. Not offered 2004–5.

121 Scenery and Lighting Laboratory (1–2R) Building and painting scenery, hanging lights for productions. **R** thrice for maximum of 8 credits.

122 Costume Laboratory (1–2R) Building costumes for productions. **R** thrice for maximum of 8 credits.

124 Production (1–2R) Working backstage for productions. **R** thrice for maximum of 8 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Stage crew: lighting, scene, costume.

210 Introduction to Design (4) Introduction to the principles of design as applied to the arts of

theater design, scenery, costumes, and lighting. Creative projects to develop concepts of visual imagery. Includes laboratory. Bonds, Gilg, Hooker.

211 Theater Production I (4) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery and props and use of lighting equipment. Includes laboratory. Rose.

212 Theater Production II (4) Introduction to costumes and makeup. Costume construction includes basic hand and machine sewing techniques. Beginning makeup covers ingénue, beards, wounds, and fantasy. Includes laboratory. Bonds, Williams.

250 Acting I (4) Principles of warm-ups, individual inventory, Stanislavski system, character analysis, and rehearsal procedure.

251 Acting II (4) Continuation of performance principles for contemporary realistic theater with addition of comic technique and director-actor relationship. Prereq: instructor's consent.

252 Acting III (4) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: instructor's consent.

271 Introduction to Theater Arts (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. Watson.

321 Scenery Production (1–3R) Production or performance crew head for scenery. Prereq: TA 210, 211, 212. **R** thrice for maximum of 12 credits.

322 Costume Production (1–3R) Production or performance crew head for costumes. Prereq: TA 210, 211, 212. **R** thrice for maximum of 12 credits.

323 Lighting Production (1–3R) Production or performance crew head for lighting. Prereq: TA 210, 211, 212. **R** thrice for maximum of 12 credits.

324 Production (1–3R) Stage manager, assistant director, or dramaturgy position. **R** thrice for maximum of 12 credits.

325 Performance (1–3R) Preparation, rehearsal, and performance of an acting role. **R** thrice for maximum of 12 credits.

351 Techniques: Acting IV (4) Problems in the use of voice in dramatic roles. Prereq: instructor's consent. Barton.

352 Styles: Acting V (4) Problems in the analysis and presentation of characters from nonrealistic, noncontemporary theater. Prereq: instructor's consent. Barton.

364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: instructor's consent. Gilg, Schmor.

367, 368, 369 History of the Theater I,II,III (4,4,4) Development of the theater from its origins to the present. Emphasizes the history of dramatic literature, criticism, theater architecture, design, and performance. Schmor, Watson.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R) **R** thrice for maximum of 12 credits.

410/510 Experimental Course: [Topic] (1–4R)

411/511, 412/512, 413/513 Costume History I,II,III (4,4,4) History of Western clothing in cultural context. **411/511:** Egyptian to Renaissance. **412/512:** mid-Renaissance to romanticism. **413/513:** Victorian to the present. Bonds. Not offered 2004–5.

416/516 Costume Design (4) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Prereq: TA 210. Bonds.

417/517 Advanced Costume Design (4) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416/516. Bonds.

418/518 Costume Pattern Drafting (4) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution. Prereq: TA 212. Bonds.

419/519 Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Prereq: TA 212. Not offered 2004–5.

423/523 Theater Arts Pedagogy (4R) Practical experience as teaching assistant includes research, presentation, coaching, and written reports. Available in a variety of disciplines. Prereq: instructor's consent. **R** thrice for maximum of 16 credits.

425/525 Scenery Drafting Techniques (4) Drafting techniques for the scenic artist. Plan views; isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment. Prereq: TA 211. Hooker. Not offered 2004–5.

440/540 Principles of Design in the Theater (4) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers and for the director and actor. Williams.

441/541 Scene Design: Single Set (4) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Prereq: TA 210. Hooker.

442/542 Scene Design: Multiple Sets (4) Selected problems in the design of dramatic productions. Prereq: TA 210. Hooker.

444/544 The Mask (4) Explores mask design in different world cultures and mask fabrication in various materials. Williams.

445/545 Advanced Projects in Theater Technology: [Topic] (4R) Specialized areas of theater technology, one topic per term. Topics include scene painting, stage management, props, and computer drafting. Prereq: instructor's consent. **R** seven times when topic changes for maximum of 32 credits.

452/552 Advanced Acting: [Topic] (4R) Topics in the performance of a specific genre or authors, or in specific elements of performance skills including voice, movement, and musical skills. Prereq: TA 250. Barton. **R** when topic changes.

462 Advanced Script Analysis (4) Topics in theater literature including recent European drama, recent American drama, recent British drama, and American musical theater. Prereq: TA 367, 368, 369. Mason.

465 Playwriting (4) Laboratory seminar focused on active and intensive development of new skills and aims in writing for live performance. Prereq: junior standing or instructor's consent by application. Mason. Offered 2004–5 and alternate years.

467/567 Lighting for the Stage (4) Designing lighting for the stage; technical and aesthetic problems. Prereq: TA 211. Rose.

471/571 Studies in Theater and Culture: [Topic] (4R) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, using arts materials and socio-economic factors to clarify aesthetic attitudes and practices of theater. Prereq: instructor's consent. McKernie, Watson. **R** thrice when topic changes for maximum of 16 credits.

472/572 Multicultural Theater: [Topic] (4R) Origins and development of contributions in theater and drama by various cultures including Latino and Latina, Chicano and Chicana, African American, Asian American, and Native American. **R** four times when topic changes for maximum of 20 credits. Not offered 2004–5.

474/574 Themes in Dramatic Literature: [Topic] (4R) The intents, uses, and effects of dramatic literature with special regard for theatrical production and audience reception. **R** thrice when topic changes for maximum of 16 credits.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) Rehearsal and Performance is a current topic. **R** five times for a maximum of 18 credits.

610 Experimental Course: [Topic] (1–5R)

611 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research.

651, 652, 653 Theory of Dramatic Production (4,4,4) **651:** theory of acting. **652:** theory of dramatic direction. **653:** theory of dramatic structure. Schmor.

664 Special Problems in History of Theater: [Topic] (4R) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century European. Watson.

Women's and Gender Studies

Program Director

(541) 346-5529
315 Hendricks Hall
1298 University of Oregon
Eugene OR 97403-1298
wst@uoregon.edu

Faculty

Lynn H. Fujiwara, assistant professor (women of color; labor, family, citizenship, and welfare; third-world feminist theory). B.A., 1990, California, San Diego; M.A., 1993, Ph.D., 1999, California, Santa Cruz. (2000)

Judith Raiskin, associate professor (postcolonial literature, feminist theory, sexuality). B.A., 1979, California, Berkeley; M.A., 1981, Chicago; Ph.D., 1989, Stanford. (1995)

Elizabeth Reis, assistant professor (U.S. women's history, history of sexuality, women and religion). A.B., 1980, Smith; M.A., 1982, Brown; Ph.D., 1991, California, Berkeley. (2002)

Emerita

Barbara Corrado Pope, professor emerita. B.A., 1964, Hiram; M.A., 1966, Iowa; Ph.D., 1981, Columbia. (1976)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Barbara Bader Aldave, law
Henry M. Alley, honors college
Laura J. Alpert, art
Barbara K. Altmann, Romance languages
Judith R. Baskin, Judaic studies
Diane B. Baxter, anthropology
Aletta Biersack, anthropology
Pamela Birrell, psychology
Louise M. Bishop, honors college
Elizabeth A. Bohls, English
Sara N. Brownmiller, library
Gaylene Carpenter, arts and administration
Suzanne Clark, English
Frances B. Cogan, honors college
Irene Diamond, political science
Dianne M. Dugaw, English
Maram Epstein, East Asian languages and literatures
Linda F. Ettinger, arts and administration
Laura Fair, history
Caroline Forell, law
Lisa Freinkel, English
Jennifer J. Freyd, psychology
Linda O. Fuller, sociology
Amalia Gladhart, Romance languages
Marion Sherman Goldman, sociology
Bryna Goodman, history
Patricia A. Gwartney, sociology
Susan W. Hardwick, geography
Leslie J. Harris, law
S. Marie Harvey, anthropology
Elke Hechner, Germanic languages and literatures
Ellen Herman, history
Judith H. Hibbard, planning, public policy and management
Jocelyn Hollander, sociology
Shari M. Huhndorf, English
Lamia Karim, anthropology
Kathleen Rowe Karlyn, English
Lauren J. Kessler, journalism and communication

Linda Kintz, English
Wendy Larson, East Asian languages and literatures
C. Anne Laskaya, English
Julia Lesage, English
David Leiwei Li, English
John T. Lysaker, philosophy
Bonnie Mann, philosophy
Barbara D. May, Romance languages
Randall E. McGowen, history
Karen McPherson, Romance languages
Debra L. Merskin, journalism and communication
Fabienne Moore, Romance languages
Geraldine Moreno, anthropology
Sandra L. Morgen, anthropology
Madonna L. Moss, anthropology
Lise Nelson, geography
Julie Novkov, political science
Dorothee Ostmeier, Germanic languages and literatures
Peggy Pascoe, history
Amanda W. Powell, Romance languages
F. Regina Psaki, Romance languages
Forest Pyle, English
Mary K. Rothbart, psychology
Suzanne E. Rowe, law
Ellen K. Scott, sociology
Nancy E. Shurtz, law
Carol T. Silverman, anthropology
H. Leslie Steeves, journalism and communication
Lynn Stephen, anthropology
Martin Summers, history
Analisa Taylor, Romance languages
Cynthia H. Tolentino, English
Mia Tuan, sociology
Anita M. Weiss, international studies
Louise Westling, English
Elizabeth A. Wheeler, English
Lisa Wolverton, history
Mary E. Wood, English
Stephanie Wood, Center for the Study of Women in Society
Naomi Zack, philosophy
Virpi Zuck, Germanic languages and literatures

Undergraduate Studies

The Women's and Gender Studies Program offers students an opportunity to learn about the past and present achievements and experiences of women and to understand more clearly the decisive role that gender has played and continues to play in human societies.

The program is administered by a committee of faculty members and students appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, architecture, arts and administration, education, English, history, international studies, journalism, literature, philosophy, public policy and management, political science, psychology, and sociology among others.

Any student may take women's and gender studies courses. Some students take a few courses to complement the curriculum in another major. Others choose to fulfill the requirements for a major or minor in women's and gender studies.

Many women's and gender studies courses satisfy group and multicultural requirements. For more information, see Group Requirements and

Multicultural Requirement in the **Registration and Academic Policies** section of this catalog.

Preparation. No specific high school preparation is necessary. Students who transfer to the university from other colleges may apply up to 8 credits of women's and gender studies courses to the major or minor program.

Careers. An understanding of gender and of women's experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, medicine, the ministry, journalism, counseling, and childcare. In addition, a background in women's and gender studies can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Major Requirements

The Women's and Gender Studies Program offers an undergraduate major leading to a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. Students may major in women's and gender studies alone or as one of two or more majors. Majors must construct their programs in consultation with women's and gender studies advisers.

For double majors, a total of 48 credits are required, distributed as follows:

Specific Courses	24 credits
Women, Difference, and Power (WGS 101)	4
History and Development of Feminist Theory (WGS 315)	4
Feminist Perspectives: Identity, Race, and Culture (WGS 321)	4
Either Seminar: Feminist Research Issues (WGS 407) followed by Thesis (WGS 403) or Feminist Praxis (WGS 411) followed by Field Studies (WGS 406)	8
Advanced Feminist Theory (WGS 415)	4
Electives	24 credits
Approved courses with the WGS subject code ...	8
Approved courses that deal with the history of women	8
Approved upper-division courses with subject codes other than WGS	8

Students whose sole major is women's and gender studies must complete the following additional requirement for a total of 72 credits:

	24 credits
Courses that make up a coherent course of study, <i>either</i> by fulfilling the requirements of an existing minor program <i>or</i> by pursuing a disciplinary emphasis if there is no minor in that field of study. Courses proposed for the emphasis must have the written approval of a women's and gender studies adviser from the designated department or program.....	24

Courses used to satisfy major requirements must be taken for letter grades except for Special Studies: Self-Defense for Women (WGS 399), Thesis (WGS 403), Reading and Conference (WGS 405), Field Studies (WGS 406), Practicum (WGS 409), and Feminist Pedagogy (WGS 413); no more than 13 credits taken pass/no pass in these courses may be counted toward the major. At least 32 credits must be in upper-division courses.

At least 24 upper-division credits must be taken at the University of Oregon. Women's and gender studies majors must attain a grade point average of 2.50 or higher in courses applied to the major; graded courses in the major must be completed with grades of C- or higher.

Minor Requirements

The minor in women's and gender studies requires 24 credits including at least 12 credits in WGS courses and at least 8 credits chosen from approved upper-division courses offered by other departments. The remaining 4 credits may be in either women's and gender studies or approved upper-division courses. Women, Difference, and Power (WGS 101) is required, and candidates for the minor are strongly urged to take History and Development of Feminist Theory (WGS 315). No more than 6 credits in Reading and Conference (WGS 405) and Practicum (WGS 409) may be counted toward the minor. No more than 8 credits may be taken pass/no pass. Graded courses in the minor must be completed with grades of C– or higher. Courses applied to another major may not count for the women's and gender studies minor. At least 16 credits applied to the women's and gender studies minor must be taken at the University of Oregon.

Students must apply for the minor in the women's and gender studies office well in advance of graduation for transcript evaluation. In order to be eligible for the minor, students must complete all degree requirements and a major in another academic department.

Graduate Studies

The graduate certificate in women's and gender studies requires 24 credits in courses approved by the Women's and Gender Studies Committee. At least 12 of these credits must be in core courses in the Women's and Gender Studies Program. No more than 4 credits in Reading and Conference (WGS 605) and Practicum (WGS 609) can be applied to the certificate. At least 8 credits must be taken in approved graduate courses offered in other departments. No more than 8 credits may be taken pass/no pass without specific approval. Students who have not taken Women, Difference, and Power (WGS 101) or its equivalent must enroll in either Practicum (WGS 609) to facilitate a discussion group for WGS 101 or in a feminist pedagogy alternative.

A student who is unconditionally admitted to the Graduate School may earn a women's and gender studies certificate as an unclassified graduate student, as a complement to an individually designed interdisciplinary master's degree with a focus on women's and gender studies, or as an enhancement to a degree in another discipline. For more information see the **Graduate School** section of this catalog.

Applicants should arrange an appointment with the program director.

Women's and Gender Studies Courses (WGS)

101 Women, Difference, and Power (4) Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

315 History and Development of Feminist Theory (4) Feminist theory from the Enlightenment through the Second Wave, with special emphasis

on the diverse theories of the 1960s to the present. Prereq: WGS 101.

321 Feminist Perspectives: Identity, Race, Culture (4) Examines intersections of race and ethnicity, class, sexuality, and gender in the history and lives of United States women of color. Explores definitions of community, culture, and identity. Prereq: any WGS lecture or seminar course, or ES 101 or 102. Fujiwara.

331 Science, Technology, and Gender (4) Topics include the role of gender in the practice of science and the impact of sexism and racism on the development of science and technology. Prereq: WGS 101 or equivalent.

341 Women, Work, and Class (4) Explores contexts and cultural attitudes shaping the women's market and domestic labor including race, sexuality, age, and class as well as occupational segregation and control. Fujiwara.

351, 352 Women's Literature, Art, and Society (4,4) Interdisciplinary examination of women's literary, artistic, and intellectual contributions to women's culture and to dominant cultures. Focuses primarily on 19th and 20th centuries.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

403 Thesis (1–12R) R with program director's and thesis adviser's consent for maximum of 12 credits.

405 Reading and Conference: [Topic] (1–5R)

406 Field Studies: [Topic] (1–12R) R with program director's consent for maximum of 12 credits.

407/507 Seminar: [Topic] (1–5R) A current topic is Feminist Research Issues. **R** when topic changes. Fujiwara, Reis.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–4R)

411/511 Feminist Praxis (4) Combined internship and seminar explores the history and politics of community agencies and the relationship of feminist theory to practice. Prereq: any WGS or other approved course. Fujiwara, Raiskin.

413/513 Feminist Pedagogy (1) Surveys strategies for facilitating discussions in women's and gender studies classes and the special problems of teaching about gender, race, and sexuality. Prereq: WGS 101 or equivalent.

415/515 Advanced Feminist Theory: [Topic] (4R) Topics address contemporary issues include queer theory, sexualities and genders, feminism and race, and global feminist theory. Prereq: one upper-division WGS course.

421/521 Sexuality: [Topic] (4R) Topics include the history of sexuality, the social construction of sexuality, regulations concerning marital sex, homosexuality, commercial sex, birth control, and sexual culture. Prereq: WGS 101. **R** twice when topic changes for maximum of 12 credits.

422/522 Lesbian and Gay Studies: [Topic] (4R) Various topics in lesbian and gay studies, including the relationship between gender and sexuality and between lesbian-gay studies and women's and gender studies. Prereq: WGS 101. **R** twice when topic changes for maximum of 12 credits.

431/531 Global Feminisms (4) Surveys political, economic, and cultural strategies of women around the world with attention to feminist theory outside the United States. Prereq: WGS 101.

432/532 Postcolonial Women Writers (4) Explores women's fictional and theoretical analyses of colonial history, neocolonial politics, patterns of migration, and relations between gender and national identity. Prereq: any WGS lecture or seminar course. Raiskin.

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–16R)

605 Reading and Conference: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–5R)

610 Experimental Course: [Topic] (1–4R)

Approved Courses in Other Departments

See descriptions under named departments. Other courses may qualify; inquire at the Women's and Gender Studies Program office.

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314), Women and Culture II: Creativity and Symbols (ANTH 315), Anthropology of Gender (ANTH 421/521), Feminism and Ethnography (ANTH 439/539)

Arts and Administration. Women and Their Art (AAD 452/552)

Classics. Gender and Sexuality in Antiquity (CLAS 314)

East Asian Languages and Literatures: Chinese. Women in Traditional Chinese Literature (CHN 350)

English. Women Writers' Cultures (ENG 315), Women Writers' Forms (ENG 316), Film Directors and Genres: Women and Melodrama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Feminist Literary Theory (ENG 497/597), Studies in Women and Literature (ENG 498/598)

Ethnic Studies. Women of Color: Issues and Concerns (ES 330)

Germanic Languages and Literatures: German. German Gender Studies (GER 354)

Germanic Languages and Literatures: Scandinavian. Scandinavian Women Writers (SCAN 353)

History. History of Women in the United States I,II (HIST 308, 309), Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Women and Social Movements in Europe from 1750 to the Present (HIST 311), African Women's History (HIST 416/516)

International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (J 320)

Political Science. Women and Politics (PS 348)

Romance Languages: French. Autobiographical Writings by Women (FR 435/535)

Romance Languages: Italian. Italian Women's Writing (ITAL 498/598)

Romance Languages: Spanish. Spanish Women Writers (SPAN 497/597, 498/598)

Sociology. Sociology of Women (SOC 355), Issues in Sociology of Gender (SOC 455/555), Feminist Theory (SOC 456/556), Sex and Society (SOC 457/557)



School of Architecture and Allied Arts

Robert Z. Melnick, Dean

(541) 346-3631

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<http://aaa.uoregon.edu/>

About the School

The School of Architecture and Allied Arts, founded in 1914, is the principal center in Oregon for the study of architecture, art, planning, and design. The school is a unique interdisciplinary setting for the study of the history, theory, practice, and management of the arts, which—in its broadest meaning—reaches from the creation of visual art to the making of public policy.

The School of Architecture and Allied Arts (A&AA) is a close association of five departments and three programs: the Departments of Architecture; Art; Art History; Landscape Architecture; and Planning, Public Policy and Management; and the Interior Architecture, Historic Preservation, and Arts and Administration Programs.

Undergraduate and graduate degrees are offered in art, art history, architecture, interior architecture, landscape architecture, and public policy and management. Additional graduate degrees are offered in community and regional planning, arts administration, and historic preservation. Graduate certificates are offered in not-for-profit management, museum studies, and technical teaching in architecture.

The school's large enrollment courses for its majors and minors also serve the general education needs of the university's student body.

The professional degrees in architecture, community and regional planning, interior architecture, landscape architecture, and public policy and management are fully accredited. Approximately 9 percent of the university's students are majors in the School of Architecture and Allied Arts.

Students participate in art and environmental design studios—an educational environment that

provides direct exploration of ideas and the development of imaginative thinking and creativity. The school has a long and valued tradition of innovative and collaborative education, community involvement, and direct student responsibility for the student's university education. The school aims to educate visually literate citizens and support a sustainable environment.

Research, Scholarship, and Creative Work

Research and creative work bring together people in the school's various disciplines and provide links with scholars elsewhere at the university, in the local community, and throughout the world.

Program diversity enhances the faculty's scholarly activity and creative endeavor. Faculty members in the environmental design and planning fields are encouraged to be active in professional practices, to engage in design competitions, and to develop theoretical studies. Faculty members in the arts participate nationally and internationally in exhibitions of their creative work. Scholarly work in art history, arts administration, planning, and public policy has produced significant publications and enhanced human understanding in those fields.

Members of the school's faculty participate in many of the university's interdisciplinary research centers and institutes including the Solar Energy Center, the Center for Housing Innovation, the Center for Asian and Pacific studies, the Community Planning Workshop, the Institute for a Sustainable Environment, and the Institute for Community Arts Studies.

Extended Programs

The School of Architecture and Allied Arts supports off-campus

programs that enhance learning and research opportunities and enrich the ties between the university and the local, state, national, and international communities.

The University of Oregon has extended centers in the Portland area, which are used by various departments and programs in the school. The Urban Architecture Program is permanently located in downtown Portland. The school also maintains historic property that supports research and teaching: in Portland, the Watzek House, and in the Columbia Gorge, the Shire.

Off-campus learning and research include field course work in art, historic preservation, architecture, landscape architecture, and planning. Internship opportunities are available for students to explore their disciplines beyond the structure of the university setting.

International study programs include summer programs in Kyoto, Rome, Sienna, Dira, and Florence offered by the Departments of Art, Architecture, and Landscape Architecture. The Department of Architecture has active exchange programs with the Universities of Stuttgart and Copenhagen. Various departments participate in National Student Exchange of which the University of Oregon is a member.

Facilities

The School of Architecture and Allied Arts is housed principally in Lawrence Hall and Pacific Hall. Facilities include a branch of the UO Libraries, administrative and departmental offices, and most of the faculty offices and studio spaces. The Department of Planning, Public Policy and Management is located in Hendricks Hall. The north site, located north of the Millrace, is an eight-building complex containing faculty offices, advanced studios

in the arts, environmental design research laboratories and workshops, and the Urban Farm.

The school provides equipment not typically available to individuals such as studio furniture, easels, looms, and shared resources. Students supply personal equipment such as computers, graphic tools, and course materials. The school supports these purchases by providing infrastructure, secure rooms, and lockers.

Resources

Computing Services

Chris Jones, Director

(541) 346-2094

Many schools teach students to use software, but the School of Architecture and Allied Arts teaches students to be designers and creative decision-makers regardless of the tools they use. Students learn to explore new ideas through a combination of traditional methods and experimental techniques. Through work in animation, multimedia, graphics, computer-aided design, geographic information systems, and web publishing, students see how computers can extend capabilities and enhance understanding.

Lecture rooms, studios, classrooms, and review rooms are networked (wired and wireless) to support instructional technology on Windows and Mac OS workstations. The university provides server accounts for e-mail and web pages and maintains a high-speed computer network. The school provides access to a full array of computing applications through its instructional and research laboratories located in Lawrence Hall, Pacific Hall, Hendricks Hall, the UO Portland Center, and the north-site complex. A technical staff maintains these resources as

well as shared large-scale color plotters and high-resolution printers. Technical support is available through the Computing Center, AA&A Computing Services, and informal peer consulting.

Much faculty research involves the application of emerging technology to specific domains. Research groups in planning, public policy and management, architecture, and landscape architecture have developed methods for using Internet, geographic information systems, graphics, and database applications to facilitate community problem solving. Tools are being developed to make planning and design decisions easier to understand by putting their consequences in graphic terms. Art faculty members have created award-winning animations and interactive multimedia projects that range from avant-garde artwork to pragmatic educational projects. The school maintains a close relationship with the library's Media Services, which offers technical expertise in digital media.

Office of Research and Development

Karen J. Johnson, Assistant Dean

(541) 346-3697

The Office of Research and Development serves as a center for external relations, alumni contact, and fundraising for school programs and activities. It coordinates student scholarship, award, and fellowship programs and publishes the *A&AA Review* each spring and *A&AA Bulletin* each fall and summer. The school's Board of Visitors program, directed by the office, links professions with research, teaching, and education. Students have access to the professional community through Professional Connections, a resource linked to the A&AA website.

The school is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences and the International Council for Building Research Studies and Documentation. Through these organizations, the school is able to participate regionally in research and related activities while obtaining up-to-date research and technological information from a broader community.

Interdisciplinary Research

Center for Housing Innovation

Donald B. Corner, Director

(541) 346-4064

The Center for Housing Innovation is a nonprofit, multidisciplinary research center offering expertise in the design, construction, and manufacture of housing in North America. Issues range from the development of energy-efficient housing to the innovative use of wood products. For more information see the **Research Institutes and Centers** section of this catalog.

Energy Studies in Buildings Laboratory

G. Z. Brown, Director

(541) 346-5647

The laboratory's facilities include a computer simulation laboratory and an artificial sky.

Research projects seek to illuminate the ways buildings and their related transportation and land use systems determine energy use; develop new materials, components, assemblies, whole buildings, and communities with improved performance; and develop computer software design tools that enable professionals to design more efficient communities and buildings. Laboratory members conduct a design-assistance program for architects, sponsored by utilities, which uses the artificial sky and computer simulations to recommend proposed building design changes.

Institute for a Sustainable Environment

Robert G. Ribe, Director

(541) 346-0675

The Institute for a Sustainable Environment explores the long-term sustainability of the earth's environmental systems. The institute's programs draw from the natural sciences, social sciences, humanities, and professional fields to foster applied cross-disciplinary environmental research, education, and public service. The institute offers students and members of the faculty and staff many opportunities for employment and program participation.

Institute for Community Arts Studies

Doug Blandy, Director

(541) 346-3639

251E Lawrence Hall

In 1965 a founding gift from Lila A. Wallace established the Institute for Community Arts Studies as a research and public service organization in the School of Architecture and Allied Arts. The institute renewed its focus in 1995 in collaboration with the arts management master's degree in the Arts and Administration Program. The goal of the institute continues to be the promotion and implementation of research, professional education, and community service programs that cultivate a public understanding of the arts in a broad context. The institute draws its participating faculty from the Arts and Administration Program and its associates from UO museums and the School of Music.

Student Information

Admission

Admission, major requirements, and course offerings are described in the departmental sections that follow. Freshmen and transfer students must meet University of Oregon requirements for admission to the School of Architecture and Allied Arts. Work being submitted for transfer credit must be approved by the major department. Students develop their programs of study assisted by advisers from the department to which they have been admitted.

Premajors and Nonmajors

Many courses are open to majors outside the School of Architecture and Allied Arts or to students who have not yet declared a major. Undeclared students who want to explore programs in the school should seek advice from the associate dean. Courses open to nonmajors are listed below under the AAA course heading.

Architecture and Allied Arts Courses (AAA)

Courses with the AAA subject code cross the school's disciplines and are described only in this section of the catalog. Courses listed below with other subject codes (AAD, ARCH, ARH, ART, LA, PPPM) belong to specific disciplines in the school and are open to, and recommended for, nonmajors, premajors, and undeclared students. These courses have no prerequisites and do not require instructor's consent. Cross-references indicate where to find the course descriptions.

ART 115 Basic Design: Foundations (4R) See **Art**

ART 116 Basic Design: 3-D (4R) See **Art**

180 Introduction to Visual Inquiry I (3) Studio seminar increases awareness of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions, reflecting on their meaning.

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R)

ARCH 201 Introduction to Architecture (4) See **Architecture**

PPPM 201 Introduction to Planning, Public Policy and Management (4) See **Planning, Public Policy and Management**

ARH 204, 205, 206 History of Western Art I,II,III (4,4,4) See **Art History**

ARH 207 History of Indian Art (4) See **Art History**

ARH 208 History of Chinese Art (4) See **Art History**

ARH 209 History of Japanese Art (4) See **Art History**

ARCH 222 Introduction to Architectural Computer Graphics (4) See **Architecture**

ART 233 Drawing (4) See **Art**

AAD 250 Art and Human Values (4) See **Arts and Administration**

AAD 251 The Arts and Visual Literacy (4) See **Arts and Administration**

AAD 252 Art and Gender (4) See **Arts and Administration**

LA 260 Understanding Landscapes (2-4) See **Landscape Architecture**

ARH 314, 315 History of Western Architecture I,II (4,4,4) See **Art History**

LA 375 Contemporary American Landscapes (4) See **Landscape Architecture**

LA 390 Urban Farm (2-4R) See **Landscape Architecture**

401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-21R)

409 Supervised Tutoring (1-21R)

410/510 Experimental Course: [Topic] (1-5R)

ARH 474, 475, 476 History of Interior Architecture I,II,III (3,3,3) See **Art History**

ARCH 491/591, 492/592 Environmental Control Systems (4,4) See **Architecture**

605 Reading and Conference: [Topic] (1-16R)

606 Special Problems: [Topic] (1-16R)

608 Workshop: [Topic] (1-16R)

Architecture

Christine Theodoropoulos, Department Head

(541) 346-3656

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1206 University of Oregon

Eugene OR 97403-1206

<http://architecture.uoregon.edu>

(503) 725-3682

Portland Architecture Programs, 722 SW 2nd Avenue, Portland OR 97204-3127

Faculty

Mary Anne Beecher, assistant professor (interior architecture). B.A., 1986, M. A., 1988, Iowa State; M.A., 1998, Iowa. (1999)

Lars Uwe Bleher, assistant professor (design, digital media). M.Arch., 1994, Oregon; Dipl.Ing., 1995, Stuttgart; reg. architect and urban planner, Germany. (2002)

G. Z. Brown, professor (design, environmental control systems, effect of energy and material conservation on architectural form). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; reg. architect, Oregon; member, American Institute of Architects. (1977)

Virginia Cartwright, associate professor (design, daylighting, electric lighting). A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon. (1986)

John Cava, adjunct associate professor (design, history, theory). B.Arch., 1979, Oregon; M.Arch., 1987, Columbia; reg. architect, Oregon; member, American Institute of Architects. (1988)

Nancy Yen-wen Cheng, associate professor (design, digital media). B.A., 1983, Yale; M.Arch., 1990, Harvard; reg. architect, Massachusetts; NCARB certificate; member, American Institute of Architects. (1996)

Michael Cockram, adjunct assistant professor (design, process media). B.A., 1982, Arkansas; M.Arch., 1989, Oregon. (1994)

Donald B. Corner, professor (design, construction systems, housing production); director, Center for Housing Innovation. B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; reg. architect, Massachusetts. (1979)

Brian F. Davies, assistant professor (design, media, materials). B.S., 1991, M.A., 1999, Cornell. (1999)

Howard Davis, professor (design, architecture and culture, vernacular architecture and urban districts). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Stephen F. Duff, associate professor (design-build apprenticeship, design judgment, structures and construction). B.A., 1985, Washington (Seattle); M.Arch., 1988, M.S., 1993, California, Berkeley. (1994)

Ihab Elzeyadi, assistant professor (design, environmental control systems). B.Arch., 1988, Graduate Diploma in Architectural Engineering, 1990, Ain Shams University; M.S., 1996, Pennsylvania State; Ph.D., 2001, Wisconsin, Milwaukee. (2001)

Michael E. Fifield, professor (design, housing, urban design). B.A., 1973, California, Berkeley; M.Arch., 1980, California, Los Angeles; reg. architect, Oregon, Arizona, Idaho; NCARB certificate; member, American Institute of Architects, American Institute of Certified Planners. (1998)

Gerald Gast, associate professor (urban and architectural design, urban studies). B.Arch., 1967, M.Arch., 1969, Illinois; reg. architect, California. (1994)

Donald Genasci, professor (history and theory, architecture and urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex; reg. architect Oregon, NCARB and England (ARCUK). (1977)

James W. Givens, adjunct associate professor (design, design theory and process). B.Arch., 1985, M.Arch., 1989, Oregon. (1986)

Megan Haight, adjunct assistant professor (design, design process). B.A., 1973, Stanford; M.Arch., 1979, Yale. (1996)

Joanne Hogarth, adjunct assistant professor (design, design process, media). B.A., 1986, British Columbia; M.Arch., 1991, Oregon. (1997)

Wayne J. Jewett, senior instructor (furniture design and construction, sculpture). B.S., 1970, M.F.A., 1972, Wisconsin, Madison. (1974)

Ronald W. Kellett, professor (design, neighborhood planning, design process). B.E.S., 1975, Manitoba; M.Arch., 1979, Oregon; reg. architect, British Columbia. (1985)

Peter A. Keyes, associate professor (design, housing research and building technology, community design). A.B., 1978, Harvard; M.Arch., 1983, Columbia; reg. architect, New York. (1990)

Alison G. Kwok, associate professor (design, environmental control systems). B.A., 1977, Knox; M.Ed., 1980, Hawaii; M.Arch., 1990, Ph.D., 1997, California, Berkeley; reg. architect, California. (1998)

Hans Joachim Neis, associate professor (urban and architectural design). Dipl.Ing., Damstadt, 1976; M.Arch., 1979, M.C.P., 1980, Ph.D., 1989, California, Berkeley. (2000)

Kevin Nute, associate professor (design and design theory). B.A., 1981, B.Arch., 1985, Nottingham; Ph.D., 1993, Cambridge. (2000)

James A. Pettinari, professor (design-graphic analysis, urban and community design, transit-related development); director, Portland programs. B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

Otto P. Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S., 1958, Cincinnati; reg. architect, California, Colorado, Illinois, Indiana, Oregon, Virginia, Washington, Washington, D.C.; NCARB certificate; member, American Institute of Architects. (1962)

John S. Rowell, associate professor (design, construction). B.S., 1984, British Columbia; M.Arch., 1990, Oregon; reg. architect, Washington, Oregon, California; NCARB certificate; member, American Institute of Architects. (1996)

Alison B. Snyder, associate professor (design, light, ancient and modern sacred space and vernacular structures). B.A., 1982, Washington (St. Louis); M.Arch., 1987, Columbia; reg. architect, New York, Pennsylvania, New Jersey. (1997)

Robert L. Thallon, associate professor (design, media, construction). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon, California. (1979)

Christine Theodoropoulos, associate professor (design structure). B.S.C.E., 1979, Princeton; M.Arch., 1985, Yale; reg. architect, reg. civil engineer, California; member, American Institute of Architects; American Society of Civil Engineers. (1997)

James T. Tice, associate professor (design, theory). B.Arch., 1968, M.Arch., 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns); associate head, student affairs. B.Arch., 1971, M.L.A., 1977, Oregon. (1981)

Glenn Wilcox, assistant professor (design, digital media). B.Arch., 1992, Temple; M.Arch., 1998, Cornell. (2001)

Jenny Young, associate professor (design, programming, health-care facilities). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, associate professor (design, media, behavioral factors) director, Interior Architecture Programs. B.I.Arch., 1982, Kansas State; M.I.Arch., 1990, Oregon; NCIDQ certification; member, Institute of Business Designers. (1990)

Courtesy

Edward Allen, courtesy professor (technical teaching program). B.Arch., 1962, Minnesota; M. Arch., 1964, California, Berkeley. (2001)

Emeriti

John L. Briscoe, professor emeritus. B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects. (1953)

Stanley W. Bryan, professor emeritus. B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Philip H. Dole, professor emeritus. M.Arch., 1949, Harvard; M.S., 1954, Columbia; reg. architect, New York. (1956)

Wilmot G. Gilland, professor emeritus. A.B., 1955, M.F.A., 1960, Princeton; reg. architect, California, Oregon; Fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor emeritus. B.A., 1961, M.A., 1964, Washington State; Fellow, Interior Design Educators Council. (1967)

Rosaria Flores Hodgdon, associate professor emerita. Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

William Kleinsasser, professor emeritus. A.B., 1951, M.F.A., 1956, Princeton; reg. architect, Pennsylvania, New York, Oregon. (1965)

Earl E. Moursund, professor emeritus. B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Gary W. Moye, associate professor. B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; reg. architect, Pennsylvania, New York, Oregon. (1976)

Donald L. Peting, associate professor emeritus; assistant dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

Pasquale M. Piccioni, associate professor emeritus. B.Arch., 1960, Pennsylvania; reg. architect, Pennsylvania. (1968)

Guntis Plésums, professor emeritus. B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. (1969)

John S. Reynolds, professor emeritus. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Oregon. (1967)

Charles W. Rusch, professor emeritus. A.B., 1956, Harvard; B.Arch., 1964, M.Arch., 1966, California, Berkeley. (1978)

Michael D. Utsey, associate professor emeritus. B.Arch., 1967, Texas; M.Ed.D., 1971, Yale; reg. architect, Oregon. (1967)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Guest Lecturers and Critics

The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year. The program includes the Pietro Belluschi Distinguished Visiting Professor in Architectural Design and the Frederick Charles Baker Chair and lectures on light and lighting in architecture.

The Study of Architecture

Architectural Education. The purpose of studying architecture is to learn how to make physical changes to our surroundings that enhance the quality of the built environment and our experience of life. Within this broad purpose, architectural study and practice include the tasks of providing shelter and environmental protection,

providing appropriate settings for human activities, and creating forms that are aesthetically pleasing and supportive of social well-being in the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this catalog) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This kind of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department sets high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together a variety of disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience firsthand important landscapes, cities, buildings, and other elements of the structured environment.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as construction management, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming and administration.

Accreditation. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the bachelor of architecture and the master of architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which, when earned sequentially comprise an accredited professional education. The preprofessional degree is not, by itself, recognized as an accredited degree.

At the University of Oregon, both the bachelor of architecture (B.Arch.) and the master of architecture (M.Arch. first professional degree Options II and III) programs are accredited by NAAB.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. In some states, including Oregon, registration with the Intern Development Program is required while preparing for licensure.

Off-Campus Study

The historic Willamette Block, at the corner of Yamhill and Second Streets in downtown Portland, is known as the UO Portland Center. It houses the Department of Architecture's Portland programs on the fourth floor. Department facilities at the center include design studios, exhibit and review rooms, classrooms, library, computer laboratory, model shop, and supporting spaces.

Portland Urban Architecture Program. Students may elect to spend from one to three terms in this program. Design studios focus on urban topics, as do many of the support courses offered. At least one core course and advanced courses are offered each term.

Portland Program in Architecture. The Department of Architecture offers its Option I and Option II master of architecture programs in residence at the UO Portland Center and in Eugene.

The master's programs in Portland focus on urban architecture and have a strong urban design component. Students may complete all of their studies in Portland or take courses in Eugene and Portland. Portland students have the use of all the resources and facilities on the Eugene campus, including scholarships and financial aid. Through provisions of the Oregon University System, students may also enroll in courses and use library facilities at other state-system universities.

The Portland program takes an active part in civic and regional issues through design studio projects, focused course work on urban architecture, research, internship programs, and sponsorship of professional and public events. The program maintains a strong relationship with Portland's highly respected professional community. More information is available through the Department of Architecture office in Portland or Eugene.

Rome Program. The Department of Architecture's annual summer program in Rome includes studio and subject-area courses. Walking tours of Rome and field trips to nearby architectural sites complement the program. The program is housed in the Palazzo Pio in the historic center of Rome. Students live in apartments within a fifteen-minute walk of the facility.

Exchange Program. Each year a small number of Oregon students exchange places with students in the architecture program in Stuttgart, Germany. Undergraduate students in their third or fourth year and professional-degree graduate students who have a full year of study remaining after the exchange year are eligible.

Danish International Studies Program. Each year approximately ten architecture and several interior architecture students travel to Copenhagen

to participate in the program. Summer, fall, and academic-year options are offered. Credits are automatically transferred, and financial aid is available.

Registering for Overseas Courses. Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective students a chance to learn about the discipline in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work.

Information about the Summer Architecture Academy may be obtained on the website or by calling the department.

Curriculum for the Study of Architecture

The professional curriculum in architecture has two principal objectives: (1) the promotion of broad inquiry into the integrative nature of environmental issues and design and (2) a detailed professional education in architectural design. Graduates of the program in architecture must have comprehensive skills in the understanding and design of environments ranging from urban design to intimate personal space.

Students must meet the curriculum requirements published in the *UO Catalog* and in the department's *Advising Handbook*, which includes sample programs, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned a faculty adviser and encouraged to consult that adviser for specific information.

Residence Requirements

For transfer students to earn the bachelor of architecture (B.Arch.) or master of architecture (M.Arch.) degree from the university, the following minimum course work must be successfully completed in residence:

1. Design area: four terms of architectural design including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 18 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the **Graduate School** section of this catalog. Undergraduate students should contact the UO admissions office to learn how withdrawal from the university affects residency status.

Departmental Policy. Undergraduate and graduate students may interrupt the course of study for various reasons. In order for the department to plan for maximum use of resources, students must file a leave-of-absence form with the department indicating the expected date of return. Leave-of-absence status is renewable.

Undergraduates may accumulate up to a total of two years of leave; they must file a departmental leave-of-absence agreement and submit a reenrollment card to the Office of the Registrar. Graduate students may accumulate up to a total of one year of leave; they must file a Graduate School leave-of-absence form and a departmental agreement—both available in the department office. If the limits on accumulated leave are exceeded or the leave-of-absence terms of agreement are not met, major status may be revoked. Students who do not file a leave-of-absence agreement form with the department cannot be guaranteed access to design studio courses the year they return.

Undergraduate Studies

The undergraduate five-year professional degree program leads to a bachelor of architecture (B.Arch.) degree. It is highly structured the first three years and more flexible the last two. This flexibility allows each student to establish a study sequence according to individual interests and needs and to take advantage of diverse opportunities in the profession. Transfer students should be aware that an accelerated program is normally possible only for students who transfer from an accredited architecture program.

Prospective applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). Undergraduate programs include the bachelor of architecture program and a minor in architecture.

Bachelor of Architecture: 231 credits

In addition to the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal education. Besides the university general-education requirements for professional-school majors, students must complete upper-division course work outside the major as part of the general-elective requirement.

University General-Education Requirements: minimum of 44 credits. College composition (8 credits); group requirements in arts and letters, social science, and science (36 credits); the multicultural requirement (8 additional credits if the selected courses do not also satisfy group requirements). Architecture majors must take General Physics (PHYS 201, 202), which are science group-satisfying courses.

Major Program Requirements: 187 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department's minor program application and submit it with the required academic records to the Department of Architecture office. Applicants are notified when their applications have been approved. The application form includes a curriculum work sheet with the requirements in effect at the date of acceptance
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met

3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available
4. Courses required for minors are open to other university students with instructor's consent

Course Requirements	credits
Introduction to Architecture (ARCH 201)	4
Architectural Contexts: Place and Culture (ARCH 430) or Human Context of Design (ARCH 440) or Spatial Composition (ARCH 450)	4
Courses in architectural subject areas	12
History of Western Architecture I,II (ARCH 314, 315) and one additional upper-division architectural history course from the Department of Art History	12
Building Construction (ARCH 470)	4

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of first-year and transfer (including change-of-major) applicants are admitted to the first year of the bachelor of architecture program each year. A smaller number of applicants from other NAAB-accredited or -recognized feeder programs are admitted as advanced transfer students. Prospective students should request application packets during the fall, well before application deadlines. The university deadline for undergraduate application to the architecture major program is December 15 (see Application Deadlines in the **Admissions** section of this catalog). The deadline for completion of the departmental application is January 15. Applicants must meet both deadlines. Applications are reviewed and accepted only once each year. Students receive admission notices by April 1.

Admission review focuses on (1) creative capability; (2) academic capability; and (3) potential for contribution to the program through diversity of background, experience, maturity, or breadth of general knowledge. Students are expected to submit specific materials supporting each of these attributes (academic records, essays, recommendations, and a portfolio of creative work). Prospective applicants should write to Architecture Admissions, Department of Architecture.

Applicants need not have course work in building design, but they are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative capability.

Accepted applicants must be academically secure. To be considered, first-year applicants must have grades and scores that meet at least three of the following four indices, and all applicants must submit SAT scores.

1. High school grade point average (GPA)—3.25
2. Verbal SAT I—550
3. Mathematical SAT I—550
4. Total SAT I—1100

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. **Paper-based test:** a minimum total score of 575 must be achieved with a minimum of 58 in each subsection.

Computer-based test: a minimum total score of

233 must be achieved with a minimum score of 24 in each subsection.

Transfer applicants must have a minimum college or university grade point average of 3.00 and meet the other criteria listed above for first-year applicants.

Graduate Studies

There are three programs of graduate study in the Department of Architecture: Options I, II, and III. In all three programs, students must take a minimum of 45 graduate credits, of which 30 must be in the major and 9 must be at the 600 level. These programs do not have a graded-credit requirement. Additional requirements for each program are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. Applicants must have a professional degree in architecture. Students in this program produce a thesis or a terminal research project. The program can usually be completed in four to six terms. Approximately five new students are admitted into the program each year.

The Option II and III programs lead to the M.Arch. as an accredited, first professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year preprofessional degree in architecture from an institution where the four-year degree is part of a "four plus two" NAAB-accredited degree program. Applicants who have a four-year preprofessional degree in an environmental design discipline and an equivalent amount of professional studio and course work as is required of Option II applicants may be considered for the Option II program. Students admitted into the Option II program begin their studies fall term. Students with bachelor's degrees (B.S. or B.A.) other than a preprofessional degree in architecture or the equivalent as stated above must apply to the Option III program. The Option III program typically is completed in ten terms. Option III students begin their program the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, interior architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior studio work.

Professional Degree Program Requirements

Option III students must complete 64 credits of architectural design studio and 80 credits of professional subject-area courses described in the Professional Curriculum section below. A minimum of ten terms is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program, but are admitted with advanced standing in studio and subject-area courses. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. This preliminary evaluation of transfer credit is provisional, pending satisfactory completion of three terms in residence.

Option II students may transfer up to 36 credits of design—excluding ARCH 585, 586—and up to 50 credits of subject-area courses. Option II students must complete a minimum of six terms and the following 81 credits in residence:

- 40 credits in architectural design studios
- 30 credits in professional subject-area courses including advanced electives and/or a research project
- 11 credits in nonstudio ARCH electives

Students admitted into the Option II program are expected to have completed basic subject-area courses in technology, architectural history, and other areas in their preprofessional degree program. Students with insufficient preparation in subject-area or design studio courses may be admitted with deficiencies. Satisfaction of the specific deficiencies may require course work in addition to the minimum of 81 credits required for the degree. Students intending to enroll in the Portland Architecture Program may be required to fulfill deficiencies on the Eugene campus before matriculation in the Portland program.

For more information, see Curriculum for the Study of Architecture above.

Postprofessional Degree Program Requirements

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic in one or more of the following areas of faculty research:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and furniture
7. Lighting and lighting design
8. Proxemic design and ergonomics
9. Urban design
10. Vernacular architecture
11. Structures and construction

The Option I thesis draws on individual research, professional and general university courses, and consultation with the student's thesis committee. For more information about the thesis, see the **Graduate School** section of this catalog.

Certificate in Technical Teaching in Architecture

The program prepares candidates who are capable of integrating technical building and engineering information with the design education process for teaching positions in schools of architecture. This integration should improve the quality of architectural technical teaching and associated research and its relevance to architectural design studios. Technical subjects include structural design, construction materials and processes, and environmental control systems.

This certificate program is designed for graduate students in the postprofessional (Option I) master of architecture program, but graduate students in Options II and III may apply to the certificate

program. Students who pursue this certificate typically focus their research on curriculum, tools, and strategies for teaching and concentrate on improving their comprehensive knowledge of the technical subjects.

Certificate candidates must demonstrate advanced proficiency in at least one technical subject area (structures, construction, environmental control) and have the background necessary to teach at the introductory level in the other two. This requirement can be fulfilled by submitting a portfolio documenting professional experience and/or prior course work to the technology faculty, or it can be met by completing a sequence of advanced courses while at the University of Oregon.

Two years in residence is typical, during which a minimum of 24 credits is required for the certificate. Twelve of these 24 credits may be used to fulfill master of architecture degree requirements.

Graduate Admission

Prospective applicants may request a description of the graduate program and an application packet by writing to the admissions adviser, Department of Architecture. Applicants must take Graduate Record Examinations (GRE) so that the scores, a required component of the application, can be reported by the application deadline. Students whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL) of at least 233 (computer-based) or 575 (paper-based). Applications must be postmarked by the first Monday after January 1 for applicants to be considered for admission the subsequent fall term—summer session for Option III students. Notification of results is mailed by April 1. The department typically does not accept late applications.

Unless a leave of absence has been approved, students enrolled in a graduate program must attend the university continuously (except summers) until program requirements have been completed. For departmental policy about the leave of absence, see Curriculum for the Study of Architecture above.

A number of graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students. Applicants with previous architectural education (Option I or II) may want to request GTF application forms with their packets. Option III students generally qualify for GTF awards in the second or third year of the program.

Professional Curriculum

The professional curriculum in architecture has two elements: architectural design and architectural subjects. Undergraduate students also must complete a set of general electives.

Architectural Design: 64 credits

The architectural design studio and its activities are the heart and focus of the professional curriculum. The design studio is a social and interactive workplace. Students are encouraged and expected to work cooperatively and to draw on the knowledge, skills, and criticism of their colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas,

skills, and the critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can be earned only through participation in design studio. Six credits earned in either Site Planning and Design (LA 489/589) or Interior Design (IARC 484/584) studios may be applied to this 64-credit requirement.

Introductory Architectural Design Studios

Introductory Architectural Design I,II (ARCH 181, 182), two-term studio for undergraduate majors

Introductory Graduate Design (ARCH 680, 681, 682), three-term studio for Option III graduate students

Graduate Architectural Design: Option II (ARCH 683), for Option II graduate students

Intermediate Architectural Design Studios

Intermediate Architectural Design I,II (ARCH 281, 282), two-term studio for undergraduate students

Architectural Design (ARCH 484/584), repeatable studio for all professional-degree students. Twenty-four credits required for undergraduate students. Thirty credits required for Option III graduate students. Eighteen credits required for Option II students

Advanced Architectural Design Studios

Advanced Architectural Design I,II (ARCH 485/585, 486/586), two-term studio for professional-degree students

Architectural Subjects: 80 credits

Architectural subject courses introduce and develop theory, knowledge, and skills in architecture and related disciplines. Emphasis is on learning architectural subject areas in the context of design. The content and focus of these courses is closely coordinated with offerings and expectations in the architectural design area.

A core curriculum is required for professional degree students. Introductory courses present knowledge, concepts, and skills basic to further study in several subject areas. Core courses instill competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history. Prerequisites for advanced studios include seven technology courses, three design-arts core courses, and architectural history—four courses for undergraduates and three courses for graduate students.

In the following list, required courses are indicated with an **r**.

Architectural Design Skills

Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications.

r Design Skills (ARCH 202) (undergraduate)

r Graduate Design Process (ARCH 611) (graduate)

Design Process, Methods, and Research. Strategies, processes, and techniques for design and design research. Principles of problem analysis and definition, information gathering and organization, concept and form generation, and evaluation.

Structural Planning (ARCH 412/512)

Environmental Design Research (ARCH 620) (graduate)

Media for Design Development. Theory and application of visual media for design process. Principles and skills of diagramming, drawing, and model making to support design thinking and communication.

Introduction to Architectural Computer Graphics (ARCH 222) (undergraduate)

Analysis through Recording of Historic Buildings (ARCH 421/521)

r Media for Design Development (ARCH 423/523)

Advanced Design-Development Media (ARCH 424/524)

Computer Literacy Requirement

By the end of their first year in the program, students are expected to have achieved the level of proficiency established by the department in office software as well as basic literacy in computer graphics for architecture, image processing, two-dimensional drafting, and three-dimensional modeling. Introductory architecture courses presume a knowledge of computer operations, general-use software, and Internet communications. Students are required to have a high-speed personal computer and a specified complement of software. Each spring the department reviews its software and hardware recommendations, so it is best to contact the department before making purchases.

Architectural Design Content

The discipline of architecture is predicated on integration of knowledge in history, theory, and application in a range of content areas. Subjects and courses in this subarea introduce general knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

r Introduction to Architecture (ARCH 201) (undergraduate)

History and Theory of Place Response. The physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and appropriate design responses.

r Architectural Contexts: Place and Culture (ARCH 430/530)

Settlement Patterns: Japanese Vernacular I,II (ARCH 432/532, 433/533)

Vernacular Building (ARCH 434/534)

Theory of Urban Design I,II (ARCH 436/536, 437/537)

Understanding Landscapes (LA 260) (undergraduate)

Site Analysis (LA 361) (undergraduate)

Contemporary American Landscape (LA 385)

History and Theory of Human Activity Support.

Design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

r Human Context of Design (ARCH 440/540)

Architectural Programming (ARCH 449/549)

Furniture: Theory and Analysis (IARC 444/544)

Color Theory and Application for the Built Environment (IARC 447/547)

History and Theory of Spatial Ordering. Principles of form and composition in the making of architectural space. The study of past and present ideas and principles through which building elements are given order and meaning.

r Spatial Composition (ARCH 450/550)

The Façade (ARCH 457/557)

Types and Typology (ARCH 458/558)

History and Theory of Structure. The role of structural form and behavior in creating safe and satisfying environments. Methods for selection and refinement of systems of structure based on general principles and detailed calculation.

r Structural Behavior (ARCH 461/561)

r Wood and Steel Building Systems (ARCH 462/562)

r Structural Systems (ARCH 463/563)

Seismic Study (ARCH 469/569)

History and Theory of Construction. Study of the physical properties and manufacture of building materials and their behavior in place over time. Materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

r Building Construction (ARCH 470/570)

r Building Enclosure (ARCH 471/571)

Interior Construction Elements (IARC 471/571)

Interior Finishes and Design Application (IARC 472/572)

Working Drawings in Interior Architecture (IARC 473/573)

Preservation and Restoration Technology (ARCH 474/574)

Preservation Technology: Masonry (ARCH 475/575)

History and Theory of Environmental Control.

Study of the effects of climate on people and the need for tempered enclosure and life-support systems in buildings. Systems of heating, cooling, lighting, water and air supply, waste removal, and power as organizational elements in building design.

r Environmental Control Systems I,II (ARCH 491/591, 492/592)

Electric Lighting (IARC 492/592)

Solar Heating (ARCH 493/593)

Passive Cooling (ARCH 494/594)

Daylighting (ARCH 495/595)

The Window (ARCH 496/596)

Case Studies in Sustainable Design (ARCH 497/597)

Context of the Architectural Profession

The discipline and practice of architecture exists within a broad societal context. Courses in this area consider professional practice in contexts of ethics, law, business, and the construction industry.

Practicum (ARCH 409)

r Context of the Architectural Profession (ARCH 417/517)

Context of the Interior Architecture Profession (IARC 417/517)

Architectural History

The study of architecture and its evolution through time. Majors are expected to acquire an overview of architectural history, from prehistory to the present, augmented with in-depth knowledge of one or more periods.

r Three 400- or 500-level courses in architectural history taught by the Department of Art History. Undergraduate majors must take History of Western Architecture I or II (ARCH 314 or 315), an arts and letters group-satisfying course; if both 314 and 315 are completed, only two 400-level architectural history courses are required

Special Courses

In addition to permanently numbered courses, generic courses (ARCH 196–199, 401–410, 503, 507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to a total of 9 credits—selected from Research (ARCH 401, 601), Reading and Conference (ARCH 405, 605), Special Problems (ARCH 406, 606), and practicum teaching—to fulfill subject-area requirements.

General Electives: 43 credits

The general-elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. To encourage professional-degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits in upper-division general electives in academic subjects (exclusive of activity and performance courses) outside the School of Architecture and Allied Arts.

Architecture Courses (ARCH)

181, 182 Introductory Architectural Design I,II (6,6) Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work. Sequence.

196 Field Studies: [Topic] (1–3R)

198 Workshop: [Topic] (1–3R)

199 Special Studies: [Topic] (1–5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general.

202 Design Skills (3) Introduction to basic design processes, methods, and media. Coreq: ARCH 181.

222 Introduction to Architectural Computer Graphics (4) Introduces basic skills and literacy

with the computer for architectural illustration, drafting, and design.

281, 282 Intermediate Architectural Design I,II (6,6) Studio projects for second-year undergraduates. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Sequence. Prereq: ARCH 182.

399 Special Topics: [Topic] (1-6R)

401 Research: [Topic] (1-6R)

403 Thesis (1-9R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-6R)

407/507 Seminar: [Topic] (1-6R)

408/508 Workshop: [Topic] (1-6R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-6R)

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 463/563.

417/517 Context of the Architectural Profession (3) Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process.

421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analysis of historic drawings, photography, and descriptions. Prereq: ARCH 423/523, 462/562; prereq for 421: ARCH 282; prereq for 521: ARCH 682 or 683. Open to historic preservation graduate students.

423/523 Media for Design Development: [Topic] (3R) Instruction in media for design process. Techniques for problem and context analysis, generating concepts, developing form, and testing proposals. Subject emphasis varies with instructor. Prereq for 423: ARCH 202.

424/524 Advanced Design-Development Media: [Topic] (3R) Advanced instruction in specific media techniques for architectural analysis and design. Subject emphasis varies with instructor. Prereq: ARCH 423/523.

430/530 Architectural Contexts: Place and Culture (4) How the design of buildings interacts with physical and cultural contexts of human traditions, landscape, settlements, cities, and suburbs. Historical and contemporary examples. Prereq for 430: ARCH 182, 202; prereq for 530: ARCH 680.

432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) Japanese concepts of space and time, aesthetic and symbolic meaning, origins of form, and village structure. **432/532:** space structuring principles in Japanese houses, the role of gardens. **433/533:** village organization, principles of place making. Individual projects. Undergraduate prereq: ARCH 282, 430; graduate prereq: ARCH 682 or 683.

434/534 Vernacular Building (3) Survey and theory of everyday houses, public buildings, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.

436/536, 437/537 Theory of Urban Design I,II (3,3) Examines the cultural and formal ideas that underlie American and European urban design.

436/536: Ancient Greek to 1700. **437/537:** 1700 to



the present. Sequence. Prereq for 436: ARCH 282, 430.

440/540 Human Context of Design (4) Theoretical principles, case studies, and technical skills for assessing user needs, developing building programs, applying research findings to design, and evaluating performance of the built environment. Prereq for 440: ARCH 182, 202; prereq for 540: ARCH 680.

449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq: ARCH 484/584 eligibility.

450/550 Spatial Composition (4) Architectural space as a means to measure existence and expand awareness. Focus on compositional principles in architecture and methods for analyzing and generating spatial organizations. Prereq for 450: ARCH 182, 202; prereq for 550: ARCH 680.

457/557 The Façade (3) Ideas related to façade as primary surface of architectural representation. Emphasizes the façade as a mediator between internal and external building needs. Prereq: ARCH 450/550.

458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Prereq for 458: ARCH 282, 450; prereq for 558: ARCH 682 or 683.

461/561 Structural Behavior (4) Develops basic understanding of structural systems or elements and their implications for architectural form. Lectures, laboratories, and case studies investigate structure in historical and contemporary buildings. Prereq for 461: PHYS 202.

462/562 Wood and Steel Building Systems (4) Historical development of materials. Analyzes elements, connections, and systems of wood and steel structures from the perspective of construction process, spatial and structural design. Prereq: ARCH 461/561.

463/563 Structural Systems (4) Historical development of material. Lectures and laboratories investigate the construction process, structural behavior, and design of element and framing systems. Emphasizes material's influence on spatial design. Prereq: ARCH 462/562.

469/569 Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, influence of building configuration on response to earthquake loads. Prereq: ARCH 463/563.

470/570 Building Construction (4) Provide an understanding of the basic materials and methods of architecture with emphasis on the design, construction and performance of primary structure. Prereq for 470: ARCH 281; prereq for 570: ARCH 681.

471/571 Building Enclosure (4) Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing. Prereq: ARCH 463/563.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.

475/575 Preservation Technology: Masonry (3) History and preservation of traditional masonry construction. Emphasis on the 19th and early 20th centuries.

480/580 Supervised Design Teaching (1-3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Prereq for 480: ARCH 282; prereq for 580: ARCH 682 or 683, instructor's consent. **R** for maximum of 3 credits.

484/584 Architectural Design (6R) Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Prereq for 484: ARCH 282; prereq for 584: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design I,II (8,8) In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Sequence. Prereq for 485: 24 credits in ARCH 484; prereq for 585: 30 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems I,II (4,4) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. **491/591:** architectural and mechanical means to manipulate thermal environment. **492/592:** implications of lighting, acoustics, and water and waste for architectural design. Sequence.

493/593 Solar Heating (3) Continuation of solar energy topics from ARCH 491/591, 492/592 with advanced calculation procedures. Design implications and performance predictions for passive approaches to solar heating. Prereq: 492/592.

494/594 Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implica-

tions. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 492/592.

495/595 Daylighting (3) Daylighting as an element in architectural design. Models and photography used to study behavior of light. Case studies and prediction techniques. Prereq: ARCH 492/592.

496/596 The Window (3) Window as an element of architectural design. Emphasis on historical, philosophical, artistic, literary, morphological, thermal, manufacturing, construction, cost, structural, lighting, and compositional perspectives. Prereq: ARCH 471/571, 491/591, 282 or 682.

497/597 Case Studies in Sustainable Design (3) Students conduct in-depth case studies of nearby buildings, matching design intent and selected performance topics through field investigations and inquiry. Prereq: ARCH 492/592.

498/598 Energy Scheming (3) Designing energy efficiency using Energy Scheming software. Achieving performance through materials selection and building form, use of the sun for heating and lighting, the wind for cooling. Prereq: ARCH 491/591.

503 Thesis (1–9R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–6R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–6R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–6R)

609 Practicum: [Topic] (1–6R)

610 Experimental Course: [Topic] (1–6R)

611 Graduate Design Process (3) Foundation knowledge, concepts, and skills fundamental to design process and media subject areas.

619 Terminal Project (1–9R)

620 Environmental Design Research (2–4)

Theory, methodologies, and techniques for research in design fields. Emphasizes principles and skills for investigating ideas, framing researchable problems, and conducting independent research.

661 Teaching Technical Subjects in Architecture (3R) Covers techniques for effective teaching. Focuses on one or more standard building-technology courses in architecture and interior architecture. **R** thrice for maximum of 12 credits.

680, 681, 682 Introductory Graduate Design (6,6,6) Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking that are essential to advanced studios. Sequence.

683 Graduate Architectural Design: Option II (6R) Design to expand perception and response to issues in architectural design. Design as exploration of fundamental theoretical ideas. Studio projects require comprehensiveness and integrative study.

690 Teaching Technology in Architectural Design (3R) Covers teaching techniques that integrate technical content in design project development. Applies techniques to traditional design studios or design-build apprenticeship. **R** thrice for maximum of 12 credits.

Art

Kathleen E. Wagle, Department Head

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Faculty

Laura J. Alpert, associate professor (sculpture). B.A., 1968, Stanford; M.F.A., 1971, Oregon. (1979)

Carla Bengtson, associate professor (painting). B.F.A., 1980, Tyler School of Art; M.F.A., 1983, Yale. (1995)

Colleen Choquette, adjunct assistant professor (photography). B.A. 1989, 1990, B.F.A., 1992, Oregon; M.F.A., 1996, Washington. (1998)

Camilla Dussinger, adjunct assistant professor (photography). B.F.A., 1987, Western Illinois; M.F.A., 1994, Syracuse. (2000)

Ronald J. Graff, associate professor (painting). B.F.A., 1973, Kansas City Art Institute; M.F.A., 1975, Yale. (1981)

R. Craig Hickman, professor (multimedia design). B.S., 1971, Portland State; M.F.A., 1981, Washington (Seattle). (1984)

Colin Ives, assistant professor (multimedia design). B.A., 1987, Cornell College; M.A., 1992, M.F.A., 1994, Iowa. (2002)

Leon B. Johnson, associate professor (multimedia design). M.A., 1993, M.F.A., 1994, Iowa. (1994)

Kevin Jones, assistant professor (multimedia design). B.F.A., 1992, Virginia Commonwealth; M.F.A., 1995, Texas at Austin; M.F.A., 2000, Yale. (2003)

Sana Krusoe, associate professor (ceramics). B.A., 1968, Occidental; M.F.A., 1987, Claremont Graduate. (1990)

Justin Novak, assistant professor (ceramics). B.F.A., 1983, Pratt Institute; M.F.A., 1996, New York at New Paltz. (2000)

Megan O'Connell, senior instructor (letterpress). B.A., 1989, Minnesota; M.F.A., 1994, Iowa. (1994)

Barbara Setsu Pickett, associate professor (fibers). B.S., 1971, Portland State. (1975)

Dan Powell, associate professor (photography). B.A., 1973, M.A., 1977, Central Washington; M.F.A., 1980, Illinois. (1987)

Margaret Prentice, associate professor (printmaking). B.F.A., 1967, Arizona, Tucson; M.F.A., 1980, Colorado, Boulder. (1986)

Tracy Steepy, visiting assistant professor (metal-smithing and jewelry). B.F.A., 1996, Indiana; M.F.A., 2000, New York at New Paltz. (2001)

Ying Tan, associate professor (multimedia design). B.A., 1983, Teacher's University, Shandong, China; M.A.Ed., 1987, Georgia State. (1996)

Laura Vandenburg, assistant professor (painting). B.S., 1984, D.V.M., 1988, California, Davis; M.F.A., 1993, Hunter. (1998)

Kathleen E. Wagle, professor (metalsmithing, jewelry). B.S., 1975, Portland State; M.F.A., 1981, Arizona State. (1994)

Terri Warpinski, professor (photography); vice-provost for academic affairs. B.A., 1979, Wisconsin, Green Bay; M.F.A., 1983, Iowa. (1984)

Amanda Wojick, assistant professor (sculpture). B.A., 1995, Colgate; M.F.A., 1999, Alfred; M.F.A., 2000, Bard. (2001)

Courtesy

Satoko Motouji, courtesy assistant professor. B.A., 1976, Ritsumeikan; B.A., 1982, Oregon; M.F.A., 1985, Massachusetts, Amherst. (2003)

Hattie Mae Nixon, courtesy instructor. B.S., 1944, Miami (Ohio); M.S., 1961, Oregon. (1973)

Richard C. Pickering, courtesy senior instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon. (1970)

Richard Taylor, courtesy associate professor. B.S., 1985, Ph.D., 1988, Nottingham; C.A.D., 1995, Manchester School of Art; M.A., 2000, New South Wales. (2003)

Emeriti

Paul E. Buckner, professor emeritus. B.A., 1959, Washington (Seattle); M.F.A., 1961, Claremont. (1962)

Robert C. James, professor emeritus. B.A., 1952, California, Los Angeles; M.F.A., 1955, Cranbrook Academy of Art. (1955)

George Kokis, professor emeritus. B.F.A., 1955, M.F.A., 1961, Alfred. (1973)

Kenneth R. O'Connell, professor emeritus. B.S., 1966, M.F.A., 1972, Oregon. (1977)

Kenneth H. Paul, associate professor emeritus. B.A., 1961, M.A., 1965, Wyoming. (1970)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Department

The Department of Art offers courses in ceramics, drawing, fibers, metalsmithing and jewelry, multimedia design, painting, photography, printmaking, sculpture, and visual design.

In the undergraduate program, the department values the contribution of studio art to the broad inquiry of liberal arts students and to students committed to the art major. Through the making of art, the department aims to help each individual think critically, communicate clearly, and work creatively.

As actively practicing artists, faculty members offer students an introduction to the challenges, questions, and rewards of artistic practice. Undergraduates experience a broad range of conceptual approaches and practical skills through a diverse curriculum that encourages breadth and interdisciplinary investigation as well as depth and discipline within media. Through studio courses students develop ways of seeing, understanding of materials and tools, formal possibilities, technical skills, critical inquiry, articulation of meaning, and fluency with visual languages. They gain an understanding of the larger context of art through art history courses, workshops, and study abroad. The active visiting artist program offers students insight into contemporary approaches and professional practices.

Undergraduate Studies

Three bachelor's degrees are offered by the department. A four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree with a major in art or multimedia design. A fifth-year program leads to the bachelor of fine arts (B.F.A.) degree with a major in art, ceramics, fibers, metalsmithing and jewelry, multimedia design, painting, photography, printmaking, or sculpture. The B.F.A. program in visual design is inactive.

Advising and Program Planning. The department stresses the importance of interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser during the first year of study. It is critical to the development of a worthwhile program that the adviser be familiar with and sympathetic to the student's direction and capabilities. The importance of program planning cannot be over-emphasized.

Major in Art

Application to the Major. Students apply directly to the Department of Art for admission as majors to the B.A., B.S., and fifth-year B.F.A. degree programs. Write or call the department or visit the department's website for an application form. Admission screening takes place each term for admission the next term (excluding summer session). The postmark deadline for applications is March 1 for fall term, October 1 for winter term, and January 2 for spring term.

B.A. and B.S. Requirements

Foundation courses provide majors and nonmajors with a solid base that informs and supports future art making. Through a broad range of approaches, Basic Design (ART 115, 116) and Drawing (ART 233) provide students with visual and intellectual experiences central to the practice of art.

Foundation Prerequisites. Students must complete Basic Design: Fundamentals (ART 115), Basic Design: 3-D (ART 116), Drawing (ART 233), and one 200-level studio course before enrolling in other studio courses at the 200 and 300 level. Students must pass foundation art studio courses with a grade of C– or better.

General Departmental Requirements for B.A. or B.S. degree 68 credits

Drawing course, two terms	8
Basic Design: Fundamentals (ART 115)	4
Basic Design: 3-D (ART 116)	4
Understanding Contemporary Media (ART 101) or Multimedia Survey (ARTD 250)	4
One course in each of three curricular areas other than foundations	12
Three art history courses	12
Upper-division course work in art	24

Transfer students who are working toward a B.A. or B.S. in art must complete 24 credits of studio work in residence; 12 of these credits must be upper division.

B.F.A. Requirements

Admission to the B.F.A. program with an art major typically occurs in the fourth year of study. Application includes a portfolio review. Candidates may select faculty sponsors from more than one area to supervise the terminal creative project.

Requirements

1. Completion of a five-year program totaling 220 credits, including satisfaction of general university requirements for the B.A. or B.S. degree
2. Satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, at least two full-time terms of work after being accepted to the B.F.A. program, three courses—at least one academic year—in art history, and 6 credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTF, ARTM, ARTO, ARTP, ARTR, or ARTS 409) for a total of 108 credits over the five years

Students who have completed a comparable four-year degree in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must satisfy the university's 45-credit residence requirement.

Major in Multimedia Design

Program Overview. The major in multimedia design leads to a B.A., B.S., or B.F.A. degree. Multimedia design encompasses the development of graphics, sound, interactivities, and applications such as web art, games, animation, video, performance, and installations. It is based in the history and practice of visual art and communication. Through hands-on labs, studios, and internships, students learn the concepts, theory, and authoring they need to develop original multimedia work.

Multimedia design majors share a foundation in basic design, drawing, and art history with other art majors. This connection to the history and practice of visual communication is a strength of the program. Majors are encouraged to take elective courses in computer science, journalism, and music.

Application to the Major. Students should prepare themselves for study in the broad and inclusive field of multimedia by developing a wide range of interests and skills that might include fine arts, music, computer science, writing, literature, games, popular culture, theater, journalism, and media theory and criticism. Multimedia Survey (ARTD 250) and Multimedia Design Tools I,II (ARTD 251, 252) provide opportunities to develop general skills and portfolio materials for application to the major.

The major in multimedia design is an intensive, limited enrollment program. Acceptance is competitive and based on documented evidence of potential to excel in the field. Admission screening takes place once a year and requires review of a portfolio of visual materials submitted by each applicant. These portfolios should display promise and creativity, but need not demonstrate extensive experience in multimedia. Applications that don't include visual materials are not reviewed.

Students apply directly to the multimedia design program for admission as majors. The postmark deadline for applications is February 1 for fall term admission. Write or call the Department of Art or visit the department's website for the application form and instructions.

Computer ownership is strongly recommended for multimedia design majors. System requirements are available in the department office.

B.A. and B.S. Requirements

Complete a four-year program and a minimum of 180 credits, including satisfaction of general university requirements for a B.A. or B.S. degree.

Prerequisites. Majors must satisfactorily complete the three core courses, ARTD 250, 251, 252, before beginning 300- and 400-level multimedia design courses.

Course Work 72 credits

Basic Design: Fundamentals (ART 115) or Basic Design: 3-D (ART 116)	4
Drawing (ART 233)	4
One course from Drawing (ART 233), Drawing and Modeling (ART 297), Drawing for Media (ARTD 235), or Drawing (ARTP 391)	4
Multimedia Survey (ARTD 250), Multimedia Design Tools I,II (ARTD 251, 252)	12
Three art history courses; History of Design (ARH 358) is recommended	12

Upper-division multimedia design studio courses	36

A maximum of 6 credits in Internship (ARTD 404) may be counted toward the required 36 upper-division credits.

Recommended Electives. The following courses are strongly recommended to satisfy science group requirements: Concepts of Computers and Computation (CIS 111), Physics of Sound and Music (Phys 152), Physics of Light and Color (PHYS 153).

B.F.A. Requirements

Complete a five-year program and a minimum of 220 total credits, including requirements for the B.A. or B.S. in multimedia design.

Admission to the B.F.A. program requires an application that includes a portfolio review of the student's work, usually in the last term of the fourth year of study. The B.F.A. candidate selects a faculty sponsor, who agrees to initiate the portfolio review and supervise the terminal creative project.

Course Work 46 credits

Three art history courses	12
Upper-division multimedia design studio courses	25
Terminal Creative Project B.F.A. (ARTD 409) ...	9

Recommended Electives. Understanding Contemporary Media (ART 101); Information Gathering (J 202); Writing for the Media (J 203); Creative Black-and-White Photography (ARTO 251); Media Aesthetics (ENG 260); History of the Motion Picture (ENG 265, 266); Writing for Multimedia (J 333); Color Theory (ART 350), Electronic Music Techniques I (MUS 443); and courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, and sculpture.

Minor Requirements

Minor in Art

The minor requires 40 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the Basic Design (ART 115, 116) and Drawing (ART 233) requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core 20 credits

Two art history courses	8
Basic Design: Fundamentals (ART 115)	4
Basic Design: 3-D (ART 116)	4
Drawing (ART 233)	4

Studio 20 credits

Studio courses of one's choice; 12 credits must be upper division, and 12 credits must be taken in residence

Minor in Multimedia

The minor requires 28 credits. Courses must be taken for letter grades and passed with a C– or better. No transfer work can be applied to the minor. The three core courses must be completed before registering for other courses required for the minor.

Core	12 credits
Multimedia Design Survey (ARTD 250).....	4
Multimedia Design Tools I,II (ARTD 251, 252)...	8
Studio	15 credits
Concepts of Computers and Computation (CIS 111)	4
Digital Imaging (ARTD 360).....	4
Writing for Multimedia (J 333)	4
Electronic Music Techniques I (MUS 443)	4

Graduate Studies

The department offers the master of fine arts (M.F.A.) degree with majors in ceramics, fibers, metalsmithing and jewelry, multimedia design, painting, photography, printmaking, and sculpture.

After reclassification to graduate master's candidacy, students who want to work in more than one discipline may choose the M.F.A. with a major in art.

The graduate program seeks to prepare students for serious and engaged artistic practice. The objectives for students are not only to arrive at an accomplished body of work, but also to develop the practices and critical thinking skills necessary to sustain and grow the work beyond school.

The program focuses on individual studio practice, the cultivation of a visual language, material process, and conceptual approach relevant to each student's intentions and sensibility. Students are challenged to devise strategies of experimentation and research and to cultivate an ability to articulate ideas and critical responses to work. As part of a larger community, students are expected to have a significant understanding of the historical frameworks and the contemporary discourse of art.

The M.F.A. is the terminal degree in studio arts. The program requires a minimum of 90 credits, 54 of which must be graduate-level art courses, earned during six consecutive terms as a full-time student. These 90 credits must include a minimum of 18 credits in Terminal Creative Project M.F.A. in a studio discipline (ART, ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, ARTR, ARTS 609).

Six consecutive terms of full-time enrollment, not including summer session, is the minimum residence requirement. Under special circumstances an official University of Oregon leave of absence may be requested.

Other requirements include

1. At least two upper-division formal art history courses
2. Colloquium: Graduate Critique (ART 608)
3. Three upper-division formal courses in any or all of the following areas: art history, art theory, or seminars offered by the Department of Art that focus on theoretical or historical issues in the arts. Substitution of courses for this requirement must have prior written approval of both the adviser and the department head
4. Participation each term in graduate-level art study
5. Participation in at least two graduate reviews—one prior to reclassification to graduate master's candidacy and a second prior to the M.F.A. exhibition

6. Public exhibition of the terminal creative project and final review with the terminal project committee

7. Terminal creative project report

Graduate students in this department may take all their work pass/no pass (P/N). Because the principal requirement is that of residence, which may not be waived, graduate transfer credits are not accepted.

Formal Procedures

Application and Admission. Application is made to a specific curricular area. It consists of the formal application, transcripts, résumé, statement of interest, portfolio, and letters of recommendation. Applicants must have a bachelor's degree and are expected to possess a high level of proficiency in their chosen media and a strong commitment to their work and artistic intentions. In the application materials, candidates should demonstrate an understanding of creative practice in the context of historical and conceptual frameworks.

Prospective graduate students are encouraged to have some knowledge of the department's offerings. Call the art office to arrange a meeting with faculty members in specific curricular areas.

Conditional Status. Applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. degree. Until or unless an entering student requests a specific graduate adviser, one faculty member designated by the department serves as the adviser to conditionally admitted students.

Conditional status of a candidate can be reviewed for reclassification to graduate master's after at least two of the required art history courses and theory courses, one graduate review, at least 30 credits of course work toward the M.F.A. degree, and completion of course work to remedy any background deficiencies. A committee for reviewing candidacy is constituted by the adviser and consists of no fewer than three departmental faculty members. At least one member of the committee must be from another curricular area of the department. Faculty members from outside the department may serve on this committee, but only in a nonvoting capacity. The departmental committee reviews with the student his or her record of accomplishment and examples of past and current work, in order to offer advice and recommend advancement to candidacy with a change of student classification to graduate master's.

Terminal Project and Adviser. After reclassification, the student selects a terminal project adviser from the faculty of his or her curricular area. With this adviser, the candidate selects a terminal project committee of three faculty members. A faculty member from outside the department may serve on the committee. The committee meets with the student for the project proposal, at least one progress report, and the terminal review.

Through these meetings, the committee oversees the development of the terminal project in the final year. The terminal project includes a public exhibition, a written report, and a final review by the committee.

The M.F.A. degree is officially granted after the candidate has fulfilled all requirements, including

submission to the department of a project report in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library.

Art Courses

Unless specified otherwise, topics and credits are arranged with the instructor for generic courses numbered 199, 401, 404–410, 507, 508, 510, 601, 602, 604–609. They require the instructor's consent for registration.

Topics vary according to the interests of faculty members and students. Courses include, but are not limited to, studio-related exploration. Students are encouraged to discuss these possibilities with their advisers.

General Departmental Art Courses (ART)

101 Understanding Contemporary Media (4)

Examines contemporary developments in specific media of visual art. Emphasizes process and practice in ceramics, fibers, metalsmithing, painting, photography, printmaking, sculpture, and visual design.

111 The Artist Experience (4) Series of presentations by resident faculty members of the Department of Art.

115 Basic Design: Fundamentals (4) Intermedia laboratory for fundamentals of communication design. Development of visual vocabularies.

116 Basic Design: 3-D (4) Visual communication and critique. Development of visual vocabularies through investigation of space and structure.

AAA 180 Introduction to Visual Inquiry (3) See Architecture and Allied Arts

199 Special Studies: [Topic] (1–5R)

233 Drawing (4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

243 Introduction to Hand Papermaking (4R)

Historical and technical fundamentals of hand papermaking in Eastern and Western traditions as well as in contemporary art. Students make two- and three-dimensional projects. Prereq: ART 115, 116, 233. **R** once for a maximum of 8 credits.

297 Drawing and Modeling (4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling.

350 Color Theory (3–4R) Examines the physical, psychological, and physiological aspects of color and light. Designed to improve the understanding of color interaction. Prereq: ART 115, 116, 233.

404 Internship: [Topic] (1–12R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–4R) Frequent topics are Art and Audience, Dismantling Cartesianism, Installation Art, Performance Art.

408/508 Workshop: [Topic] (1–6R) Frequent topics are Children's Book Design and Illustration, Japanese Papermaking, Watercolor Illustration.

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R) Topics include Drawing and Writing on the Computer, Theories in Art.

414/514 Art and Creativity (3–4R) Personal projects and ensemble work involving imagination releasing exercises using clay, drawing, writing, and storytelling. Studio emphasizes creativity. **R** once for maximum of 8 credits.

483/583 Installation (4R) Covers the practice of critical approaches to art installation. Creation of an individual installation; participation in a final group-installation exhibit. Prereq: instructor's consent. **R** thrice for maximum of 16 credits.

493/593 Visual Continuity (4R) Intermedia laboratory with emphasis on conceptual thinking, contemporary issues, and research. Focuses on continuity, coherence, sequence, interactivity, narrative, and duration. Prereq: ART 115, 116, 233; instructor's consent.

601 Research: [Topic] (1-12R)

602 Supervised College Teaching (1-4R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R) A recent topic is Ancestors of the Artist.

608 Colloquium: [Topic] (1-8R) Interdisciplinary critique and discussion for M.F.A. students.

609 Terminal Creative Project M.F.A. (1-12R)

Ceramics Courses (ARTC)

199 Special Studies: [Topic] (1-5R)

255 Ceramics: [Topic] (4R) Specific skills focus each term. Focused subject matter includes processes related to design development, forming and fabrication, firing methods, glazing. Prereq: ART 115, 116, 233. **R** thrice for maximum of 16 credits

355 Intermediate Ceramics [Topic] (4-5R) Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku. Prereq: ART 115, 116, 233, three terms of ARTC 255.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

455/555 Intermediate and Advanced Ceramics (4-5R) Areas of technical focus vary. Emphasis on developing personal style and critical approaches to work. Prereq: three terms of ART 255 or 355.

459/559 Advanced Studio Forum (4-6R) Combined studio and discussion for B.F.A. and M.F.A. students provides a forum for works in progress in the context of professional practice and contemporary critical thinking. Prereq: B.F.A. or M.F.A. standing.

468 Glaze-Fire I (6R) Comprehensive instruction in firing theory and practice and elementary glaze chemistry. Students fire kilns and mix glazes in a studio component. Prereq: instructor's consent. **R** once for a maximum of 12 credits.

469 Glaze-Fire II (6R) Discussion groups further examine the practices of firing and glaze formulation. Studio component involves increased firing and systematic, scientific glaze experimentation. Prereq: instructor's consent. **R** once for a maximum of 12 credits.

601 Research: [Topic] (1-12R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project M.F.A. (1-12R)

Fibers Courses (ARTF)

199 Special Studies: [Topic] (1-5R)

253 Off-Loom Textiles (3-5R) Introduction to fibers by exploring fiber construction (e.g., basketry, crochet, netting) or fabric piecing and embellishment (e.g., patchwork, appliqué, stitching). Topics vary. Prereq: ART 115, 116, 233. **R** thrice for maximum of 20 credits.

267 Weaving (3-5R) Introduction to weaving on four-shaft floor looms. Experimentation with a variety of fibers, pattern weave, and tapestry. Topics vary. Prereq: ART 115, 116, 233. **R** thrice for maximum of 20 credits.

358 Natural Dyeing (3-5R) Explore color through natural dyes on natural fibers. Identify and gather dyestuffs in the field. Compile a resource notebook using the full spectrum of dye samples. Prereq: ART 115, 116, 233. **R** thrice for a maximum of 20 credits.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

456/556 Advanced Fibers (3-5R) Further exploration of fiber and fabric techniques on and off the loom. Focuses on creative work using multishaft looms, the computer and Jacquard looms, and fiber and fabric construction. Prereq: two lower-division fiber courses or equivalent.

458/558 Textile Printing (3-5R) Dyeing and dye processes that explore pattern design and cloth embellishment. Includes block printing, stamping, stenciling, quilting, resist techniques. Focuses on creative work. ARTF 358 recommended.

601 Research: [Topic] (1-12R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project M.F.A. (1-12R)

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Topic] (1-5R)

258 Introduction to Jewelry (3-5) Forming and construction of adornment and related objects. Introduces historical and contemporary work through slides and lectures. Prereq: ART 115, 116, 233.

259 Introduction to Metalsmithing (3-5) Forming and construction of functional and sculptural objects. Introduction to historical and contemporary work through slides and lectures. Prereq: ART 115, 116, 233.

357 Metalsmithing and Jewelry: [Topic] (3-5R) Further exploration of techniques related to conceptual problems. Content varies by term with a focus on individual processes: hollowware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ART 115, 116, 233, ARTM 258, 259.

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

410/510 Experimental Course: [Topic] (1-6R)

457/557 Metalsmithing and Jewelry: [Topic] (3-5R) Emphasis on creative work. Advanced investigation of techniques and process. Content varies by term related to process focus. Includes hollow-ware, forging, connections, casting, aluminum anodizing, enameling, stone setting. Prereq: ARTM 357.

459/559 Advanced Metalsmithing and Jewelry (3-5R) Emphasis on individual creative development. Various conceptual problems. Prereq: ARTM 457.

601 Research: [Topic] (1-12R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project M.F.A. (1-12R)

Multidisciplinary Arts Courses (ARTX)

199 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-12R)

404 Internship: [Topic] (1-12R)

405 Reading and Conference: [Topic] (1-6R)

406 Special Problems: [Topic] (1-8R)

407/507 Seminar: [Topic] (1-4R)

408/508 Workshop: [Topic] (1-6R)

409 Terminal Creative Project B.F.A. (1-12R)

601 Research: [Topic] (1-12R)

604 Internship: [Topic] (1-12R)

605 Reading and Conference: [Topic] (1-6R)

606 Special Problems: [Topic] (1-12R)

607 Seminar: [Topic] (1-4R)

608 Colloquium: [Topic] (1-8R)

609 Terminal Creative Project M.F.A. (1-12R)

Multimedia Design Courses (ARTD)

199 Special Studies: [Topic] (1-5R)

235 Drawing for Media (4R) Drawing techniques applied to developing and presenting ideas in visual communication. Various materials used on story boards, quick concept sketches, thumbnail sketching, and other graphic ways of exploring. **R** once for maximum of 8 credits.

250 Multimedia Survey (4) Historical survey of multimedia practices and tools related to contemporary technology. Discussion and examples of design strategies and copyright and ethical considerations for linear and nonlinear projects. Features guest speakers.

251, 252 Multimedia Design Tools I,II (4R,4R) Addresses written, visual, aural, and interactive communication. Emphasizes design and composition. Sequence. **251:** introduction to design and communication issues. **252:** uses multimedia technology, tools, hardware, software, and the World Wide Web. **R** once each for maximum of 8 credits in each course.

360 Digital Imaging (4R) Intermediate-level focus on the proper preparation and presentation of digital images for use in print and on screen. Covers color theory. Prereq: ART 115 or 116, ARTD 250, 252. **R** once for maximum of 8 credits.

361 Introduction to Animation (4) Introduction to principles of animation, timing, sequence; key frames, in-betweens, and metamorphosis. Uses various methods to record and edit animation tests. Prereq: ART 115 or 116, ARTD 235 or 382.

362 Digital Letterform (4R) Concepts in the history, use, and appreciation of digital typography. Considers issues in communicative power of type and situations where it functions as message. Prereq: ARTD 360. **R** once for a maximum of 8 credits.

382 Continuity for Media (4R) Intermediate applications in static, time-based, and interactive media. Introduces formal and conceptual strategies for managing unity, coherence, hierarchy, and structure in media design. Prereq: ART 115 or 116, ARTD 250, 252. **R** once for maximum of 8 credits.

394 Digital Illustration (4) Uses computers and digital imaging software to create pictures as graphic communication. Prereq: ARTD 360.

395 Digital Video and Audio (4R) Introduction to digital video and audio technology and production applications for multimedia design. Prereq: ARTD 252. **R** once for maximum of 8 credits.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems (1–8R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)

411/511 Web Art (5) Involves study and creation of Internet-based artwork. Students engage with conceptual systems of interactivity, scripting, hypermedia in current and developing forms; discussions, short readings. Prereq: ARTD 394.

412/512 Experimental Animation (5) Intermediate to advanced students explore personal creative practice and experiment with film, video, and computer animation techniques. Integrates readings, screening, and discussion with production. Prereq: ARTD 361, 395.

413/513 Emerging Technologies (5) Explores use of emerging technologies in art. Create works using emerging technologies and techniques and explore contemporary artworks, philosophies, and cultural trends. Prereq: ARTD 477/577.

462/562 Motion Graphics (4R) Design and production of animation and time-based film and video projects. Uses cinematic concepts and techniques to explore and present content in multimedia environments. Prereq: ARTD 361. **R** five times for maximum of 24 credits.

463/563 Communication Design (4R) Explores the communication of ideas and information through visual means. Introduces design process and principles, visual language, and the art of problem solving in visual communication. Prereq: ARTD 362, 394. **R** once for maximum of 8 credits.

471/571 3-D Computer Imaging (5R) Introduces 3-D computer graphic arts: 3-D digital space and form, model building, scene composition, surface properties, lighting, and rendering 3-D images. Prereq: ARTD 394. **R** once for maximum of 10 credits.

472/572 3-D Computer Animation (5R) Introduces 3-D computer animation arts. Includes time and space in the digital 3-D environment, animation concepts and techniques in 3-D space, production techniques for various multimedia applications. Prereq: ARTD 471/571. **R** thrice for maximum of 20 credits.

473/573 3-D Computer Animation Production (5R) Encourages creativity and artistry using 3-D digital animation media. Students produce a 3-D animation portfolio piece. Teamwork encouraged. Prerequisite: ARTD 472/572. **R** thrice for maximum of 20 credits.

477/577 Multimedia Design I (5R) Introduces multimedia design and authoring. Examines the phases of project development: conceptualizing, planning, authoring, using sound, preparing graphics. Prereq: ARTD 394. **R** once for maximum of 10 credits.

478/578 Multimedia Design II (5R) Intermediate and advanced multimedia design and authoring. Emphasizes creation of larger, student-directed multimedia projects. Prereq: ARTD 477/577. **R** once for maximum of 10 credits.

480/580 Design Direction (5) Design and project management for digital media enterprises, techniques for interpersonal communications, critique and evaluation, presentation. Prereq: senior standing.

494/594 Advanced Design I (5) Theory, problems, and projects in language, meaning and communication, identity and signification, conceptual invention and creativity, critical analysis. Lectures, projects, critique. Prereq: ARTD 478/578.

495/595 Advanced Design II (5) Concepts and techniques of information design. Representation, explanation, and proof through text, pictures, graphics, sound, and motion. Structural, navigational, and functional strategies for digital media. Prereq: ARTD 494/594.

497/597 Advanced Design III (5) Design applications for real-world problem solving. Students produce individualized portfolios and organize a group exhibition for outside professional reviews. Prereq: ARTD 495/595.

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Painting Courses (ARTP)

199 Special Studies: [Topic] (1–5R)

281 Painting (3–4R) Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure. Drawing experience recommended. Prereq: ART 115, 116, 233.

294 Watercolor (3–4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities. Prereq: ART 115, 116, 233.

390 Painting (3–4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent, ART 115, 116, 233.

391 Drawing (3–4R) Continued study in observation related to visual and spatial phenomena. Prereq: 8 credits of lower-division drawing or equivalent, ART 115, 116.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)

490/590 Advanced Painting (5R) Intensive critique, discussion, readings, and presentations for B.F.A. and M.F.A. students. Prereq: B.F.A. or M.F.A. standing.

491/591 Advanced Drawing (5R) Explores drawing in the expanded field, an experimental practice applicable to a broad range of media and ideas. Intended for students engaged in advanced, independent work.

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Photography Courses (ARTO)

199 Special Studies: [Topic] (1–5R)

251 Creative Black-and-White Photography (4R) Basic photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Student work reviewed often. Prereq: ART 115, 116, 233. **R** once for maximum of 8 credits.

352 Creative Large-Format Photography (4R) Introduces medium- and large-format cameras and their aesthetic possibilities. Four-by-five and eight-by-ten view cameras provided. Includes camera use, film and development, printing skills. Studio class. Prereq: ARTO 251. **R** twice for maximum of 12 credits.

353 Constructed Image in Creative Photography (4R) Introduction to techniques and aesthetics of constructed imagery and postvisualization. Processes include toning, hand coloring, collage, studio work, Polaroid, photocopy. Studio class. Prereq: ARTO 251. **R** twice for maximum of 12 credits.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)

454/554 Color Photography (4R) Basic color photographic process and techniques; issues of design and color theory; historic and contemporary aesthetic concerns. Studio class. Prereq: instructor's consent and ARTO 352 or 353. **R** twice for maximum of 12 credits.

476/576 Alternative Photographic Processes (4R) Exploration of nontraditional photographic concepts and techniques. Includes xerography, cyanotype, kallitype, and multicolor techniques; historic and contemporary applications. Studio class. Prereq: instructor's consent and ARTO 352 or 353. **R** twice for maximum of 12 credits.

484/584 Advanced Photography (3–4R) Weekly review of individual creative work in progress

leads to a final portfolio. Reading and discussion. Studio course. Prereq: instructor's consent; ARTO 352; ARTO 353 or 454/554. **R** four times for maximum of 20 credits.

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

694 Graduate Studies in Photography (3–5R)
Weekly review of work in photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

Printmaking Courses (ARTR)

199 Special Studies: [Topic] (1–5R)

346 Introduction to Relief Printing (4) Woodcut, linoleum-cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development. Prereq: ART 115, 116, two terms of drawing.

347 Introduction to Intaglio (4) Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development. Prereq: ART 115, 116, two terms of drawing.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)
Exploration of new or combined graphic media may include monotype, Japanese woodcut, and wood engraving.

446/546 Intermediate and Advanced Relief Printing and Intaglio (4–6R) Relief printing emphasizes color techniques, chine collé, wood engraving, monotype. Intaglio includes color methods with multiple plates and à la poupée. Focuses on personal imagery development. Prereq: ARTR 346 or 347.

448/548 Screen Printing (4–6R) Introductory-through-advanced and experimental techniques using water-based inks. Emphasizes personal image development and technical control. Prereq: ART 233.

449/549 Lithography (3–6R) Introductory-through-advanced techniques in transfer, color work, plate and stone lithography, waterless and photo lithography. Prereq: ART 233.

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Sculpture Courses (ARTS)

199 Special Studies: [Topic] (1–5R)

287 Sculpture I: Metal Fabrication (3–5)
Investigates of 3-D form in space using a range

of processes. Focus on metals, welding. Prereq: ART 115, 116, 233.

288 Sculpture I: Materials and Structures (3–5)
Investigates of 3-D form in space using a range of processes. Focus on multiple media. Prereq: ART 115, 116, 233.

393 Sculpture II: [Topic] (3–5R) Integration of concepts and materials in sculpture. Investigation of individual methodology. Topics vary by term: wood, moldmaking, casting. Reading, presentation on issues and artists. Prereq: ARTS 288. **R** when topic changes.

401 Research: [Topic] (1–12R)

404 Internship: [Topic] (1–12R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–6R)

409 Terminal Creative Project B.F.A. (1–12R)

410/510 Experimental Course: [Topic] (1–6R)
487/587 Figure Studies (3–5R) The human structure and its accurate interpretation. Three-dimensional work from the living model with supporting study through drawing.

489/589 Metal Casting (3–6R) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. Prereq: instructor's consent.

494/594 Advanced Sculpture (3–5R) Intensive creative work in a variety of media. Traditional and contemporary sculptural ideas and their relationship to personal expression. Regular reviews. Prereq: three courses from ARTS 287, 288, or 393.

496/596 Ceramic Sculpture (3–5R) Techniques in building, modeling, molding, and surfacing terra cotta. Character of the materials and their effectiveness as sculptural media.

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Visual Design Courses (ARTV)

199 Special Studies: [Topic] (1–5R)

240 Design Tools (3) Introduction to tools and techniques used in design practice. Focuses on print processes, materials, and presentation. Prereq: ART 115, 116, 233.

380 Letterform: Calligraphy (3–4R) Fundamentals of calligraphy, its practice and history. Basic study of the structure of letters. Prereq: ART 115, 116, 233.

381 Letterform: Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication. Prereq: ART 115, 116, 233.

401 Research: [Topic] (1–12R)

406 Special Problems: [Topic] (1–8R)

601 Research: [Topic] (1–12R)

604 Internship: [Topic] (1–12R)

605 Reading and Conference: [Topic] (1–6R)

606 Special Problems: [Topic] (1–12R)

607 Seminar: [Topic] (1–4R)

608 Colloquium: [Topic] (1–8R)

609 Terminal Creative Project M.F.A. (1–12R)

Art History

Richard A. Sundt, Department Head

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Faculty

Mary-Lyon Dolezal, associate professor (medieval and Byzantine art). A.B., 1977, Oberlin; A.M., 1979, Ph.D., 1991, Chicago. (1990)

James Harper, assistant professor (Renaissance and baroque art). B.A., 1987, Trinity; Ph.D., 1998, Pennsylvania. (2000)

Jeffrey M. Hurwit, professor (ancient art, Greek and Roman archaeology). A.B., M.A., 1971, Brown; M.A., 1972, Ph.D., 1975, Yale. (1980)

Esther Jacobson, Maude I. Kerns Professor of Oriental Art (Asian art, art of inner Asia during the Bronze and Iron Ages). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago. (1966)

Charles H. Lachman, associate professor (Asian art). A.B., 1971, Temple; M.A., 1974, McMaster; Ph.D., 1985, Toronto. (1992)

Kathleen D. Nicholson, professor (modern, 19th-century art). B.A., 1969, Connecticut; M.A., 1971, Ph.D., 1977, Pennsylvania. (1980)

Leland M. Roth, Marion Dean Ross Distinguished Chair in Architectural History (history of American and modern architecture). B.Arch., 1966, Illinois; M.Phil., 1970, Ph.D., 1973, Yale. (1978)

Sherwin Simmons, professor (modern, 20th-century art). B.A., 1967, Yale; M.A., 1975, Ph.D., 1979, Johns Hopkins. (1973)

Richard A. Sundt, associate professor (history of ancient and medieval architecture). B.A., 1967, Indiana; M.A., 1973, Ph.D., 1981, Wisconsin, Madison. (1982)

Sarah Thompson, assistant professor (Japanese art). M.A., 1984, M.Phil., 1986, Ph.D., 1999, Columbia. (1999)

Emeriti

Ellen Johnston Laing, professor emerita. B.A., 1954, Missouri; M.A., 1956, Wisconsin, Madison; Ph.D., 1967, Michigan. (1979)

A. Dean McKenzie, professor emeritus. B.A., 1952, San Jose State; M.A., 1955, California, Berkeley; Ph.D., 1965, New York. (1966)

Andrew Morrogh, associate professor emeritus. B.A., 1966, Jesus College, Oxford; M.A., 1973, Ph.D., 1983, Courtauld Institute, University of London. (1993)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Mary Anne Beecher, architecture

Arthur W. Hawn, architecture

Kenneth I. Helphand, landscape architecture

Christine L. Sundt, library

About the Department

The Department of Art History offers study in the principal art and architectural traditions of Europe, the United States, and Asia. Courses are appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides courses that introduce undergraduates to art traditions, courses focused on specific topics that allow small classes and discussion format, and seminars intended for upper-division undergraduate and graduate

students. In addition, the department offers undergraduate majors and graduate students special courses on critical methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the equivalent of the History of Western Art I,II,III (ARH 204, 205, 206) and two years of a foreign language (see General Requirements table below). They should also complete as many of the university general-education requirements as possible.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history can pursue opportunities in teaching at all levels. The department provides career advising; information on career, internship, and fellowship opportunities; and current information on graduate programs.

Financial Assistance

The department offers a number of awards and scholarships for undergraduate and graduate students in art history, including the Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art, Marian C. Donnelly Book Prize, Ellen Johnston-Laing Award in Chinese and Japanese Art History, Kari Fund, Gloria T. Lee Graduate Scholarship in Art History, Gloria T. Lee Scholarship in Art History, Ina McClung Art Scholarship Award, and Sponenburgh Endowment for the History of Aesthetics of Sculpture. Students may apply for the Maude I. Kerns Graduate Teaching Fellowship or the Kerns Internship in Visual Resources. Support for travel is available through the Marian C. Donnelly Student Award, the Graduate Travel Award, and Amy and Ross Kari Travel Grant. Students may also seek scholarship aid through the School of Architecture and Allied Arts and the university's financial aid office.

Undergraduate Studies

The major combines the study of art history with liberal and fine arts and leads to the bachelor of arts (B.A.) degree. The program provides a broad perspective for understanding art, history, and culture as well as a basis for critical judgment of individual works. The department offers courses on art and architecture in the following areas or traditions: ancient (Greek and Roman), medieval, Renaissance-baroque, modern, American, East Asian (Chinese and Japanese), Central Asian, Islamic, Pacific islands, and Native American.

Major Requirements

Art history majors must complete 95 credits of course work including 56 credits in art history courses. Majors are strongly encouraged to structure their programs in consultation with their departmental advisers. Majors should meet with their advisers every term to discuss progress toward the degree; they *must* consult with their advisers once each year, preferably at the beginning of fall term.

Majors must take art history courses for letter grades and pass them with grades of C– or better. Nonmajors, subject to general university requirements, may take any department course either for a letter grade or pass/no pass (P/N).

Foreign-Language Guidelines. French, German, and Italian are the most commonly used

languages in Western art historical research. Chinese and Japanese are essential to study of most East Asian art history. Knowledge of these languages is required for advanced research and graduate study in art history. Majors are urged to choose one of these languages to satisfy the B.A. language requirement. Substitution of another language may be appropriate to a field of interest. Students should consider plans for advanced study and consult their advisers when selecting a language.

General Requirements	55 credits
Studio art (e.g., drawing, sculpture, or design)...	4
Two years of a second language to satisfy B.A. degree requirement.....	27
Upper-division electives in related areas (e.g., history, philosophy, literature, or advanced language).....	8
Lower-division art history surveys.....	16

Majors specializing in Western art history take the introductory sequence History of Western Art I,II,III (ARH 204, 205, 206) and at least one course from the introductory sequence in Asian art (ARH 207, 208, 209).

Majors specializing in Asian art history take History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209), and one course from the introductory sequence in Western art (ARH 204, 205, 206).

Advanced Requirements	40 credits
Critical Approaches to Art-Historical Study (ARH 300)	4
Elective. One upper-division course chosen from the department's offerings.....	4
Concentrations. Eight courses, two in each of four of the following six areas or traditions—ancient, medieval, Renaissance-baroque, modern, East Asian, other non-Western	32
Four of these eight courses must be at the 400 level.	

Students with an interest in the history of architecture may fulfill their four areas with appropriate 400-level courses in architectural history.

Students who want to pursue graduate study in art history are encouraged to take more than two courses in areas of particular interest.

Honors Program

In the senior year, an art history major may apply to the chair of the undergraduate committee for the department's honors program if he or she has

1. Completed at least 40 credits in art history courses with a 3.75 GPA
2. Completed ARH 300 with a grade of A– or better
3. Completed the last term of the second year of the second-language requirement with a grade of A– or better

The applicant must have an art history faculty member agree to supervise research on a topic related to the faculty member's interest and to serve as director of the student's honors essay.

The applicant who satisfies all of the above requirements and presents the undergraduate committee chair with a faculty member's written agreement to serve as honors adviser is admitted to the honors program, typically at the beginning of winter term.

The honors candidate typically registers for 3 to 6 credits of Research (ARH 401) during winter

term of the senior year to undertake research in preparation for writing the honors essay, and 4 credits of Thesis (ARH 403) in spring term, when writing the essay.

Students are urged to present a first draft of the essay to the faculty adviser six weeks before the end of the term, and a final draft must be submitted two weeks before the end of the same term.

The honors essay must demonstrate the student's ability to formulate a significant research problem and to handle sources in at least one foreign language if relevant. The essay should have twenty- to twenty-five pages of text, not including notes in text, endnotes, bibliography, and illustrations. A copy of the honors essay is deposited in departmental files.

The candidate whose essay is approved by the faculty adviser and who maintains a 3.75 GPA in all art history courses required for the major is awarded departmental honors.

Minor Requirements

Students who want a minor in art history must file an application form with the department, consult with the faculty adviser about their minor option, and maintain an up-to-date academic record in the Department of Art History office. The art history minor is offered in three options.

Western Art Option	28 credits
History of Western Art I,II,III (ARH 204, 205, 206)	12
Four upper-division art history courses selected from the ancient, medieval, Renaissance-baroque, or modern areas	16

Asian or Other Non-Western Art Option	28 credits
History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209).....	12
Four upper-division art history courses selected from the Asian or other non-Western areas	16

Architectural History Option	26–28 credits
History of Western Architecture I,II (ARH 314, 315)	8
One course selected from the History of Western Art I,II,III (ARH 204, 205, 206) or History of Indian Art (ARH 207) or History of Chinese Art (ARH 208) or History of Japanese Art (ARH 209)	4
Four upper-division courses in architectural history.....	14–16

Of the four upper-division electives in architectural history, no more than two may come from the following five courses: History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II (ARH 477, 478).

Graduate Studies

The Department of Art History offers programs leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees in art history with specialization in architectural history and ancient, medieval, Renaissance-baroque, modern, and Asian art. The department offers Oregon's only graduate degree program in art history. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic, art-related business, or museum worlds immediately upon completion of the M.A. degree, and (2) those who want to acquire a solid

foundation in the field before pursuing studies leading to a Ph.D. degree.

Applications to the graduate program are considered once a year in January. For 2004–5, applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15, 2004.

Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history.

Candidates for the M.A. degree must complete 57 credits and satisfy the general requirements of the Graduate School for residence and the number of graded credits.

Entering graduate students must complete Graduate Studies in Art History (ARH 611) for a letter grade in the first fall term of study and continue their study of methodology in two more topically based seminars for first-year students.

Graduate students emphasizing Western art must take at least 4 graduate credits in each of the main areas of study: ancient, medieval, Renaissance and baroque, and modern. Graduate students in Asian art history must consult their advisers about distribution requirements.

At least 12 credits must be earned in graduate research seminars.

At least 9 credits must be earned in Thesis (ARH 503) and result in the presentation of a written thesis. Candidates conclude their programs by publicly presenting the results of their research.

Details about requirements for the M.A. degree are available from the department office.

Foreign-Language Requirement. New students in Western art history must demonstrate reading competency in French or German at the beginning of the first fall term by (1) passing a foreign-language examination given by the department or (2) by presenting, before the beginning of fall term, a passing score on the standardized Graduate School Foreign Language Test (GSFLT).

Proficiency in a second language is crucial for the student's academic program. In the event that a student has not met the initial foreign-language requirement, he or she is expected to undertake course work or other appropriate study in that language and to pass either the department's foreign-language examination or the GSFLT by the end of spring term the first year. Students who have not passed one of these examinations by the end of the first year are not allowed to register for art history courses, nor are they eligible for a graduate teaching fellowship (GTF) until the requirement is met.

Students in Chinese or Japanese art history should complete a third year of study in the appropriate language or demonstrate the ability to work at that level or above. Students who plan to enter a Ph.D. program in East Asian art history are urged to begin study of the second East Asian language.

Students whose areas of study require languages other than French, German, Chinese, or Japanese should consult their advisers about appropriate language training.

Doctor of Philosophy Requirements

Students are not usually admitted to the Ph.D. program unless they have successfully completed a master's degree in art history or a closely related field. Course work for the degree consists of 48 post-M.A. credits, selected with the advice and consent of the student's adviser.

Foreign-Language Requirement. Students in Western art history must meet the language requirement by passing examinations in both French and German. Proficiency in one of the two languages must be demonstrated no later than the end of the first year by passing the department's fall-term examination (or, if necessary, the spring examination) or the GSFLT. The second foreign-language requirement must be passed by the end of the second year of study. A student who is unable to pass either requirement within the stated time is not allowed to continue art history course work toward the degree, nor is the student eligible for a GTF until the language requirement is successfully met.

Doctoral students in East Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on the field of study, and have a beginning reading knowledge of the second East Asian language. Students whose areas of study require other languages should consult their advisers about appropriate language training. They must also pass a reading examination in an appropriate European language.

Advancement to Candidacy. Students are officially advanced to candidacy in the Ph.D. program upon completion of comprehensive examinations in three areas of art history: two related areas, in one of which the dissertation is written, and a third unrelated area. These areas are selected from an established list in the department. The comprehensive examinations should be taken before completion of the 48 credits beyond the M.A. More information is available from the Department of Art History.

Art History Courses (ARH)

199 Special Studies: [Topic] (1–5R)

204, 205, 206 History of Western Art I,II,III (4,4,4) Historical survey of visual arts. Selected works of painting, sculpture, architecture, and other arts studied in relation to the cultures producing them. **204:** ancient. **205:** medieval to early Renaissance. **206:** Renaissance to modern. Harper, Hurwit, Nicholson, Simmons.

207 History of Indian Art (4) Historical survey of the visual arts of India. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Lachman.

208 History of Chinese Art (4) Historical survey of the visual arts of China. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Jacobson, Lachman, Thompson.

209 History of Japanese Art (4) Historical survey of the visual arts of Japan. Selected works of painting, sculpture, architecture, and other arts studied in relation to the culture in which they were produced. Lachman, Thompson.

300 Critical Approaches to Art-Historical Study (4) Methodologies used to study art history (historic, iconographic, formal). Materials drawn

from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: junior or senior major status. Harper.

314, 315 History of Western Architecture I,II (4,4) Survey of architectural developments in the West from prehistory to the present. **314:** prehistory through Gothic. **315:** Renaissance to the present. Roth, Sundt.

322 Art of Ancient Greece (4) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods. Hurwit.

323 Art of Ancient Rome (4) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit. Not offered 2004–5.

324 Art and Politics in the Ancient World (4) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit. Not offered 2004–5.

326 The Acropolis of Athens (4) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works from the Age of Pericles. Selected literary texts read in translation. Hurwit.

341 Italian Renaissance Art (4) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Harper. Not offered 2004–5.

342 Southern Baroque Art (4) Italian and Spanish art of the late 16th and the 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velázquez, other leading artists. Harper.

343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Harper. Not offered 2004–5.

344 Northern Baroque Art (4) North Netherlandish, Flemish, and French art of the late 16th and 17th centuries. Changes in patrons, markets, and meaning for art. Rembrandt, Vermeer, Rubens, Poussin, other leading artists. Harper.

348 Rome in Age of Bernini (4) Painting, sculpture, architecture, urbanism in 17th-century Rome with special reference to Bernini, the dominant figure. Patronage and society in the city of the popes. Harper, Morrogh. Not offered 2004–5.

349 History of Prints (4) Western printmaking, from the 15th century to the present, focused on major artists (Dürer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers. Not offered 2004–5.

351 19th-Century Art (4) Introduction to artistic movements in Europe from 1780 to the 1880s including neoclassicism, romanticism, realism, and impressionism. Nicholson, Simmons.

352 20th-Century Art (4) Introduction to artistic movements in painting, sculpture, and graphics from postimpressionism to the present. Nicholson, Simmons.

358 History of Design (4) Design from the late-18th century to the present—considered in relation to social, political, and technological developments. Simmons.

359 History of Photography (4) Photography from the early 19th-century to the present, aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson.

381 Nomadic Art of Eurasia (4) Art of the Scytho-Siberian nomads and its relation to the art of Greece, the ancient Near East, and China, 7th to 2nd centuries b.c. Jacobson.

382 Art of the Silk Route (4) Art and culture of Central Asia and the Silk Route during the first millennia b.c. and a.d. Art of nomadic cultures, Buddhism, and Islam. ARH 207 or 208 recommended. Jacobson. Not offered 2004–5.

384, 386 Chinese Art I,II,III (4,4) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Lachman.

387 Chinese Buddhist Art (4) Introduction to selective aspects of the history of Buddhist art in China. Emphasis on sculpture and painting. Lachman.

391, 392 Art of the Pacific Islands I,II (4,4) Art and architecture of the Pacific Islands considered in terms of style and as vehicles of social and religious expression. **391:** Melanesia. **392:** Polynesia and Micronesia. Sundt. Not offered 2004–5.

394, 395, 396 Japanese Art I,II,III (4,4,4) Major Japanese arts, Jomon through Edo periods. Includes sculpture, ceramics, painting, architecture, gardens, and calligraphy. **394:** Paleolithic to 10th century. **395:** 10th to 16th centuries. **396:** 16th to 20th centuries. ARH 209 recommended. Thompson. Not offered 2004–5.

397 Japanese Buddhist Art (4) Major types and periods of Buddhist art and architecture in Japan. Includes painting, sculpture, gardens, monastic buildings and plans, ritual implements, and calligraphy. Emphasizes form and function. Thompson.

399 Special Studies: [Topic] (1–5R) Offerings vary from year to year and reflect the interests of faculty members.

401 Research: [Topic] (1–5R)

403 Thesis (1–6R) Prereq: ARH 401. Departmental honors majors only.

405 Reading and Conference: [Topic] (1–5R)

406 Field Studies: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

409 Practicum: [Topic] (1–9R)

410/510 Experimental Course: [Topic] (1–5R) Offerings vary from year to year and reflect the interests of faculty members.

411/511 Museology (4) Theories and techniques in the operation of art museums. Prereq: advanced course work in art history or equivalent professional experience.

422/522 Aegean Art (4) Major artistic traditions of the Aegean Bronze Age: Minoan, Thera, and Mycenaean. Topics include the function and meaning of palatial frescoes, development of vase painting, and Bronze Age iconography. Hurwit. Not offered 2004–5.

423/523 Archaic Greek Art (4) Development of Greek art in the geometric and archaic periods (900–480 b.c.). Focuses on such issues as the origin and tactics of mythological narrative art. Prereq: ARH 204 or 322. Hurwit. Not offered 2004–5.

424/524 Classical Greek Art (4) Greek art in the 5th and 4th centuries b.c. Emphasizes major artistic programs of Olympia and Athens and classical attitudes toward the representation of the human form. Prereq: ARH 204 or 322. Hurwit.



427/527 Greek Architecture (4) Origins of the Greek Orders and temple architecture ca. 900 to 400 b.c. Prereq: ARH 204 or 314. Sundt.

428/528 Roman Architecture (4) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314. Sundt.

430/530 Early Christian Art (4) Early Christian art from the 3rd century to Iconoclasm. Prereq: ARH 205. Dolezal.

431/531 Byzantine Art (4) Byzantine art after Iconoclasm, a.d. 843–1453. Prereq: ARH 205. Dolezal. Not offered 2004–5.

432/532 Romanesque Sculpture (4) Development and function of monumental sculpture in the 11th and 12th centuries. Focuses primarily on various regions of France with some attention to Spain, Italy, and England. Prereq: ARH 205. Dolezal. Not offered 2004–5.

433/533 Gothic Sculpture (4) Examination of European sculpture, ca. 1140 to 1400. Emphasizes the function of sculpture in various contexts and the changing role of the patron and artist in its production. Prereq: ARH 205. Dolezal.

435/535 Text and Image: Medieval Manuscripts (4) Examines the relationship between the written word and pictorial expression as a reflection of late-medieval (ca. 1200–1500) culture. Considers social issues, gender issues, and patronage. Prereq: ARH 205. Dolezal. Not offered 2004–5.

437/537 Romanesque Architecture (4) Architecture in Western Europe ca. a.d. 1000 to 1200. The period of monasteries, pilgrimages, and Crusades. Prereq: ARH 205 or 314. Sundt. Not offered 2004–5.

438/538, 439/539 Gothic Architecture I,II (4,4) **438/538:** Architecture in Western Europe ca. 1130 to 1500, with emphasis on northern France. **439/539:** emphasis on England, Germany, and the area outside northern France. Prereq: ARH 205 or 314. Sundt.

441/541 Renaissance and Baroque Problems: [Topic] (4R) In-depth examination of careers of major artists or issues relevant to art of the period. Topics vary. Prereq: ARH 341 or 342 or 343 or 344. Harper, Morrogh. **R** once when topic changes for maximum of 8 credits.

448/548 Renaissance Architecture (4) Examines significant developments in architecture in

Italy and the rest of Europe, 1400–1585. Prereq: ARH 206 or 315. Morrogh.

449/549 Baroque Architecture (4) Examines significant developments in architecture in Italy and the rest of Europe, 1585–1750. Prereq: ARH 206 or 315. Morrogh. Not offered 2004–5.

451/551 Romanticism (4) The romantic era in European art, 1789–1848, centering on Goya, Blake, Turner, and others. Prereq: ARH 351. Nicholson. Not offered 2004–5.

452/552 19th-Century Problems: [Topic] (4R) Changing topics in the areas of realism through impressionism. Major artistic movements in Europe, 1848–80. Prereq: ARH 351. Nicholson. **R** once when topic changes for maximum of 8 credits.

453/553 20th-Century Problems: [Topic] (4R) Changing topics in European art, 1880–1940. Prereq: ARH 352. Simmons. **R** once when topic changes for maximum of 8 credits.

454/554 Modern German Art (4) Changing topics in German modernism from the founding of the secession to national socialism. Prereq: ARH 352. Simmons. Not offered 2004–5.

455/555 Contemporary Art (4) Changing topics in art and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352. Simmons.

460/560 18th-Century Architecture (4) Development of modern architecture including the rise of archaeology, the impact of new technologies, and the appearance of the professional architect. Prereq: ARH 206 or 315 or 449. Roth. Not offered 2004–5.

461/561 19th-Century Architecture (4) Developments in architecture in Europe, 1800–1900. Emphasis on such topics as the impact of eclecticism, industrialization, and urban growth. Prereq: ARH 206 or 315. Roth. Not offered 2004–5.

462/562 20th-Century Architecture (4) Developments in architecture in Europe, 1890 to present. Topics include theory of international modernism and rise of ethnic traditions. Prereq: ARH 206 or 315. Roth. Not offered 2004–5.

463/563 Native American Architecture (4) Examination of building traditions among native peoples of North America. Explores cosmological symbolism, building techniques, materials, settle-

ments, and influences of culture and climate. Roth. Not offered 2004–5.

464/564, 465/565, 466/566 American Architecture I,II,III (4,4,4) Major developments in American architecture. **464/564:** 1600–1800; includes vernacular traditions, late-baroque transplantations, and the effort to create national symbols. **465/565:** 1800–1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. **466/566:** 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315. Roth.

467/567 Chicago Architecture (4) The development of architecture in this especially American city, focusing on the invention of the skyscraper and the suburban family home. Prereq: ARH 313 or 465 or 466. Roth.

468/568 Oregon Architecture (4) Exploration of the development of architecture in the Oregon territory from prehistoric times to the present. Includes settlements, building types, urban planning, and civil engineering. Prereq: ARH 315 or 465 or 466. Roth.

474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions. Beecher.

477/577, 478/578 History of Landscape Architecture I,II (4,4) History of landscape architecture focusing on the garden and public open spaces. **477/577:** development of the garden from its origins until the 17th century. **478/578:** landscape design of the 18th and 19th centuries, emphasizing the design of public open spaces and the Anglo-American tradition, American and 20th-century landscape architecture. Helphand.

484/584 Problems in Chinese Art: [Topic] (4R) Topics vary from year to year. Prereq: ARH 208, ARH 384 or 386. Lachman. **R** once when topic changes for maximum of 8 credits. Not offered 2004–5.

488/588 Japanese Prints (4) The woodblock print in Japan as part of the cultural, social, and political conditions. Prereq: ARH 209. Thompson. Not offered 2004–5.

490/590 Islamic Art and Architecture (4) Examines the formation of Islamic art and its development from the 7th century to the mid-13th century (Mongol Conquest). Prereq: ARH 205. Dolezal.

503 Thesis (1–9R)

601 Research: [Topic] (1–5R)

603 Dissertation (1–9R)

605 Reading and Conference: [Topic] (1–5R)

606 Field Studies: [Topic] (1–5R)

607 Seminar: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members.

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–5R)

611 Graduate Studies in Art History (4) Introduction to bibliographic resources, research methodology, and critical issues in art history. Prereq: graduate standing in art history. Nicholson, Simmons.

Arts and Administration

Doug Blandy, Program Director

(541) 346-3639
(541) 346-3626 fax
251E Lawrence Hall
5230 University of Oregon
Eugene OR 97403-5230
<http://aad.uoregon.edu/>

Faculty

Doug Blandy, professor (art and community service, art and special populations). B.S., 1974, Ohio; M.A., 1979, Ph.D., 1983, Ohio State. (1987)

Gaylene Carpenter, associate professor (program theory, event management, leisure behavior). B.A., 1965, M.S., 1973, California State, Long Beach; Ed.D., 1980, Temple. (1983)

Kassia Dellabough, adjunct instructor (cultural studies, career development). B.A., 1988, M.S., 1989, Oregon. (1995)

Patricia M. Dewey, acting assistant professor (performing arts, cultural policy). B.M., 1990, Indiana; M.A., 1997, Webster; M.A.S., 1998, International Center for Culture and Management. (2003)

Janice W. Rutherford, assistant professor (museum studies, arts administration, popular culture and gender). B.A., 1963, Oregon; M.A., 1981, Portland State; Ph.D., 1996, Louisiana State. (2002)

Eric Schiff, adjunct instructor (information technology). B.A., 1977, M.A. 1981, Oregon. (1988)

Courtesy

Elizabeth Hoffman, courtesy research associate (gender studies, art and the environment, textiles). B.A., 1973, Lewis and Clark; M.A., 1982, Oregon State; Ph.D., 1991, Oregon. (1991)

Alice Parman, courtesy assistant professor (exhibit development, nonprofit management). B.A., 1964, Rochester; M.A.T., 1965, Harvard; Ph.D., 1972, Chicago. (1988)

Emeriti

Rogena M. Degge, professor emerita. B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon. (1979)

Linda F. Ettinger, associate professor emerita. B.F.A., Southwest Missouri State; M.S., 1973, Illinois State; Ph.D., 1983, Oregon. (1982)

Jane Gehring, associate professor emerita. B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)

Beverly J. Jones, associate professor emerita. B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon. (1977)

Gordon L. Kensler, professor emeritus. B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., 1964, Stanford. (1966)

June K. McFee, professor emerita. B.A., 1939, Washington (Seattle); M.Ed., 1954, Central Washington; Ed.D., 1957, Stanford. (1965)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Lisa Abia-Smith, Museum of Art

C. Melvin Aikens, anthropology

Bryan T. Downes, planning, public policy and management

Don E. Dumond, anthropology

Larry Fong, Schnitzer Museum of Art

Patricia Krier, Museum of Natural and Cultural History

Anne Dhu McLucas, music

About the Program

The Arts and Administration Program—the only one of its kind in the Pacific Northwest—combines knowledge in the visual, literary, and performing arts with social, cultural, managerial, and educational concerns that pertain to administering nonprofit and for-profit arts organizations and programs. The field of specialization is arts management, with concentrations in community arts, event management, museum studies, and performing arts. It is a multidisciplinary field, dedicated to increasing opportunities in arts and culture for individuals and society. A growing group of scholars critically examines issues in the arts and society from community to international-policy levels. Study of these issues is vital to effective arts management for cultural preservation and advancement in the United States and abroad.

The program offers an undergraduate minor in community arts and master of arts (M.A.) or master of science (M.S.) degrees in arts management.

Undergraduate Studies

Undergraduate courses that are approved for the arts and letters group are listed under group requirements in the **Registration and Academic Policies** section of this catalog. Other courses offered by the arts and administration faculty that are appropriate for undergraduates, particularly students in the School of Architecture and Allied Arts, are Museum Education (AAD 429), Art in Society (AAD 450), Art and Community Service (AAD 451).

Minor Requirements

The Arts and Administration Program oversees the community arts minor, which requires 28 credits of course work passed with grades of C+ or better.

<i>Minor in Community Arts</i>	28 credits
Two lower-division arts and administration courses selected from Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), and Art and Gender (AAD 252).....	8
Three upper-division arts and administration courses	12
Two upper-division courses in arts and administration or a related discipline.....	8

Graduate Studies

The design of the master's degree program in arts management is based on the underlying belief that professional arts managers must be familiar with the social, cultural, political, and ethical contexts of the arts in general.

Program Objectives

1. Prepare students for professional leadership positions in international, national, and regional public and private arts and cultural organizations, including museums and galleries, community nonprofit organizations, arts foundations, performing arts centers, and festivals
2. Provide professional experience in arts agencies by incorporating a field-based internship component that enhances the student's ability to move into professional positions in arts and cultural organizations

3. Facilitate the development of individual research projects that contribute to the body of knowledge on the theory and practice of arts policy, administration, and management in an era of dynamic sociocultural change
4. Provide opportunities for professionals to enhance their knowledge and skills or develop new careers in the arts

Careers

The master's degree in arts management, depending on the chosen concentration, offers preparation for students who seek administrative careers in the visual arts, performing arts, or community arts in either the public or the private sector.

Admission

Admission to graduate study requires previous study in the visual or performing arts and the humanities. Although an undergraduate degree in the arts is not required, related course work or equivalent professional experience is standard. Applicants from the business, management, and social science fields are encouraged. Applicants are asked to indicate interest in a particular concentration area when they apply; application materials are reviewed with this interest in mind; and appropriate entry qualifications are examined.

Students planning graduate study should request information and application forms by writing to the Arts and Administration Program or visiting the program's website.

Admission is determined by the arts management master's degree admissions committee, which consists of faculty members of the Arts and Administration Program and faculty representatives from concentration areas when appropriate.

The admissions committee considers every aspect of the applicant's file when making its decision for admission. No standardized test is required. Financial aid in the form of a limited number of teaching, research, or administrative fellowships is available, typically to second-year students. The Graduate School has information about fellowship options that are open to students from any program, at any point in their studies. See the **Graduate School** section of this catalog.

Master's Degree Requirements

The master's degree in arts management is designed to be a two-year, full-time program, with a deliberate progression of cumulative course work; however, students may take up to seven years to complete the program. Students pursue a master of science (M.S.) or a master of arts (M.A.) degree, completing a minimum of 68 credits. The M.A. degree requires competence equivalent second-year study in a second language.

Study in the master's degree program has four parts: (1) core and management courses (3) a technology component, (4) a concentration area, and (5) research and practice, which includes a summer internship between the first and second years of study.

Students learn the techniques needed to analyze and develop arts policy as well as skills in grant and research report writing and review. In addition to course work and an internship, students are required to complete a master's degree project, capstone project, or thesis that demonstrates

in-depth knowledge of practical or theoretical issues of importance to professionals in public and private arts organizations from diverse social and cultural settings. Projects focus on issues that were explored during the student's internship.

Technology. A personal computer facilitates work in software applications and research for courses. Minimum recommendations for hardware and software are included in the application and on the program's website.

Course work for the master's degree program is distributed among the following four components.

Core and Management Courses

Courses address the study and management of the arts in social and cultural contexts with a focus on arts policy and information management. Nonprofit and for-profit organizations and issues are addressed.

Courses include Art in Society (AAD 550), Art and Community Service (AAD 551), Arts Administration (AAD 560), Cultural Policy in Art (AAD 562), Managing Nonprofit Organizations (PPPM 580), Seminar: Arts Program Theory (AAD 607), course in marketing arts organizations (inquire at the program office), Arts Program Evaluation (AAD 664), and electives chosen in consultation with an adviser.

Technology Component

The two required courses are Advanced Information Design and Presentation (AAD 584) and Multimedia for Arts and Administrators (AAD 585).

Area of Concentration

Selection of a concentration area allows students to pursue study that contributes to specific professional goals. A curricular plan is developed with an adviser during the first term of graduate study. Four concentration areas are available:

- community arts management
- event management
- museum studies
- performing arts management

Research and Practice

Candidates for the master's degree write a project or capstone paper or a thesis. Required courses in research methodology and professional practice prepare students for the summer internship and for writing the paper or thesis.

Courses required for this component include Research Methodology (AAD 630); courses in professional practice (inquire at the program office); and Thesis (AAD 503), Master's Degree Project (AAD 611), or other courses chosen in consultation with the student's adviser.

Certificate in Museum Studies

The multidisciplinary, graduate-level museum studies certificate is awarded through the School of Architecture and Allied Arts, with the cooperation of the Arts and Administration Program; the Departments of Art History, Anthropology, and Architecture; and campus museum professionals.

The certificate requires 28 credits. No more than 12 credits of department degree requirements may count toward the certificate; the additional 16 credits is taken in the museum studies core and elective courses. Core courses include Museumology (ARH 511), Museum Education (AAD 529),

and The Anthropology Museum (ANTH 550), and a course about the history museum. A variety of elective courses—many offered by departments outside the School of Architecture and Allied Arts—may be applied to the certificate requirements. The certificate program culminates with a presentation by the student.

Students exit the program with practical and theoretical museum management strategies that are applicable in leadership positions in small to large, community to national, public or private museums.

Arts and Administration Courses (AAD)

198 Workshop: [Topic] (1–5R)

199 Special Studies: [Topic] (1–5R)

250 Art and Human Values (4) Addresses fundamental aesthetic theory and practice questions resulting from viewing art as a powerful communicator of social and cultural values. Values, rights, and responsibilities of the contemporary visual environment. Blandy.

251 The Arts and Visual Literacy (4) Explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information within sociocultural contexts.

252 Art and Gender (4) Addresses sociocultural factors influencing roles of women and men in arts disciplines. Examines underlying social structures that affect how we define art and artists. Rutherford.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–18R)

404 Internship: [Topic] (1–18R)

405 Reading and Conference: [Topic] (1–18R)

406 Special Problems: [Topic] (1–18R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–18R)

409 Practicum: [Topic] (1–18R)

410/510 Experimental Course: [Topic] (1–5R) A current topic is Youth Arts Curriculum Methods.

420/520 Event Management (4) Examines management practices and trends of special events, festival, celebrations, and fundraisers sponsored by organizations. Carpenter.

422/522 Arts Program Theory (4) Explores program theory, principles, and practices associated with comprehensive arts programs. Carpenter.

424/524 Conference Management (2–4) Planning and managing meetings, workshops, seminars, conferences in a variety of settings. Carpenter.

429/529 Museum Education (4) Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums. Rutherford.

450/550 Art in Society (4) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society. Degge.

451/551 Art and Community Service (4) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs. Blandy.



460/560 Arts Administration (4) Overview of the primary concerns in arts administration. Includes program development, financial strategies, management issues, program evaluation, marketing, and legal and tax considerations. Ettinger, Rutherford.

462/562 Cultural Policy in Art (4) Examines the impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public. Degge.

483/583 Information Design and Presentation (3) Design and presentation of electronically processed information. Uses concepts from aesthetics and graphic design; computer, behavioral, and social sciences. Practical applications in various contexts. Schiff.

484/584 Advanced Information Design and Presentation (3) Compares design and presentation of information processed electronically and traditionally. Uses concepts from art and graphic design; computer, behavioral, and social sciences. Practical applications in business, education, and communications. Prereq: AAD 483/583. Schiff.

485/585 Multimedia for Arts and Administrators (3) Examines multimedia tools, platforms, and trends that influence information retrieval, display, and presentation. Uses concepts from graphic design, information processing, and project management. Prereq: AAD 484/584 or equivalent. Schiff.

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

602 Supervised College Teaching (1-5R)

604 Internship: [Topic] (1-16R)

605 Reading and Conference: [Topic] (1-16R)

606 Special Problems: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R)

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

610 Experimental Course: [Topic] (1-5R)

611 Master's Degree Project: [Topic] (1-16R)

630 Research Methodology (4) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports.

631 Research Proposal Development (3) Conceptualize, research, and develop proposal for graduate thesis or project. Prereq: AAD 630.

664 Arts Program Evaluation (4) Provides theoretical and practical foundations needed to plan for assessment in various arts-program contexts—museums, events, staff and audience development.

Historic Preservation

Kingston Heath, Program Director

(541) 346-2982

1231 Lawrence Hall

5233 University of Oregon

Eugene OR 97403-5233

<http://www.uoregon.edu/~histpres/>

Faculty

David Amundson, adjunct assistant professor (historic preservation). B.A., 1977, Lewis and Clark; M.Arch., 1987, Virginia. (1997)

Michelle Dennis, adjunct assistant professor (historic preservation). M.S., 1995, Oregon; M.S., 1981, Utah State. (1998)

Eric L. Eisemann, adjunct assistant professor (legal issues). B.A., 1974, Knox; M.A., 1980, Western Kentucky; J.D., 1994, Lewis and Clark. (1984)

Kingston Heath, professor (historic preservation). B.A., 1968, Lake Forest; M.A., 1975, Chicago; M.A., 1978, Ph.D., 1985, Brown. (2003)

David Pinyerd, adjunct assistant professor (historic preservation) B.S., 2000, Oregon State; M.S., 2000, Oregon. (1994)

David Skilton, adjunct assistant professor (preservation planning). B.S., 1970, Santa Clara; M.Arch., 1990, M.S., 1993, Oregon. (1997)

Frederick L. Walters, adjunct assistant professor (preservation technology). B.A., 1970, New Mexico; Dipl. in Conservation, 1979, York. (1998)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Mary Ann Beecher, architecture

George Bleekman, facilities services

Michael Cockram, architecture

Howard Davis, architecture

Kenneth I. Helphand, landscape architecture

Michael Hibbard, planning, public policy and management

Peter A. Keyes, architecture

Robert Z. Melnick, landscape architecture

Donald L. Peting, architecture

Leland M. Roth, art history

Janice W. Rutherford, arts and administration

Glenda Fravel Utsey, architecture

Jenny Young, architecture

Undergraduate Studies

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

Historic Preservation 15 credits

Introduction to Historic Preservation

(AAAP 411)..... 3

12 credits selected from Experimental Course:

Fundamentals in Historic Preservation

(AAAP 410), National Register Nomination

(AAAP 431), Legal Issues in Historic Preservation

(AAAP 441), Historic Survey and Inventory

Methodology (AAAP 451), Preservation and

Restoration Technology (ARCH 474), Preservation

Technology: Masonry (ARCH 475) 12

Related Course Work

12 credits

Select courses from Experimental Courses:

American Building Construction, Preservation

Perspectives of American Architecture

(AAAP 410); Analysis through Recording

of Historic Buildings (ARCH 421); Grant

Writing (PPPM 422); Vernacular Building

(ARCH 434); Cultural Resource Management

(ANTH 449); Arts Administration (AAD 460);

18th-Century Architecture (ARH 460);

19th-Century Architecture (ARH 461); Native

American Architecture (ARH 463); American

Architecture I,II,III (ARH 464, 465, 466);

Oregon Architecture (ARH 468); History

of Interior Architecture I,II,III (ARH 474,

475, 476); History of Landscape Architecture I,II

(ARH 477, 478); Landscape Preservation

(LA 480), Nonprofit Management I (PPPM 480);

National Parks (LA 482) 12

Courses from other university departments may be substituted with approval of the program director.

Early consultation with a faculty member on the Historic Preservation Committee is recommended. Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the historic preservation office.

Course availability is subject to the instructor's consent and the space available after obligations to A&AA departmental majors have been met. A mid-C or better must be earned in letter-graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements that were in effect when the notice of intent to seek the minor was filed.

Students who have a minor in historic preservation from the University of Oregon and who meet the first-year graduate degree requirements with a grade point average of 3.00 or better may petition for admission into the graduate program. If admitted with advanced standing, these students need complete only the second-year requirements for the M.S. degree in historic preservation—36 credits instead of 73. The Graduate School's requirements, including a minimum of 45 credits for a master's degree, must also be satisfied.

Graduate Studies

A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts (A&AA). Although no particular training is preferred, students whose backgrounds are primarily in historic preservation, architecture, landscape architecture, and architectural history are most prepared for this program. Course work includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by the Historic Preservation Committee, an interdepartmental committee in the School of Architecture and Allied Arts.

Admission

Applications to the graduate program should contain the following:

1. Completed application form and fee
2. Biographical summary
3. Educational and professional summary
4. Statement of intent
5. Selected examples of written material and/or graphic work
6. Official transcripts of all college work
7. Three letters of recommendation, preferably from academic or professional sources

Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 600.

Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School or the historic preservation office.

General university regulations about graduate admission are described in the **Graduate School** section of this catalog.

The application deadline is February 15 for admission the following fall term. Requests for more information and application materials should be directed to Graduate Admissions at the Historic Preservation Program mailing address. Information and the application are also available on the program's website.

Program Requirements

The M.S. degree in historic preservation requires 73 credits in five areas: historic preservation core courses, architectural history electives, area of concentration, approved electives, and individualized study, which includes thesis or terminal project, research, and an internship. Students choose one of three concentration areas in which to specialize—preservation theory, design, and technology; management of cultural resources; or resource identification and evaluation.

Historic Preservation Core (17 credits)

Core courses include Workshop: Pacific Northwest Preservation Field School (AAAP 508), Introduction to Historic Preservation (AAAP 511), National Register Nomination (AAAP 531), Legal Issues in Historic Preservation (AAAP 541), Historic Survey and Inventory Methodology (AAAP 551), research methods course.

Architectural History Electives (12 credits)

At least 8 of the 12 credits must be in American Architecture I, II, or III (ARH 564, 565, or 566) or in Preservation Perspectives of American Architecture I,II,III (AAAP 510). Students may choose a course from an approved list of courses that cover the history of architecture, landscape architecture, and interior architecture.

Concentration Areas (15 credits)

The three concentration areas described below reflect the professional careers that are traditionally sought by program graduates. Students who

want to focus their studies should take courses identified in one of these areas. Students who want a broad-based curriculum may satisfy this requirement with courses from more than one area.

Preservation Theory, Design, and Technology.

Emphasis is on developing the skills needed to research, plan, and direct restoration of buildings, places, and landscapes and to determine appropriate levels of treatment. Restoration theory, design, building history, and technology are explored in this concentration.

Management of Cultural Resources. Embodied in historic preservation is the management of cultural resources. This concentration provides the legal, planning, and management skills individuals need to work in or develop organizations that support public or private management of cultural resources.

Resource Identification and Evaluation. This concentration area offers the insights and investigative tools necessary for archival and cultural resource research to establish the history and context of buildings, landscapes, and cities that determine settlement, organization, and sense of place.

Approved Electives (9 credits)

Students take courses in other concentration areas, from an approved list of courses, or in other university departments with approval of their adviser.

Individualized Study (20 credits)

This part of the master's degree program requires 3 credits in Research (AAAP 601), 5 credits in Practicum: Internship (AAAP 609), and 12 credits in Thesis (AAAP 503) or Terminal Project (AAAP 611). Before enrolling in AAAP 503 or 611, the student must develop a project proposal and have it approved by a committee of three or more members, at least two of whom must be University of Oregon faculty members. When the thesis or terminal project nears completion, the student must present the results of the project to faculty members and students and gain final approval of the project's documentation from the faculty committee. Requirements for the final presentation are listed in the current graduate program guide.

Historic Preservation Courses (AAAP)

406 Special Problems: [Topic] (1–6R) R when topic changes.

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–5R)

Current topics are American Building Construction, Preservation Perspectives of American Architecture, Research Methods.

411/511 Introduction to Historic Preservation

(3) History, evolution, modern concepts, and professional techniques of historic preservation. Includes financial incentives, national and state laws, the role of planning, and management.

416/516 Fundamentals of Historic Preservation

(3) Introduction to fundamentals of architectural preservation; focuses on practical skills, knowledge, and techniques for documenting and evaluating historic buildings. Designed for

students without an architectural background. Prereq: AAAP 411/511.

431/531 National Register Nomination (4)

Provides information and instruction on all aspects of the National Register program and process. Facilitates completion of registration form.

441/541 Legal Issues in Historic Preservation (3)

Examines constitutional, statutory, and common law affecting historic preservation. Covers First Amendment, eminent domain, due process, police powers, regulatory "takings," and aesthetic zoning. Eisemann.

451/551 Historic Survey and Inventory Methodology (3)

Examines how historic inventories help communities plan for wise use of historic resources. Includes complete reconnaissance and survey documentation for historic properties and development of historic context statement.

503 Thesis (1–12R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–6R)

610 Experimental Course: [Topic] (1–5R)

611 Terminal Project (1–6R)

Courses in Other Departments

See descriptions under home departments.

Anthropology. Cultural Resource Management (ANTH 549)

Architecture. Analysis through Recording of Historic Buildings (ARCH 521), Vernacular Building (ARCH 534), Seismic Study (ARCH 569), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575), Graduate Design Process (ARCH 611), Introductory Graduate Design (ARCH 680)

Art History. 18th-Century Architecture (ARH 560), 19th-Century Architecture (ARH 561), Native American Architecture (ARH 563), American Architecture I,II,III (ARH 564, 565, 566), Oregon Architecture (ARH 568), History of Interior Architecture I,II,III (ARH 574, 575, 576), History of Landscape Architecture I,II (ARH 577, 578)

Arts and Administration. Arts Administration (AAD 560), Research Methodology (AAD 630)

Landscape Architecture. Landscape Preservation (LA 580), National Parks (LA 582)

Planning, Public Policy and Management. Grant Writing (PPPM 522), Nonprofit Management I (PPPM 580), Community Planning Workshop (PPPM 608), Introduction to Planning Practice (PPPM 611), Legal Issues in Planning (PPPM 612), Planning and Social Change (PPPM 635)

Courses outside the School of Architecture and Allied Arts. Participation in related course work offered throughout the university is encouraged.

Possible courses include Urban Geography (GEOG 542), The American West (HIST 566, 567), The Pacific Northwest (HIST 568)

Interior Architecture

Linda K. Zimmer, Program Director

(541) 346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene OR 97403-1206

Participating Faculty

Mary Anne Beecher, architecture
Brian F. Davies, architecture
Arthur W. Hawn, architecture
Wayne J. Jewett, architecture
Alison B. Snyder, architecture
Linda K. Zimmer, architecture

The Study of Interior Architecture

Education. In addition to providing a professional education in interior design, the Interior Architecture Program promotes inquiry into theory and design related to the interior environment and the development of design skills. Design studios offer opportunities for synthesis and testing of knowledge learned in lecture courses. The Interior Architecture Program is part of the Department of Architecture, which allows students an interdisciplinary context for study. Course work is shared between architecture and interior architecture, particularly in the first two years of study. The program includes courses in interior construction, materials, and systems, and it provides opportunities for furniture design and construction in a woodshop. An internship may be arranged with a participating professional office during the fourth or fifth year of study.

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, two- and three-dimensional design, fiber arts, draftsmanship, and the history of the arts, architecture, furniture, and interior-architecture design
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment
3. Sciences such as environmental studies, algebra, and geometry. Trigonometry and college-level physics are required for anyone who is interested in studying structures
4. Humanities such as literature and writing courses, because interior architecture students must be able to read, write, and think clearly about abstract concepts

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

Students are encouraged to travel in order to broaden their experiences related to environmental design.

Careers. Most students prepare for entering professional practice with architecture and design firms. Other opportunities exist in related areas such as product representation, color consultation, space planning, furniture design, and other activities related to the designed environment.

Students graduating from the Interior Architecture Program may elect to apply for the national examination administered by the National Council for Interior Design Qualification (NCIDQ). Successful completion of this examination is required for professional membership in the American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA).

Overseas Study

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

See also the Rome Program and the Danish International Studies Program listed in the **Architecture** section of this catalog.

Summer Architecture Academy. See description in the **Architecture** section of this catalog.

Curriculum for the Study of Interior Architecture

Students must meet the curriculum requirements published in the UO catalog and the department's *Advising Handbook* the year of their admission to the program. Students needing more specific information should see an adviser.

Residence Requirements. For transfer students to earn the B.I.Arch. or M.I.Arch. degree from the university, the following minimum course work must be taken in residence:

1. Design area: 24 credits, including Interior-Design Terminal Project (IARC 488/588, 489/589)
2. Subject area: a minimum of 40 credits from at least six subject areas
3. General electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.I.Arch. only)

Leave of Absence. See policy statement in the **Architecture** section of this catalog.

Accreditation. Undergraduate and graduate professional-degree curricula in interior architecture are accredited by the Foundation for Interior Design Education Research (FIDER).

Undergraduate Studies

Potential applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies later in this section).

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (B.I.Arch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits

A five-year program leads to the B.I.Arch. degree; the first two years are highly structured. Because of the many opportunities in the profession, the program is designed to allow students and their advisers flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal, general education. Beyond the university requirements for interior-architecture majors, students must complete upper-division nonmajor course work as part of the general-elective requirement. Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 225 credits:

University Requirements. 44 credits distributed as follows:

1. Group requirements—36 credits in arts and letters, social science, and science (12 credits in each group)
2. College composition—8 credits
3. Multicultural requirement—8 credits (may be included in the groups above)

Major Requirements. 181 credits (see Professional Curriculum later in this section).

Minor Requirements

The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Students must notify the Department of Architecture of their intent to seek a minor. The minor is granted on completion of the requirements in effect on the date of the notice of intent
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to the minor program until space becomes available
4. Substitute courses for minor requirements may be approved by the department

Course Requirements 29 credits

Introduction to Architecture (ARCH 201) 4
Survey of Interior Architecture (IARC 204) 4
Furniture: Theory and Analysis (IARC 444) 3
Color Theory and Application for the Built Environment (IARC 447) 3
History of Interior Architecture I,II,III (ARH 474, 475, 476) 9
Minimum of 6 credits selected from History of Western Architecture II (ARH 315), Interior Finishes and Design Application (IARC 472), Interior Design (IARC 484) 6

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, and maturity. Students are expected to submit specific materials supporting each of these attributes. First-year applicants must have grades and scores that meet at least three of the following four indices:

1. High school grade point average (GPA)—3.25
2. Verbal SAT I—550
3. Mathematical SAT I—550
4. Total SAT I—1100

Test of English as a Foreign Language (TOEFL) scores are required for students whose first language is not English. **Paper-based test:** a

minimum total score of 575 must be achieved with a minimum of 58 in each subsection.

Computer-based test: a minimum total score of 233 must be achieved with a minimum score of 24 in each subsection.

Transfer applicants must have a minimum college GPA of 3.00 and meet the other criteria listed above for first-year applicants.

The university deadline for undergraduate application to the Interior Architecture Program is December 15 (see Application Deadlines in the **Admissions** section of this catalog). The deadline for completion of the department application is January 15. All applicants must meet both deadlines. Students receive notices about their applications by April 1.

Prospective applicants, write to Undergraduate Admissions, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206.

New students are admitted into the program only in the fall term, and an accelerated program is not usually possible. More information about enrollment policies and application deadlines is available in the architecture department office.

Graduate Studies

The three programs of graduate study in interior architecture—Options I, II, and III—require a minimum of 45 graduate credits, of which 30 must be in interior architecture and 9 must be at the 600 level. There is no minimum requirement for graded credits. Additional requirements for each program are listed below.

Option I leads to the master of interior architecture (M.I.Arch.) as a postprofessional degree. Applicants must have a five-year professional degree in interior architecture or interior design. Students in this program produce a thesis or terminal research project. The program is typically completed in six terms.

Options II and III lead to the M.I.Arch. as a professional degree. The Option II program, typically completed in six terms, is for applicants who have a four-year degree in interior design or architecture or a related design discipline. Applicants with a professional degree in architecture should apply to the Option II program. The Option III program is usually completed in ten terms, and applicants must have a B.S. or B.A. degree at entrance. Option III students begin their program in the summer before their first academic year of study. Students with degrees in related design disciplines (e.g., landscape architecture, environmental design, or architecture degrees from nonaccredited degree programs) may be given advanced standing, up to a maximum of three terms of studio credit for equivalent prior course work. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

Professional Degree Program Requirements

Option III students must complete 60 credits of interior-design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in an interior architecture or design program accredited by the Foundation for Interior Design, Education, and Research. The extent of this advanced standing is determined in consultation with the student's academic adviser before studies begin. Transferability of course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture at the beginning of this section.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 601)—may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 36 credits in interior-design studio including 12 credits in Interior-Design Terminal Project (IARC 588, 589)
4. 7 credits in Thesis Preparation and Programming (IARC 545), Thesis Programming and Research (IARC 548), and Documentation of Thesis Research, Programming, and Design (IARC 549)
5. Residence requirements in the design and subject areas as listed above

Postprofessional Degree Program: M.I.Arch.

The Option I program provides an opportunity for advanced study and contribution to knowledge in the field through the M.I.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty expertise:

1. Computer-aided design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing design
6. Interior components and design
7. Light and lighting design
8. Proxemic design and ergonomics
9. Vernacular design

The Option I thesis draws on individual research, professional and general university courses, and meetings between the student and the student's thesis committee. Students in the Option I program are required to complete 9 credits in Thesis (IARC 503) or Terminal Project (IARC 611). For more information about the thesis, see the **Graduate School** section of this catalog.

Graduate Admission

Admission to the graduate program is through a selective review that focuses on three attributes: creative capability; academic capability; and potential contribution to the program through diversity of background, experience, or demonstrated motivation. All applicants are required to submit GRE scores; if their first language is not English, they must also submit TOEFL scores of at least 575.

Prospective applicants may request a description of the graduate interior-architecture program and an application packet by writing to Graduate Admissions at the Interior Architecture Program mailing address. The packet describes application requirements. Applications must be postmarked by the first Monday after January 1 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 1. Option III students begin the program during summer session. Other graduate students are required to begin their work in the fall term. The Department of Architecture does not permit late admissions. A number of graduate teaching fellowships (GTFs) are available to well-qualified graduate students. Applicants who have an interior architectural or design education (Option I or II) may want to request GTF application forms with their packets.

Unless a leave of absence has been approved, students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed. For departmental policy regarding leave of absence, see the policy statement in the **Architecture** section of this catalog.

Professional Curriculum

The professional curriculum in interior architecture is composed of three elements: design, studios, interior-architecture subject-area course work, and general electives.

Interior Design: 66 credits for B.I.Arch.; 60 credits for M.I.Arch.

The interior design studio and its activities are at the center of interior design education. Other course work is aimed at supporting the design studio experience. The first studios emphasize the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design and building and in development of construction drawings. In the last two studios, complete integration of skill and content is emphasized through a student-selected comprehensive design project. This covers design phases from project preparation and programming through design at many scales including details, electric lighting, and interior materials.

Up to 6 credits of intermediate architecture or landscape-architecture design studio may be used to satisfy this design requirement.

Introductory Design Studios

Introductory Architectural Design I,II (ARCH 181, 182), a two-term studio for undergraduate majors

Introductory Graduate Design (ARCH 680, 681), a two-term studio for Option III graduate students

Intermediate Interior-Design Studios

Interior Design (IARC 484/584), six terms, 36 credits. 30 credits required for Option III graduate students

Custom Cabinet and Furniture Design (IARC 486/586 or 487/587), 6 credits

Advanced Interior-Design Studios

Interior-Design Terminal Project (IARC 488/588, 489/589), 12 credits

Subject Areas: 90 credits for B.I.Arch.; 87 credits for M.I.Arch.

The subject areas increase knowledge and skill development in interior architecture. Twelve subject areas or categories central to the profession have been identified to assist students' understanding of the structure of the interior design field. The core curriculum required of majors includes 21 credits in introductory courses and 56 credits in upper-division and graduate-level courses from nine of the subject areas. Courses from two other areas are recommended as part of a minimum of 11 elective credits to be taken from any of the subject areas.

General Interior-Architecture and Architecture Courses

B.I.Arch: 18 credits in Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Survey of Interior Architecture (IARC 204), Building Construction (ARCH 470), two design-arts courses

M.I.Arch. Option III: 7 credits in Graduate Design Process (ARCH 611), Building Construction (ARCH 570)

Professional Practice: 3 credits in Context of the Interior Architectural Profession (IARC 417/517)
Other Courses: Practicum (IARC 409 or 609)

Media and Methods: 3 credits in Media for Design Development (ARCH 423/523)

Other Courses: Analysis through Recording of Historic Buildings (ARCH 421/521), Advanced Interior-Design Development Media (IARC 424/524), Advanced Design-Development Media (ARCH 424/524), art courses

Contextual Issues: recommended courses include Architectural Contexts: Place and Culture (ARCH 430/530), Vernacular Building (ARCH 434/534), landscape architecture courses

Human Activity Support: 11 credits in Human Context of Design (ARCH 440/540), Thesis Preparation and Programming (IARC 445/545), Thesis Programming and Research (IARC 448/548), Documentation of Thesis Research, Programming, and Design (IARC 449/549)

Other Courses: Architectural Programming (ARCH 449/549)

Color: 3 credits from Color Theory (ART 350) or Color Theory and Application for the Built Environment (IARC 447/547)

Spatial Ordering: 4 credits in Spatial Composition (ARCH 450/550)

Construction and Materials: 10 credits in Interior Construction Elements (IARC 471/571), Interior Finishes and Design Application (IARC 472/572), Working Drawings in Interior Architecture (IARC 473/573)

Other Courses: Structural Behavior (ARCH 461/561), Wood and Steel Building Systems (ARCH 462/562), Structural Systems (ARCH 463/563), Building Enclosure (ARCH 471/571), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology: Masonry (ARCH 475/575)

Design Arts: 4 credits in an approved elective

Furniture: 5 credits in Furniture: Theory and Analysis (IARC 444/544), Working Drawings for Furniture (IARC 475/575)

Lighting: 8 credits in Environmental Control Systems II (ARCH 491/591), Electric Lighting (IARC 492/592)

Theory Seminars: Interior-architecture and architecture special-topic seminars

History of Art and Architecture: 17 credits including History of Interior Architecture I,II,III (ARH 474/574, 475/575, 476/576), two additional courses in history of art or architecture

Special Courses: generic courses numbered 401–410, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or elective areas. Unless offered pass/no pass only, any graded course in the architecture department may be taken by interior-architecture majors either for a letter grade or pass/no pass (P/N). The maximum allowable number of P/N credits is set by university regulations.

General Electives: 25 credits for B.I.Arch.

Students are encouraged to take general-subject courses in addition to those used to fulfill university general-education requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

Interior Architecture Courses (IARC)

See **Architecture** for descriptions of courses with the ARCH subject code.

ARCH 181,182 Introductory Architectural Design I,II (6,6)

199 Special Studies: [Topic] (1–5R)

ARCH 201 Introduction to Architecture (4)

ARCH 202 Design Skills (3)

204 Survey of Interior Architecture (4) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and projects involving analysis of space.

ARCH 222 Introduction to Architectural Computer Graphics (4)

401 Research: [Topic] (1–6R)

405 Reading and Conference: [Topic] (1–6R)

406 Special Problems: [Topic] (1–6R)

407/507 Seminar: [Topic] (1–6R) See topics under **Architecture**

408/508 Workshop: [Topic] (1–6R)

409 Practicum: [Topic] (1–6R)

410/510 Experimental Course: [Topic] (1–6R)

417/517 Context of the Interior Architectural Profession (3) Social, economic, and political forces influential in shaping the profession. Issues related to professional practice including contractual and specification documents, interprofessional relations, and trade resources.

ARCH 421/521 Analysis through Recording of Historic Buildings (3)

ARCH 423/523 Media for Design Development: [Topic] (3R)

424/524 Advanced Interior-Design Development Media (3) Media issues related to design inquiry, development, communication, and design character. Use of perspective as a means of testing proposals for the proximate environment. Prereq: ARCH 423/523.

ARCH 424/524 Advanced Design-Development Media: [Topic] (3R)

ARCH 430/530 Architectural Contexts: Place and Culture (4)

ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3)

ARCH 434/534 Vernacular Building (3)

ARCH 440/540 Human Context of Design (4)

444/544 Furniture: Theory and Analysis (3)

Analysis of furniture and cabinetry from a theoretical and practical standpoint. Emphasis on use within architectural space as well as free standing elements. Introduction to structure, construction, and construction installation drawings.

445/545 Thesis Preparation and Programming (3) Formulation of individual design thesis projects for IARC 488/588, 489/589. Documentation of project issues, context, site, and building information, research, case studies, and programming. Prereq: eligibility for IARC 488/588.

447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682.

448/548 Thesis Programming and Research (2) Detailed programming and research for individual design thesis project. Includes documentation of programming, research, and design issues. Coreq: IARC 488/588.

449/549 Documentation of Thesis Research, Programming, and Design (2) Written documentation of individual design thesis project. Includes documentation of design issues, research, case studies, and programming as well as graphic presentation. Coreq: IARC 489/589.

ARCH 449/549 Architectural Programming (3)

ARCH 450/550 Spatial Composition (4)

ARCH 458/558 Types and Typology (3)

ARCH 461/561 Structural Behavior (4)

ARCH 462/562 Wood and Steel Building Systems (4)

ARCH 463/563 Structural Systems (4)

ARCH 470/570 Building Construction (4)

471/571 Interior Construction Elements (3) The properties and detailing of materials used in interior design construction. Code issues that affect interior construction field trips to supply sources and projects.

ARCH 471 Building Enclosure (4)

472/572 Interior Finishes and Design Application (3) The properties, manufacture, application, and code issues of interior finish materials. Field trips to supply sources.

473/573 Working Drawings in Interior Architecture (4) Preparation of working drawings for project designed in interior architecture studio.

ARCH 474/574 Preservation and Restoration Technology (3)

ARH 474/574, 475/575, 476/576 History of Interior Architecture I,II,III (3,3,3) See **Art History**
475/575 Working Drawings for Furniture (2) Development of full-scale working drawings and as-built drawings of furniture projects from furniture studio course. Coreq: IARC 486/586 or 487/587.

ARCH 475/575 Preservation Technology: Masonry (3)

ARCH 480/580 Supervised Design Teaching (1–3R)

484/584 Interior Design (6R) A series of creative projects in interior design; intensive analysis of design; methods of problem solving; individual criticism, review of design projects; group discussion and field trips. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682.

ARCH 485/585, 486/586 Advanced Architectural Design I,II (8,8)

486/586 Custom Cabinet and Furniture Design (6) Projects in design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prereq: IARC 444/544, 18 credits in IARC 484/584 or ARCH 484/584. Prereq for nonmajors: instructor's consent.

488/588, 489/589 Interior-Design Terminal Project (6,6) Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Undergraduate prereq: 42 credits in IARC design studios; graduate prereq: 36 credits in IARC design studios.

ARCH 491/591, 492/592 Environmental Control Systems I,II (4,4)

492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings. Prereq: 24 credits of design studio.

ARCH 495/595 Daylighting (3)**503 Thesis (1–6R)****601 Research: [Topic] (1–6R)****605 Reading and Conference: [Topic] (1–6R)****606 Special Problems: [Topic] (1–6R)****607 Seminar: [Topic] (1–6R)****608 Workshop: [Topic] (1–6R)****609 Practicum: [Topic] (1–6R)****610 Experimental Course: [Topic] (1–6R)****611 Terminal Project (1–9R)****ARCH 611 Graduate Design Process (3)****ARCH 661 Teaching Technical Subjects in Architecture (3R)****ARCH 680, 681, 682 Introductory Graduate Design (6,6,6)**

688 Advanced Interior Design (1–12R) Studio-based investigation of special aspects of interior design. Prereq: instructor's consent.

ARCH 690 Teaching Technology in Architectural Design (3R)

Landscape Architecture

Stanton Jones, Department Head

(541) 346-3634
230 Lawrence Hall
<http://landarch.uoregon.edu/>

Faculty

Ann Bettman, adjunct assistant professor (plants, urban farm). B.A., 1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon; reg. landscape architect, Oregon. (1977)

Elisabeth Clemence, assistant professor (design representation, design theory). B.A., 1993, Hampshire; M.L.A., 2000, Cornell. (2001)

Kenneth I. Helphand, professor (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard; Fellow, American Society of Landscape Architects (1974)

David Hulse, professor (land use planning, landscape ecology, geographic information systems). B.S.L.A., 1981, Colorado State; M.L.A., 1984, Harvard. (1985)

Bart Johnson, associate professor (ecological design and planning, landscape ecology). B.S., 1987, Cornell; M.L.A., 1992, Ph.D., 1995, Georgia. (1995)

Stanton Jones, associate professor (landscape technologies, inclusive design, design studios). B.S., 1983, Miami; B.S.L.A., 1988, California, Davis; M.L.A., M.C.P., 1993, California, Berkeley. (1993)

Ronald J. Lovinger, professor (planting design theory, landscape transformations, landscape as art form). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania; reg. landscape architect, Oregon, Pennsylvania. (1965)

Robert Z. Melnick, professor (landscape preservation, research methods, historic and cultural landscape analysis); dean, architecture and allied arts. B.A., 1970, Bard; M.L.A., 1975, New York, College of Environmental Science and Forestry; Fellow, American Society of Landscape Architects. (1982)

Robert G. Ribe, associate professor (public lands, landscape analysis, ecological planning). B.S., 1977, California, Riverside; M.S., 1981, M.A., 1987, Ph.D., 1990, Wisconsin. (1988)

Emeriti

Jerome Diethelm, professor emeritus. B.Arch., 1962, Washington (Seattle); M.L.A., 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

George S. Jette, professor emeritus. B.L.A., 1940, Oregon. (1941)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Department

Landscape architecture is an environmental profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that we are part of the web of life. A healthy society rests on a commitment to landscape design that respects the land, its processes, its integrity—and that helps fulfill human potential. Both a science and an art, landscape architecture is based on scientific knowledge of natural processes coupled with awareness of historical, cultural, and social dynamics. These are applied to making richly supportive places beautiful in their response to human needs and ecological context.

The Department of Landscape Architecture is built on the 19th-century legacy that landscape

architecture is a design and a social profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes ecologically based planning activities, analysis of environmental impacts, and detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem solving and project-oriented study.

Computers in the Curriculum

Digital tools have become increasingly prevalent in the profession of landscape architecture. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is limited. The Department of Landscape Architecture requires its students to purchase or have unlimited access to a personal computer. Refer to the department website for details.

Undergraduate Studies

The curriculum in landscape architecture leads to a degree of bachelor of landscape architecture (B.L.A.). The five-year program, accredited by the Landscape Architecture Accreditation Board, combines general preparation in the arts and sciences with a focus on environmental-design studies. The goal is to produce a visually literate and environmentally responsible citizen capable of playing a central professional role in the evolving landscape.

In recognition of the integrated and comprehensive nature of environmental planning and design, opportunities are provided for collaboration on planning and design problems with students in architecture, community planning, and other disciplines.

Curriculum Options

The curriculum is a well-defined path toward the degree. Electives vary according to the interests, goals, and experience of each student and are chosen with the help of faculty advisers. Departmental electives reflect the need to provide a variety of environmental subjects and to introduce the rapidly expanding number of career areas in the profession. Program objectives provide a solid base of essential skills, tools, and knowledge in landscape design. Program flexibility allows each student to emphasize such topics as ecological and resource analysis, land conservation and development, urban development of waterways and agricultural lands, private-agency professional practice, public-agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program balances exposure to the many facets of landscape architecture with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure

The undergraduate curriculum consists of the following interrelated areas:

Planning and Design. Studio courses focus on the development and communication of solutions to site and other environmental problems through

specific physical-design proposals. This area addresses the physical-spatial implications of planning and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Five subject areas are essential foundations for the planning and design program: landscape architecture technology, plant materials, landscape analysis and planning, history and theory of landscape architecture, and landscape architectural media. Course work in these areas, both required and elective, encourages the student to tailor an individualized educational program with the help of an adviser.

Electives. This area, which includes general university requirements, provides for personal choice in selecting course work in arts and letters, social science, and science.

Preparation

Students planning to major in landscape architecture should prepare by beginning studies in the following areas:

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of people and the environment.

Human Behavior. Courses in anthropology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences help develop analytical skills.

Visual Language Skills. Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills and the ability to explore and communicate ideas graphically.

Full-time students planning to transfer into the department should follow the above outline during their first year of study. They may expect to transfer without loss of time or credit into the second year of the B.L.A. program.

Students interested in the undergraduate program should apply to the university by February 1 and to the department by February 15. Include with the application:

1. Letter of intent describing pertinent background information, interests, goals, and aspirations
2. Portfolio of creative work
3. Three letters of recommendation from people able to assess the applicant's academic and creative abilities and potential contributions
4. Transcripts of previous college work

Inquire at the Department of Landscape Architecture or at the university's Office of Admissions for more information.

Professional Curriculum

Requirements for the B.L.A. degree total 220 credits and are distributed as follows:

Planning and Design. 88 credits taken in twelve studios and four courses

First Year. Three courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introduction to Architectural

Computer Graphics (ARCH 222), Introductory Architectural Design I,II (ARCH 181, 182)

Second Year. Two studios: Landscape Architectural Design (LA 289). Transfer students typically enter the program in the second year.

Third Year. Three studios: Landscape Architectural Design (LA 389), Landscape Architectural Design and Process (LA 439)

Fourth Year. Three studios: Site Planning and Design (LA 489), one elective studio

Fifth Year. Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Elective studios include Community Planning Workshop (PPPM 419) or Architectural Design (ARCH 484), Landscape Architectural Design (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408, summer only) or Practicum (LA 409)

Subject Courses. 75 credits (56 credits in required courses and 18 credits in optional courses listed below)

Landscape Architectural Technology (12 credits)

Landscape Technologies I,II (LA 362, 366), Landscape Technology Topics (LA 459), Professional Practice of Landscape Architecture (LA 462)

Optional: Landscape Technology Topics (LA 459), Structural Behavior (ARCH 461)

Plants in the Landscape (12 credits)

Plants: Fall, Winter, Spring (LA 326, 327, 328)

Optional: Urban Farm (LA 390), Practicum: Nursery (LA 409), Planting Design Theory (LA 431), Japanese Garden (LA 433), Systematic Botany (BI 442)

Landscape Analysis and Planning (12 credits)

Site Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440), Principles of Applied Ecology (LA 441)

Optional: Computers in Landscape Architecture (LA 415), Landscape Ecology (LA 465)

History and Theory of Landscape Architecture (12 credits)

Understanding Landscapes (LA 260), History of Landscape Architecture I,II (ARCH 477, 478)

Optional: Land and Landscape (LA 443), Landscape Preservation (LA 480), National Parks (LA 482), Landscape Perception (LA 484)

Landscape Architectural Media (8 credits)

Landscape Media (LA 350), Digital Landscape Media (LA 352)

Optional: Workshop: Drawing (LA 408), Computer-Aided Landscape Design (LA 417), Media for Design Development (ARCH 423), Advanced Design-Development Media (ARCH 424), Advanced Landscape Media (LA 450), approved fine-and-applied-arts studio courses

Other Courses. 57 additional credits from any department, including landscape architecture and university requirements, up to a total of 220 credits applied to the B.L.A.

Minor in Landscape Architecture

The department offers a minor in landscape architecture subject to the following:

1. Students must complete and submit to the department the application to the minor program. Applicants are notified when their applications have been approved. The application includes a curriculum work sheet with the requirements in effect at the date of acceptance
2. The department's first obligation is to its majors, and it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admission to the program until space becomes available
4. Courses required for the minor are open to other university students with instructor's consent. Minor candidates may be given preference on course waiting lists over nondepartmental students

Minor Requirements (30–32 credits)

Required Courses 16 credits

Understanding Landscapes (LA 260)	4
Site Analysis (LA 361)	4
One plants course chosen from the subject area listed below.....	4
One history and theory course chosen from the subject area listed below.....	4

Optional Courses 14–16 credits

Students may take any combination of courses from the subject areas listed below. Only one term of Urban Farm (LA 390) or one design studio may be applied to the minor

Subject Areas

Check with the department for information about new subject-area courses in curriculum.

Design. Design studio (LA 389 or higher)

Landscape Technologies. Workshop: Landscape Technologies (LA 408), Landscape Technology Topics (LA 459)

Plants. Plants: Fall (LA 326), Plants: Winter (LA 327), Plants: Spring (LA 328), Urban Farm (LA 390), Japanese Garden (LA 433)

Planning and Analysis. Introduction to Landscape Planning (LA 440), Principles of Applied Ecology (LA 441), Advanced Landscape Ecology (LA 465)

History and Theory. Contemporary American Landscapes (LA 385), Land and Landscape (LA 443), History of Landscape Architecture I,II (ARCH 477, 478), Landscape Perception (LA 484)

Graduate Studies

The department makes a distinction between first professional master's students and postprofessional master's students. First professional master's students hold an undergraduate degree, other than a five-year bachelor of landscape architecture and are working towards the master of landscape architecture (M.L.A.). Postprofessional master's students hold an accredited bachelor of landscape architecture (B.L.A. or B.S.L.A.) and are working toward the completion of the advanced postprofessional M.L.A. degree.

First Professional Master's Program

Although requirements and time to degree may vary with each student, the following options represent typical situations:

Students with a Bachelor of Science in Landscape Architecture

Students entering with a four-year or non-accredited degree in landscape architecture spend a minimum of two years completing the M.L.A. The first year focuses on course work required for the degree. The second year focuses on completing electives related to the master's project and the project or thesis itself.

Students with a Five-year Bachelor of Architecture Degree

Graduates with a bachelor of architecture spend a minimum of two years completing the M.L.A. Course work is individually planned to build an appropriate background in landscape architecture. Many bachelor of architecture students find that it takes up to one additional year to complete the requirements for the M.L.A.

Students with Other Degrees

Students who have no background in design can expect to spend a minimum of ten terms earning the M.L.A.

The department recognizes that first professional master's candidates have extremely varied backgrounds and may have special requirements. Based on undergraduate courses, background in design-related disciplines, and work experience, these students may be exempt from a limited number of requirements. Students who want to waive requirements must show equivalent competency in those areas, typically through course work or professional experience.

Accreditation. The first professional master's program is new. Between fall 2003 and spring 2005, it is not accredited by the Landscape Architecture Accreditation Board. Students who graduate from the program spring term 2005 or after will receive an accredited M.L.A.

Program Components

Planning and Design (48 credits). Justifiably well-known, this program allocates significant faculty resources to project-oriented instruction and has a long history of success at design studio education. Regular faculty members offer or consult in studios and participate in the mid-terms and week-long end of term reviews of student work. Studio projects typically increase in scale and complexity over the course of the degree program. Students must take eight studios in this subject area.

History, Literature, and Theory (12 credits).

Courses include the history of landscape architecture, design theory, national parks, a course in landscape perception, environmental ethics and environmental aesthetics. Students may select electives from this area.

Plants Sequence (12 credits). The sequence of fall, winter, and spring plants emphasizes knowledge of native plants and local plant communities and horticultural plant materials. The sequence integrates plant identification with introductory and advanced planting design, a course on the Japanese garden, and courses related to the

department's urban farm. Students may select electives from this area.

Landscape Planning (12 credits). Landscape planning courses cover history, theories, and methods related to Oregon's unique land use planning system, critical issues related to land conservation and development, and introductory and advanced landscape ecology. The department offers courses in geographic information systems, teaching the industry standard, Arcview. Students may select electives from this area.

Technologies Sequence (12 credits). Covers professional practice, site engineering, landscape materials and detailing, irrigation, and other topically oriented technologies classes. The sequence has strong ties to the design-build studios and is a major strength of the department. Students may select electives from this area.

Master's Project or Thesis (14 credits). Completed during the third year; for postprofessional master's candidates, during the second year. This independent project of high academic standard presents original work that contributes to the body of knowledge in landscape architecture. The topic may be selected from a range of theoretical to practical design issues. Projects must include a written component, which sets out the problem, goals and objectives, methodology, findings, and conclusions of the project. Students must complete Master's Project Development (LA 695) and at least 12 credits of Master's Project (LA 699) or Thesis (LA 503).

Curriculum

The first professional M.L.A. degree requires 144 credits in three areas: planning and design, subjects courses, and master's project.

Planning and Design (48 credits)

Landscape Architectural Design and Process (LA 539), Site Planning and Design (LA 589), Land Planning and Design (LA 594)

Subject Courses (62 required and 20 elective credits)

Plants: Fall, Winter, Spring (LA 326, 327, 328), Digital Landscape Media (LA 352), Site Analysis (LA 361), Landscape Technologies I,II (LA 362, 366), Workshop: Understanding Landscapes (LA 508), Landscape Technologies Topics (LA 559), Professional Practice (LA 562), Introduction to Landscape Planning Analysis (LA 540), Principles of Applied Ecology (LA 541), Landscape Research Methods (LA 520), History of Landscape Architecture I II (ARH 577, 578), Advanced Landscape Design Theory (LA 693)

Master's Project or Thesis (14 credits)

Master's Project Development (LA 695); Master's Project (LA 699) or Thesis (LA 503)

Postprofessional Master's Program

The two-year graduate program leading to the master of landscape architecture (M.L.A.) degree is intended for students prepared to do advanced work in the field. Students entering the postprofessional M.L.A. program must have a professionally accredited bachelor's degree in landscape architecture.

Students with professional landscape architecture degrees typically spend two years in residence satisfying course requirements.

A central aspect of the postprofessional M.L.A. program is the student's concentration on studies and original work in one of four areas of landscape architecture: design theory, landscape ecology, landscape history, and landscape planning. These areas are broad enough to include many particular research problems for master's projects and professional practice. While these concentration areas are naturally related, each involves a different set of skills and understanding developed through departmental courses and focused elective course work outside the department. The four concentration areas are those in which faculty members, due to their academic training and professional and research experience, are best equipped for collaboration with graduate students.

Design Theory. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape Ecology. This rapidly evolving discipline focuses on how landscape pattern, process, and change interact to create land mosaics that maintain the rich diversity of life and the foundations for human well-being. Understanding key links between spatial and temporal patterns and flows of organisms, materials, energy, and information at a variety of scales is the basis for maintaining or restoring landscapes that embody ecological integrity and cultural vitality.

Landscape History. This dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning. Analyzing large landscapes and directing their management and land use patterns to meet social and environmental ends requires an understanding of land tenure, use traditions and institutions, and knowledge of the science and values inherent in regional natural resources and human activities. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, public forest plans, urban growth management, scenic resource management, and regional ecological enhancement.

The postprofessional M.L.A. program seeks to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching

fellows in the department. Some graduates are offered faculty positions throughout the world. The program takes advantage of regional and university resources through landscape projects, internships, and visiting professionals, while it provides a beneficial base of support and ideas in the department. The department recognizes the importance of building a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

Curriculum

The postprofessional M.L.A. degree requires 56 credits in four areas: planning and design courses, subject courses, the concentration area, and the master's project.

Planning and Design (12 credits)

Land Planning and Design (LA 594), and Research (LA 601)

Subject Courses (10 credits)

Seminar (LA 507 or 607), Landscape Research Methods I,II (LA 620, 621); at least one from Land Use and Growth Management (PPPM 540), Land and Landscape (LA 543), Landscape Ecology (LA 565), Landscape Perception (LA 584), Advanced Landscape Design Theory (LA 693), or other approved landscape architecture course

Area of Concentration (24 credits in one area)

Courses used to satisfy any of the above requirements may not be used to satisfy this requirement.

Landscape Design Theory. Three from Experimental Course: Contemporary Landscape Theory (LA 510), Land and Landscape (LA 543), Landscape Perception (LA 584), Advanced Landscape Design Theory (LA 693); three additional department-approved courses at the University of Oregon

Landscape Ecology. Workshop: Fire Ecology and Management (LA 508) or Landscape Ecology (LA 565); one course that uses quantitative methods; three additional department-approved courses

Landscape History. Experimental Course: Contemporary Landscape Theory (LA 510), Landscape Perception (LA 584), Contemporary American Landscape (LA 585); three additional department-approved courses at the University of Oregon

Landscape Planning. Two from Oregon Landscape Planning (LA 511), Computers in Landscape Architecture (LA 515), Land Use and Growth Management (PPPM 540); four additional department-approved courses

Master's Project (minimum of 10 credits)

Master's Project Development (LA 695), Master's Project (LA 699)

Master's Project or Thesis. Completed during the second year for the postprofessional master's candidates. This independent project of high academic standard presents original work that contributes to the body of knowledge in landscape architecture. The topic may be selected from a range of theoretical to practical design issues. The project must include a written component, which sets out the problem, goals and objectives, methodology, findings and conclusions of the project. Students must complete Master's Project

Development (LA 695) and at least 8 credits in Master's Project (LA 699) or Thesis (LA 503).

Before enrolling in LA 699 the student must obtain department approval for a project proposal and develop a committee of two landscape architecture faculty members.

Near the completion of the master's project, the student presents the results of the project to faculty members and students and gains final approval of the project's documentation from the faculty committee.

Graduate Admission

Applications to the graduate program should contain the following:

1. Completed application form and fee
2. Three letters of recommendation from people able to assess the applicant's strengths and potential contributions
3. Personal statement describing pertinent background information, interests, goals, and aspirations
4. Portfolio of creative work or other work indicative of relevant abilities
5. Writing sample such as a research paper or a technical report
6. Transcripts of previous college work

The deadline is January 15. Applications from all disciplines are welcome. Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores of at least 577 on the paper-based test or 233 on the computer-based test.

General university regulations governing graduate admission are in the **Graduate School** section of this catalog.

Landscape Architecture Courses (LA)

199 Special Studies: [Topic] (1–5R)

260 Understanding Landscapes (2–4) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger.

289 Landscape Architectural Design (6R)

Study of places, their use, and how they evolve. Fundamentals of environmental awareness, social factors, and small-scale site design; abstract design and elementary graphic techniques.

326 Plants: Fall (4) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. Bettman.

327 Plants: Winter (4) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. Prereq: LA 326. Bettman.

328 Plants: Spring (4) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Prereq: LA 327. Bettman.

350 Landscape Media (2–4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Clemence.

352 Digital Landscape Media (2–4R) Introductory survey and skill development in a range of basic computer graphic tools used in landscape

architecture. Includes image processing, computer drawing, modeling, and drafting. R once for maximum of 8 credits. Prereq: LA 350.

361 Site Analysis (4) Develops knowledge and understanding of place; use of analytical tools and strategies for extending perception and understanding of land and proposals for its modification. Ribe.

362 Landscape Technologies I (4) Develops understanding of contours, contour manipulation, and site engineering methodologies in the design of places; fundamentals of inclusive design, stormwater management, earthwork, and design development. Prereq: LA 361. Jones.

366 Landscape Technologies II (4) Consideration of aesthetic and engineering properties of materials and processes of landscape construction; communication of design intent through documentation including sources and costs. Prereq: LA 362. Van Asperdt.

375 Contemporary American Landscape (4) Evolution of the contemporary American landscape as an expression of American culture. Helphand.

389 Landscape Architectural Design (6R) Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

390 Urban Farm (2–4R) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R) Concentrated programs of study on special topics. Regular offerings include Fire Ecology and Management, Landscape Design.

409 Practicum: [Topic] (1–21R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

410/510 Experimental Course: [Topic] (1–5R)

411/511 Oregon Landscape Planning (4) History, methods, and institutions of large-scale landscape planning in Oregon. Examines the state's land use system, urban growth problems, and national forests. Ribe.

415/515 Computers in Landscape Architecture (4R) Development, application, and evaluation of computer systems for land use and site planning (e.g., geographic information systems); encoding of data, cell storage, and analysis systems. Prereq: LA 440.

417/517 Computer-Aided Landscape Design (2–4) Understanding and use of computer-aided drafting and design technology for executing landscape design development, evaluation, and presentation tasks. Prereq: LA 289 or 389.

431/531 Planting Design Theory (4) Approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time; order of the garden as an explicit art form. Coreq: LA 489/589. Lovinger.

439/539 Landscape Architectural Design and Process (6R) Intermediate problems in landscape architecture design. Relations among problem

concepts, goals, design theory, communication media, and technical analysis. Sequence with LA 489/589, 494/594. **R** four times for a total of 30 credits.

433/533 Japanese Garden (4) Explores the art, form, meaning, and experience of Japanese gardens. Special emphasis on their heartland in the valley of Nara and Kyoto. Lovinger.

440/540 Introduction to Landscape Planning Analysis (4) Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area. Prereq: LA 361. Hulse.

441/541 Principles of Applied Ecology (2-6) Application of ecological concepts to landscape design, planning, and management. Emphasis on spatially explicit problem-solving over a range of spatial and temporal scales. Prereq for 441: one course in ecology; prereq for 541: one course in the natural sciences. Johnson.

443/543 Land and Landscape (4R) Theories and concepts in landscape planning and design. The valuing emphasis alternates every other year between environmental ethics and environmental aesthetics. Diethelm.

450/550 Advanced Landscape Media (4R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Lovinger.

459/559 Landscape Technology Topics (2-4R) Intensive study of topics in landscape construction and maintenance. Topics include irrigation, lighting, special structures, water management, and road design. **R** thrice for maximum of 10 credits.

462/562 Professional Practice of Landscape Architecture (2) Introduction to the different forms of private and public practice of landscape architecture, legal and ethical responsibilities, office and project management, licensing, and professional organizations. Prereq: LA 362.

465/565 Landscape Ecology (4) Links concepts and applications of landscape ecology through extensive field experiences that develop a deep understanding of a specific landscape or a set of issues. Prereq: LA 441/541. Johnson.

ARH 477/577, 478/578 History of Landscape Architecture I,II (4,4) See Art History

480/580 Landscape Preservation (4) Tools and techniques currently used in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick.

482/582 National Parks (4) History and development of United States National Parks. Exploration of critical issues facing the parks and the landscape planner's role in resource protection and recreation management. Melnick.

484/584 Landscape Perception (4) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand.

489/589 Site Planning and Design (6R) Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity.

490 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Diethelm.

494/594 Land Planning and Design (6) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Prereq: LA 489/589 and fifth-year standing for undergraduates.

499 Comprehensive Project (8) Advanced planning and design projects in landscape architecture. Studio development of individually selected projects. Prereq: LA 490.

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

602 Supervised College Teaching (2-5R)

605 Reading and Conference: [Topic] (1-16R)

606 Special Problems: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) A recent topic is Introduction to Landscape Literature.

608 Workshop: [Topic] (1-16R) Intensive study combining practical projects with instruction on special topics related to landscape problems.

609 Practicum: [Topic] (1-16R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Bettman.

610 Experimental Course: [Topic] (1-5R)

620, 621 Landscape Research Methods I,II (2,2) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Sequence.

693 Advanced Landscape Design Theory (4) Examines critical theories and evolving ideas in landscape design; studies the cultural and biophysical forces that generate patterns of landscape structure, form, and meaning. Prereq: ARH 478/578 or equivalent. Diethelm.

695 Master's Project Development (2) Preparation and presentation of the student's terminal research and design project proposal and plan for completion of the master's degree in landscape architecture. Prereq: LA 621. Ribe.

699 Master's Project (2-10R) Student-directed and -executed performance and communication of original research or project work to demonstrate advanced mastery of landscape architecture.

Planning, Public Policy and Management

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Faculty

John H. Baldwin, associate professor (environmental sciences, resource management); director, Institute for a Sustainable Environment. B.A., 1972, New York at Buffalo; Ph.D., 1977, Wisconsin, Madison. (1980)

Robert J. Choquette, adjunct instructor (strategic planning, project management). B.S., 1982, M.U.P., 1991, Oregon. (1991)

Jessica Greene, assistant professor (health policy, quantitative methods, evaluation research). B.A., 1989, Michigan, Ann Arbor; M.P.H., M.I.A., 1996, Ph.D., 2003, Columbia. (2003)

Judith H. Hibbard, professor (social epidemiology, health policy, women's health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr.P.H., 1982, California, Berkeley. (1982)

Michael Hibbard, professor (community and regional development); director, community and regional planning program. B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Renee A. Irvin, assistant professor (nonprofit, health and environmental economics). B.A., 1984, Oregon; M.A., 1991, Ph.D., 1998, Washington (Seattle). (2001)

Andre P. LeDuc, research assistant (Community Service Center). B.S., 1996, Wisconsin, Green Bay; M.C.R.P., 1999, Oregon. (2000)

Richard D. Margerum, assistant professor (environmental planning and management, planning processes, conflict management). B.A., 1987, Wittenberg; M.C.P., 1989, Cincinnati; Ph.D., 1995, Wisconsin, Madison. (2001)

Skipper E. McFarlane, adjunct assistant professor (microcomputer applications). B.F.A., 1991, M.F.A., 1998, Oregon. (1982)

Gretchen Miller, adjunct assistant professor (legal issues in planning and public affairs). B.A., 1971, Kansas; J.D., 1976, Oregon. (1982)

Robert G. Parker, senior research assistant (community planning workshop, microcomputers in planning and policy analysis). B.S., 1986, Colorado State; M.U.P., 1989, Oregon. (1989)

Charlene J. Phipps, instructor (organizational development); internship director. B.A., 1967, California State, Sacramento; M.S., 1995, Oregon. (1996)

Marc Schlossberg, assistant professor (geographic information systems, social planning, nonprofit sector). B.B.A., 1987, Texas at Austin; M.U.P., 1995, San Jose State; Ph.D., 2001, Michigan. (2001)

Megan E. Smith, senior research assistant (community outreach, watershed planning, rural planning). B.A., 1990, Southern Oregon State; M.C.R.P., 1996, Oregon. (1996)

Jean Stockard, professor (social planning, policy research methods). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon. (1974)

Martin H. Tusler, research assistant (health policy, managed care, policy analysis). B.A., 1973, California, San Diego; M.S., 1996, Oregon. (1997)

Edward C. Weeks, associate professor (evaluation research, research methods). B.A., 1973, Ph.D., 1978, California, Irvine. (1978)

Courtesy

Woody Carter, courtesy assistant professor (survey research, policy analysis). B.S., 1968, Brown; M.A., 1972, Ph.D., 2003, Chicago. (2003)

Ik-Jung Chun, courtesy associate professor (urban planning, management). B.E., 1979, Kyung Hee; M.U.P., 1985, Oregon. (2000)

Robert Doppelt, courtesy associate professor (environmental governance, sustainable development). B.S., 1973, Lewis and Clark; M.S., 1975, M.S., 1976, Oregon. (2002)

D. Terri Heath, courtesy associate professor (father-child relationships, men's roles in the family, welfare reform in Oregon). B.A., 1978, M.S.S.W., 1979, Wisconsin, Madison; Ph.D., 1990, Ohio State. (1990)

Donald G. Holtgrieve, courtesy professor (local government planning). B.A., 1963, San Diego State; M.A., 1970, California State; Ph.D., 1972, Oregon. (2002)

R. Terrance Moore, courtesy assistant professor (cost-benefit analysis, political economy). B.S., 1971, Stanford; M.U.P., M.S., 1977, Oregon. (1979)

Cassandra Moseley, courtesy assistant professor (natural resource policy, community-based conservation). B.A., 1990, Cornell; M.A., 1993, M.Phil., 1994, Ph.D., 1999, Yale. (2002)

Kimberly J. R. O'Dea, courtesy instructor (planning, legal issues). B.A., 1995, M.C.R.P., 1996, J.D., 2000, Oregon. (2002)

Greg Ringer, courtesy instructor (international tourism geography, sustainable community development, environment and culture). B.A., 1973, Central Florida; M.S., 1989, Ph.D., 1993, Oregon. (1994)

Paul G. Vitale, courtesy professor (urbanization and development planning overseas). B.S., 1959, Oregon State; M.C.P., 1963, California, Berkeley; United States Agency for International Development fellow, 1970, Tufts. (1993)

Emeriti

Bryan T. Downes, professor emeritus. B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington (St. Louis). (1976)

Orval Etter, associate professor emeritus. B.S., 1937, J.D., 1939, Oregon. (1939)

Maradel K. Gale, associate professor emeritus. B.A., 1961, Washington State; M.A., 1967, Michigan State; J.D., 1974, Oregon. (1974)

Carl J. Hosticka, associate professor emeritus. B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)

Robert E. Keith, planning consultant emeritus. B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)

David C. Povey, professor emeritus. B.S., 1963, Lewis and Clark; M.U.P., 1969, Ph.D., 1972, Cornell. (1973)

Kenneth C. Tollenaar, director emeritus. B.A., 1950, Reed; M.A., 1953, Minnesota. (1966)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Robert G. Ribe, landscape architecture

Thomas A. Stave, library

About the Department

Mission Statement. The Department of Planning, Public Policy and Management (PPPM) prepares future public leaders, creates and disseminates new knowledge, and assists communities and organizations. The department's faculty, staff, and students seek to understand and improve economic, environmental, and social conditions through teaching, scholarship, and service.

In pursuing this mission, the department is dedicated to

- The highest standards of scholarship by faculty members and students
- Informed theory and empirical evidence
- Engaging the civic community—public, private, and nonprofit—in democratic processes addressing economic, environmental, and social issues
- Seeking good ideas and approaches from around the world and testing the transferability of these ideas from one part of the world to another
- Using an approach that builds on the strengths of communities and organizations to increase their capacity to take advantage of opportunities and respond effectively to challenges
- Work that ranges from local to regional to national to international
- Ecological, social, and economic sustainability

Undergraduate Studies

The undergraduate program provides an interdisciplinary liberal arts education that prepares students for leadership around the world. Through course work that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions address public problems. Students explore the economic, social, and environmental characteristics of communities and systems of governance to determine effective ways to advance the public's goals. The curriculum helps students develop knowledge of core scholarly issues related to public policy and management as well as a specialized expertise in an area of their choosing. Emphasis is placed on developing skills in research; verbal, written, and digital communication; and working in group settings.

Preparation. High school students who want to study planning, public policy and management should develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and other languages. Debate and related public-speaking experience are fine ways to improve communication skills. Conceptual skills can best be developed through courses, such as mathematics and history, that require the student to think independently and analytically. Volunteer work, paid after-school jobs, and travel are ways of acquiring community experience.

Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) degree in planning, public policy and management provides students with a broad, interdisciplinary, liberal-arts background and a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public service agencies and nonprofit organizations.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply for admission the term they achieve upper-division standing. They must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who have (1) a grade point average (GPA) of 3.00 or better, (2) some

experience—paid or volunteer—in public service, and (3) fulfilled university general-education requirements.

In completing group requirements, the following courses (or their equivalents, for transfer students) are recommended:

Social Science. Introduction to Planning, Public Policy and Management (PPPM 201), United States Politics (PS 201), Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), State and Local Government (PS 203), Community, Environment, and Society (SOC 304)

Science. Concepts of Computing: Computers and Computation (CIS 111), The Natural Environment (GEOG 141)

Sample Program

This two-year sample program for PPPM premarjors is typical preparation for admission to the program in the junior year.

Freshman Year, Fall Term 14–16 credits

College Composition I (WR 121)..... 4
The Natural Environment (GEOG 141)..... 4
Arts and letters group-satisfying course 3–4
Science group-satisfying course 3–4

Winter Term 14–16 credits

United States Politics (PS 201) 4
Introduction to Sociology (SOC 204)..... 4
Arts and letters group-satisfying course 3–4
Science group-satisfying course 3–4

Spring Term 19–20 credits

College Composition II or III (WR 122 or 123).... 4
State and Local Government (PS 203) 4
Concepts of Computing: Computers and Computation (CIS 111)..... 4
College Algebra (MATH 111)..... 4
Elective, especially introductory anthropology, American history, or other social science 3–4

Sophomore Year, Fall Term 16 credits

Mind and Brain (PSY 201) 4
Introduction to Economic Analysis: Microeconomics (EC 201) 4
Electives, especially computer science; scientific and technical writing, journalistic writing; additional sociology, political science, community studies; or field experience 8

Winter Term 16 credits

Introduction to Planning, Public Policy and Management (PPPM 201) 4
Mind and Society (PSY 202)..... 4
Introduction to Economic Analysis: Macroeconomics (EC 202) 4
Elective, as above 4

Spring Term 16 credits

Community, Environment, and Society (SOC 304) 4
Electives, as above..... 12

Admission Procedures

The department admits students fall, winter, and spring terms. Deadlines are available from the department office. To be considered for admission, students must submit the following materials:

1. Completed application form, available from the department office
2. Transcripts from all colleges and universities attended
3. Personal statement describing career goals and how the major in PPPM will help attain those

goals. This statement should be limited to two or three typed, double-spaced pages

4. Brief résumé of education and employment history

Major Requirements

The major in PPPM is organized into four parts: a common core, a concentration area, an internship, and a research paper written in a senior seminar.

Core (20 credits)

The core curriculum requirement is distributed as follows:

Community Leadership and Change (PPPM 325)	4
Regional Leadership and Change (PPPM 326)	4
Global Leadership and Change (PPPM 327)	4
Applied Social Research (PPPM 413)	4
Practice of Leadership and Change (PPPM 494)	4

Appropriate courses may be substituted with the faculty adviser's permission.

PPPM majors must take core courses for letter grades and pass them with grades of C– or better.

Concentration Area (20 credits)

Each student develops a concentration area, chosen to advance the student's educational goals. The concentration area consists of five courses, totaling at least 20 credits, that address a coherent substantive area or set of competencies in the field of planning, public policy and management. At least three of these courses must be taken in the department. The department's strengths lie in the areas of sustainable community development, environmental policy and management, health and social policy, policy analysis, and public and nonprofit management. The concentration area and course of study are chosen in close consultation with the undergraduate adviser and department faculty members whose interests coincide with those of the student.

Internship (12 credits)

During the internship, students explore their concentration areas outside the classroom. The internship complements academic work by allowing the student to apply ideas and concepts to real-world situations. Students can enroll in the required internship full time for one term (thirty-six hours a week for ten weeks) or part-time (eighteen hours a week for two ten-week terms). Students are placed with a variety of federal, state, and local government agencies, with nonprofit organizations, and—when appropriate—with private firms. Internships are arranged through and supervised by the internship director. Students earn 12 credits in Internship (PPPM 404). Before registering for PPPM 404, students must attend Internship Preparation (PPPM 412), which integrates course work with the internship experience.

Community Planning Workshop. Undergraduate students have the opportunity to work on applied research projects through the Community Planning Workshop, which is described later in this section of the catalog. Up to 8 credits in Community Planning Workshop (PPPM 419) may be applied to the internship requirement.

Senior Research Paper (11 credits)

The senior research paper, a three-term experience, is the capstone of the student's PPPM education. The paper may be on any approved

topic, and students are encouraged to choose a topic in their concentration area. The course sequence for the paper is Senior Research Paper I (PPPM 491), in which the student explores topics and develops a bibliography; Senior Research Paper II (PPPM 492), in which the student conducts research and writes a rough draft of the paper; and Senior Research Paper III (PPPM 493), in which the paper is completed, and the student makes a presentation that is open to the public.

Honors Program

The honors program offers qualified students a challenging academic experience, opportunities for independent work, and interaction with faculty members. The bachelor's degree with honors centers around an independent project of original research developed by the student and carried out under the direction of one or two faculty members.

Students are recommended by a faculty member for admission to the honors program no later than the first term of their senior year. Entry into the program is determined by the undergraduate program director after a review of the student's achievement in PPPM courses and other evidence of superior academic and professional ability. To be considered for the honors program, a student must have a grade point average of 3.50 in course work for the major and in all work attempted at the university.

Minors

Planning, Public Policy and Management

The planning, public policy and management minor complements majors in the humanities or social sciences—anthropology, geography, or economics for example. It enhances any student's undergraduate education with preparation for a variety of professional occupations and graduate study. The minor provides a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office.

Course Requirements 28 credits

Introduction to Planning, Public Policy and Management (PPPM 201)	4
Community Leadership and Change (PPPM 325)	4
Regional Leadership and Change (PPPM 326)	4
Global Leadership and Change (PPPM 327)	4
Three approved PPPM electives	12

Up to 8 credits in Internship (PPPM 404) or Community Planning Workshop (PPPM 419) may be used to satisfy the elective requirement.

PPPM 201, 325, 326, and 337 must be taken for letter grades and passed with grades of C– or better.

Nonprofit Administration

The University of Oregon and the PPPM department offer a minor in nonprofit administration beginning fall 2004. Details and program plans are available in the department office.

Graduate Studies

Programs for the master of community and regional planning (M.C.R.P.) degree and the master of public administration (M.P.A.) require two years for completion. The M.C.R.P. degree is accredited nationally by the Planning Accreditation Board. The M.P.A. is accredited by the National Association of Schools of Public Affairs and Administration. The department also offers a 24-credit graduate certificate in not-for-profit management.

The interdisciplinary and eclectic fields of planning, public policy, and public management are concerned with systematically shaping the future. Professionals in these fields frequently lead efforts to plan for change. Most often they are involved in analysis, preparation of recommendations, and implementation of policies and programs that affect public facilities and services and the quality of community life. These professionals assume responsibility for planning, policy, and management in community and regional development, natural resources, economic development, land use, transportation, and law enforcement.

Planning, public policy and management graduates have a basic understanding of economic, environmental, fiscal, physical, political, and social characteristics of a community. Graduates are expected to provide leadership and to otherwise participate effectively in efforts to enhance the capacity of communities to deal innovatively and creatively with change.

Students should own or have unlimited use of a personal computer.

Financial Aid

Approximately 40 percent of the department's students receive some financial assistance (e.g., graduate teaching fellowships, work-study assistance, or research stipends). Graduate teaching fellowships (GTFs) are offered to approximately thirty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also may work on planning and public policy projects through the Community Planning Workshop. Each year five to fifteen students receive stipends for research on contracts developed and administered in the workshop. Research and GTF appointments typically are not offered until the student has been in a PPPM program for at least one term.

Graduate students are eligible for fellowship awards, granted by federal agencies and privately endowed foundations, and loans from university and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid and Scholarships, 1278 University of Oregon, Eugene OR 97403-1278.

Applicants to PPPM programs are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Community and Regional Planning

The master's degree program in community and regional planning trains policy-oriented planners for leadership positions in planning and plan-

ning-related organizations. Issues of significance to the communities and regions of the Pacific Northwest and the Pacific Basin receive special emphasis. The field of planning is concerned with rational and sensitive guidance of community and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, formulating potential solutions to these problems, and assisting in the implementation of alternative policies.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills at community and regional levels, the planner must make subjective judgments in the consideration of problems and their solutions.

Entering students should be prepared to become involved in and committed to resolving important social, economic, environmental, political, and cultural problems. Courses in and outside the department provide students with an integrated understanding of planning, public policy, and public management as well as specific skills needed for a chosen professional area.

The planning program offers students three concentration areas: community and regional development, environmental planning, and social planning. An individualized concentration area may be developed in consultation with an adviser. The planning program emphasizes opportunities for students to gain field experience.

The program has strong ties with other programs on campus. Students often pursue concurrent degrees in planning and landscape architecture, business, economics, geography, international studies, or public administration. See Concurrent Master's Degrees later in this section.

Preparation. Students are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, and history. Work experience, particularly if related to planning, is valuable, as are writing and public-speaking skills. Courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete either an advanced undergraduate or a graduate-level introductory course in statistics as a pre- or corequisite to Planning Analysis (PPPM 613). No credit toward the M.C.R.P. degree is allowed for the statistics course. The requirement is waived for students with equivalent courses or work experience. Entering students are urged to satisfy this requirement before enrolling in the program.

Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers. Graduates with an M.C.R.P. degree find employment in public, private, and nonprofit sectors. In the public sector, three kinds of agencies provide career opportunities: local land use

and zoning agencies; agencies for housing, social services, community renewal, parks, transportation, and other community facilities; and agencies for economic development, natural resource management, and the connections between them. In the private sector, graduates are employed by consulting planners, private developers, and utility companies. Graduates are also employed by such nonprofit organizations as environmental and social justice advocacy groups, political associations, and research firms.

Application Procedures

Importance is placed on the student's preference for and ability to undertake self-directed educational activity.

Because there are more than sixty-five accredited graduate programs in planning in the United States, the department's admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application Materials

1. A word-processed statement, prepared by the applicant, explaining why admission to the UO planning program is sought and what the applicant's expectations are from the field
2. At least three letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning
3. Transcripts from all the colleges and universities attended, including evidence of completion of an undergraduate degree from an accredited college or university
4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials
5. Applicants whose native language is not English must supply results of Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 231 (computer-based test). The results of the examination should be sent to Graduate School, 1219 University of Oregon, Eugene OR 97403-1219

Applications are accepted beginning September 15 for admission fall term a year later. The deadline for application to the program is February 15. Applicants are notified of admission decisions early in April. Students generally are admitted for fall term only. For more information, call or write the department's admissions secretary.

The Planning Curriculum

A total of 72 credits beyond the bachelor's degree is required for the M.C.R.P. degree.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Planning internships are also available; some provide compensation.

Community Planning Workshop. A distinctive feature of the planning graduate curriculum is the Community Planning Workshop, an applied research and service program that is required for first-year students. Students work on six-month planning projects in small teams supervised by

program faculty members and second-year graduate students in planning. Clients have included federal, state, county, and local governments as well as nonprofit organizations.

Projects typically focus on issues of immediate environmental, social, and economic importance to the client group and the general public. Recent project topics include

- Citizen involvement in planning process
- Housing-needs analysis
- Land use planning
- Natural hazards mitigation
- Program evaluation
- Strategic plans for communities and regions
- Tourism and recreational development
- Watershed planning

Each year first-year graduate students enrolled in Community Planning Workshop (PPPM 608) complete five to ten planning projects. Final written reports, prepared by each student team, provide evidence of the students' expertise and ability to conduct planning research and to prepare and present high-quality professional reports. After completing two terms of PPPM 608, selected students may continue to engage in planning research projects for compensation. The popularity of the program with students—and with a growing number of government and private-sector clients—has enabled the Community Planning Workshop to provide research support for five to fifteen students a year.

Federal grants from the United States Department of Education Fund for the Improvement of Post-Secondary Education and support from a variety of state agencies have helped the Community Planning Workshop become one of the most successful community planning assistance programs in the nation. Projects have received numerous awards from the Oregon chapter of the American Planning Association for Outstanding Student Achievement in Planning.

Course Requirements

Core courses must be taken for letter grades.

Core	32 credits
Introduction to Planning Practice (PPPM 611) ...	4
Legal Issues in Planning (PPPM 612)	4
Planning Analysis (PPPM 613)	5
Planning Theory and Ethics (PPPM 616)	4
Human Settlements (PPPM 617)	4
Introduction to Public Service (PPPM 618)	4
Applied Methods in Planning, Policy, and Management (PPPM 620)	4
Experiential Learning	10 credits
Planning and Public Policy Communications (PPPM 619)	2
Community Planning Workshop (PPPM 608), two terms	8
Concentration	19–24 credits
Plan Making (PPPM 624)	4
At least two <i>knowledge</i> electives and at least one <i>skill</i> elective, selected in consultation with adviser, from lists of approved courses	12
Other electives	3–8
Synthesis	6–11 credits
Student Research Colloquium (PPPM 690), two terms	2
Thesis (PPPM 503) or Terminal Project (PPPM 609)	4–9

Public Policy and Management

The professional public policy and management graduate program trains students interested in management and policy careers in public service with a focus on the public and not-for-profit sectors. Graduates of the program have filled key leadership positions at the local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research or service organizations, and heads of public or private nonprofit human service programs.

The program attracts students from the United States and other countries and from a variety of career and educational fields. Forty to fifty students are enrolled in the program. Participants often have work experience in public service and want to enhance their professional competence and career mobility. The diversity of the student body enriches students' experiences in the program.

Unique Characteristics of the Program

Flexibility. With faculty assistance, students tailor programs to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. A broader concentration area, such as human service management, might be chosen. Students may enroll in courses offered by other UO schools or departments to strengthen areas of individual interest.

Problem-Oriented Courses. These courses prepare students for managerial decision-making. The program uses alternative teaching methods to develop the skills needed to diagnose problems, collect and analyze information, plan, choose among policy alternatives, communicate findings, implement programs, and manage change.

Focused Approach. The curriculum, organized into a set of core courses, a field internship, and an area of concentration, provides a framework for teaching leadership, management, analytical techniques, and public policy.

Inter- and Multidisciplinary Programming. The program integrates material from other areas of study to give students the variety of perspectives that are essential to an education in public policy and management. Students are encouraged to earn concurrent degrees in planning, environmental studies, international studies, business, or another discipline.

Application Procedures

To be eligible for the graduate program in public policy and management, an applicant must hold a bachelor's degree.

Submit following documents:

1. Graduate Admission Application, available from the department office and online—follow the instructions on the department's website
2. Comprehensive employment and education résumé
3. Two written statements, two to three pages each: a clear specification of professional goals and interests *and* an explanation of how the interdisciplinary nature of the program will contribute to the attainment of these goals

4. Transcripts of grades in courses taken for the bachelor's degree and of any other college-level work. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation; two may be from academic sources
6. Applicants whose native language is not English must supply results of Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score for admission is 575 (paper-based test) or 231 (computer-based test). The results of the examination should be sent to Graduate School, 1219 University of Oregon, Eugene OR 97403-1219

Applicants are selected after an evaluation of academic performance and other evidence of intellectual attainment or promise, experience, and their statements of professional goals and the relationship of the program to achieving these goals. A student admitted to the program is expected to maintain a 3.00 GPA or better.

Affirmative action and equal opportunity begins with the recruitment and education of potential professionals. The need for the graduate to excel in organizational settings with diverse work forces and citizenry is recognized. Women and minority applicants are particularly encouraged.

Applications are accepted beginning September 15 for admission fall term a year later. They are reviewed beginning February 1, and applicants are notified of admission decisions early in March. Students typically begin their program fall term.

Program Overview

A minimum of 72 credits are required for the M.P.A. degree. Academic background and work experience are scrutinized to determine if additional preparation is needed before the student begins the program.

Midprogram Review. After completing 34 to 38 graduate credits, students meet with a faculty adviser to review progress toward the degree and establish goals for completing degree requirements. The midprogram review is the time to initiate discussion about an appropriate final project. The adviser assists with selection of committee members, who guide the student in completing the final project.

Curriculum

Professional competence rests on four elements: knowledge, skills, values, and behavior. To develop this competence, the program includes core courses, a concentration area, a supervised field internship, and a final project or thesis. Core courses must be taken for letter grades.

Core	28 credits
Introduction to Public Service (PPPM 618)	4
Applied Methods in Planning, Policy, and Management (PPPM 620)	4
Public Sector Economy (PPPM 628)	4
Public Budget Administration (PPPM 629)	4
Public Management (PPPM 633)	4
Public Policy Analysis (PPPM 636)	4
Quantitative Methods in Planning and Public Policy (PPPM 656)	4

Concentration Area (24 credits). Each student is expected to develop a concentration area that supports career goals. Courses in a concentration area, chosen in consultation with the faculty adviser, may be selected from any of the graduate-

level offerings on campus. Students must take at least 24 credits in their chosen concentration area. More than one area may be developed. Concentration areas chosen by recent graduates include public management, human resources management, applied research and program evaluation, environmental policy, city management, international development, financial management, and nonprofit management.

Supervised Field Internship (12 credits). Working with the internship director, each student is placed in an internship that introduces the practical aspects of positions in the chosen field. During the internship, the student tests classroom theory and develops contacts that can lead to securing a position after graduation.

Majors also enroll in Planning and Public Policy Communications (PPPM 619), which provides the tools they need for a successful field-based learning experience.

Internships are an integral part of the public policy and management graduate program. Internships are graded P/N (pass/no pass). A written paper is required as is a supervisor's evaluation and a contract. A student who has not had two or more years of career experience must complete 10 credits of internship.

A student who has had two or more years of relevant career experience or who is working in the desired area of public policy and management can waive the internship with the approval of the student's adviser, the program director, and the internship coordinator. Students who are working in their chosen field and those with experience are encouraged to participate in an internship selected with the internship coordinator. If the internship requirement is waived, the student must substitute 10 credits of course work.

Final Project (8 or 11 credits). Each student must write a thesis or a final paper to fulfill degree requirements. Students earn 9 credits in Thesis (PPPM 503) or 6 credits in Terminal Project (PPPM 609).

The final project should be based on original research but may vary in comprehensiveness, format, and approach. A project may be conceptually or empirically oriented; it may involve a case or comparative study, a literature search, or a piece of empirical research. A project may also involve a combination of approaches.

Whether completing a thesis or final paper, each student must enroll in Student Research Colloquium (PPPM 690), earning 1 credit during each of two terms. The colloquium assists students in developing their proposals and conducting research. It includes presentations by advanced master's degree candidates of designs and conclusions resulting from theses and final papers.

Certificate in Not-for-Profit Management

The graduate certificate in not-for-profit management prepares students for leadership in the nonprofit sector. The focused curriculum develops specific skills that are critical for success in managing nonprofit organizations.

Phenomenal growth in assets and activities of the nonprofit sector over the past two decades have led to career opportunities in the many areas of the nonprofit sector, including cultural

and arts organizations, education, health care, human services, international development, and advocacy organizations. Nonprofit enterprise has broadened with developing sources of funding, and the complexities of its management require professional skills specific to the nonprofit sector.

Course Requirements

The certificate requires completion of 24 graduate credits. Core courses must be taken for letter grades unless offered P/N only.

Core	14 credits
Grant Writing (PPPM 522)	1
Public and Nonprofit Financial Management (PPPM 524)	4
Nonprofit Management I (PPPM 580)	4
Resource Development for Nonprofit Organizations (PPPM 581)	4
Professional Practice in Nonprofit Organizations (PPPM 683)	1

Internship and Electives 10 credits
Students must complete six credits in Internship (PPPM 604) with a nonprofit organization or may use 6 credits of elective course work that covers material relevant to nonprofits. Elective credits may be taken in other departments. Information about elective courses or waiver of required courses is available from the department office and on its website

Admission

Graduate students from any UO department may apply for admission and add the certificate to their degree programs. Students who hold a bachelor's degree from an accredited university may apply to complete the certificate as a stand-alone program. Applications are reviewed for admission four times a year. Complete information about admission to the program is available on the not-for-profit management certificate section of the department's website.

Concurrent Master's Degrees

Students may participate in a concurrent master's degree program. The fields of planning and of public policy and management draw on knowledge and expertise from other areas such as business, law, economics, political science, environmental studies, geography, landscape architecture, and architecture. Through the concurrent degree program, students enroll in two master's programs simultaneously in order to complete requirements for both degrees with three years of course work. Students interested in this option should seek program advice from a member of the faculty. Students must be admitted to both programs and make special arrangements with both program directors.

Community Service Center

The Community Service Center, an interdisciplinary organization, assists Oregon communities by providing planning and technical assistance to help solve local issues, improve the quality of life in rural Oregon, and help make Oregon communities more self-sufficient.

The center incorporates a number of programs including those listed below:

Community Planning Workshop. (See description under Planning Curriculum.)

Resource Assistance for Rural Environments.

The Americorps program, RARE, trains graduate

students, then places them for a year in rural communities, where they help improve economic and environmental conditions. Qualified students receive a monthly stipend and an educational award of \$4,725 when they finish their service. More information about this project is available in 109 Hendricks Hall.

Student Originated Studies. Grants from this program fund projects that address specific, community-based needs while they strengthen the link between higher education and Oregon communities and agencies. The program strives to establish partnerships that provide technical assistance to Oregon and promote experiential education opportunities for students and faculty members of Oregon University System institutions. More information about this program is available in 109 Hendricks Hall.

Planning, Public Policy and Management Courses (PPPM)

Every course cannot be offered every year; students should consult the most recent UO Schedule of Classes or inquire at the department office.

199 Special Studies: [Topic] (1–5R)

201 Introduction to Planning, Public Policy and Management (4) Overview of professional public service and the planning and management of public issues. Focuses on the goals of public services within their economic, social, and political contexts. Weeks.

202 Healthy Communities (4) Historical relationships of public policy, planning, and public health; how public policies can promote health; relationship of planning and policies to inequalities in health outcomes.

203 Sustainable Environments (4) Overview of theories and research on the nature and development of sustainable environments; role of public policy, nonprofit organizations, and planning in creating sustainable environments.

280 Introduction to the Nonprofit Sector (4) Overview of the nonprofit sector includes its origin, growth, oversight, and varied elements. Examines theory and research into the effectiveness of nonprofit strategies and structures.

322 Introduction to Public Service Management (4) Theories relevant to the effective management of large and small organizations that deliver service to the public. Assumes students have completed general PPPM prerequisites. Weeks.

325 Community Leadership and Change (4) Explores sustainable change at the community level by examining local systems and institutions: transportation, social influences, environment, housing, and the economy. Schlossberg.

326 Regional Leadership and Change (4) Economic, sociocultural, and political forces that produce the internal structure of regions. Explores the institutions and leadership roles that guide regional change. M. Hibbard.

327 Global Leadership and Change (4) Explores the role of leadership in global social, economic, and ecological sustainability. Considers population, consumption, technology, diversity, scale, nonviolent change, and community. Baldwin.

331 Environmental Management (4) Introduction to environmental management. Focuses on

solutions to problems in managing population, pollution, and resources. Baldwin.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

404 Internship: [Topic] (1–18R) Twelve-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: instructor's consent. Phipps.

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) A recent topic is World Urbanization.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R)

Trial courses are taught under these numbers. See the UO Schedule of Classes for current titles.

412 Internship Preparation (1) Orientation to the department's internship program. Includes overview of public service organizations, assessment of career interests, and guided search for an internship. Phipps.

413 Applied Social Research (4) Application of the methods of social science research to issues in planning and policy analysis. Development of skills in data presentation, analysis, and interpretation. Stockard.

418/518 Introduction to Public Law (4) Administrative law, including introduction to legal research, for public administrators. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies. Miller.

419 Community Planning Workshop (1–5R) Cooperative planning endeavors. Students define problems, determine appropriate research methods, identify the groups that promote or resist change, test alternative solutions, and prepare a final plan or project. Parker. **R** once for maximum of 10 credits.

422/522 Grant Writing (1) Introduction to the process of preparing grant applications and material for funded research. Choquette.

424/524 Public and Nonprofit Financial Management (4) Financial management decision and control processes in public agencies and nonprofit organizations. Financial resources (taxes, donations, grant) stewardship, expenditure systems, and capital project analysis. Irvin.

436/536 Social Planning Geographic Information Systems (5) Application of existing and new GIS skills to real-world projects in the area of social planning. Prereq: introductory course in GIS. Schlossberg.

438/538 Transportation Issues in Planning: [Topic] (4R) Introduction to the social implications of various transportation-related policies and practices. Schlossberg. **R** for a maximum of 8 credits.

440/540 Land Use and Growth Management (4) Planning in urban, rural, and connecting environments. Functions, distribution, relationships of land uses; social, economic, fiscal, physical consequences of alternative land use development patterns. Prereq: LA 361 or PPPM 201 or ENV 201 or PS 203. Ribe.

443/543 Natural Resource Policy (4) Aspects of population and resource systems. Poses questions about population trends, policy, and optimum size; analyzes methods for determining resource availability and flows. Baldwin.

446/546 Socioeconomic Development Planning (4) Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation. M. Hibbard.

455/555 Social Planning and Policy: [Topic] (4R) Topics may include health, crime, youth, inequality, international development, or terrorism. **R** twice for a total of 12 credits. Stockard.

462/562 Policy Development and Evaluation (4) Policy alternatives, policy and program impact, measurements and evaluation. Emphasizes the roles and resources of administrative agencies in processes of analysis. Hosticka.

464/564 Cost-Benefit Analysis (4) Use of cost-benefit analysis at decision levels from the individual to the nation-state; advantages, disadvantages, and appropriate uses. Prereq: one course in social research or in quantitative methods in social science. Hosticka.

471/571 City Management (4) Focuses on how to manage local governments effectively, particularly small governments in both metropolitan and nonmetropolitan areas. Political processes, management, services, performance. Downes.

480/580 Nonprofit Management I (4) How to manage nonprofit organizations for superior performance in a humane, responsive, and responsible manner. Distinctive characteristics of nonprofit organizations. Downes.

481/581 Resource Development for Nonprofit Organizations (4) Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns. Irvin.

491 Senior Research Paper I (4) Guidance in developing a topic for the senior research paper, background reading, and a research proposal. Prereq: major and senior standing.

492 Senior Research Paper II (3) Guidance in completing research for the senior research paper and a preliminary draft. Prereq: PPPM 491. Greene.

493 Senior Research Paper III (4) Guidance in completing the senior research paper; public presentation of the results. Prereq: PPPM 492. Greene.

494 Practice of Leadership and Change (4) Examines the principles and practices of leadership and change in communities and organizations through discussions with community leaders and personal reflection. Prereq: major status, senior standing preferred. Margerum.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

604 Internship: [Topic] (1–16R) Twelve-credit maximum per term. Faculty-supervised participation in activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor's consent. Phipps.

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Community Planning Workshop: [Topic] (1–16R) Two-term planning and problem-solving course. Students working in teams conduct research and develop solutions to planning problems for a client community. Parker.

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

611 Introduction to Planning Practice (4)

Explores the concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions. Margerum.

612 Legal Issues in Planning (4) Federal-state legal relationships, role of the courts in reviewing public-sector decision-making, sources of the law, issues in land use regulation, and basic legal research skills. O'Dea.

613 Planning Analysis (5) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. Prereq for nonmajors: instructor's consent. Parker.

614 Conflict Resolution (5) Theory and practice of consensus building in communities and public organizations.

616 Planning Theory and Ethics (4) Logic of the planning process; the relationship of planning to the political process and to rational decision making in governance. M. Hibbard.

617 Human Settlements (4) Scholarly knowledge about human settlements. Historical development of cities and the ways in which city and regional contexts influence economic, social, and political processes. Stockard.

618 Introduction to Public Service (4) Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management. M. Hibbard, Weeks.

619 Planning and Public Policy Communications (2) Theory and practice of effective communication. Includes presenting ideas orally, visually, and in writing; working with small and large groups; and using appropriate decision-making methods. Choquette, Phipps.

620 Applied Methods in Planning, Policy, and Management (4) Communicate, execute, and evaluate research in the public sector. Students conduct original research projects from problem formulation through data analysis. Weeks.

621 Environmental Analysis (4) Examines the technical and political factors that influence the practice of environmental planning and analysis. Baldwin.

622 Project Management (4) Application of specific techniques that, if implemented, lead to planning-related and other projects being completed on time, within budget, and with appropriate quality. Choquette.

624 Plan Making (4) Examines the technical and political factors that influence the practice of community and regional development. Includes how plans are made, implemented, and evaluated. Margerum.

627 Energy Policy and Planning (4) Technical, social, economic, and environmental impacts of energy technologies. Discussion of United States and world policies and alternatives. Baldwin.

628 Public Sector Economy (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees. Irvin.

629 Public Budget Administration (4) Resource allocation through the budget process. Analysis of budget systems, service costing, and citizen participation in the budget process. Hosticka.

633 Public Management (4) Theory and practice of public service management; leadership and organizational capacity building, including key

management activities for developing effective public service organizations. Downes, Phipps.

634 Strategic Planning (4) Process of strategic planning for communities, public organizations, and nonprofit agencies. Choquette.

635 Planning and Social Change (4) Introduction to the relationships between social change and planning policy. Includes equity literature related to planning; examines how national social trends affect housing and neighborhood change. Schlossberg.

636 Public Policy Analysis (4) Techniques in the policymaking process. Determining the impact of policies, comparing alternatives, determining the likelihood that a policy will be adopted and effectively implemented. Hosticka.

643 Collaborative Planning and Management (4) Explores theory and practice of collaboration. Presents a variety of collaborative settings, but the focus is environmental and natural resource management. Margerum.

645 Leadership and Facilitation Methods (4) Identifies and develops effective skills to enhance the leadership ability of all members of a group or organization. Facilitates collaborative group efforts. Margerum.

656 Quantitative Methods in Planning and Public Policy (4) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results. Prereq: recent introductory statistics course. Greene.

682 Nonprofit Management II (4) Collaboration and competition with government, for-profit firms, and other nonprofit organizations. Social entrepreneurship, remaking the organization, performance measurement, marketing, and other key nonprofit management topics.

683 Professional Practice in Nonprofit Organizations (1) Speakers series showcases leaders of nonprofit organizations and their best practices. Downes.

690 Student Research Colloquium (1–3R). Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. Stockard. **R** for maximum of 3 credits.



Charles H. Lundquist College of Business

James C. Bean, Dean

(541) 346-3300

350 Lillis Hall

<http://lcb.uoregon.edu/>

Accounting Faculty

Lisa Bryant, assistant professor. B.S., 1995, Chapman; Ph.D., 1999, Colorado, Boulder; C.P.A., 1999, Colorado. (2003)

Robin P. Clement, instructor. B.S.B.A., 1979, Ohio State; M.B.A., 1983, Wisconsin; Ph.D., 1994, Michigan State. (2003)

R. Larry Deck, instructor (financial accounting and auditing). B.S., 1975, San Jose State; M.B.A., 1983, Oregon. (1996)

Paul Frishkoff, professor (general business). B.A., 1960, Swarthmore; M.B.A., 1962, Chicago; Ph.D., 1970, Stanford; C.P.A., California, Oregon. (1967)

Helen Gernon, Charles H. Lundquist Professor of Accounting. B.B.A., 1968, Georgia; M.B.A., 1972, Florida Atlantic; Ph.D., 1978, Pennsylvania State; C.P.A., Florida. (1978)

Angela Gore, assistant professor. B.S., 1986, Central Michigan; Ph.D., 2000, New York, Buffalo. (1999)

Raymond D. King, professor; senior associate dean. B.S., 1971, Montana State; M.B.A., 1974, Montana; Ph.D., 1980, Oregon; C.P.A., Montana. (1982)

Janet Mabon, instructor. B.S., 1986, Arizona; M.Actg., 1988, New Mexico State; C.P.A., Colorado. (2003)

Steven R. Matsunaga, associate professor. B.A., 1979, San Francisco State; M.B.A., 1984, William and Mary; Ph.D., 1992, Washington (Seattle); C.P.A., California. (1992)

Dale Morse, Charles E. Johnson Memorial Professor of Accounting. B.A., 1969, M.B.A., 1975, Oregon; Ph.D., 1978, Stanford. (1991)

Terrence B. O'Keefe, Giustina Professor of Business. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue. (1980)

Joel Sneed, assistant professor. B.S., 1986, M.A., 1988, Appalachian State; Ph.D., 2001, Arizona. (2000)

Michael Stein, associate professor. B.A., 1975, Rutgers; B.B.A., 1980, M.A., 1981, Pennsylvania; Ph.D., 1988, British Columbia. (1999)

Emeriti

Chris J. Luneski, associate professor emeritus. A.B., 1956, Johns Hopkins; M.S., 1959, Ph.D., 1965, Minnesota. (1961)

John W. Soha, associate professor emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan; C.P.A., Washington. (1951)

Decision Sciences Faculty

James C. Bean, Harry B. Miller Professor of Business (operations research). B.S., 1977, Harvey Mudd; M.S., 1979, Ph.D., 1980, Stanford. (2004)

Grant J. Castner, assistant professor. B.Com., 1994, postgraduate commerce honours, 1996, LL.B., 1998, Queensland. (2002)

William E. Daley, instructor. B.S., 1990, M.B.A., 1995, Oregon State. (1995)

Yue Fang, associate professor. B.A., 1984, M.A., 1987, Tsinghua; M.S., 1994, Ph.D., 1996, Massachusetts Institute of Technology. (1996)

John C. Goodale, assistant professor. B.S., 1988, Michigan State; M.B.A., 1991, Ph.D., 1996, Utah. (2002)

Sergio Koreisha, professor and Charles H. Lundquist Research Scholar. B.S., 1974, M.Eng., 1975, California, Berkeley; D.B.A., 1980, Harvard. (1980)

Nagesh N. Murthy, assistant professor. B.E., 1982, M.M.S., 1983, Birla Institute of Technology; M.S., 1988, M.A., 1994, Ph.D., 1997, Ohio State. (2003)

Michael Pangburn, assistant professor. B.S., 1990, Virginia Polytechnic Institute and State University; M.S., 1993, Ph.D., 1997, Rochester. (2002)

Iain Pardoe, assistant professor. B.S., 1992, Birmingham; M.S., 1999, Ph.D., 2001, Minnesota. (2001)

Emeriti

Jerome J. Dasso, H. T. Miner Professor of Real Estate Emeritus. B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison. (1966)

Kenneth D. Ramsing, professor emeritus. B.S., 1960, Oregon State; M.B.A., 1962, Ph.D., 1965, Oregon. (1965)

James E. Reinmuth, professor emeritus. B.A., 1963, Washington (Seattle); M.S., 1965, Ph.D., 1969, Oregon State. (1967)

Larry E. Richards, associate professor emeritus. B.A., 1962, M.B.A., 1963, Washington (Seattle); Ph.D., 1969, California, Los Angeles. (1966)

Finance Faculty

John M. R. Chalmers, associate professor (financial management, investments). B.A., 1985, Middlebury; M.S., 1992, Ph.D., 1995, Rochester. (1996)

Larry Y. Dann, Richard W. Lindholm Professor of Finance and Taxation (financial management, investments). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. (1977)

Diane Del Guercio, associate professor (financial management, investments). B.A., 1986, California, Santa Barbara; M.A., 1989, Ph.D., 1994, Chicago. (1994)

Ali Emami, instructor (international trade and finance, markets and trade, financial institutions). B.S., 1972, National University of Iran; M.S., 1980, Oregon; Ph.D., 1988, Oregon State. (1991)

Roberto C. Gutierrez Jr., assistant professor. B.S., 1992, Tulane; Ph.D., 1999, North Carolina, Chapel Hill. (2003)

Woodrow Johnson, assistant professor (financial management, investments). B.A., 1992, Utah State; M.S., 1994, Tennessee; M.Phil., 1999, Ph.D., 2002, Columbia. (2002)

Wayne H. Mikkelsen, Roger Engemann Professor of Finance (financial management, investments). B.A., 1974, Macalester; M.S., 1978, Ph.D., 1980, Rochester. (1984)

M. Megan Partch, professor (financial management, investments). B.A., 1971, Carleton; M.B.A., 1976, Ph.D., 1981, Wisconsin, Madison. (1981)

Jonathan M. Reuter, assistant professor. B.A., 1995, Johns Hopkins; Ph.D., 2002, Massachusetts Institute of Technology. (2003)

Philip J. Romero, professor (economics). B.A., 1983, Cornell; M.A., 1984, Ph.D., 1988, RAND Graduate. (1999)

Jeanne S. Wagenknecht, instructor (investment strategies, personal finance, business economics). B.S., 1973, M.S., 1974, Ph.D., 1976, Illinois. (1994)

Emeriti

Michael H. Hopewell, associate professor emeritus. B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington (Seattle). (1969)

George A. Racette, associate professor emeritus. B.A., 1966, Stanford; M.B.A., 1967, Michigan; Ph.D., 1972, Washington (Seattle). (1974)

Management Faculty

David T. Dusseau, Donald A. Tykeson Senior Instructor of Business (organizational behavior, international management). B.S., 1975, Ohio State; M.B.A., 1985, Ph.D., 1992, Oregon. (1992)

Susan R. Glaser, professor (organizational communication, corporate teamwork, participative leadership). B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State. (1975)

Alan D. Meyer, Charles H. Lundquist Professor of Entrepreneurial Management (new ventures, organizational change and innovation, strategic management). B.A., 1968, M.B.A., 1970, Washington (Seattle); Ph.D., 1978, California, Berkeley. (1984)

Peter K. Mills, professor (organization theory, service firms). B.S., 1970, M.B.A., 1971, California State, Long Beach; Ph.D., 1978, Stockholm; Ph.D., 1980, California, Irvine. (1995)

Richard T. Mowday, Gerald B. Bashaw Professor of Management (organizational behavior, leadership). B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine. (1977)

Anne Parmigiani, assistant professor (strategic management, supply-chain management, entrepreneurship). B.S., 1987, M.B.A., 1996, Pennsylvania State; Ph.D., 2003, Michigan, Ann Arbor. (2004)

Michael V. Russo, professor (corporate policy and strategy, environmental management). B.S., 1979, Columbia; M.S., 1980, Stanford; M.B.A., 1986, Ph.D., 1989, California, Berkeley. (1989)

Ronald Severson, senior instructor (business communication, cross-cultural studies); director, minor. B.A., 1979, Willamette; M.A., 1989, Oregon; Ph.D., 1999, Utah. (1996)

James R. Terborg, Carolyn S. Chambers Professor of Business (organizational psychology, organizational behavior). B.A., 1970, Calvin; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue. (1980)

Emeriti

- Warren B. Brown, professor emeritus. B.S., 1955, Colorado; M.S., 1957, Stanford; M.S., 1959, Ph.D., 1962, Carnegie-Mellon. (1967)
- Eaton H. Conant, professor emeritus. B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison. (1966)
- Catherine M. Jones, professor emerita. B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado. (1946)
- Frederick J. Seubert, associate professor emeritus. B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell.
- Richard M. Steers, professor emeritus. B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine. (1975)

Marketing Faculty

- David M. Boush, associate professor (marketing management, marketing research, consumer behavior). B.A., 1975, Wisconsin, Madison; M.B.A., 1977, Ph.D., 1988, Minnesota, Minneapolis. (1987)
- Michael F. Dore, instructor (marketing, advertising); director, undergraduate honors. B.S., 1971, M.B.A., 1972, Southern California. (1996)
- Anne M. Forrestel, instructor (marketing strategy, international marketing). B.A., 1972, M.S., 1974, M.B.A., 1985, Michigan. (1997)
- Marian Friestad, associate professor (consumer behavior, communications); associate dean, Graduate School. B.A., 1981, M.A., 1984, Ph.D., 1989, Wisconsin, Madison. (1987)
- John Godek, assistant professor (product development, consumer behavior). B.S., 1987, U.S. Coast Guard Academy; M.B.A., 1993, Houston, Clear Lake; M.S., 2000, Ph.D., 2003, Michigan. (2003)
- Susan L. Golicic, assistant professor (supply chain and marketing management). B.S., 1989, Wayne State; M.B.A., 1997, Ph.D., 2003, Tennessee. (2003)
- Dennis Howard, professor (sports marketing, consumer behavior). B.S., 1966, Oregon; M.S., 1968, Illinois; Ph.D., 1974, Oregon State. (1997)
- Lynn R. Kahle, James H. Warsaw Professor of Sports Marketing (consumer behavior, communications). B.A., 1973, Concordia; M.A., 1974, Pacific Lutheran; Ph.D., 1977, Nebraska. (1983)
- Robert Madrigal, associate professor (consumer behavior, sports marketing). B.A., 1976, M.A., 1979, California State, Chico; Ph.D., 1990, Oregon. (1995)
- Mark M. Phelps, Donald A. Tykeson Senior Instructor of Business (business law, entrepreneurship law). B.S., 1972, J.D., 1975, M.B.A., 1980, Oregon. (1979)
- Simona Stan, assistant professor (marketing strategy, services marketing). B.S., 1988, Sibiu; Ph.D., 2001, Missouri, Columbia. (2001)
- Peter Wright, Edwin E. and June Woldt Cone Professor (consumer behavior, services marketing). B.A., 1966, North Carolina State; M.B.A., 1968, Virginia; Ph.D., 1971, Pennsylvania State. (1997)

Emeriti

- Gerald S. Albaum, professor emeritus. B.A., 1954, M.B.A., 1958, Washington (Seattle); Ph.D., 1962, Wisconsin, Madison. (1969)
- Roger J. Best, professor emeritus. B.S.E.E., 1968, California State Polytechnic; M.B.A., 1972, California State, Hayward; Ph.D., 1975, Oregon. (1980)
- John H. Cunningham, assistant professor emeritus. B.S., 1956, Holy Cross; M.B.A., 1964, Michigan State; Ph.D., 1981, Oregon. (1981)
- Del I. Hawkins, professor emeritus. B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas. (1970)
- Stuart U. Rich, professor emeritus. B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard. (1963)
- W. Dwaine Richins, associate professor emeritus. B.A., 1936, Brigham Young; M.B.A., 1938, Louisiana State; Ph.D., 1950, Washington (Seattle). (1949)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the College

The College of Business Administration was established in 1914 and named the Charles H. Lundquist College of Business in 1994. All of its academic programs are accredited by the AACSB International (Association to Advance Collegiate Schools of Business)—the undergraduate program since 1923, the graduate since 1962.

The Charles H. Lundquist College of Business offers programs of study leading to bachelor's degrees in accounting and business administration; a master of business administration; and master's and doctoral degrees in accounting, decision sciences, finance, management, and marketing. These programs are designed to provide a broad education in business management augmented by expertise in specific business disciplines. The study of business is supported by a liberal education that provides perspective on the societal effect of economic activity, both domestic and international.

To meet its broad educational objectives, the college requires that undergraduate majors take approximately 50 percent of their academic work outside the college. Within the college, professional courses focus on leadership and communication, knowledge in specific business disciplines, cross-disciplinary integration of business strategies, and the responsibilities of business in society. This educational foundation provides students with a skill set that eases the transition from the university to the business world.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the direction of the Graduate School.

The new, privately funded Lillis Business Complex dramatically increases the ability of Lundquist College of Business to deliver a world-class business education to its students. Designed to complement the college's team-based approach to teaching and learning, each space in the complex enhances and enriches the innovative and experiential business curriculum.

Research

Faculty members in the Lundquist College of Business carry on active programs of research in the various disciplines of business. This research is often discussed in the classroom, and students have the opportunity to become involved in faculty projects.

Charles H. Lundquist College of Business Code of Professional Business Conduct: A Statement of Values

The Lundquist College of Business (LCB) learning community is committed to a set of core values that guide members' interactions with one another. These values are as important in the LCB community as they are in the business community. They help define members' actions in the community and what it means to be a business professional.

Integrity. Members of the LCB community act with integrity and honesty, qualities that are essential in providing a basis for trust and go to the core of what is expected from business professionals.

Respect. Members of the community convey respect for the dignity of others. Relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. Community members are sensitive to the impact of words and actions on others.

Openness. Members of the community are encouraged to exchange ideas freely within the bounds of reasonable behavior, recognizing that learning requires an open environment.

Responsibility. Members act publicly and accept responsibility for their actions, understanding that the community keeps them accountable for their dealings. Members deliver on commitments and promises made to others.

Teamwork. The LCB community is stronger when members work as a team, fostering attitudes that encourage community members to give and receive constructive criticism and develop creative solutions to challenges.

Business Technology Center

Einar Ingebretsen, Interim Director
(541) 346-3814

The Business Technology Center is dedicated to serving the needs of students and faculty members. The center oversees five networked labs—a thirty-two-seat classroom, a twenty-eight-seat classroom, a small-group lab, and two fifteen-seat labs. Accounts are available to business students and to students enrolled in a business course during the term of enrollment. Software includes web browsers, e-mail, Microsoft Office, and other software required for business classes. The center also offers digital scanners and digital still and video cameras. Black-and-white and color printers can produce images up to 12-by-18 inches. Limited support for hardware and software is available from in-house technicians. Remote access to the LCB network and access to shared network drives is available to students and faculty members with technology center accounts. Wireless access to the Internet is available throughout the Lillis Business Complex.

Lundquist Center for Entrepreneurship

Randy Swangard, Director
(541) 346-3420

Developing new ideas, problem solving, and taking a creative approach to business is what entrepreneurship is all about. The Lundquist Center for Entrepreneurship helps students develop the tools, skills, and abilities they need to turn dreams into reality, whether the dream is working for a Fortune 500 company or starting a business. Students with an entrepreneurial desire will find a home at the center. Courses, internships, Entrepreneurs on Campus, and student-run clubs offer opportunities to develop entrepreneurial skills, attitude, and knowledge. The center's New Venture Championship is recognized as one of the top two business-plan competitions in the nation. Gathering the knowledge, gaining perspective and wisdom from entrepreneurs, developing ideas into opportunities are all part of this program. Students learn to confront the business environment and successfully compete in an entrepreneurial world.

James H. Warsaw Sports Marketing Center

Paul Swangard, Managing Director
(541) 346-3411

The mission of the Warsaw Sports Marketing Center is to understand and advance sports marketing and sports business leadership through research, education, and interaction between students, faculty members, and successful sports business professionals. As the first endowed sports marketing program in a college of business at a major public university, the Warsaw center supports curricula that lead to a concentration in sports business for the bachelor's degree program and to a sports-business concentration area in the M.B.A. degree program. Sports-business courses cover such topics as sponsorship, law, event marketing, international sports marketing, and sport economics. The center organizes research, sports-industry internships, guest speakers, and a variety of nonclassroom experiences for students. Each year, the nationally recognized Women in Sports Business Symposium, hosted by the center, draws the top female sport executives to Eugene.

Office of External Affairs

Christopher D. Murray, Associate Dean for Development and External Affairs
(541) 346-3370

This office pursues and secures private support for the college, engages and involves the college's alumni, and communicates the college's messages to its constituents. It accomplishes these goals through alumni programs, corporate and foundation relations, fundraising, public relations, and publications.

Departments in the College

Department heads may be reached through the undergraduate Advising Office.

Accounting

Helen Gernon, Department Head

Accounting students are highly recruited by a variety of organizations—taking positions in public accounting firms, industry, and government. Accountants deal with issues ranging from the design of information systems to the formulation of acquisition strategies. Given the growing internationalization of business, career paths can even lead to exciting opportunities abroad. Accounting graduates of the University of Oregon include Phil Knight, chief executive officer of Nike; and Charles H. Lundquist, the namesake of the UO business college.

The challenging curriculum emphasizes the development of skills in problem solving, analytical reasoning, and written and oral communication. Students participate in various real-world projects and obtain considerable hands-on computer experience. The relatively small size of the program allows meaningful student-faculty interaction. The Department of Accounting is one of only 120 accounting programs accredited by the AACSB International.

The accounting major is described under Major Requirements in the **Undergraduate Programs** section of this catalog.



Decision Sciences

Sergio Koreisha, Department Head

The undergraduate curriculum in the Department of Decision Sciences is designed for students who want to prepare for a career in applied statistics, operations management, management information systems, or a management career with a strong emphasis in these areas.

The Department of Decision Sciences offers an undergraduate concentration in information systems and operations management. These courses introduce the major concepts and techniques of analytic decision-making, information technology, supply chain operations, and e-business. To support these topics, the department also offers courses in statistics.

Finance

M. Megan Partch, Department Head

The Department of Finance offers courses in finance and business economics. The finance curriculum is designed to impart an understanding of the principles of finance and to provide students with analytical training. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis and decision-making to the solution of business problems. Special attention is given to the relationship of financial policies and operations to the functioning of business firms in the economic system.

The department offers a concentration in finance for the undergraduate major in business administration. The concentration in finance is described under Major Requirements in the **Undergraduate Programs** section of this catalog.

Management

Michael V. Russo, Department Head

Department of Management courses prepare students for the challenges of managerial responsibility in private and public organizations. Undergraduate and graduate concentrations are useful for students who want to develop general management skills that can be applied in a variety of contexts, ranging from new business start-ups to global businesses. Management courses also serve students who are concentrating in other

areas of business and who recognize the importance of developing management and leadership skills to enhance their chances for career advancement. Courses focus on such critical management and leadership skills as managing change, negotiation and conflict resolution, managing in dynamic and changing environments, cross-cultural management, and successfully developing and launching new business ventures.

Marketing

Peter Wright, Department Head

The Department of Marketing provides undergraduates with concentration areas in marketing and sports business.

The marketing concentration provides preparation for careers in marketing management. Examples of such careers include advertising, professional selling, distribution, and marketing research. Special attention is given to the contributions of the social sciences and of quantitative methods to the study of marketing. The program includes courses on marketing research and strategy, business to business relationships, and consumer behavior.

The sports business concentration addresses the use of sports to market goods and services. The successful sports marketer must understand business principles and have a strong sense of how value is created through marketing programs tied to athletes, teams, leagues, and organizations. The concentration presents a rigorous academic curriculum in such areas as sponsorship, sports law, and communications while paying close attention to industry practices and trends. Students who choose this concentration prepare for careers in team marketing, sponsor relations, event marketing, and league operations.

The entrepreneurship concentration prepares students for careers in entrepreneurially driven firms. Examples include new and rapidly growing firms, technology oriented firms, and family businesses. Special attention is given to venture creation, the unique problems encountered by firms that are growing, and the way sound business principles and strategies can be adapted to fit this environment.

These concentrations are described under Major Requirements in the **Undergraduate Programs** section of the catalog.

Undergraduate Programs

Wendy Mitchell, Assistant Dean, Undergraduate Programs

The Lundquist College of Business is widely recognized for its outstanding programs in business education. Students and faculty members from around the world come to study, research, and learn together. The college offers courses in prebusiness studies, accounting, business administration, global management, sports business, management, entrepreneurship, marketing, finance, decision sciences, international business communications, and management information systems. An honors program is offered for outstanding undergraduates. Student clubs and organizations provide opportunities to develop leadership and business skills outside of the classroom. A minor is offered for students in other majors. International students, regardless of major, may earn a letter certifying mastery in international business communication. A certificate in global management may be added to the business administration or accounting major.

Services for Undergraduate Students

Advising Office

(541) 346-3303
145 Lillis Hall

The Advising Office provides many services to students interested in studying business. Information is available about major and minor admission processes, degree requirements, scholarships, internships, educational exchange programs, career services, free tutoring services, student organizations, and visiting speakers. Students are urged to drop in often to find the latest news about important events, deadlines, and policy changes.

Academic Advising. Professional advisers and peer advisers regularly meet with undergraduates to answer questions, plan academic programs, and track progress toward graduation. Students are urged to meet with a college of business adviser at least once a year to ensure that they are meeting requirements and to stay informed of program changes.

Braddock Tutoring Center

155 Lillis Hall

Tutoring is available for students enrolled in undergraduate business, economics, and mathematics courses. Writing support services are offered as well.

Career Services

240 Lillis Hall

Undergraduate students are encouraged to use the Lundquist College of Business' career services programs throughout their college career. Professional career counseling, workshops, classes, and a resource center are available. Other resources are offered through the university's Career Center.

Internships

Internships provide a valuable opportunity to enhance the undergraduate experience. Business students are strongly encouraged to participate in

internships as a part of their business education. Career counseling can be useful in the process of locating and securing internship experiences that complement educational and career goals.

Scholarships

Each year the Lundquist College of Business awards scholarships to outstanding students majoring in business administration or accounting. Typically, the college awards some forty scholarships that range from \$500 to \$5,000. Scholarships are made possible through generous donations by alumni and other friends of the Lundquist College of Business. Although criteria vary by scholarship, the primary emphasis is academic performance and demonstrated potential for success in a business career. Financial need may be considered, but it is typically a secondary consideration when making awards. Scholarship applications are available winter term. Scholarships are awarded in the spring, and recipients and donors are recognized at special award recognition events. The accounting department has scholarship information for its majors. A list of scholarships is available in the Advising Office.

Student Organizations

Involvement in student organizations helps develop leadership and organizational skills and offers a professional network to students and members of the faculty and the business community. Students may choose from the following business student organizations: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; Beta Gamma Sigma, honor society for business administration; American Marketing Association; the Deans' Undergraduate Student Advisory Council; Entrepreneurs Club; Sports Business Club; Sustainable Business Group; Toastmasters International; UO Finance Association, UO Investment Group, and Women in Business.

Academic Opportunities

Honors Program

Michael F. Dore, Director

Students in the honors program are offered unique opportunities to enhance their educational experiences and prepare themselves for the growth and challenge of a career in business. A maximum of thirty-five students take nine of the core business courses as a group. Among the many advantages and benefits are smaller classes, select instructors, a speaker series, and a mentor program.

Overseas Study Programs

The college maintains exchange relationships with several overseas universities that offer students opportunities to study business in another country. Popular study sites include Italy, Denmark, Mexico, China, and Australia. Business students may choose to study language, culture, business, or a combination depending on the specific program selected. Many programs offer courses in English. Business students are encouraged to participate in overseas programs, including IE₃ Global Internships, offered through the Office of International Programs.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs.

Students in University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See International Programs in the **Academic Resources** section of this catalog.

International Business Communication

Ron Severson, Director

International students may earn a letter certifying mastery by completing courses in business presentations, business writing, international business research, cross-cultural business communication, and cross-cultural business negotiation. A list of courses is available in the Advising Office. This program is open to all undergraduate international students; the two cross-cultural courses are also open to domestic students.

Certificate in Global Management

Lundquist College of Business students may earn a certificate in global management. The certificate requires two years of college-level language study; enrollment in the international business core: International Finance (FIN 463), Managing in a Global Economy (MGMT 420), International Marketing (MKTG 470) and 24 credits of approved nonbusiness course work that relates to an international theme (area study). Study abroad is highly recommended. Additional information is available in the Advising Office.

Academic Requirements

To earn an undergraduate degree in the Lundquist College of Business, a student must be an admitted major in good academic standing with the college and the university. Two sets of requirements must be completed: general university requirements and college requirements.

The college is firmly committed to an undergraduate degree program in business based on a solid foundation in the arts and sciences. Lundquist college students may earn a B.A. or B.S. degree with a major in either accounting or business administration. Students may not earn two majors in the Lundquist College of Business. A student who has an undergraduate degree in accounting or business administration cannot earn another undergraduate degree from the college. See the **Registration and Academic Policies** section of this catalog for specific requirements for bachelor's degrees and for general-education and university requirements.

Students must satisfy the upper-division business core and major requirements in effect when they are admitted as majors.

Listed below are basic undergraduate degree and major requirements. For a more detailed explanation of requirements for business administration and accounting majors, students should pick up the undergraduate degree programs handout in the Advising Office.

Prebusiness Admission

New students planning to major in accounting or business administration enter the university as prebusiness majors. Transfer students and univer-

sity students from other majors may become prebusiness majors by submitting a Request for Addition or Deletion Major form, available in the Advising Office. Prebusiness majors typically are not eligible to take most 300- and 400-level business courses. Prebusiness major status does not guarantee admission to the accounting or business administration major.

Prebusiness majors typically spend the first two years fulfilling general education and prebusiness requirements.

Prebusiness Requirements

- 1. Junior Standing.** Complete 90 or more credits of course work
- 2. GPA Requirement.** Earn a 2.75 cumulative grade point average in all college course work including transfer work. The college includes all course work when calculating the cumulative GPA for admission to the major
- 3. Prebusiness Core.** A 2.75 GPA and a minimum grade of C– in core courses are required for admission into the major. Core courses must be taken for letter grades. If a core course is taken pass/no pass (P/N), a P is treated as a C– and an N is treated as an F for core GPA calculations. If a graded course is repeated, both course grades are counted in computing the cumulative GPA, but only the second grade is used in calculating the core GPA.

Prebusiness Core 20 credits

- Introduction to Business (BA 101) 4
 Introduction to Accounting I,II (ACTG 211, 213)..... 8
 Introduction to Economic Analysis: Microeconomics (EC 201)..... 4
 Introduction to Economic Analysis: Macroeconomics (EC 202) 4

- 4. Additional Courses.** Complete the following courses with grades of C– or P or better:

24 credits

- College Composition I (WR 121) and College Composition II (WR 122) or College Composition III (WR 123)..... 8
 Calculus for Business and Social Science I,II (MATH 241, 242) 8
 Introduction to Methods of Probability and Statistics (MATH 243) 4
 Special Studies: Business Applications Software (DSC 199) 4

- 5. English Competence.** International students must have a Test of English as a Foreign Language (TOEFL) score of at least 575 (paper-based test) or 230 (computer-based test) or have completed the Academic English for International Students (AEIS) program

Application to the Major

Students must submit a formal application for admission to the major. Students apply for major status one term before they plan to take upper-division business courses.

Applications are due the second week of the term for admission the following term. To be eligible for admission as a major, a student must apply before the term deadline. Application forms are available on the college website and in the Advising Office. Students who are completing their final requirements may submit applications.

Major Requirements

Each student must complete a major in accounting or business administration. Both

majors require completion of the upper-division core, typically in the junior year. The 400-level core course is taken in the senior year.

Upper-Division Core 40 credits

- Managing Organizations (MGMT 321) 4
 Marketing Management (MKTG 311) 4
 Economic Foundations of Competitive Analysis (FIN 311)..... 4
 Financial Management (FIN 316) 4
 Global, Legal, and Social Environment of Business (BE 325) 4
 Business Statistics (DSC 330) 4
 Information Technology and Operations Management (DSC 335)..... 4
 Leadership and Communication (BA 352)..... 4
 Business Information Systems (DSC 340) 4
 Business Strategy and Planning (BA 453) 4

Accounting Major

Requirements 28 credits

- Accounting Information Systems (ACTG 320).... 4
 Financial Accounting Theory I,II (ACTG 350, 352)..... 8
 Cost Accounting (ACTG 360)..... 4
 Auditing Concepts (ACTG 440) 4
 Advanced Financial Accounting (ACTG 450) 4
 Introduction to Federal Taxation (ACTG 470) 4

Students who plan to sit for the Certified Public Accountant examination in Oregon must complete additional requirements. Details are available in the accounting department.

Business Administration Major

In addition to the upper-division core, students must complete seven courses from at least three Lundquist College of Business departments. Four of these courses may be taken in one of the concentration areas listed below. Concentrations are optional; they do not appear on UO academic transcripts or diplomas.

Concentration Areas

Entrepreneurship 16 credits

- Launching New Ventures (MGMT 335) 4
 Accounting for Entrepreneurs (ACTG 340)..... 4
 New Product Development (MKTG 445)..... 4
 Business Planning for Entrepreneurs (MGMT 455) 4

Finance 16 credits

- Financial Markets and Investments (FIN 380) 4
 Derivative Markets and Financial Institutions (FIN 462) 4
 International Finance (FIN 463) 4
 Financial Analysis and Valuation (FIN 473)..... 4

Information Systems and Operations Management 16 credits

- Select four of the following five courses:
 Information Analysis for Managerial Decisions (DSC 433), Business Database Management Systems (DSC 444), Project and Operations Management Models (DSC 466), Supply-Chain Operations and Information (DSC 477), E-Business (DSC 488) 16

Marketing 16 credits

- Marketing Research (MKTG 390)..... 4
 Marketing Communications (MKTG 420) 4
 One marketing elective chosen from: Strategic Business-to-Business Relationships (MKTG 425), Consumer Behavior (MKTG 435)..... 4
 Marketing Strategy (MKTG 490) 4

Sports Business 16 credits

- Marketing Research (MKTG 390)..... 4
 Sports Marketing (SBUS 450) 4

Two electives selected from Experimental Course: Sports Economics (SBUS 410), Sports Sponsorship (SBUS 452), Law and Sports Marketing (SBUS 453)..... 8
 Marketing Strategy (MKTG 490) is strongly recommended

Courses from outside the College

Students must earn at least 90 credits in courses taken outside the college. These 90 credits include general-education requirements and nonbusiness breadth and global context course work.

Nonbusiness Breadth Requirement. Students must complete 24 credits in an interrelated and coherent body of courses consistent with the student's career goals. A nonbusiness minor meets this requirement, as does two years of language study. Nonbusiness breadth plans must be approved and on file in the Advising Office; assistance in planning individualized programs is available in the office.

Global Context for Business Decisions. Students must complete three courses that focus on international, cultural, historical, political, economic, or social issues of a geographic region. All three courses should focus on the culture of one country or region other than the student's native country. Language courses beyond the first year satisfy this requirement. Global context plans must be approved by an adviser in the Advising Office.

Definitions, Limitations, and Policies

Transfer students. The sequential nature of this program requires careful academic planning. Students who want to transfer to the college are encouraged to meet with an adviser in the Lundquist College of Business early in their academic careers. Students who transfer before they have met major admission requirements are admitted to the university as prebusiness majors if their GPA is 2.75 or higher. They may apply for major status in accordance with the procedure described above. Students who transfer with completed admission requirements should apply to the major one term before arriving on campus. Applications are due the second Friday of the term for admission the following term.

When admission requirements change significantly, the effective date for transfer students is generally one academic year after the policy first appears in the *UO Catalog*.

Second Bachelor's Degree. A student who has a bachelor's or master's degree in a field of business administration may not earn a second bachelor's degree in business. Students who have earned a nonbusiness degree and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Transcripts of college work must be sent directly to the Lundquist College of Business, and an official transcript showing receipt of the degree must be sent to the UO Office of Admissions. Second-degree candidates must meet the same admission requirements and follow the same application process described above. International students must have a TOEFL score of 575 (paper-based test) or 230 (computer-based test) or higher.

Students keep prebusiness status until admission requirements are completed or waived because of completed course work. Second-degree students must complete the same upper-division

requirements as first-degree candidates. The Second Bachelor's Degree section of this catalog, under **Registration and Academic Policies**, lists university requirements for a second bachelor's degree; the Advising Office has information about Lundquist college requirements.

Residence Requirement. Students must complete a minimum of 44 upper-division credits in regularly scheduled Lundquist College of Business courses. With the department head's approval, credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Grading. Upper-division courses must be taken for letter grades and passed with grades of C– or better. See the **Registration and Academic Policies** section of this catalog for an explanation of the university's grading systems.

Upper-Division Courses. Courses for the minor are open to nonmajors, and courses for the certificate in international business communication are open to international students. Only admitted majors in the Lundquist College of Business may enroll in 300- and 400-level business courses.

Continuous Progress. Students who do not attend the university for an extended period of time after being admitted as a major may be required to reapply for admission and fulfill current major requirements if the *UO Catalog* for the last year of attendance has expired. See Catalog Expiration and Requirements Policies in the **Contents** section of this catalog.

Business Administration Minor

The Lundquist College of Business offers a minor in business administration, which requires 24 credits of course work. It can be completed in one academic year.

Students can declare a minor in business administration online at the college's website, where a checklist of requirements can be found. Advising assistance is available in the Advising Office.

In order to be admitted to the minor program, students must already have a declared major other than business and a 2.00 cumulative GPA. Twelve upper-division credits must be taken in the Lundquist College of Business. Upper-division business courses must be taken for letter grades. When minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor.

Minor Requirements (24 credits)

Lower Division	8 credits
Introduction to Business (BA 101)	4
Accounting: Language of Business Decisions (BA 215) or Introduction to Accounting I (ACTG 211).....	4
Upper Division	16 credits
Economy, Industry, and Competitive Analysis (BA 315) or Intermediate Microeconomic Theory (EC 311).....	4
Management: Creating Value through People (BA 316).....	4
Marketing: Creating Value for Customers (BA 317).....	4
Finance: Creating Value through Capital (BA 318)	4

Graduate School of Management

Raymond D. King, Associate Dean

(541) 346-3306
300 Peterson Hall, Lillis Business Complex

About the School

The Graduate School of Management offers degree programs at the master's and doctoral levels and coordinates the graduate work of the five academic departments in the Lundquist College of Business. Graduate instruction in every field of business is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business.

Activities of the Lundquist Center for Entrepreneurship and the Warsaw Sports Marketing Center may be of interest to graduate students. The centers are described in the introductory section to the Charles H. Lundquist College of Business.

The Lundquist college participates in the Business Environment Learning and Leadership program, which integrates environmental issues into the curriculum. Students may augment their M.B.A. with projects and courses offered by the Environmental Studies Program.

Career Services

Deborah Chereck, Director

(541) 346-1589
240 Lillis Hall

Career Services provides the resources and services M.B.A. students need to design and implement individual career plans. Seminars and counseling services focus on résumé writing, networking, interviewing skills, negotiating, employment strategies, and internships. Companies visit campus to share information and to recruit interns and full-time employees. Company site visits and alumni receptions facilitate relationship building and placement.

Master's Degree Programs

The Graduate School of Management offers course work leading to the master of accounting (M.Actg.) and a master of business administration (M.B.A.). Master of arts (M.A.) and master of science (M.S.) degrees are available only to Ph.D. candidates. The master of human resources and industrial relations (M.H.R.I.R.) degree program is inactive. Students must complete the requirements specified in the description of their degree program.

Oregon Executive M.B.A.

Julianna Sowash, Executive Director

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The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive

Master of Business Administration (O.E.M.B.A.) Program for employed mid- to senior-level executives. Classes are held in Portland one full day a week, sixteen Fridays and sixteen Saturdays per academic year, with an orientation program on the University of Oregon campus in the fall. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. Courses are open only to students who apply and are admitted to this program.

Master of Business Administration

Andrew Verner, Assistant Dean, Graduate Programs

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300 Peterson Hall, Lillis Business Complex

The Lundquist College of Business M.B.A. degree gives students the skills they need to start, develop, and manage a business, whether that business is a product line, a business unit or department of a multinational corporation, or a start-up venture. The curriculum is organized around the business-planning and decision-making process rather than the various business disciplines. First-year courses are modular and integrated into the program's focus on the pursuit of emerging business opportunities, both domestic and international. Throughout the first year, students work in teams using a just-in-time learning approach to assist a Northwest company or organization with a business problem or plan.

The M.B.A. program prepares managers to make the most of change. Students gain foundation skills and knowledge in accounting, decision sciences, finance, management, and marketing, while they learn how to identify, evaluate, and manage business opportunities. Students acquire the skills to scan globally, think creatively, and act quickly and surely to discover and take advantage of the opportunities created by the rapidly changing business environment.

Virtually all M.B.A. students come to the university with work experience; the average is four years. Of the student body, a quarter to a third are women; two-thirds hold a nonbusiness bachelor's degree; and a third are international students. The program draws students from half the states in the Union and from sixteen to twenty countries.

Small class size and an emphasis on group work ensure that students get to know one another well and develop solid working relationships and strong friendships. Students may choose to enhance their international education by studying abroad.

The 81-credit degree program requires two academic years of full-time study.

See Accelerated Programs for information about the fifteen-month accelerated program.

See Administration of Master's Degree Programs for admission requirements.

First-Year Requirements. First-year students complete 15 credits a term, consisting of Analyzing Markets and Industries (BA 612), Identifying and Evaluating Market Opportunities (BA 613), and Managing Business Opportunities (BA 614).

First-year requirements must be completed before students may take advanced work for their principal program.

Second-Year Requirements. In the second year, students must complete at least 36 credits (minimum of twelve courses), of which 27 must be in 500- and 600-level Lundquist College of Business courses.

Second-year students have the flexibility of designing their own course of study, focusing on corporate finance, entrepreneurship, financial analysis, marketing, sports business, strategic management, supply chain, and technology management.

The complete program of study must be approved by the student's adviser and the director of the M.B.A. program.

Accelerated Program

The accelerated master's degree program allows outstanding undergraduate business majors from an institution accredited by the AACSB International to earn an M.B.A. degree in four terms by taking sixteen second-year electives. Admission is highly competitive. Students admitted to this program do not take any of the first-year courses. Applicants should have full-time work experience.

Specialized Programs

M.A./M.B.A. Program. The University of Oregon offers a concurrent degree program in which students earn an M.B.A. degree and an M.A. degree in another field, such as international studies or Asian studies. Students must be accepted into both programs and satisfy both sets of degree requirements.

Master of arts degrees require competence in a foreign language. The degree programs in international studies and Asian studies provide an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may be attractive to students who are interested in an international business career.

J.D./M.B.A. Program. In cooperation with the University of Oregon School of Law, a concurrent doctor of jurisprudence/master of business administration (J.D./M.B.A.) program makes it possible to earn both the J.D. and the M.B.A. degrees in four years instead of the five that would be required if each degree was completed separately. The program is for students who are planning a legal career that requires in-depth knowledge of business operations. Students spend their first year in the School of Law and their second year in the Lundquist College of Business, or vice versa. The third and fourth years are spent taking advanced courses in both law and business.

It is a highly selective program; students are required to meet the admission requirements of both the School of Law and the Lundquist College of Business. Admission to the program is allowed only during fall term. Prospective students should consult both the director of admissions in the School of Law and the director of the M.B.A. program.

Master of Science or Master of Arts

The primary master's degree offered by the Lundquist College of Business is the M.B.A. The M.S. and M.A. degrees are awarded exclusively

to students who are enrolled in a Ph.D. program. The M.A. degree requires competence in a second language. The program leading to the M.S. or M.A. degree (in disciplines other than accounting) allows more specialization than the M.B.A. program and may be adapted to a student's particular needs. The requirements are as follows:

1. Completion of the AACSB International core areas as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without academic preparation in business, completion of the common body of business knowledge usually amounts to satisfying the first-year M.B.A. required courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval by the assistant dean for graduate programs
2. Completion of a minimum of 45 graduate credits beyond the first-year M.B.A. required courses. These should include the following:
 - a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken in the college. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management
 - b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field
 - c. A maximum of 15 credits in electives. A maximum of 9 credits of Thesis (503) can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
 - d. A minimum of 27 credits in 500- and 600-level courses
 - e. A minimum of 27 graduate credits taken in the Graduate School of Management
3. Approval of the proposed program of study by a program committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken
 - a. The composition of the program committee must be approved by the assistant dean for graduate programs
 - b. An approved program of study must be filed with the assistant dean for graduate programs before any courses beyond the common body of business knowledge can be taken
4. If a thesis is undertaken, approval is required by a thesis committee of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken
 - a. The composition of the thesis committee must be approved by the assistant dean for graduate programs. The thesis committee may have different members than the program committee
 - b. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the assistant dean for graduate programs before substantial work is undertaken on the thesis

- c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization has been taken

5. Computer competence. Details of this requirement appear under **Undergraduate Programs**

Master of Accounting

Helen Gernon, Director

(541) 346-5127

455 Lillis Hall

The master of accounting (M.Actg.) is designed for students whose undergraduate major was accounting or the equivalent. The curriculum emphasizes understanding, analyzing, and implementing opportunities. It is about real business and real life. It is about developing skills that professional accountants need to be successful in the business world of the 21st century.

The program requires (1) an undergraduate degree in accounting or the equivalent and (2) completion of at least 45 graduate credits, including 30 in accounting and 15 in electives. The plan of study for the 15 credits outside accounting is determined by the student and the program director.

Administration of the Master's Degree Programs

The Charles H. Lundquist College of Business seeks diversity in its student population and evaluates applicants on their strengths. The college is interested in applicants' general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. Oral and written communication skills are important. Students should have demonstrated a capacity for quantitative thinking and be able to take an orderly, analytical approach to solving problems and to generating alternative solutions. The ability to take ideas from various sources and see important relationships is very beneficial. Students should be self-motivated, with persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions. Work experience is highly desirable.

The college's master's degree students describe the programs as rigorous, supportive, interactive, close-knit, warm, committed to quantitative and qualitative management, and dedicated to a sense of community. Once admitted to a program, students are evaluated as they would be in the workplace: they are given continual feedback on areas in which they are excelling and areas that need improvement.

Admission Criteria

The admission process is based on

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two written recommendations from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and management potential
4. Completion of essay questions included in the application package

5. Work experience or demonstrated leadership ability
6. Potential to benefit from and add value to the college's learning community
7. Test of English as a Foreign Language (TOEFL) for international applicants
8. Personal interview

The applicant should also provide any other pertinent information for consideration. Applicants are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Recent successful applicants have had average undergraduate grade point averages (GPAs) of 3.25, average GMAT scores higher than 630, minimum scores of 250 on the Test of English as a Foreign Language (TOEFL), and average work experience of four years.

Prerequisites. In addition to proficiency in mathematics and ability to use a computer, applicants must have successfully completed a term each of microeconomics and macroeconomics.

Admission Deadlines. A rolling admission system is used. The early-decision deadline is December 15; the deadline for international applicants is February 15. The deadline for domestic applicants is April 15. Admission for applicants whose applications are received after April 15 is granted only if space is available in the incoming class of students.

Program Planning

After a student has been admitted to the master's degree program, he or she selects a faculty member as an adviser. Students must plan their second-year course of study in concert with their faculty adviser and the director of the M.B.A. program.

Academic Performance

In addition to fulfilling Graduate School requirements, a student enrolled in a master's degree program is required to maintain a GPA of 3.00 for graduate courses in the preliminary core, courses listed on the Principal Program Sheet or the specified M.S. courses, and any other graduate courses taken in the Lundquist College of Business.

Once a grade is received in a course listed on the Principal Program Sheet, that course cannot be deleted from the program for the purpose of GPA calculations, as described above.

Students whose GPAs fall below 3.00 in a graduate college of business degree program are automatically placed on probation. Their continued enrollment is subject to review by the assistant dean for graduate programs.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations

See the **Graduate School** section of this catalog for general university regulations and information regarding registration, academic performance, and other matters applicable to university graduate students.

Applied Information Management (AIM) Program

The program is described in the **Graduate School** section under Individualized Program: Applied Information Management.

Doctoral Programs

Wayne H. Mikkelsen, Director

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382 Lillis Hall

The Lundquist College of Business offers a program of advanced graduate study and research leading to the degree of doctor of philosophy (Ph.D.) for students preparing for careers in university teaching and research. The program is administered by the director of doctoral programs for the Lundquist College of Business, assisted by the Ph.D. programs committee.

Program of Study

The Ph.D. typically requires four years of intensive study beyond the master's degree. The program focuses on developing productive scholars, and it emphasizes both research and teaching skills. Doctoral students must demonstrate competence in scholarly research, and they must assume primary teaching responsibility for undergraduate business courses sometime during their program. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible about their areas of interest.

Primary Areas of Concentration

Primary areas of concentration depend on the expertise of the faculty.

Accounting. Faculty expertise focuses on analytical models applied to accounting issues, auditing and the economics of audit markets, financial accounting and financial markets, international accounting, management compensation, and managerial accounting.

Decision Sciences. The emphasis is applied statistics, operations and production management, or information systems. Related courses are available in computer science, mathematics, economics, and management science. The Ph.D. program in decision sciences is inactive.

Finance. The focus is financial economics applied to financial management, financial institutions and markets, and investments and includes course work in microeconomics, statistics, and econometrics. Specializations are empirical research on investment management, fixed-income securities, risk management, and various topics in corporate finance.

Management. The focus encompasses two domains: organization studies and strategic management. Organization studies examines the interrelationships among organizational behavior, competitive and institutional settings, and firm performance. Strategic management examines competitive and collaborative interactions between organizations as well as how internal organizational dimensions reflect environmental contingencies.

Marketing. The emphasis is in-depth interdisciplinary training in behavioral research on topics related to consumer behavior, organizational buying behavior, managerial behavior in

designing and executing marketing programs, and marketing measurement and analysis. Faculty research interests include international marketing, services marketing, and sports marketing.

Admission

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Lundquist College of Business and of the Graduate School
2. Have completed the graduate work required for a master's degree (a highly qualified student may be admitted immediately after completion of a bachelor's degree)
3. Be recommended by the department with primary responsibility for the area in which the candidate expects to earn a major
4. Provide evidence of scholarly promise

Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test with a 3.60 to 3.70 GPA in graduate course work. Approximately 15 percent of applicants are admitted into the Ph.D. program. International students whose native language is not English should have a TOEFL score of 250 or higher.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 2003–4 typical appointments were 0.49 FTE and carried a stipend of more than \$11,500 plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business courses.

The deadline for application to the Ph.D. program for fall term is the preceding February 1.

Inquiries concerning the program should be addressed to the Lundquist College of Business director of doctoral programs.

Degree Requirements

The student's program must satisfy the requirements of the Graduate School and the following requirements of the Lundquist College of Business.

The doctoral program typically requires four years of postmaster's degree work while in residence on the Eugene campus.

Examinations. The student must pass one written comprehensive examination in his or her primary area. Some areas require a second comprehensive examination in statistics and research methods. Examinations are graded high pass, pass, or no pass. For examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted.

In the event of failure, a student may be allowed to retake a comprehensive examination or predesignated subpart one time, at the individual's option and after consultation with the advisory committee. Normally, the examination or predesignated subpart should be retaken during the term following the initial attempt, but it may be taken no sooner than two months after the initial attempt. If more than one comprehensive examination is required, all examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program.

Competence in a Primary Concentration Area.

The student is expected to master the literature and techniques in a primary area of business administration, to be prepared to write an acceptable dissertation, and to perform high-quality research. Competence is demonstrated by passing a departmental written comprehensive examination and by successfully completing one or more required research papers. Each area of concentration specifies the number of required papers. To be eligible to take a comprehensive examination, the student must have completed most of the course work required in the area.

The primary concentration area consists of nine courses specified by the department with primary responsibility for the area. At least three courses must be taken at the University of Oregon after admission to the doctoral program. The primary concentration areas offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in Statistics and Research Methods.

Students must complete five or more graduate-level courses in statistics with grades of mid-B or better; none of these courses may be taken pass/no pass. These courses may be taken outside the Lundquist College of Business. At least three courses must be completed at the university after admission to the doctoral program. If an area of concentration requires an examination in statistics and research methods, it is administered and graded by a committee that includes at least two decision sciences faculty members appointed by the director of doctoral programs. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area must be selected.

Competence in a Behavioral Science, Mathematics, or Economics Tool Area.

Students must complete at least three graduate-level courses in economics, mathematics, or the behavioral sciences outside the Lundquist College of Business. Courses in these areas of study are subject to final approval by the student's advisory committee and the director of doctoral programs. Each course used to meet this area requirement must be passed with a grade of mid-B or better, and at least two courses must be completed at the university after admission to the doctoral program.

Advancement to Candidacy. The student is advanced to candidacy for the Ph.D. degree after satisfying the preceding requirements and upon recommendation by his or her advisory committee to the Lundquist College of Business and to the Graduate School. Advancement must occur no later than four years after the student's entry into the doctoral program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Lundquist College of Business and the Graduate School of the university. This committee includes at least three regular faculty members of the college and at least one member from outside the

college. The chair of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval by the Ph.D. program committee and the Graduate School, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program. A student's participation in the Ph.D. program may be terminated by the Ph.D. program committee if the student fails to satisfy any of the program requirements and upon the recommendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the Ph.D. program committee must vote on termination under one or more of the following conditions: (1) failure to make satisfactory progress toward advancement to candidacy, (2) a GPA below 3.00 for two consecutive terms, (3) failure to complete a dissertation within three years after advancement to candidacy, or (4) any time a member of the advisory or dissertation committee requests a vote. The student has the right to submit a petition requesting that the Ph.D. program committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the Ph.D. program committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the candidate's program committee, the Ph.D. program committee, and the director of Ph.D. programs. Under no circumstances can requirements of the Graduate School be waived by the Lundquist College of Business.

Lundquist College of Business Courses

Prerequisites

Except for business administration courses (BA), 300- and 400-level courses are open only to accounting and business administration majors. Consent of a Lundquist college academic adviser is a prerequisite for courses numbered 401, 403, and 405–409.

Accounting Courses (ACTG)

199 Special Studies: [Topic] (1–5R)

211 Introduction to Accounting I (4) The accounting model and financial statements for external users. Prereq: sophomore standing.

213 Introduction to Accounting II (4) Reporting of assets, equities, revenues, and expenses. Cost information and uses in management planning and control. Budgeting, manufacturing cost flows, and product costs. Prereq: C– or better in ACTG 211, sophomore standing.

320 Accounting Information Systems (4) Role of information in modern organizations. Systems concepts. Data-processing technology. Transaction processing from recording to reporting. Revenue and expenditure cycles. Accounting controls. Auditing systems.

340 Accounting for Entrepreneurs (4) Sources and uses of cash in the context of start-up and small firms. Emphasis on cash generated by operations and used for operations and growth. Secondary emphasis on external sources of cash.

350 Financial Accounting Theory I (4) Financial reporting and its uses. Financial statement information and uses in valuation and performance evaluation.

352 Financial Accounting Theory II (4) Concepts of recognition and measurement applied to a broad variety of business transactions. Applications of generally accepted accounting principles to specific transactions. Prereq: C– or better in ACTG 350, FIN 316.

360 Cost Accounting (4) Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–4R)

440/540 Auditing Concepts (4) The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession. Prereq for 440: C– or better in ACTG 352.

450/550 Advanced Financial Accounting (4) Accounting for equity; financial accounting and reporting for corporate consolidation. Prereq for 440: C– or better in ACTG 352.

470/570 Introduction to Federal Taxation (4) Federal income tax law covering taxation of individuals, corporations, partnerships. Introduction to tax research and planning. Prereq for 470: C– or better in ACTG 213.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Current Research in Accounting is a recent topic.

608 Special Topics: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R)

610 Experimental Course: [Topic] (1–5R) Developing the Business Professional, Entrepreneurial

Accounting, and Financial Reporting are recent topics.

617 Taxation of Business (4) Taxation of business entities (C corporations, partnerships, S corporations, and limited liability companies) as they form, operate, and dissolve.

618 Taxes and Business Strategy (4) How to use economic analysis as a tax planning tool, thereby incorporating tax factors in economic decisions. Prereq: ACTG 617.

630 Accounting Measurement and Disclosure (4) Recent Financial Accounting Standings Board decisions; current measurement and disclosure conflicts facing the accounting profession. Includes exposure to governmental and not-for-profit accounting issues.

631 Financial Statement Analysis and Valuation (4) Examines the role of accounting information in financial decisions. Highlights valuation's relationship to accounting earnings and book value.

635 Accounting for Multinational Corporations (4) Expands students' knowledge of domestic company reporting issues by examining some financial and managerial reporting issues faced by multinational corporations and their managers. Not offered 2004–5.

642 Advanced Assurance Services (4) Knowledge and application of generally accepted accounting principles and generally accepted auditing standards systems, design and flow charting, work paper preparation and review, oral and written presentation, and application of judgment. Prereq: ACTG 540.

662 Strategic Cost Management (4) Theory and application of management accounting techniques to decisions made under uncertainty in complex business environments. Prereq: instructor's consent.

665 Decision Support Systems (4) Use of technology to create effective decision support systems. Understanding how systems can be created to supply information to managers

Business Administration Courses (BA)

BA 215, 315, 316, 317, and 318 are not open to accounting and business administration majors.

101 Introduction to Business (4) Historical, social, political, economic, and legal environments within which business operates. Interrelationships of the functional areas of management, finance, marketing, accounting, and international studies.

199 Special Studies: [Topic] (1–5R)

215 Accounting: Language of Business Decisions (4) How the accounting model reflects business transactions or events. Interpretation and analysis of financial statements. Understanding cost and revenue information, organization, and decisions. Prereq: BA 101.

315 Economy, Industry, and Competitive Analysis (4) Free enterprise capitalism and market competition. Economic value added, product cost, and product pricing. Organizational arrangements and the control of economic activity. Prereq: BA 101.

316 Management: Creating Value through People (4) Management systems for planning, controlling, organizing, and leading; how they influence human behavior in organizations. Selecting, training, retaining, and motivating the human resource in organization. Prereq: BA 101.

317 Marketing: Creating Value for Customers (4) Market analysis, target customer identification, and development of marketing-mix strategies to deliver superior customer value and contribute to the performance of the organization. Prereq: BA 101.

318 Finance: Creating Value through Capital (4) Financial statement analysis, pro forma statements and capital budgeting, time value of money, net present-value analysis, risk and cost of capital. Prereq: BA 215 or ACTG 211.

352 Leadership and Communication (4) Leadership skills. Topics include creating a vision; identifying performance objectives; managing a project; building a team; and motivating, rewarding, and influencing others. Prereq: accounting and business administration majors only. *Students may not receive credit both BA 352 and BA 352H.*

352H Leadership and Communication (4) Develops essential business leadership behaviors, including self-awareness, critical thinking, supportive communication, creative problem solving, building power, and influence. Open only to students in the LCB honors program. *Students may not receive credit both BA 352 and BA 352H.*

361 Cross-Cultural Business Communication (4) Theoretical and practical approach to value dimensions across cultures and their impact on communication in business and professional contexts. Develops intercultural business communication skills. Prereq: WR 121 or equivalent.

362 Effective Business Writing (4) Theory and practice of writing effectively for U.S. and international business audiences; use of rhetorical, cultural, and organizational analysis to create persuasive business documents. Designed for nonnative speakers of English. Prereq: WR 121 or equivalent.

363 Effective Business Presentations (4) Contrastive rhetoric approach to business presentations in U.S. and international settings. Students research and learn to present effectively for different purposes and global audiences. Designed for nonnative speakers of English. Prereq: WR 121 or equivalent.

364 International Business Research (4) International, cross-cultural perspective to communicating information. Presents language, concepts, and strategies needed to conduct international business research and guidelines for communicating research findings. Prereq: WR 121 or equivalent.

365 Cross-Cultural Negotiation (4) Theory and practice of negotiating effectively across cultures. Research and analysis of culturally specific models for negotiating and experience using those models in cross-cultural simulations. Prereq: WR 121 or equivalent.

399 Special Studies: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–4R)

452 Business Leadership (4) Not offered 2004–5.

452H Business Leadership (4) Not offered 2004–5.

453 Business Strategy and Planning (4) Capstone course focusing on strategy formulation and decisional processes. Includes writing a business plan that applies knowledge and develops course of action to accomplish organizational objectives. Prereq: accounting or business administration majors only. *Students cannot receive credit for both BA 453 and BA 453H.*

453H Business Strategy and Planning (4) Provides conceptual tools for in-depth strategic analysis

and interactive discussions from sources relevant to the challenge of developing and implementing strategy. Open only to students in the LCB honors program. *Students cannot receive credit for both BA 453 and BA 453H.*

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

610 Experimental Course: [Topic] (1–5R)

612 Analyzing Markets and Industries (15) Analysis of social, global, technological, economic, and legal effects on a business and its industry. Financial accounting, team-building, analytical skills, competitive analysis, and identifying customers.

613 Identifying and Evaluating Market Opportunities (15) Analysis of market opportunities and organizational capabilities to develop a strategic plan. Accounting for planning purposes, financial markets, marketing strategy, and product design. Prereq: BA 612.

614 Managing Business Opportunities (15) Development of a business plan for an emerging business opportunity. Accounting for control purposes, operations management, designing organizational structures, and managing people to achieve organizational goals. Prereq: BA 613.

The following 700-level courses are offered only through the Oregon Executive M.B.A. Program.

705 Reading and Conference: [Topic] (1–9R)

707 Seminar: [Topic] (1–6R)

708 Workshop: [Topic] (1–6R) Not offered 2004–5.

710 Experimental Course: [Topic] (1–9R)

711 Legal Environment of Business (4) Analysis of government policy and the legal environment in which business operates; the effects of law, government policy, and social forces on the formulation of business strategy and decision-making.

712 Financial Accounting and Reporting (3) Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination.

713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. Integrates statistical tools used to analyze business data with micro-computers.

714 Managerial Accounting (2) Introduction to cost accounting terminology; costing strategies, nontraditional costing systems, activity-based costing and product-service costing applications.

715 Managerial Economics (4) Covers micro- and macroeconomic analyses and the concepts of cost, demand, profit, and competition. Examines monetary and fiscal policy, the Federal Reserve System, and money and capital markets.

716 Managing Organizations (2) Organizations as complex social systems; leadership; managing individuals, groups, and teams; formal and informal processes and systems.

717 Marketing Management (4) Examines marketing analysis and planning necessary to develop marketing plans and strategies for a product-line. Includes basic marketing concepts and philosophies and brief exposure to macro-marketing strategies.

718 Financial Analysis (4) Covers objectives, tools, methods, and problems of financial management. Includes fund acquisitions, dividend

policy, capital acquisitions, taxes, mergers, and investment banking.

719 Marketing Strategy (2) Marketing strategies for product-service introduction, growth, maturity, and decline; managing product-service innovation and development; brand equity, relationship marketing.

720 Financial Markets and Corporate Strategy (4) Advanced topics in firm valuation (e.g., acquisitions, restructuring) and financial risk management (e.g., hedging, derivatives, foreign projects) as related to corporate strategy.

721 Managing in the Future (3) Examines the role of leadership, organizational learning, and whole systems theory for managing organizations in the future.

722 Human Resource Management (2) Examines how to attract, retain, motivate, and manage people in organizations.

723 Formulating Corporate Strategy (5) Focuses on how corporations choose to compete. Covers the analytical techniques and planning models appropriate for making this fundamental decision.

724 Operations Strategy (2) Examines methods and processes for providing a competitive advantage through continuous quality and process improvements, supplier management, and efficient production of products and services.

725 Implementing Corporate Strategy (2) Uses problems and cases to examine the implementation of corporate strategy, the strategy process and cycle, and implementation methods.

726 Global Business (4) Examines global competition and strategy, regional economic integration, cross-cultural challenges, foreign market entry, international joint ventures and strategic alliances, international dimensions in functional areas of business.

740 Capstone Business Project (1-9R) Focuses on integration of functional areas of business. Includes writing a plan that applies knowledge and develops a course of action to accomplish organizational objectives. Offered only to students in the second year of the Oregon Executive M.B.A. program. **R** thrice for a maximum of 9 credits.

Business Environment Courses (BE)

199 Special Studies: [Topic] (1-5R)

325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental function—in the United States and internationally.

401 Research: [Topic] (1-21R)

405 Reading and Conference: [Topic] (1-21R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-4R)

409 Practicum: [Topic] (1-21R)

410/510 Experimental Course: [Topic] (1-4R)

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R)

608 Special Topics: [Topic] (1-12R)

609 Practicum: [Topic] (1-16R)

610 Experimental Course: [Topic] (1-5R)

Decision Sciences Courses (DSC)

199 Special Studies: [Topic] (1-5R)

330 Business Statistics (4) Computer-aided business applications of hypothesis testing, simple linear regression. Introduction to multiple regression and nonparametric techniques. Blocked and completely randomized one- and two-factor experimental designs. *Students cannot receive credit for both DSC 330 and DSC 330H.*

330H Business Statistics (4) Review of hypothesis testing and confidence intervals. Regression analysis: computer-aided model formulation and diagnostic testing. Making decisions under uncertainty. Open only to students in the LCB honors program. *Students cannot receive credit for both DSC 330 and DSC 330H.*

335 Information Technology and Operations Management (4) Concepts and applications of operations management. Use of information technology in operations. Topics include forecasting, quality, supply chain management, information systems in operations management, and planning and scheduling. Pre- or coreq: DSC 330. *Students cannot receive credit for both DSC 335 and DSC 335H.*

335H Information Technology and Operations Management (4) Planning and control of manufacturing and service operations with an emphasis on supply chain management. Prereq: DSC 330. Open only to students in the LCB honors program. *Students cannot receive credit for both DSC 335 and DSC 335H.*

340 Business Information Systems (4) Explores standard protocols for describing and modeling business information and processes; techniques for designing management information systems; criteria for analyzing firms' implementations of information technology. *Students may receive credit for both DSC 340 and DSC 335H.*

340H Business Information Systems (4) See DSC 340. Open only to students in the LCB honors program. *Students cannot receive credit for both DSC 340 and DSC 340H.*

401 Research: [Topic] (1-21R)

403 Thesis (1-6R)

405 Reading and Conference: [Topic] (1-3R)

406 Special Problems: [Topic] (1-21R)

407 Seminar: [Topic] (1-3R)

409 Practicum: [Topic] (1-6R)

410/510 Experimental Course: [Topic] (1-4R) Recent topics include Forecasting, Business to Business E-Commerce, Management Information System.

433/533 Information Analysis for Managerial Decisions (4) Leveraging information to manage risk and improve decisions; data-driven approaches for discovering business trends and strategic opportunities, including techniques for data-mining and analyzing empirical data. Prereq: DSC 330; DSC 340 or 340H.

444/544 Business Database Management Systems (4) Techniques for structuring and storing business data; primary focus on relational database theory, with applied skills for business users, including data warehouses, reporting, and normalization. Prereq: DSC 340 or 340H.

455/555 Production Systems Analysis (4) Develops planning consistent with organization's business strategies. Includes development and timing of new products, new production and

process technologies, production schemes for products and services. Prereq: DSC 335.

466/566 Project and Operations Management Models (4) Frameworks and solutions for managing complex projects and operations; implementing optimal strategies for producing profitable new products and services in the competitive global business environment. Prereq: DSC 340 or 340H.

477/577 Supply-Chain Operations and Information (4) Strategic and tactical issues pertaining to the distribution and delivery of products and services. Methodologies and systems for designing, tracking, and managing complex global operations. Prereq: DSC 340 or 340H.

488/588 E-Business (4) Fundamental principles of electronic business; effect of e-business on business strategies, processes, customers, and suppliers; assessing the impact of e-business technologies on firm performance. Prereq: DSC 340 or 340H.

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-3R)

607 Seminar: [Topic] (1-3R)

608 Special Topics: [Topic] (1-12R)

610 Experimental Course: [Topic] (1-5R) A recent topic is Multivariate Statistical Methods.

635 Applied Regression Analysis (3) Theory and application of least-squares regression including model selection and diagnostics. Emphasis on managerial applications and decision-making. Prereq: completion of first-year M.B.A. core.

Finance Courses (FIN)

199 Special Studies: [Topic] (1-5R)

240 Survey of Real Estate (4) Basics of buying, selling, and leasing real estate. Overview of real estate law, commercial and residential brokerage, real estate financing, and real estate administration. *Not open to LCB majors or prebusiness majors with junior standing or above.*

281 Personal Finance (4) Overview of lifetime personal financial strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement, and estate planning. *Not open to LCB majors, prebusiness majors with junior standing or above.*

283 The Stock Market and Investing (4) Investments and the stock market, securities and approaches to security selection, portfolio composition and structure. *Not open to LCB majors, prebusiness majors with junior standing or above, or students who have credit for FIN 380.*

311 Economic Foundations of Competitive Analysis (4) Analysis of market competition and its relation to product cost and pricing decisions by the firm. *Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.*

311H Economic Foundations of Competitive Analysis (4) Analyzes the competitive structure of markets and industries. Focuses on the relationships among cost, pricing strategy and economic profit in competitive environments. Open only to students in the LCB honors program. *Students may receive credit for only one of EC 311, FIN 311, or FIN 311H.*

316 Financial Management (4) Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds acquisition, and long-term financing. *Students*

cannot receive credit for both FIN 316 and FIN 316H.

316H Financial Management (4) Covers the fundamental tools and concepts of finance. Combines lectures, discussion of current events, readings, student projects, and case studies. Open only to students in the LCB honors program. *Students cannot receive credit for both FIN 316 and FIN 316H.*

380 Financial Markets and Investments (4) Financial markets and security investment decisions, analysis of risk and return, portfolio policies for individual and institutional investors, financial instruments. Prereq: FIN 316.

401 Research: [Topic] (1–21R)

403 Thesis (1–12R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–18R)

407 Seminar: [Topic] (1–4R)

409 Practicum: [Topic] (1–12R)

410/510 Experimental Course: [Topic] (1–4R)

462 Derivative Markets and Financial Institutions (4) Valuation of financial derivatives, methodologies for identifying firms' risk exposures, the role of risk management and financial derivatives in corporate strategy, and analysis of financial institutions. Prereq: FIN 380.

463 International Finance (4) Analysis of currency exchange rates, balance of payments; management of foreign exchange risk; risk and return in international investment. Prereq: FIN 316.

473 Financial Analysis and Valuation (4) Topics include working capital management, advanced capital budgeting, dividend policy, financing policy, lease financing, business valuation, and corporate acquisitions. Prereq: FIN 380.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–12R)

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–12R)

610 Experimental Course: [Topic] (1–5R)

663 International Finance and Investment (3) International monetary system and its implications for exchange rate determination. Determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic markets. Prereq: completion of first-year M.B.A. core.

667 Corporate Risk Management (3) Analysis of tools for corporate risk management. Includes options, futures, swaps, and value-at-risk; theoretical rationales of corporate risk management; and management of asset and liability exposures by financial institutions. Prereq: FIN 683.

671 Advanced Financial Management (3) Application of financial principles to problems of valuation, capital budgeting, and financial policy. Prereq: completion of first-year M.B.A. core.

673 Problems in Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: completion of first-year M.B.A. core.

683 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors. Prereq: completion of first-year M.B.A. core.



688 Investment Administration (3) Current controversies in investment analysis and administration. Topics may include futures and options markets, insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FIN 683 or equivalent. Not offered 2004–5.

Management Courses (MGMT)

199 Special Studies: [Topic] (1–5R)

321 Managing Organizations (4) Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Role of work teams and project management. *Students cannot receive credit for both MGMT 321 and MGMT 321H.*

321H Managing Organizations (4) Explores principles of management in the context of current management practice. Nature of the manager's job in dynamic and complex environment. Cases, group project and intensive class interaction. Open only to students in the LCB honors program. *Students cannot receive credit for both MGMT 321 and MGMT 321H.*

335 Launching New Ventures (4) Skills, behaviors, and knowledge necessary for creating and growing new ventures. Evaluating opportunities, developing growth strategies, obtaining venture financing, intellectual property, and building a management team. Prereq: MGMT 321.

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–4R)

409 Practicum: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–4R)

415 Human Resources Management (4) Management of employee relations by an organization. Hiring and developing a productive work force in the context of the legal and competitive environment. Prereq: MGMT 321.

417 Negotiation Strategies (4) Introduction to negotiation theory, distributive and integrative bargaining techniques, and alternative dispute resolution. Uses workshop format for in-class negotiation simulations. Prereq: MGMT 321.

420 Managing in a Global Economy (4) Economic, political and cultural challenges facing international managers. Topics include developing competitive global strategies and organizations, international negotiations, building strategic alliances, cross-cultural teams, and international staffing. Pre- or coreq: MGMT 321 or equivalent.

422 Strategies for Environmental Management (4) Exploration of the interaction among business, society, and the natural environment. Stresses a global perspective with special attention to cross-cultural and trade issues. Prereq: MGMT 321.

455 Business Planning for Entrepreneurs (4) Students research a business opportunity; produce a professional start-up business plan that includes market analysis, cash flow analysis, and financial pro formas. Prereq: MGMT 321, ACTG 340, MKTG 445, BA 453.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R) Recent topics include New Venture Planning, Sustainable Business Development, Human Resource Management.

611 Managing Competitive Organizations (3) Problems of managing people and groups in complex organizations. Behavioral science applications to decision-making, organization design, motivation and leadership, cultural diversity, political and symbolic behavior in organizations.

615 Leadership (3) Skills that managers need to be effective leaders in organizations. Includes communicating, problem solving, influencing, motivating, resolving conflict, and delegating.

620 Managing Global Business (3) Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include corporate strategy, the role of multinational corporations, and international joint ventures.

623 Negotiation (3) Negotiation theory including distributive and integrative bargaining techniques, economic complements, game theory, and alternative dispute resolution. Extensive in-class negotiation simulations.

670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. Prereq: MGMT 611 or equivalent.

671 Management Theory and Research (3) Overview of management theory and research, including classic works in the field and contemporary challenges. Prereq: instructor's consent. Doctoral students only.

672 Organizational Behavior (3) Theory and research on behavioral science; applications to the workplace. Individual differences, motivation and work behavior, job attitudes, socialization processes, leadership and group effectiveness.

674 Competitive Environments (3) Analysis and discussion of firm behavior within competitive markets. Application of models of industry analysis and competitive strategy to globalization, interfirm cooperation, and diversification.

690 Management Proseminar (1) Contemporary issues in management research. Includes visiting speakers, resident faculty members, and doctoral students discussing their research. Prereq: instructor's consent.

Marketing Courses (MKTG)

199 Special Studies: [Topic] (1–5R)

311 Marketing Management (4) Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. *Students cannot receive credit for both MKTG 311 and MKTG 311H.*

311H Marketing Management (4) Explores marketing strategy and tactics for profit and nonprofit organizations including start-ups and global firms. Uses cases and projects; requires intense student participation. Open only to students in the LCB honors program. *Students cannot receive credit for both MKTG 311 and MKTG 311H.*

390 Marketing Research (4) Design, implementation, analysis, interpretation, and reporting of research for marketing decisions. Hands-on experience with techniques for data collection, statistical data analysis, and communication of results. Prereq: MKTG 311.

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407 Seminar: [Topic] (1–4R)

409 Practicum: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–4R)

420 Marketing Communications (4) Advertising, sales promotions, public relations, and personal selling. Emerging communication media. Legal regulations and ethical considerations in mass media advertising. Media planning and promotional budgets. Prereq: MKTG 311.

425 Strategic Business-to-Business Relationships (4) Managing business-to-business relationships to deliver customer value. Supply chain, distribution, consulting, service, sales relationships. Integrating demand and supply within and across firms. Prereq: MKTG 311.

435 Consumer Behavior (4) Applications of social science concepts to the understanding of consumers and to the optimal delivery of products and services. Prereq: MKTG 311.

445 New Product Development (4) Techniques for analyzing and developing new markets. Pricing, communicating, and distributing new products or services with limited resources. Developing marketing plans for new ventures. Prereq: MGMT 335; pre- or coreq: ACTG 340.

470 International Marketing (4) Analysis and development of marketing strategy and tactics for multinational and global markets. Prereq: MKTG 311.

490 Marketing Strategy (4) Capstone marketing course. Primary focus on developing and implementing marketing strategies and determining their impact on customer satisfaction and profitability. Prereq: MKTG 390; MKTG 420 or SBUS 452.

503 Thesis (1–16R) Prereq: instructor's and department head's consent.

601 Research: [Topic] (1–16R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Special Topics: [Topic] (1–12R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

660 Marketing Research (3) Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting research results. Prereq: completion of first-year M.B.A. core.

662 Marketing Communications (3) Business-related issues in effective interaction with consumers through such channels as advertising, publicity, and sales promotion. Prereq: completion of first-year M.B.A. core.

665 Marketing Strategy (3) Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills. Prereq: completion of first-year M.B.A. core.

675 Multinational Marketing Management

(3) Management of marketing activities to and in foreign countries as it relates to a business concern creatively adapting to the international environment in which it operates. Prereq: completion of first-year M.B.A. core. Not offered 2004–5.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Prereq: doctoral standing.

688 Theory and Research in Marketing Information (3) Methodologies of surveys, observations, experimentation, and simulation as methods

of obtaining information for decision-making. Prereq: doctoral standing. Not offered 2004–5.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing.

Sports Business Courses (SBUS)

199 Special Studies: [Topic] (1–4R)

401 Research: [Topic] (1–4R)

405 Readings and Conference: [Topic] (1–4R)

406 Special Problems: [Topic] (1–4R)

407 Seminar: [Topic] (1–4R)

409 Practicum: [Topic] (1–4R)

410/510 Experimental Course: [Topic] (1–4R)

Recent topics include Sports Economics, International Sport, and Sport and Technology.

450 Sports Marketing (4) Essentials of effective sports marketing. Includes research, segmentation, product development, pricing, licensing, and communication channels such as advertising, sales promotion, and publicity. Prereq: MKTG 311.

451 Sports Marketing Communication (4) Publicity, public relations, advertising, use of celebrities, sales promotion, sales force involvement. Economic and public policy issues. Prereq: SBUS 450.

452 Sports Sponsorship (4) Detailed consideration of the relationship between sports and corporate sponsorship programs. Focuses on alignment marketing, sponsor value, and sponsorship evaluation. Prereq: SBUS 450.

453 Law and Sports Marketing (4) Law and sports marketing, including contracts, legal aspects of licensing, relations with agents, intellectual properties law. Public policy issues. Prereq: SBUS 450.

455 Financing Sports Business (4) Revenue sources for sports organizations. Includes conventional sources (e.g., tax support, bonds, ticket, media, concession sales) and innovations (e.g., initial public offerings, seat licenses, naming rights). Prereq: SBUS 450 or equivalent

601 Research: [Topic] (1–4R)

605 Reading: [Topic] (1–4R)

607 Seminar: [Topic] (1–4R)

608 Special Topics: [Topic] (1–4R)

609 Practicum: [Topic] (1–4R)

610 Experimental Course: [Topic] (3R) A recent topic is Legal Aspects of Sports Marketing.

650 Marketing Sports Properties (3) Examines essentials of effective sports marketing. Includes product or property development, legal aspects, segmentation, pricing, and communication channels (e.g., broadcast media). Prereq: completion of first-year M.B.A. core.

652 Sports Sponsorship Alliances (3) Detailed consideration of the relation between sports, law, and corporate sponsorship programs. Focuses on alignment marketing issues, strategic communication through sponsorship, sponsor value, and sponsorship valuation. Prereq: completion of first-year M.B.A. core.

655 Economic Aspects of Sports (3) Comprehensive coverage of traditional and innovative revenue methods available to sports organizations from public and private sources. Detailed consideration of venue-based income sources (e.g., premium seating, permanent seat licenses). Prereq: completion of first-year M.B.A. core.



College of Education

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Preparing Educators in the 21st Century

The College of Education's academic majors are organized into five areas: counseling psychology and human services; educational leadership; special education; speech, language and hearing sciences; and teacher education. The college collaborates with the College of Arts and Sciences to blend a liberal arts curriculum with professional education.

The college offers undergraduate, master's, and doctoral degrees and preparation for licensure. Students become active learners as they accumulate an understanding of disciplinary content and develop professional knowledge and skills that transform the way they think.

With school, community, and clinical partners, the college's nationally prominent teaching and research faculty offers opportunities for student practicum and field-based experiences in professional settings where effective policy and practice is created and implemented.

Academic, research, and outreach service units provide integrated and cross-disciplinary learning experiences that start with acclimation to the profession, go on to develop initial competence and facilitate acquisition of advanced proficiency, and result in practicing professionals and scholars.

The College of Education is ranked by the *U.S. News and World Report* as one of the nation's top ten. Its academic, research, practice, and social-cultural learning communities offer students a respectful and affirming climate, a culture of belonging, and an inclusive learning environment.

Admission

The College of Education follows university policy in its admission procedures, as they are described in the **Admissions and Graduate School** sections of this catalog. Students who transfer from other institutions must meet university entrance requirements. Programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the major or licensure programs. Prospective students are urged to check admission requirements for the desired program.

Financial Assistance

Scholarships. Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Andrea Wiggins, Office of the Dean; telephone (541) 346-1568.

Stipends and Fellowships. Stipends and fellowships are frequently awarded to graduate students. Both forms of assistance may cover most of the cost of tuition and provide a monthly cash payment. Information for graduate teaching fellows (GTFs) is available on the college's website.

Information about financial assistance is listed in the application materials for each major and on each area's website. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid and Scholarships, 260 Oregon Hall.

Dismissal

Majors and specializations in the College of Education require field placements in community settings such as public schools, community preschools, mental health clinics,

corrections institutions, and welfare programs. Many placements are with vulnerable groups such as young children; juvenile offenders; or individuals with disabilities, mental health, adjustment, or learning problems. During these placements students interact with professionals and often are recipients of confidential or sensitive information. Consequently, it is imperative that College of Education students adhere to high ethical and moral standards. The University of Oregon and each major in the College of Education has written ethical standards or a code of conduct for its students. In an event where evidence exists that a student may have violated the university's conduct code or a program's written ethical standards or code of conduct, the student will immediately be removed from the field placement until the matter is resolved. A student found to be in violation may be terminated from the College of Education and not permitted to reenter.

Academic Programs

Linda M. Forrest, Associate Dean
(541) 346-1579

The College of Education offers accredited bachelor's, master's, and doctoral degrees and professional-development programs. Often, in concert with an academic degree, majors offer programs leading to state licensure for employment in Oregon public schools. These licenses are conferred by the state Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licenses for teaching, personnel service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the

university's recommendation that they have successfully completed the relevant licensure program. The state of Oregon has reciprocal administrative, elementary, middle and secondary, and special education teaching-license agreements with most other states and Puerto Rico. Students who receive a license from Oregon will most likely find that their license can be transferred to another state. Information about licensure is available from the college's student academic services.

The following list enumerates the degree, licensure, and endorsement programs offered by the College of Education. Information about a specific program may be found under the relevant area of concentration in this section of the catalog.

Undergraduate Programs

- Minor—special education
- Bachelor's degree—communication disorders and sciences, educational studies, family and human services

Graduate Programs

- Master's degree—communication disorders and sciences; counseling, family, and human services; early intervention; educational leadership; school psychology; special education; teaching and learning
- Doctoral degree—communication disorders and sciences, counseling psychology, early intervention, educational leadership, school psychology, special education, special education: rehabilitation

Licenses

- Administrator, communication disorders, early childhood elementary, early childhood elementary special education, early intervention special education, marriage and family therapy, middle-secondary special education, music education, psychologist, school psychologist

Endorsements

- Advanced mathematics, basic mathematics, biology, chemistry, communication disorders, early childhood elementary special education, early intervention special education, English speakers other languages, English speakers other languages—bilingual, foreign language (French, German, Japanese, Latin, Russian, Spanish), integrated science, language arts, middle-secondary special education, music education, physics

Research and Outreach Services

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research intensive environment for undergraduate, licensure, master's, and doctoral students. The research units foster fundamental and applied research, which faculty members integrate into the college's curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Behavioral Research and Teaching

Gerald Tindal, Director

(541) 346-3560
230 Education Building
<http://brt.uoregon.edu>

Behavioral Research and Teaching combines applied behavior analysis with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. Research and professional development activities and projects focus on (1) school discipline, classroom management, and positive behavior support; (2) academic assessment from teacher-driven classroom practices to large-scale state accountability systems; (3) educating students with emotional and behavior disorders; (4) educating students with learning disabilities; (5) systems change and school reform; and (6) behavioral and instructional consultation. Opportunities for research and personnel preparation are available for graduate students.

Center for Educational Policy and Research

David T. Conley, Director

<http://cpr.uoregon.edu/about.asp>

The Center for Educational Policy Research, a team of researchers, graduate students, and administrative staff members, carries out state and federal-level educational policy analysis. Staff members seek to help policymakers and policy implementers do a better job of using educational policy as a tool to improve schooling and student learning. The center's mission is to develop policy tools that help organizations understand complex issues, analyze trends, and nurture new policy ideas.

Center for Electronic Studying

Lynne Anderson-Inman, Director

(541) 346-6467
Center for Advanced Technology in Education
205 Rainier Building
<http://ccs.uoregon.edu>

The Center for Electronic Studying explores and evaluates computer applications that enhance literacy, study skills, and academic performance. The center conducts research projects funded by grants from agencies such as the U.S. Department of Education, the National Endowment for the Humanities, the National Parks Service, and the Oregon Department of Education.

The center offers workshops on putting research into practice in Oregon and other states; it also offers research practicums, and opportunities for independent study. The center has positions for graduate assistants and work-study students.

Center on Human Development

Hill M. Walker, Director

(541) 346-3591
Clinical Services Building, Third Floor
<http://www.uoregon.edu/~uocedd>

The Center on Human Development is part of a national network of sixty-one University Centers of Excellence established and funded by the U.S. Administration on Developmental Disabilities. The center's nine units support, assist, and empower people with disabilities and their families in ways that enhance their quality of life. Funds from the annual core grant are administered for these units to support the center's priorities: (1) the interdisciplinary training of professionals, (2) the development of exemplary services and proven models of intervention, (3) technical assistance and dissemination of best practices and knowledge about innovations, and (4) applied research and evaluation.

Center on Teaching and Learning

Edward J. Kame'enui, Director

(541) 346-3562
Education Annex

The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems faced by schools. Faculty members seek to advance understanding and use of evidence-based practices to prevent and intercept academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.

Child Development and Rehabilitation Center

Robert E. Nickel, M.D., Clinical Director

(541) 346-3575
Clinical Services Building, First Floor

The Child Development and Rehabilitation Center of the Oregon Health and Science University

provides multidisciplinary services for the diagnosis and evaluation of genetic syndromes, developmental disabilities, and neurodevelopmental disorders. Management and coordination of care is provided for a variety of patients including individuals with cerebral palsy, spina bifida, cleft lip and palate, and feeding difficulties. Clinic services are available for children, adolescents, and young adults.

Early Childhood CARES

Judy Newman and Valerie Taylor Close, Codirectors

(541) 346-3568
299 E. 18th Avenue
<http://eccares.uoregon.edu>

Early Childhood CARES provides early intervention and early childhood special education services to eligible children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent consultation and education, speech therapy, physical and occupational therapy, vision and hearing services, and consultation for autism or challenging behaviors. Practicum opportunities are available for undergraduate and graduate students who are interested in working with young children.

Early Intervention Research

Jane Kaplan Squires, Director

(541) 346-0807
100 Clinical Services Building
<http://eip.uoregon.edu>

Faculty and staff members, training efforts, and products of the Early Intervention Program have had a major impact on the field of early intervention, early childhood special education, and early childhood education. The program's goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children and their families become independent and productive benefits not only the individual but society as a whole.

Educational and Community Supports

Robert H. Horner, Director

(541) 346-2462
1761 Alder Street; 1791 Alder Street, Trailer D
<http://www.uoecs.org>

Since it was established in 1972, Educational and Community Supports has focused on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal- and state-funded projects support research, teaching, dissemination, and technical assistance. Research groups affiliated with Educational and Community Supports address positive behavior support, inclusive schools, transition, and adult services.

High School Equivalency Program

Emilio Hernandez Jr., Director

(541) 346-0882
1685 E. 17th Avenue

High School Equivalency Program is described in the **Student Services** section of this catalog.

Institute on Violence and Destructive Behavior

Hill M. Walker and Jeffrey R. Sprague, Codirectors

(541) 346-3592
Clinical Services Building, Third Floor

The mission of the Institute on Violence and Destructive Behavior is to help schools and social service agencies address violence and destructive behavior in schools and beyond their boundaries. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Faculty members conduct original research, provide staff training, disseminate knowledge and best practices, and integrate research findings into College of Education academic courses. They also consult with agencies concerned with public safety and youth violence prevention. The institute has developed evidence-based assessment tools and interventions to address factors associated with violence, school dropout, and delinquency. These tools are used by professionals in schools, mental health facilities, and correctional settings. The institute was approved as a center of excellence by the Oregon State Board of Higher Education in 1995 and receives support for its activities through the competitively awarded federal grants.

intoCareers

Dan Erdmann, Director

(541) 346-3875
975 High Street
<http://cis.uoregon.edu>

Files and software developed by intoCareers facilitate locating information about the local labor market and state or regional training opportunities. The national system is developing multimedia titles, Internet access to career information files, and software to help with résumé writing and job interviews.

Oregon Career Information System

Cheryl Buhl, Director

(541) 346-3872
(800) 495-1266
<http://orcis.uoregon.edu>

The Oregon Career Information System, a state-based resource, helps Oregonians make career decisions and successful transitions throughout their lives. Established in 1971, it was the first state-based career information delivery system in the nation. Administered by the College of Education, the Oregon Career Information System is a self-supporting, fee-based consortium. It uses Internet and desktop programs to present comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid, connecting career options to the paths for reaching them. Its software and materials are used in schools, colleges, workforce

agencies, and private businesses to support the career development of their students, clients, and employees. The staff provides field leadership and training to professionals involved in career development programs and services. Work-study positions and internships are available for undergraduate and graduate students.

Oregon Writing Project

Lynne Anderson-Inman and Nathaniel Teich, Codirectors

(541) 346-2657 or -6467
200 Rainier Building
<http://owp.uoregon.edu>

The Oregon Writing Project is a collaborative effort by Oregon schools, colleges, and private foundations to improve the teaching of writing and literacy at all grade levels throughout the state. In its intensive summer workshops, teachers learn new strategies, improve their own writing, and develop ways to introduce new methods for writing instruction in their schools. During the school year, these teachers share this knowledge with their colleagues and participate in other inservice activities to disseminate what they learned.

The Oregon Writing Project is affiliated with the National Writing Project Network at University of California, Berkeley.

Secondary Special Education Transition Research

Michael R. Benz, Director

(541) 346-3585
201 Clinical Services Building
<http://education.uoregon.edu>

Research, model development, and outreach focus on practices to help transition-age youth develop knowledge and skills to succeed in their desired adult roles—meaningful employment, completion of postsecondary education or training programs, living independently in the community. Federal- and state-funded projects support research, development, dissemination, evaluation, and technical assistance. Areas of interest include school-to-work transition programs, self-determination, gender equity, alternative education, adjudicated youth, entry and success in postsecondary settings, standards-based reform, and contextual teaching and learning.

Speech-Language-Hearing Center

Susan Roberts, Director

(541) 346-3593
Clinical Services Building, First Floor

The Speech-Language-Hearing Center, a service, training, and research clinic, provides evaluations, treatment, and consultations for individuals with communication disorders. It meets the requirements for state teacher licensure, state professional licensure, and American Speech, Language and Hearing Association national professional certification. Clinical activities are supervised by certified speech-language pathologists and audiologists. School, community, and state practicum placements are available to graduate students.

Technical Assistance and Consulting Services—Western Regional Resource Center

Richard W. Zeller and Caroline J. Moore, Codirectors

(541) 346-5641
1600 Mill Race Drive, Suite 360
<http://interact.uoregon.edu/wrrc/wrrc.html>

The Western Regional Resource Center is one of six regional centers funded to serve state special education agencies in Alaska, American Samoa, California, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington. The center helps states overcome problems in providing high-quality, free, appropriate public education to children with disabilities. A service and technical assistance project, the center is funded by the U.S. Department of Education Office of Special Education Programs.

Youth Enrichment and Talented and Gifted Programs and Services

Marjorie DeBuse, Director

(541) 346-3084
tag@oregon.uoregon.edu
<http://uoyouth.org/>

Challenging summer, Saturday, and after-school learning experiences that support, extend, and enhance K–12 programs are offered to children and youth. Assistance and training is available to parents, in-service educators and youth service providers as they help young students attain their intellectual and academic potential through informal education. Recognition and support for the unique social and emotional needs of high-ability students is provided through family consultation and counseling. Programs introduce of precollegiate youth and their families to the University of Oregon.

Facilities, Organizations, and Services

Student Academic Services

Margaret Mahoney, Licensure and Accreditation Coordinator

(541) 346-1491
102K Education Building

The College of Education's student academic services maintains undergraduate and graduate student records and offers advising for degree and licensure completion. Address questions about student records, graduate degree process, undergraduate advising, and licensure to the coordinator at the address above or send e-mail to mmahoney@darkwing.uoregon.edu.

Center for Family Therapy

Jeff Todahl, Clinical Director

(541) 346-3296
720 E. 13th Avenue

The Center for Family Therapy is the on-site training clinic for the marriage and family therapy program. Therapists and supervisors operate from a systemic, ecological perspective, noted



for its consideration of the social group in which individual behavior exists. Staff members take a nonpathology-oriented, strengths-based approach to human behavior and change. Interns are closely supervised in the use of state-of-the-art video and live-observation equipment. Therapy is often brief and change oriented. Fees, which are charged on a sliding scale related to income, range from \$10 to \$40 a session, and the service is available to the community at large.

Community Internship Program

(541) 346-4351

Erb Memorial Union Breezeway

Through this service-learning program, students volunteer in educational or community settings. The program fosters leadership and social responsibility and promotes acquisition of skills in problem solving, communication, conflict resolution, community building, and collaboration.

Field experiences are offered in public schools, outdoor education, human services, mentorship, and leadership development. Students choose among more than 800 placements to gain practical and academic experience. During the first term, students take a seminar-discussion course in conjunction with a minimum of thirty hours of field experience.

Public school placements are in kindergarten through twelfth grades in the Eugene, Springfield, and Bethel school districts and in the High School Equivalency Program.

Human-service placements are made in more than 150 human-service or public agencies in Eugene, Springfield, and vicinity.

Leadership development combines a community service project with observation of a community leader at work in occupations ranging from politics or government to social service, social justice, and education.

Students may act as role models and mentors who provide at-risk youth with positive recreational and educational experiences.

Through outdoor education counseling placements, students teach environmental awareness to elementary school children in a camp setting.

Many camps provide outdoor activities to youth with developmental or learning disabilities.

Institute for Leadership and Diversity in Education

Phil McCullum, Coordinator

(541) 346-0804

The Institute for Leadership and Diversity in Education was established to encourage an on-going dialogue about increasing cultural, linguistic, ethnic, racial, religious, sexual, and competence diversity. The institute strives to promote a culture that develops, respects, and celebrates the norms, values, and beliefs representing the diversity of our identities and those we have in common. Through coexistence of our individual and shared identities, we feel that we belong to and can effectively participate in our democratic processes and economic order.

Through the establishment of a forum and an action-taking network for exercising leadership, the institute identifies priorities for creating climates of respect, cultures of belonging, and inclusive learning communities.

Technology Education Center

Terry Kneen, Coordinator

(541) 346-1670

116 Education Building
<http://interact.uoregon.edu/tec/>

The Technology Education Center, an open computer lab for the College of Education, houses Macintosh and Windows-based computers; general production software; scanners, laser printers, and multimedia production equipment. Computer projectors can be checked out for use in on-campus College of Education classrooms.

The center's computers are networked to college servers, university mainframes, and the Internet. Students may access their e-mail accounts, use the library's online resources, get instructional material placed on the network by their instructors, use statistical packages on the mainframes, and do their own production work. General computer consulting and training is provided. The center is open weekdays and some evening hours.

Counseling Psychology and Human Services

Linda M. Forrest, Area Head

(541) 346-5501

(541) 346-6778 (fax)

130-135 Education Building

<http://education.uoregon.edu/>

Faculty

Daniel W. Close, senior research associate with title of associate professor (prevention of child abuse, independent living, curriculum development). B.A., 1971, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon. (1977)

Jennifer Evans, instructor (student services, human services, volunteer training and management). B.A., 1994, Oregon. (1998)

Linda M. Forrest, professor (professional competence and impairment, evaluation and remediation during training, professional ethics). B.A., 1971, Willamette; M.Ed., 1973, Ph.D., 1979, Washington (Seattle). (2001)

Krista Chronister, assistant professor (domestic violence, career counseling, community intervention). B.S., 1996, Florida; M.S., 2000, Ph.D., 2003, Oregon. (2003)

Shoshana Kerewsky, adjunct assistant professor (grief and loss; narrative therapy; lesbian, gay and bisexual issues). B.A., 1983, Swarthmore; M.A., 1990, Lesley; Psy.D., 1998, Antioch New England Graduate. (1996)

Lauren Lindstrom, adjunct assistant professor (career development, special education, gender equity). B.S., 1985, M.S., 1992, Ph.D., 2000, Oregon. (1988)

Deanna Linville, research associate with title of assistant professor (medical family therapy, clinical efficacy studies, international adoption). B.A., 1997, M.S., 2000, Ph.D., 2003, Virginia Polytechnic Institute and State University. (2003)

Benedict T. McWhirter, associate professor (children and adolescents at risk, college student development, loneliness). B.A., 1986, Notre Dame; M.C., 1988, Ph.D., 1992, Arizona State. (1997)

Ellen Hawley McWhirter, associate professor (adolescent career development, empowerment, youth at risk). B.A., 1983, Notre Dame; M.C., 1988, Ph.D., 1992, Arizona State. (1997)

John K. Miller, research associate with title of assistant professor (clinical-service delivery systems, family and community violence and trauma, technology and family systems). B.A., 1989, M.A., 1993, Louisiana; Ph.D., 1996, Virginia Polytechnic Institute and State University. (1999)

Elizabeth A. Stormshak, associate professor (prevention of delinquency, conduct problems, peer rejection). B.A., 1988, Washington (Seattle); M.S., 1992, Ph.D., 1995, Pennsylvania State. (1996)

Jeff Todahl, research associate with title of assistant professor (domestic violence assessment and intervention, prevention, coordinated community response). B.A., 1985, Western Washington; M.S., 1989, Seattle Pacific; Ph.D., 1995, Florida State. (1999)

Courtesy

Philip Fisher, courtesy assistant professor. B.A., 1986, Bowdoin; M.S., 1990, Ph.D., 1993, Oregon. (1999)

Richard D. Freund, courtesy assistant professor (research methods, community college counseling, cognitive therapy). B.A., 1966, Brown; Ph.D., 1971, Stanford. (1975)

Nancy Taylor Kemp, courtesy assistant professor. B.S., 1980, M.S., 1989, Ph.D., 1993, Oregon. (1989)

Rex W. Turner, courtesy assistant professor (posttraumatic stress disorder, substance abuse, counseling veterans). B.S., 1973, M.S., 1977, Ph.D., 1980, Utah. (2001)

Emeriti

Martin H. Acker, professor emeritus. B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York. (1961)

Henry F. Dizney, professor emeritus. B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa. (1967)

Gordon A. Dudley, associate professor emeritus. B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard. (1967)

Sally Fullerton, professor emerita. B.S., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon. (1970)

John W. Loughary, professor emeritus. B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa. (1962)

Esther E. Matthews, professor emerita. B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard. (1966)

Weston H. Morrill, professor emeritus. B.S., 1960, M.S., 1961, Brigham Young; Ph.D., 1966, Missouri, Columbia. (1990)

Janet Moursund, associate professor emerita. B.A., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor emerita. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Saul Toobert, professor emeritus. B.A., 1947, California, Berkeley; Ph.D., 1965, Oregon. (1963)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Deborah Olson, special education

About the Area

The Counseling Psychology and Human Services Area educates and trains professionals in counseling psychology, family and human services, and marriage and family therapy. Professionals are trained to effectively and collaboratively identify, treat, and prevent problems in children, adolescents, and adults. Through education and training, students gain the skills to interpret and apply scientific information from the behavioral sciences in general, and from their discipline in particular, to professional practice. Students learn how to conduct research and contribute to the knowledge base of their disciplines.

Undergraduate Studies

Family and Human Services

130 Education Building
(541) 346-2143

The family and human services major leads to a bachelor of arts (B.A.), bachelor of science (B.S.) or bachelor of education (B.Ed.) degree. It is designed for students who want to help children, youth, adults, and families learn effective ways to confront the problems in their lives. Participants gain a broad understanding of learning and development, intervention, professional communication, prevention, and agency policy and practices through a combination of course work and field experiences in human service agencies.

Careers. Graduates find work as entry-level professionals in early intervention, child-abuse prevention, youth services and probation, corrections, mental health, and drug and alcohol rehabilitation and treatment. Some go on to pursue graduate study in education, social work, family and human services, counseling psychology, or special education.

Application and Admission

Application Deadline. Students must formally apply to enter the family and human services major. The application deadline for admission the following fall term is in early March.

All applicants are interviewed by program faculty members as part of the admission process.

Students are informed about their admission status before the end of spring term.

Admission Requirements. At the time of application, students must have

1. Completed a minimum of 55 credits, with a cumulative GPA of 2.00. Completed course work must include the university writing requirement and 8 credits in each of the general-education groups: arts and letters, social science, and science
2. Completed the premajor core with a cumulative GPA of 2.75. Transfer students should meet with the area adviser
3. Demonstrated volunteer experience with families and children
4. Passed a criminal background check

Major Requirements

Premajor Core. The premajor core, a prerequisite for admission to the major, presents various theories of community service, education, and societal issues relevant to developing professionals in human services. Through core courses, students develop strategies for working with people based on research and practice, and they learn how to use evaluation information to meet the needs of clients and children.

Professional Studies. The family and human services major consists of course work and field-based experiences in human service agencies, taken during the junior and senior years. A field project is completed in the senior year.

Field Experiences. Participation in supervised activities in public and private human services agencies and organizations. There are three junior field studies experiences typically at three different agencies. There are two terms of senior placements at the same agency.

Premajor Core 12 credits

Educational Issues and Problems (EDST 111)	4
Exploring Family and Human Services (FHS 215)	4
Foundations of Learning and Intervention (EDST 212) or Experimental Course: Diversity and Multiculturalism in Human Services (FHS 410)	4

Professional Studies and Field Experiences 64 credits

Organizational Issues in Human Services (FHS 327)	4
Healthy Families (FHS 328)	4
Child-Family Issues and Resources (FHS 329) ...	4
Individual and Group Interventions I,II (FHS 330, 331)	7
Junior Field Studies I,II,III (FHS 406)	9
Senior Field Studies I,II (FHS 406)	8
Seminar: Senior Supervision Issues (FHS 407) ..	2
Research in Human Services (FHS 420)	4
Choose two from Prevention of Alcohol and Drug Addiction (FHS 481), Prevention of Youth Violence (FHS 482), Prevention of Interpersonal Violence (FHS 483)	8
Junior Professional Practices I,II,III (FHS 491, 492, 493)	9

Senior Professional Practices and Issues

(FHS 494, 495)	4
Senior Project Proposal (FHS 496)	1
Senior Project (FHS 497)	2

Graduate Studies

The area offers master's degrees with a major in counseling, family, and human services and a doctoral degree with a major in counseling psychology. The program's faculty also provides courses for other College of Education and university programs.

Accreditation. The doctoral program is one of two counseling psychology programs in the Pacific Northwest that is accredited by the American Psychological Association, and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners. The marriage and family therapy program is the only program in Oregon to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education and be approved by the Oregon Board of Licensed Professional Counselors and Therapists.

Master's Degrees

The counseling, family, and human services major leads to a master of arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree. For the M.A. degree, the candidate must demonstrate proficiency in a second language.

Master of Arts or Master of Science

The M.A. or M.S. degree in counseling, family, and human services requires a minimum of 113 credits. Students are not admitted directly to an M.A. or M.S. program. These degrees are earned by enrolled doctoral candidates who meet the requirements as they complete a Ph.D. degree. Some graduate courses taken at another accredited institution may be applied to the requirements.

Requirements 113 credits

Psychological foundations	15
Research competencies	23
Practitioner competencies	39
Professional competencies	6
Elective courses and seminars	12
Internship	18

Master of Education

The major in counseling, family, and human services with a specialization in marriage and family therapy leads to a master of education (M.Ed.) degree.

Marriage and Family Therapy

135 Education Building
(541) 346-0909

This two-year program trains students as professional family therapists in preparation for state licensure. This intensive training combines a strong theoretical base in systemic therapy with applied clinical experience. The clinical practicum includes 500 client contact hours (50 percent with couples or families) and 100 hours of individual and group supervision. Supervision at the Center for Family Therapy involves live observation, participation in reflecting teams, and video- and audiotaped sessions. Students have the opportunity to see clients at community agencies.

Requirements**74 credits**

Theoretical foundations	15
Individual and family development.....	15
Research competencies	4
Professional ethics.....	7
Clinical practice	33

Application and Admission. Detailed admission policies and procedures for the marriage and family therapy specialization are available in the area office and on the area's website. Students are admitted only for fall term, and completed applications must be received by February 15 for the following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on (1) quality of work; (2) Graduate Record Examinations (GRE) or Millers Analogies Test (MAT) scores; (3) related work, background, or experience; (4) résumé with statement of purpose, (5) three letters of recommendation, and (6) an interview. Notices about disposition of applications are mailed by April 15.

Applicants must pass a criminal background check before they may enroll.

Doctoral Degree

135 Education Building
(541) 346-2456

The Ph.D. program in counseling psychology has been accredited by the American Psychological Association since 1955. It typically requires five to six years of study beyond the bachelor's degree. This period includes a one-year, full-time, supervised predoctoral internship. Students must complete a Ph.D. dissertation that demonstrates a high standard of scholarship. Students may enter the program with a bachelor's or a master's degree.

The program follows an ecological model of training embedded in the scientist-practitioner tradition. As such, the program trains psychologists to work with individuals, children and families, and groups within their contexts. Students learn to consider human behavior as interactive processes rather than centered in the individual; they learn to use preventive and remedial intervention strategies for behavioral and emotional problems. Students learn science-based counseling interventions for assessing and intervening in the many levels of context in which human problems emerge. These include learning assessment and intervention strategies designed to increase understanding and effect change at the individual, familial, school, and community levels.

Students participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with children and adults, families, groups, and communities. The doctoral program prepares psychologists who can make a significant contribution to the field through scholarly research and professional practice. Training experience may be had at the UO Counseling and Testing Center, Lane Community College Counseling Center, UO Child and Family Center, and in community agencies or nonprofit research centers.

Required course work includes a three- to four-term sequence of doctoral-level statistics and at least four additional courses in research design, measurement, and grant development. Every doctoral student must complete a disserta-

tion—18 credits in Dissertation (CPSY 603)—that demonstrates the ability to conduct independent, original research.

Graduates are prepared to work in community mental health centers, research institutions, institutions of higher education, medical settings, managed health-care organizations, community college and university counseling centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

Ph.D. Degree Requirements**174 credits**

Psychological foundations.....	minimum of 27
Research competencies	minimum of 62
Practitioner competencies.....	minimum of 71
Professional competencies.....	12

The M.Ed. and D.Ed. programs in counseling psychology are inactive.

Application and Admission

Students are admitted for fall term only. Prospective applicants may request detailed admission policies and procedures from the area's website. The closing date for receipt of completed applications is January 15 for entry the following fall term. Notices about the disposition of applications are mailed by March 15.

Applicants are evaluated on (1) academic record, (2) Graduate Record Examinations (GRE) general test scores, (3) related work, research, and life experiences, (4) a statement of purpose in seeking admission, (5) letters of recommendation, and (6) an interview. Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package.

Graduate training includes practicum and internship placements in which students work with children and adults, families, groups, and communities. These interactions and interventions demand that the student be stable and psychologically healthy. Thus admission into and retention in the program depends, among other things, on consideration of the applicant's past and present behavior and emotional stability.

Substance Abuse Prevention

Miki Mace, Program Coordinator

(541) 346-4135, -4136, or -3397
180 Esslinger Hall
<http://darkwing.uoregon.edu/~sap/>

The nationally recognized Substance Abuse Prevention Program (SAPP) increases awareness of alcohol and other drug prevention, intervention, treatment, and recovery. Through the Continuation Center's Continuing Education program, an area of concentration certificate may be earned by completing a minimum of 24 credits. Nontraditional students and working professionals are encouraged to enroll in SAPP evening or weekend courses and workshops.

In 2000 SAPP became the national training center for BUSTED (Beginning Underage Successes through Educational Diversion), a project aimed at decreasing underage drinking by increasing awareness of alcohol risk factors. The project offers in-service prevention, intervention, strategic planning, and community risk-reduction workshops to schools, court staff members, law enforcement agents, and community leaders.

SAPP is dedicated to

- Delivering educational services and model programs to schools, communities, and organizations.
- Increasing personal and community awareness of high-risk factors associated with chemical use, misuse, and abuse.
- Educating, facilitating, and furthering development for professionals in prevention, intervention, treatment, and recovery delivery systems.
- Providing resources and empowerment strategies that foster and support personal growth, interpersonal relationships, and resilience.

Information about program offerings is available by telephone or fax and on the program's website.

Counseling Psychology Courses (CPSY)**198 Workshop: [Topic] (1–2R)**

199 Special Studies: [Topic] (1–5R) Career alternatives. Emphasis on career decisions and self-awareness, social and psychological characteristics of work, nonwork activities, and the importance of work to life-style.

405 Reading and Conference: [Topic] (1–21R)**406 Special Problems: [Topic] (1–21R)****407/507 Seminar: [Topic] (1–5R)****408/508 Workshop: [Topic] (1–21R)****409 Practicum: [Topic] (1–21R)****410/510 Experimental Course: [Topic] (1–5R)****503 Thesis (1–16R)****601 Research: [Topic] (1–16R)****602 Supervised College Teaching (1–5R)****603 Dissertation (1–16R)****605 Reading and Conference: [Topic] (1–16R)****606 Special Problems: [Topic] (1–16R)****607 Seminar: [Topic] (1–5R)****608 Workshop: [Topic] (1–16R)****609 Practicum: [Topic] (1–16R)****610 Experimental Course: [Topic] (1–5R)**

Ecological Bases of Behavior is a current topic.

612 Professional Ethics (3) Ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes; legal aspects of client-counselor relationships.

613 Introduction to Counseling Psychology (3) Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession.

614 Theories of Counseling (3) Overview of selected historical and current counseling theories.

615 Counseling Diverse Populations (3) Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

617 Theories of Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; intervention in strategies; and career resources in the context of a multicultural society.

621 Psychological Assessment I (4) Survey of assessment instruments used in counseling. Focuses on career, interest, intelligence, environment, behavior, and personality. Emphasizes

issues related to ethical use of assessment. Includes laboratory.

622 Psychological Assessment II (4) Selection and administration of instruments and procedures for generating personality and career assessment reports. Emphasizes the integration of assessment into the intervention planning process. Includes laboratory. Prereq: CPSY 621.

624 Alcohol and Drug Detection and Intervention (3) Research and practice related to alcoholism and chemical dependency-detection, treatment, etiology, diagnosis, and physiological and psychopharmacological aspects across diverse ages and populations.

625 Developmental Psychopathology (3) Not offered 2004–5.

641 Beginning Counseling Skills (4) Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors: instructor's consent.

642 Child-Family Interventions (4) Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences. Prereq: CPSY 641.

643 Community and Preventive Interventions (3) Research and practice in community intervention designed to prevent mental and physical health problems. Includes health promotion, work-site interventions, school and community prevention programs. Prereq: CPSY 642.

644 Group Counseling (4) Theory of and research about effectiveness of group therapy. Technical methods for leading psychotherapeutic groups; emphasis on generic models of interpersonal process in group therapy. Prereq for nonmajors: instructor's consent.

645 Health Psychology (4) Central role of behavior in health, learning, and the biological bases of healthy behavior; developing new approaches to research, intervention, and policy.

651 Advanced Individual Counseling Intervention (3) Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning. Prereq: CPSY 641.

652 Advanced Child-Family Intervention (3R) Provides advanced supervised training in implementing interventions with children and families. Includes intakes, assessments, brief interventions, and/or family therapy. Prereq: CPSY 642. R twice for maximum of 9 credits.

653 Advanced Community Preventive Intervention (3R) Reviews recent and current community preventive intervention programs. Examines the latest interventions and their specific individual components. Combines didactic and experiential field studies. Prereq: CPSY 643. R twice for maximum of 9 credits.

654 Supervision and Agency Administration (3) Principles, methods, and ethical practice of clinical supervision. Theory of and research about models of counselor professional development. Review of supervision process and outcome research. Includes laboratory.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

708 Special Topics: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)



Family and Human Services Courses (FHS)

215 Exploring Family and Human Services (4) Explores the historic basis and current design of family and human services. Emphasizes services to children, youth and families.

327 Organizational Issues in Human Services (4) Theories and policies on the organization of human services. Emphasizes the evaluation of outcomes of services for children, youth and families. Prereq: major status.

328 Healthy Families (4) Examines child development within the context of families and society from an ecological perspective. Focuses on healthy parenting at different developmental stages. Prereq: major status.

329 Child-Family Issues and Resources (4) Reviews childhood problems using a developmental framework. Topics address problems across the lifespan with attention to culture and context. Presents assessment techniques and intervention procedures. Prereq: major status.

330 Individual and Group Interventions I (4) Strategies and interventions that enhance growth and change in individuals and families. Interventions range from specific individual techniques to strategies for small groups and families. Prereq: major status.

331 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change in organizations. Interventions include facilitation, networking, supervision, and consultation. Prereq: FHS 330.

401 Research: [Topic] (1–5R)

405 Reading and Conference: [Topic] (1–5R)

406 Special Problems: [Topic] (1–8R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–9R)

409 Practicum: [Topic] (1–9R)

410/510 Experimental Course: [Topic] (1–5R)

420/520 Research in Human Services (4) Use of research to reform practice in human services. Trends and issues in assessment and evaluation in human services are provided.

481/581 Prevention of Alcohol and Drug Addiction (4) Research and practice in community interventions designed to prevent alcohol and drug addiction. Includes health and safety promotion and school-based programs. Prereq: major status.

482/582 Prevention of Youth Violence (4) Research and practice in community interventions designed to prevent youth violence.

Includes home, school, and community-based interventions.

483/583 Prevention of Interpersonal Violence (4) Examines interpersonal violence and community-based prevention using ecological, multicultural, international frameworks. Emphasizes assessment, prevention, intervention, and simultaneous occurrence of adult violence and child maltreatment.

491, 492, 493 Junior Professional Practices and Issues I,II,III (3,3,3) Examines issues and behaviors associated with being a community service professional. Includes ethical standards for professional practice. Prereq: major status.

494, 495 Senior Professional Practices and Issues (2,2) Examines issues and behaviors associated with being a community service professional. Prereq: major status or instructor's consent; coreq: FHS 496, 497.

496 Senior Project Proposal (1) Students create a written proposal outlining rationale, project description, and timelines for completing the senior project. Prereq: major status or instructor's consent.

497 Senior Project (2) Students develop a written product or project in conjunction with faculty members and field site personnel. Prereq: FHS 496.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

Marriage and Family Therapy Courses (MFT)

503 Thesis (1–16R)

601 Research: [Topic] (1–16R) A current topic is Methods.

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) Direct client contact under the supervision of faculty and agency-based supervisors.

610 Experimental Course: [Topic] (1–5R)

615 Introduction to Marriage Family Therapy (3) Surveys the distinct disciplines of marriage and family therapy.

617 Families across the Life Cycle (3) Focuses on the theoretical understanding of family relationships across the stages of the family life cycle and related to treatment strategies.

618 Research Methods in Counseling (4) Introduction to research theory, statistics, and quantitative and qualitative research methods.

619 Gender and Ethnicity (3) Increases awareness and sensitivity to the role of gender and ethnicity in the work of family therapists.

620 Psychopathology and Behavior Deviations (3) Introduces traditional diagnostic techniques and approaches, with particular emphasis on DSM-IV-TR.

621 Professional and Ethical Issues (4) Provides a broad introduction to legal, ethical, and professional standards for marriage and family therapy.

622 Stress and Family Crisis Intervention (3) Provides a solid theoretical base for addressing family stress management and crisis intervention in clinical practice.

623 Child and Family Assessment (3) Fosters assessment and intervention skills for working with young children, adolescents, and their families.

624 Group Psychotherapy (3) Presents basic elements of group process; includes introduction to group work, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

625 Family Violence (3) Presents a conceptual, skills-oriented foundation psychotherapists can use to work safely and effectively with individuals who were battered and individuals who batter.

626 Human Sexuality in Counseling (3) Increases understanding and clinical abilities for working with couples; special emphasis on the role of intimacy and sexual relationships.

627 Advanced Family Therapy (3) Increases understanding of the elements and processes of change in systemic family therapy.

628 Contemporary Issues in Addiction (3) Increases the conceptual understanding and skills of family therapists working with contemporary issues; emphasis on addictions and addiction recovery.

629 Couples Therapy (3) Examines key issues associated with effective couples therapy; includes research findings, assessment, motivation, change, content and process, ethics, and social-macro considerations.

630 Existential and Spiritual Issues in Counseling (3) Provides understanding of the interplay of existential issues and spirituality in the individual, marriage, and family therapeutic processes. For students and professionals.

632 Medical Family Therapy (3) Introduction to the theory, fundamentals, and practical applications of medical family therapy.

Substance Abuse Prevention Program Courses (SAPP)

199 Special Studies: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–16R)

410/510 Experimental Course: [Topic] (1–5R)

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

609 Practicum: [Topic] (1–16R)

Educational Leadership

Gerald Tindal, Area Head

(541) 346-5171

170 Education Building

<http://education.uoregon.edu/>

Faculty

David T. Conley, associate professor (policy analysis in education, educational leadership, school restructuring). B.A., 1972, California, Berkeley; M.A., 1983, Ph.D., 1986, Colorado at Boulder. (1989)

Paul Goldman, associate professor (organizational theory, school restructuring, sociology of education). A.B., 1966, Stanford; M.A., 1970, Ph.D., 1974, Chicago. (1977)

Keith Hollenbeck, adjunct assistant professor (large-scale assessment, curriculum-based measures, curriculum and assessment). B.A., 1976, Humboldt State; M.S., 1981, Ph.D., 1996, Oregon. (1996)

Martin J. Kaufman, professor (educational policy, organizational leadership and change, special education); dean, education. B.A., 1964, M.Ed., 1965, William and Mary; Ph.D., 1970, Texas at Austin. (1992)

Philip K. Piele, professor (management information systems, introductory statistics, economics of education). B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon. (1967)

Douglas D. Ready, assistant professor (quantitative data analysis, politics and sociology of education). B.M.E., 1990, Ohio State; M.Ed., 1997, Virginia; Ph.D., 2004, Michigan, Ann Arbor. (2003)

Clay M. Starlin, adjunct assistant professor (educational restructuring, assessment, literacy). B.S., 1965, M.S., 1967, D.Ed., 1970, Oregon. (1985)

Gerald Tindal, professor (systems, assessment program evaluation, applied behavior analysis). B.A., 1975, Ph.D., 1982, Minnesota. (1984)

Paul Yovanoff, adjunct associate professor (statistics, psychometrics, item response theory). B.A., 1977, New York at Buffalo; M.A., 1980, Ph.D., 1992, Oregon. (1994)

Courtesy

Philip McCullum, courtesy assistant professor (educational leadership, organizational development); assistant director, administrator licensure program. B.Ed., 1975, Western Washington; MS., 1984, Ph.D., 1998, Oregon. (1998)

Ronald E. Trebon, courtesy assistant professor (higher education administration, adult education, organizational theory). B.B.A., 1971, Iowa; M.S., 1979, Ph.D., 1989, Oregon. (1976)

Emeriti

Max G. Abbott, professor emeritus. B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus. B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford. (1967)

Gerald K. Bogen, professor emeritus. B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon. (1961)

C. H. Edson, associate professor emeritus. B.A., 1964, California, Berkeley; M.A., 1970, Oregon; Ph.D., 1979, Stanford. (1973)

Robert D. Gilberts, professor emeritus. B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison. (1970)

N. Ray Hawk, professor emeritus; vice president emeritus. B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon. (1950)

Arthur C. Hearn, professor emeritus. A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford. (1950)

John E. Lallas, professor emeritus; executive dean emeritus. B.A., 1947, Washington (Seattle); B.A.,

1952, Western Washington; Ed.D., 1956, Stanford. (1957)

Roy E. Lieuallen, chancellor emeritus, Oregon University System. B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford. (1961)

Philip J. Runkel, professor emeritus. B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)

Clarence W. Schminke, professor emeritus. B.A., 1950, M.A., 1954, Iowa State Teachers; Ph.D., 1960, Iowa. (1960)

Richard A. Schmuck, professor emeritus. B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. (1967)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Area

Master's and doctoral degrees in the Educational Leadership Area focus on the process for development, implementation, and generation of outcomes in the organization and management of K–12 education.

Programs provide educational leaders, policy-makers, and researchers the skills needed to design and implement strategies that improve practice and outcomes in educational organizations. Graduates are qualified for a variety of positions such as principals and superintendents; supervisory positions; specialists in technology and curriculum; teaching and administrative positions in middle and secondary schools and at the college level (community colleges, four-year colleges, research universities, and international agencies); consulting positions with school districts; research positions in management, leadership, educational policy, and teaching and teacher education; and international education and development.

Graduate Studies

The area offers master of science (M.S.), master of education (M.Ed.), doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees with a major in educational leadership. The master of arts (M.A.) degree is inactive.

Master's Degrees

The educational leadership major the following specializations:

Policy, Organization, and Management—addresses legal, political, economic, and cultural derivatives of state and local policies; the structures and hierarchies of organizations; and the systems used in managing human and financial capital.

Learning Assessment and Systems Performance—uses student learning outcomes to provide professional development and improve the performance of organizational systems.

During the first term of graduate work, each student plans a program of study with the assistance of the student's adviser.

In collaboration with the UO Continuation Center, a master of science degree program with a specialization in educational leadership is offered in British Columbia.

In collaboration with the Portland-area school districts, a D.Ed. degree and administrative license is offered through the Portland Metro Compact.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements.

Doctoral Degrees

The Educational Leadership Area offers two doctoral degrees: D.Ed. and Ph.D. The D.Ed. program, which emphasizes the development of expertise in professional practice, is intended for individuals who want careers as administrators, staff developers, curriculum specialists, or professors specializing in the preparation of educators. The Ph.D. degree program emphasizes the development of expertise in educational research, in educational organizations, or as preparation for becoming a professor of education with a specialization in research.

Both doctoral degree programs attract a diverse group of United States and international students. The programs share several distinctive features:

1. Students add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university
2. Internships are offered in the college's research institutes and teacher and administrator preparation programs as well as in various community settings

Doctoral candidates select a specialization in learning assessment and system performance or in policy, management, and organization with an emphasis in K–12 programs. With the guidance of a faculty adviser, each student plans a program that includes course work in the specialization.

The doctoral programs follow the general regulations governing graduate work at the university. These regulations are stated in the **Graduate School** section of this catalog.

D.Ed. Degree Requirements

A minimum of 135 graduate credits are required for the D.Ed. degree. Of these, at least 72 credits must be earned after admission to the program; 18 of these 72 credits are earned in Dissertation (603). The other 54 credits include courses in the selected field of specialization, courses in research methodology, electives, and—to develop knowledge and skills in professional practice and college teaching—internships and graduate teaching assistantships.

Students must pass comprehensive examinations and complete a dissertation, which involves the use of existing research and knowledge to directly inform or improve professional practice.

Residency. The residency requirement is fulfilled by (1) three consecutive terms of full-time study on campus or (2) three consecutive terms of full-time study on campus using the evenings and Friday-weekend options. If not used as a term of residence, summer session has no effect on consecutive-term requirements. Registration for 9 credits a term constitutes full-time study.

Ph.D. Degree Requirements

Candidates for the Ph.D. degree must earn

1. 135 credits for those who have only a bachelor's degree; 90 credits for those with a master's degree
2. 30 credits in the student's chosen specialization
3. A minimum of 12 credits in disciplinary or interdisciplinary cognate fields outside the

College of Education. Examples of cognate fields are economics, political science, sociology, anthropology, and public policy

4. 18 credits of research, including four courses in two methodologies

Internships, graduate research assistantships, and graduate teaching fellowships are designed to develop knowledge and skills in formulating and conducting research, writing research reports, and teaching at the college level.

Students must pass comprehensive examinations and complete a dissertation that is informed by theory and research and that makes a substantial contribution to the research literature on the problem selected for investigation.

Residency. The residency requirement is fulfilled by three consecutive terms of full-time study on campus. If not used as a term of residence, summer session has no effect on consecutive-term requirements. Registration for 9 credits a term constitutes full-time study.

Application and Admission

The area follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about licensure and degree programs may be obtained from the director of graduate studies. Information about admission to graduate study is available from the area secretary and on the area's website.

License Programs

Administrator License Preparation

(541) 346-1497

270 Education Building

Oregon requires administrators in public schools (vice principals, principals, assistant superintendents, superintendents, and other designated personnel) to hold administrative licenses. The University of Oregon offers planned programs of study leading to the initial and continuing licenses for administrators and superintendents.

Initial Administrator License

This twelve-month, cohort program prepares students for the initial administrator license, issued by Teachers Standards and Practices Commission. The initial administrator license may be issued to an applicant who completes the 26-credit program and (1) has a master's degree from an accredited college or university approved to offer teacher education, (2) provides documentation of at least three years of successful licensed experience, (3) earns a score of at least 630 on the Praxis Examination of Educational Leadership. Admission to the program is limited and is based on the applicant's academic work, recommendations, and professional goals. The program begins in June, and admission decisions are made in early spring. Candidates can earn a master of education (M.Ed.) degree at the UO by taking additional course work and completing a terminal project.

Continuing Administrator License

This program prepares students for continuing building and program administration—preparatory through grade twelve—and for initial school district superintendent assignments.

Students who complete the UO basic or initial administrator licensure preparation programs are automatically admitted to the continuing administrator program. Application can be made to the program if the applicant completed a basic or initial administrator program at another institution. Applicants to the continuing program must (1) have a master's degree, (2) hold an Oregon basic or initial administrator license, and (3) submit a completed application. Students in the continuing administrator licensure program, if qualified, can be admitted to the doctor of education (D.Ed.) degree program.

Continuing Superintendent License

Students who have completed the basic superintendent or continuing administrator program at the University of Oregon are automatically admitted to the continuing superintendent program. Application can be made to the program if the applicant completed a basic superintendent or continuing administrator program at another institution. Applicants to the continuing superintendent program must (1) have a master's degree, (2) hold an Oregon basic superintendent or continuing administrator license, and (3) submit a completed application. Students in the continuing superintendent licensure program, if qualified, can be admitted to the D.Ed. degree program.

Applications and additional information about administrator licensure programs may be obtained from the director.

Educational Leadership Courses (EDLD)

199 Special Studies: [Topic] (1–5R) Topics include Public Speaking, Teamwork, 21st-Century Leadership.

404 Internship (1–5R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–4R) Topics include Diversity and Communication, Human Services, Leadership and Social Change, Rape-Free Environment.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–12R) Topics include Advanced Peer Support, Creativity and Social Issues, Educational Foundations, International Educational Leadership, Multicultural Leadership.

410 Experimental Course: [Topic] (1–4R)

450/550 Data and Information Retrieval (1) Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

603 Dissertation (1–16R)

604 Internship (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–6R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) Topics include Administrator Licensure, International Educational Leadership, leadership in Diversity, Superintendent.

610 Experimental Course: [Topic] (1–5R)

614 Politics of Education (4) Analysis of the roles of federal, state, and local agencies in governing elementary and secondary schools; establishment of school policy.

615 Organizational Theory (4) Theoretical approaches to organizational structure and behavior in corporations, government agencies, and, especially, in K–12 and postsecondary education.

617 Dissertation Proposal Preparation (1–3) Helps doctoral students develop dissertation proposals.

619 Adult Learning (4) Survey of adult education—purposes, programs, philosophy, methods, materials, agencies, organization.

620 Educational Leadership (4) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence.

627 Law and Governance (4) Legal systems and governance structure of public schools; legal issues facing school employees in the United States.

630 Comparative Education (4) Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems.

631 Professional Development of Teachers (4) Role of effective professional development plans in organizations, and designing an individual or organizational plan. Adult development theories used to understand the span of a teacher's career.

632 Educational Policy Analysis (4) Systematic interpretation and analysis of issues in educational policy using techniques such as cost-benefit, competing values, impact, and effects analysis.

635 Group Process (4) Formal and informal procedures, processes, norms, and structures used by members of educational organizations to facilitate communication and manage conflict.

636 International Education and Standards (4) International comparisons of standards at K–12 through higher education levels, and economic, political, cultural determinants of standards and effects on national and local educational systems.

637 Diversity in Education (3) Broad exposure to issues of diversity; framework students can use to facilitate understanding of self and others in school and clinical settings.

638 Advanced School Law (4) Legal issues in school board–superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, Teacher Standards and Practices Commission and Office of Civil Rights complaints.

639 Curriculum Design and Delivery (3) Design of curriculum based on students' educational needs, trends, and research proven methods. Research-based instructional strategies to effectively teach designed curriculum to elementary and secondary students.

641 Standards and Accountability Systems (4) Rationale for standards and accountability systems. Reviews national, state, and local systems and ways to improve these systems. Associated policy and implementation.

642 Measurement in Decision-Making (4) Empirical analyses of classroom assessment technologies are considered in relating research to practice.



643 Issues in Measurement and Assessment (4) Major issues in measurement and assessment are addressed: high stakes testing, using tests and measures for decision-making, and developing an empirical basis using research.

644 Learning Organization (4) Three facets of learning organization are integrated: structural components, informational systems, and leadership processes.

645 Middle-Secondary Curriculum Assessment (3) Concept-basis and problem-solving framework for relating content curriculum to instructional delivery and assessment of outcomes.

646 Action Research (4) Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

651 Advanced Curriculum Design and Delivery (4) Curriculum design based on students' educational needs, trends, and research proven methods. Research-based instructional strategies to effectively teach designed curriculum to elementary and secondary students.

653 Data Analysis and Interpretation (4) Introduction of Statistical Package for Social Sciences (SPSS) for policy research in educational leadership. Empirical research and applied approach to uses for theses and dissertations.

654 Information Management and Decision-Making (4) Helps educational decision makers, and those who advise them, locate, organize, display, analyze, and communicate pertinent information to facilitate efficient and effective decision-making.

655 Analysis of Teaching and Learning (4) Increases understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning.

656 Experimental Research Designs (4) Uses sophisticated analytical and statistical techniques to create data sets and interpret them to ascertain significance.

659 Professional Writing (4) Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

660 Qualitative Research Methods (4) Overview of qualitative and descriptive approaches in

educational research. Emphasizes face-to-face interviews, focus groups, direct and participant observation, and document and artifact analysis.

661 Item Response Theory I (3) Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

662 Item Response Theory II (3) Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation. Prereq: EDLD 661.

675 School Finance (3) Overview of school finance concepts, Oregon's school financing system, political and legal considerations, taxation, state distribution formulas, school finance reform, the federal role in education.

676 School Facilities (2) Critical analysis and discussion of current trends in school facilities including planning, construction, finance, legal aspects, alternatives to deficit or surplus space problems or both.

678 School-Community Relations (2) Not offered 2004–5.

680 Sociological Perspectives on Educational Policy (4) How sociological perspectives and research contribute to understanding educational policy; how sociology has influenced the development and implementation of federal and state policy.

681 Program Evaluation for Educational Managers I (4) A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.

682 Program Evaluation for Educational Managers II (4) Continued exploration and application of formative and summative evaluations of educational programs at schools and colleges. Prereq: EDLD 681.

683 State and Local Policy Development in Education (4) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

710 Experimental Course: [Topic] (1–5R)

Special Education

George Sugai, Area Head

(541) 346-5521
275 Education Building
<http://education.uoregon.edu/>

Faculty

Linda Albi, research assistant (personnel preparation, supervision). B.A., 1995, M.S., 1997, Oregon. (1998)

Richard W. Albin, senior research associate with title of associate professor (research design, programming and instruction, instructional technology). B.A., 1969, Rochester; M.A., 1973, Illinois; Ph.D., 1986, Oregon. (1986)

David Allen, research associate (early intervention, assessment, family systems). B.A., 1990, M.Ed., 1996, Minnesota; Ph.D., 1991, Oregon. (2001)

Michael R. Benz, professor (research methods, transition and adult services). B.S., 1974, California Lutheran; M.A., 1980, Chapman; Ph.D., 1983, Oregon. (1980)

Michael D. Bullis, professor (secondary special education, transition, adult services). B.P.E., 1973, M.S., 1978, Purdue; Ph.D., 1983, Oregon. (1995)

David Chard, associate professor (early literacy, mathematics, learning disabilities). B.S., 1985, Central Michigan; Ph.D., 1995, Oregon. (2000)

Bonnie Doren, research associate with title of assistant professor (self-determination, career development, transition issues). B.S., 1982, New York at Binghamton; Ph.D., 1987, Temple (Philadelphia). (1988)

Debra C. Eisert, research associate with title of associate professor (pediatric psychology, applied developmental psychology). B.A., 1975, Pacific Lutheran; Ph.D., 1978, Nebraska, Lincoln. (1984)

K. Brigid Flannery, research associate with title of assistant professor (teacher training, transition issues). B.A., 1975, Marian; M.Ed., 1978, Illinois at Urbana-Champaign; Ph.D., 1992, Oregon. (1989)

Roland H. Good III, associate professor (psychoeducational assessment, multivariate statistics). B.S., 1977, M.S., 1981, Ph.D., 1985, Pennsylvania State. (1988)

Phyllis I. Haddox, research associate with title of courtesy assistant professor (teacher training, instructional design, direct instruction). B.A., 1963, Sacramento State; M.A., 1972, Ph.D., 1983, Oregon. (1971)

Lisa Hellemn, research assistant (teacher training, supervision); practicum coordinator. B.Mus.Ed., 1986, Willamette; Ph.D., 1991, Oregon. (1993)

Cynthia M. Herr, research associate with title of assistant professor (learning disabled adults, secondary and postsecondary education, special education law). B.A., 1972, Gettysburg; M.A., 1973, Ph.D., 1979, Oregon. (1985)

Robert H. Horner, professor (behavior management, research design, applied behavior analysis); director, Educational Community Supports. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon. (1976)

Larry K. Irvin, professor (program evaluation, measurement, mental retardation). B.A., 1966, California, Davis; M.A., 1970, California State, Los Angeles; Ph.D., 1975, Oregon. (1975)

Kathleen Jungjohann, senior instructor (teacher training, supervision, instructional design). B.A., 1972, California, Santa Barbara; M.A., 1980, Oregon. (1988)

Edward J. Kame'enui, professor (learning disabilities, instructional design). B.A., 1970, Pacific; M.S., 1977, Ph.D., 1980, Oregon. (1988)

Ruth Kaminski, courtesy assistant professor (school psychology and early childhood education). B.S., 1975, Pennsylvania State; M.S., 1984, Ph.D., 1992, Oregon. (1989)

Martin J. Kaufman, professor. See **Educational Leadership**

Emma Martin, adjunct assistant professor (behavior disorders, effective school practices). B.S., 1975, Eastern Montana; M.S., 1980, Ph.D., 2001, Oregon. (2001)

Kenneth W. Merrell, professor (social-emotional assessment, school-based mental health services, at-risk children and youth). B.S., 1982, Oregon State; M.S., 1984, Oregon; Ed.S., 1985, Idaho; Ph.D., 1988, Oregon. (2001)

Deborah Olson, research associate with title of assistant professor (supported employment and families research, qualitative research, special education minor). B.A. 1974, M.S.Ed., 1975, Wisconsin, Superior; Ph.D., 1991, Syracuse. (1988)

Teri L. Palmer, research associate with title of assistant professor (behavior disorders, effective school practices). B.S., 1987, Oregon State; M.S., 1991, Eastern Michigan; Ph.D., 1998, Oregon. (1995)

Deborah Simmons, professor (learning disabilities, literacy). B.S., 1973, M.Ed., 1981, Middle Tennessee; Ph.D., 1986, Purdue. (1994)

Jeffrey R. Sprague, senior research associate (severe behavior disorders, personal development, social integration). B.S., 1980, M.S., 1981, Ph.D., 1990, Oregon. (1994)

Jane Kaplan Squires, research associate with title of associate professor (infant development, program evaluation, assessment). B.A., 1971, Stanford; M.A., 1973, Saint Mary's; Ph.D., 1988, Oregon. (1988)

George Sugai, professor (behavior disorders, applied behavior analysis). B.A., 1973, California, Santa Barbara; M.Ed., 1974, Ph.D., 1980, Washington (Seattle). (1984)

Elizabeth Twombly, senior research assistant (screening, infant mental health). B.A., 1983, Colorado; M.S., 1991, Oregon. (1990)

Hill M. Walker, professor (behavior disorders, behavior management, social skills); director, Center on Human Development. B.A., 1962, Eastern Oregon; M.A., 1964, Ph.D., 1967, Oregon. (1966)

Angela Whalen, instructor (instructional consultation, early literacy); practicum coordinator, special education. B.S., 1996, St. Thomas; Ph.D., 2002, Oregon. (2003)

Courtesy

Siegfried E. Engelmann, courtesy professor (teaching low-performing learners, instructional design, supervision). B.A., 1955, Illinois. (1970)

Russell M. Gersten, courtesy professor. B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)

Randall S. Sprick, courtesy assistant professor (behavior management, behavioral consultation, classroom supervision). B.S., 1973, Portland State; M.S., 1974, Ph.D., 1979, Oregon. (1973)

Emeriti

Barbara D. Bateman, professor emerita. B.S., 1954, Washington (Seattle); M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon. (1966)

Diane D. Bricker, professor emerita. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)

V. Knute Espeseth, associate professor emeritus. B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)

Elizabeth G. Glover, assistant professor emerita. B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. (1964)

Andrew S. Halpern, professor emeritus. B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison. (1970)

Richard J. Rankin, professor emeritus. B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley. (1966)

George Sheperd, professor emeritus. B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois. (1965)

Kenneth Viegas, associate professor emeritus. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley. (1967)

Ruth Waugh, professor emerita. B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, Oregon. (1963)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Gerald Tindal, educational leadership

About the Area

Through teaching, research, and service, the Special Education Area seeks to improve the quality and outcomes of education, employment, and community living for children and adults with special needs and their families. The area has three graduate majors: early intervention, school psychology, and special education. The area also offers an undergraduate minor in special education.

Undergraduate Studies

Special Education Minor

(541) 346-2146

The minor in special education is for students who plan to pursue a career in education, want to work in nonschool settings with individuals who have disabilities, or seek knowledge about people with special needs. The minor provides students with knowledge, experiences, and expertise to make them competitive applicants to graduate teacher-education programs.

The minor requires 24 credits distributed as follows: 10 credits in required special education core courses and 14 credits in approved electives in special education, communication disorders and sciences, or related courses. A minimum of 16 credits must be taken in courses with the SPED subject code.

Application and Admission

Before applying to the minor program, students must complete a foundation course in disability with a grade of mid-B or better. Students apply to the department and are assigned a minor adviser, who helps plan a course of study. Applications are available in the special education office.

Graduate Studies

Early Intervention

100 Clinical Services Building
(541) 346-0807

The early intervention program is guided by a transactional philosophy that emphasizes the interactive nature of child-environment exchanges and the importance of these exchanges to a child's developmental progress. This philosophy permeates the master's and doctoral degrees programs that can lead to state-approved teaching licensure in Oregon.

Early intervention majors are offered a cohesive program that balances classroom theory with field-based practice. The goal is to prepare professionals who are experts in dealing with at-risk or disabled infants, toddlers, and preschool children and their families. The field encompasses a target population of children from birth to eight years of age and covers disabling and at-risk conditions ranging from mild to severe.

Graduates with master's degrees can work as interventionists, program coordinators, and directors in community-based settings for young children and their families. Students who obtain early interven-

tion teaching licensure are also eligible for public school-teaching positions. Graduates with doctoral degrees can fill early-intervention leadership roles, including teaching positions in institutions of higher education and research positions in research centers and institutes.

Master's Degree

The early intervention major leads to a master's degree—M.A., M.S., or M.Ed.—in early intervention. Activity-based intervention and a family-guided approach to serving young children with special needs are emphasized. Full-time students can complete the program in four to six consecutive terms.

The master's degree program requires core education courses, early intervention core courses, and associated field-based practicums. Students must also meet program competencies. Specific course and practicum requirements are available from the academic secretary in the special education office.

Doctoral Degree

The early intervention program leading to a Ph.D. provides advanced training and preparation for four leadership roles: program developer and evaluator, policy developer and evaluator, instructor in higher education, and applied researcher. The program requires 130 credits of course work and practicum, including a minimum of 18 credits in College of Education core research courses. Students typically complete the program in three to four years. Financial assistance is available.

Application and Admission

Applications for admission are available from the area's academic secretary or by writing to the Special Education Area. Completed applications for fall term are due by February 1 for students seeking doctoral degrees and by February 15 for those seeking master's degrees. Applicants are evaluated on the completeness and appearance of their application files, previous academic records, experience with young children, career goals, and letters of recommendation.

Special Education

Master's and doctoral degrees are offered with a major in special education. Graduates find positions—in the United States and abroad—that include teaching kindergarten and school-age children and adult students, conducting individual and group intervention programs, managing residential living centers, coordinating in-service training programs, consulting with teachers about educating children with disabilities in general-education classrooms and school settings, conducting research, teaching in colleges and universities, working in the administration of special education programs, and delivering best practices in collaboration with a variety of professions in a range of settings.

Students pursue the master's degree to enhance their skills as special education teachers or consultants, to work in adult service programs for people with disabilities, or to prepare for the doctoral program.

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions

in school districts and other state educational agencies, and consultation positions in professional education.

Licensure and endorsement programs prepare individuals to teach students with disabilities from age three to twenty-one.

Master's Degree

Students can work toward a master of arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree in several areas of special education. For the M.A. degree the candidate must demonstrate proficiency in a second language. For the M.Ed. degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching.

The program of study leading to the master's degree requires a minimum of 45 credits of graduate work. The program of study includes required core courses, electives, and a terminal project.

Doctoral Degree

The area offers doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in three or four years. Financial assistance is awarded based on the applicant's qualifications. The program uses a cohort model, which students begin fall term.

Applications for Admission

Application for admission may be requested by telephone, mail, e-mail, in person from the area office; it is also available on the college website. Students who are interested in more than one major offered by this area should indicate that on their admission applications, and their files will be reviewed by the relevant admission committees. Applications for summer session or fall term must be received by mid-January for doctoral applicants and by mid-February for master's applicants.

School Psychology

175 Education Building
(541) 346-2412
<http://www.uoregon.edu/~spsy>

The nationally recognized school psychology program offers master's and doctoral degrees and provides service courses to other College of Education and university programs. The doctoral program is accredited by the American Psychological Association the National Association of School Psychologists. Both the master's and doctoral programs are approved by the Oregon Teacher Standards and Practices Commission for the preparation of school psychologists.

The program's focus is prevention and early intervention. It prepares psychologists as leaders and innovators who can identify, assess, and remedy the social and educational problems of children and adults. Students are trained to be scientists and practitioners from an ecological, data-oriented perspective.

Each student's program of study is tailored to allow development of individual strengths and interests. Master's and doctoral students take

course work in the following general areas: psychological and educational foundations of school psychology; psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; and practicum experiences. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience.

Graduates of the school psychology program find positions in the United States and abroad, in schools and in other settings. These positions include teaching and providing services at infant, preschool, school-age, and adult levels; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers about educating children with disabilities and other at-risk students; conducting research, teaching, and coordinating school psychology training programs in colleges and universities; working in the administration of special education programs; and delivering a range of psychological and educational services in collaboration with a variety of professionals.

Master's Degree

The primary emphasis of the school psychology program is doctoral training, and students who are seeking a terminal master's degree are seldom admitted. Students in the doctoral program may elect to earn a master's degree as they work to complete their Ph.D. Doctoral students in school psychology may also earn a master's degree in special education.

The master's degree program in school psychology requires a minimum of 91 credits, and typically takes three years to complete, including a full-time internship for one academic year in a public school setting. The master's program is approved by the Oregon Teacher's Standards and Practices Commission, and graduates of this program meet State of Oregon licensure requirements. The program is designed to achieve the competencies established by National Association of School Psychologists, and graduates of the program have been successful in receiving the Nationally Accredited School Psychologist certificate.

Doctoral Degree

The Ph.D. program typically requires five years of study beyond the bachelor's degree, including a one-year supervised internship during the last year. Students may enter the doctoral program with or without a master's degree. Prior graduate course work may reduce the amount of time needed to finish the doctoral program. In addition to course requirements, doctoral students must pass comprehensive exams, advance to candidacy, and complete a dissertation.

The doctoral program requires a minimum of 164 credits, distributed as follows:

<i>Minimum Requirements</i>	<i>164 credits</i>
Psychological and educational foundations.....	21
Measurement and assessment.....	20
Statistics and research (includes course work, participation in a research team, and dissertation research).....	44
Methods of school-based intervention	22
Professional school psychology.....	15

Practicum.....	12
Internship	9
Supervised college teaching	6
Individually designed supporting area	15

Application and Admission

Prospective applicants may request detailed admission policies and procedures and applications for admission from the area's academic secretary, or find them on the area's website. Students are admitted for fall term only.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) résumé, (4) a statement of purpose in seeking admission, (5) an interview, and (6) Graduate Record Examinations (GRE) general test scores.

Application packets must include application forms, résumé, letters of recommendation, personal statement, and copies of transcripts. Completed applications must be received by January 15. Notices about the disposition of applications typically are mailed by February 15.

Licensure Programs

The Special Education Area's licensure programs in early intervention, school psychology, and special education meet requirements of the Oregon Teacher Standards and Practices Commission. These licenses prepare teachers to work with the full range of students with disabilities in early childhood–elementary or middle-high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in standard classrooms and in resource, support, and community-based positions.

Early Intervention Licensure and Endorsement

Jane Kaplan Squires, Coordinator

(541) 346-2634

The Special Education Area offers initial and continuing endorsements with options for an add-on (level I) endorsement or a stand-alone (level II) endorsement. The early intervention special education (EI) endorsement program prepares professionals to work with children from birth through age eight who have disabilities ranging from mild to severe. The program integrates didactic course work with practical experience. Full-time students can complete the program in four to six terms. The program can be completed as a 22-credit add-on endorsement (EI I) to an elementary or special education license or as a stand-alone endorsement (EI II).

Special Educator—Early Childhood–Elementary Licensure or Endorsement

Kathleen Jungjohann, Coordinator

(541) 346-1643

The endorsement and licensure program prepares special educators to work with students who have a variety of diagnostic labels (e.g., learning disabilities, at risk, behavior disorders, developmental disabilities, autism) in elementary schools. The program integrates theory and practice by synthesizing educational models from the research literature with empirically proven procedures.

Program goals are met through course work and field experiences organized around a set of roles

and tasks that reflect the range and variety of disabilities and provide a framework for students to link university-based work to school-based work. The immediate application of learning in an applied setting allows students to refine and improve their skills in real contexts. Many of the classrooms used for practicum assignments participate in a variety of departmental research, innovation, and continuing professional development activities.

Students complete the program as an add-on endorsement to an existing license or as a stand-alone program that leads to an initial teaching license. Students can combine licensure studies with a master's degree program.

Special Educator—Middle-High School Licensure or Endorsement

Cynthia M. Herr, Coordinator

(541) 346-1410

This licensure-endorsement program prepares teachers to work with students with disabilities in middle and high school settings. The program provides students with the knowledge, values, and skills they need to implement a broad-based approach to helping youth with disabilities succeed in middle and high school settings and to be better prepared for the transition from school to work opportunities and postsecondary education. The program emphasizes self-determination, skilled teaching, technology, and contextual learning as keys for helping youth achieve high levels of academic and occupational excellence.

Practicum experiences take place in middle and high schools that have diverse student populations, teaching styles, and organizational formats.

Admissions and Application

Applicants must meet general university requirements for graduate admission including a bachelor's degree from an accredited college or university and 3.00 grade point average (GPA). In addition, applicants must submit a formal department application including a statement of professional goals and experience, résumé, letters of recommendation, transcripts, scores from the Graduate Record Examinations or Miller Analogies Test or a transcript with 6 graduate credits of mid-B or better in a relevant field. Applicants must submit passing scores for the California Basic Educational Skills Test (CBEST) or the Praxis Pre-Professional Skills Test (PPST) and have experience working with special populations. Application and program information packets can be picked up or requested by telephone from the area office.

Special Education Courses (SPED)

198 Workshop: [Topic] (1–2R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–16R)

407/507 Seminar: [Topic] (1–5R) Topics include Collaborative Team, Introduction to Talented and Gifted, Mental Retardation.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Recent topics include Special Education, Talented and Gifted.

410/510 Experimental Course: [Topic] (1–5R)

411/511 Foundations of Disability I (3) Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

412/512 Foundations of Disability II (3) Overview of special education and disability studies; social construction of disability; personal and family experiences and perspectives; service systems that support individuals with disabilities. Prereq: 411/511.

421/521 Special Education Reading Instruction (4) Instructional procedures for designing and delivering reading instruction to special education students. Includes emergent literacy, assessment, primary and intermediate decoding and comprehension strategies, and monitoring progress. Prereq: introductory special education course.

422/522 Special Education Mathematics Instruction (3) Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

423/523 Reading and Writing in Content Areas (3) Reading and writing strategies for low-performing students in general-education curriculum. Identifies key ideas of content-area subjects such as social studies, science, and health. Prereq: SPED 421/521.

426/526 Behavior and Classroom Management (4) Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.

427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes.

431/531 Introduction to Learning Disabilities (3) Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

432/532 Introduction to Behavioral Disorders (3) Introduces the characteristics and education of children and youth who have emotional and behavioral disorders. Prereq: SPED 411/511.

433/533 Schoolwide Discipline (3). Describes features, principles, and procedures of schoolwide management and discipline. Prereq: SPED 426/526.

434/534 Educating Students with Behavioral Disorders (3) Provides overview of promising and preferred practices for educating children and youth who have emotional and behavioral disorders. Prereq: SPED 426/526, SPED 411/511.

436/536 Advanced Behavior and Classroom Management (3) Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments. Prereq: SPED 426/526.

471/571 Underachieving Gifted Children (3) Not offered 2004–5.

480/580 Providing Student Supports I (3) Activities and content emphasize supports needed by all learners. Focuses on provision of three kinds



of support: behavioral and emotional, communication, and physical and medical.

488/588 Professional Practices (1–3R) Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience. Coreq: practicum or field experience.

503 Thesis (1–9R)

601 Research: [Topic] (1–6R)

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Field Studies: [Topic] (1–6R)

607 Seminar: [Topic] (1–5R) Recent topics include Advanced Applied Behavioral Analysis, Doctoral Orientation, Program Evaluation, Project Aim.

608 Workshop: [Topic] (1–10R)

609 Practicum: [Topic] (1–16R) Topics include Classroom Consultation; College Teaching; Elementary I,II; Program Evaluation; Research; Secondary I,II,III; Supervision.

610 Experimental Course: [Topic] (1–5R)

611 Middle-Secondary Reading (3) Instructional strategies and content for reading instruction that meets the needs of middle and high school students with disabilities.

612 Middle-Secondary Writing (3) Instructional strategies and content for writing instruction that meets the needs of middle and high school students with disabilities.

613 Adolescent Development and Transition (3) Overview of theories and research on adolescent development emphasizes on similarities and differences between students with and without disabilities.

614 School to Careers (3) Issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to future careers and continuing education.

615 Transition Assessment and Planning (3)

Overview and strategies of transition planning for youth with disabilities includes features, supports, resources, and incorporation into the individual education plan (IEP).

622 History of Special Education and Disability (3) Historical context for contemporary issues in understanding and supporting the lives of people with disabilities and their families.

623 Ways of Knowing (3) Structured and guided examination of the features and requirements of the scientific process.

624 Advanced Applied Behavior Analysis (3) Skills, practice, and knowledge in advanced experimental and applied behavior analysis theory and methods.

626 Grant Writing (1–3) Provides structure and guidance in developing a grant proposal.

627 Introduction to Research Design and Quantitative Methods (3) In-depth introduction to the research process.

628 Law and Special Education (3) Knowledge of current case law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

632 Collaborative Educational Planning (3) Collaborating to (1) identify unique needs of individuals with disabilities and establish legally correct, educationally useful IEPs, and (2) use knowledge of effective interventions to meet needs. Prereq: SPED 628 or equivalent.

655 Supervised Field Experience (5–12R) Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.

660 Design of Instruction (4) Design, development, and evaluation of instructional materials for children with disabilities. Emphasis on analysis and construction of instructional sequences for various learning tasks.

664 Multimethod Inquiry in Education (4)

Systematic inquiry to generate information that allows effective professional decision-making. Collaborative investigation of a problem of practice.

665 Qualitative Research in Education I (3)

Focuses on the knowledge tradition of interpretive inquiry and qualitative methods as applied to educational research. Performance of qualitative research study.

666 Qualitative Research in Education II (3)

Focuses on applying qualitative research methods to special education and disability studies. Prereq: SPED 665.

667 Single-Subject Research Methods I (3) Basic strategies for applied special education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.

668 Single-Subject Research Methods II (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPED 667.

706 Special Problems: [Topic] (1–6R)

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] (1–6R)

709 Practicum: [Topic] (1–6R)

Early Intervention Courses (EINT)

405 Reading and Conference: [Topic] (1–18R)

407/507 Seminar: [Topic] (1–5R)

409 Practicum: [Topic] (1–15R)

503 Thesis (1–9R)

601 Research (1–6R)

602 Supervised College Teaching (1–9R) Squires.

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–16R)

- 606 Field Studies (1–6R)**
- 607 Seminar: [Topic] (1–5R)** Recent topics are Applied Linked Systems, Research.
- 608 Workshop: [Topic] (1–10R)**
- 609 Practicum: [Topic] (1–16R)** Field-based experience in community early intervention and early childhood special education programs.
- 610 Experimental Course: [Topic] (1–5R)**
- 625 Final Supervised Field Experience (1–15R)**
- 680 Foundations in Early Childhood and Early Intervention (3)** Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation.
- 681 Family-Guided Early Intervention (3)** Covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.
- 682 Assessment and Evaluation (3)** Presents assessment and evaluation materials used in early intervention programs and provides methods for using these materials.
- 683 Curriculum in Early Childhood and Early Intervention (3)** Presents curricular materials covering development from birth to six years. Discusses procedures for use and modification.
- 684 Issues in Early Intervention (2)** Overview of the critical issues in early intervention.
- 685 Interdisciplinary Teams (2)** Occupational therapist, communication specialist, counselor, medical professional, and other professionals discuss their training, roles, and functions on an interdisciplinary team.
- 686 Interagency and Team Collaboration (2)** Introduces the concepts and skills needed to be an effective team member. Provides relevant information and opportunities for practical experience.
- 687 Early Intervention Methods I (1–3)** Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.
- 688 Early Intervention Methods II (1–3)** Provides opportunity to develop effective intervention skills to use with young children who are at risk and disabled and with their families.
- 689 Early Intervention Methods III (1–2)** Focuses on advanced methods in early intervention, including special handling and management techniques.
- 690 Early Intervention Methods IV (1–2)** Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

School Psychology Courses (SPSY)

- 405 Reading and Conference: [Topic] (1–21R)**
- 406 Special Problems: [Topic] (1–21R)**
- 407/507 Seminar: [Topic] (1–5R)**
- 408/508 Workshop: [Topic] (1–21R)**
- 409 Practicum: [Topic] (1–21R)**
- 410/510 Experimental Course: [Topic] (1–5R)**
- 503 Thesis (1–16R)**
- 601 Research: [Topic] (1–16R)**
- 602 Supervised College Teaching (1–5R)**
- 603 Dissertation (1–16R)**
- 605 Reading and Conference: [Topic] (1–16R)**
- 606 Special Problems: [Topic] (1–16R)**

- 607 Seminar: [Topic] (1–5R)**
- 608 Workshop: [Topic] (1–16R)**
- 609 Practicum: [Topic] (1–16R)**
- 610 Experimental Course: [Topic] (1–5R)**
- 617 Tests and Measurements in Education (4)** Introduction to measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Prereq: undergraduate statistics or educational psychology course or equivalent.
- 618 Statistics in Education I (4)** Covers descriptive statistics and elementary inferential statistics for examining the relation between two quantitative or qualitative variables using selected computer applications. Prereq: SPSY 617.
- 619 Statistics in Education II (4)** Covers between-subject and within-subject effects in analysis-of-variance designs using selected computer applications. Prereq: SPSY 618.
- 620 Multivariate Statistics and Research Design (4)** The validity of experimental and quasi-experimental designs is explored with a focus on the control and partitioning of variability. Prereq: SPSY 619.
- 626 Final Supervised Field Experience (1–15R)** Prereq: instructor's consent. Limited to students in school psychology program for basic endorsement for an Oregon license.
- 650 Child Development and Psychopathology (4)** Overview of descriptive psychopathology in childhood. Covers phenomenology, etiology, development, and prognosis of major psychological disorders in childhood.
- 661 Principles and Practices in School Psychology (4)** Theory, role, and function of school psychology in its relation to learning and the school setting.
- 671 Behavioral Assessment (4)** Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.
- 672 Intellectual Assessment (4)** Covers individual assessment of learning aptitude. Includes administering, scoring, and interpreting intelligence tests as well as report writing. Reviews theories of intelligence. Prereq: instructor's consent.
- 673 Functional Assessment: Low-Incidence Populations (4)** Content and methods of educational and behavioral assessment procedures to support the education of students with low-incidence disabilities and those at risk for developmental delays. Prereq: SPSY 672.
- 674 Educational Assessment (4)** Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.
- 681 Instructional Consultation (4)** Theory and practice in consultation in school settings with emphasis on instructional issues in mainstream and special education classrooms; students complete case studies in schools.
- 682 Behavioral Consultation (4)** Use of behavioral-change strategies and the delivery of these services via a consultation model. Students conduct behavioral consultation with school personnel. Prereq: knowledge of the principles of applied behavior analysis.
- 704 Internship: [Topic] (1–15R)**
- 706 Special Problems: [Topic] (1–16R)**
- 709 Practicum: [Topic] (1–16R)**

Speech, Language, and Hearing Sciences

Marilyn A. Nippold, Area Head

(541) 346-2480
 (541) 346-2564 fax
 212 Education Building
 cds@darkwing.uoregon.edu
<http://education.uoregon.edu/CDS/>

Faculty

- Melissa M. Allen, adjunct assistant professor. B.A., 1992, M.S., 1999, Ph.D., 2003, Oregon. (2003)
- Steven K. Gorsek, visiting instructor. B.A., 1987, M.A., 1989, California State, Fresno. (1999)
- Donna Graville, visiting assistant professor. B.S., 1985, M.S., 1989, Portland State; Ph.D., 1997, Oregon. (1998)
- Linda J. Hesketh, adjunct assistant professor. B.A., 1979, M.S., 1983, Washington (Seattle); Ph.D., 1996, Wisconsin, Madison. (2001)
- Kathleen Hoffer, research associate with title of assistant professor (speech-language assessment and intervention with multicultural populations, phonological development and disorders). B.A., 1971, California, San Diego; M.A., 1975, Ph.D., 1988, San Diego State. (1994)
- Johanna Larson, adjunct instructor (American Sign Language). B.A., 1984, California State, Northridge. (1999)
- Melanie MacKinnon, adjunct instructor; clinic supervisor. B.A., 1981, M.A., 1985, South Carolina. (1999)
- Jane Eyre McDonald, adjunct instructor. B.A., 1966, M.A., 1968, Missouri, Columbia. (1996)
- Karen McLaughlin, adjunct assistant professor. B.A., 1991, Colorado, Boulder; M.A., 1996, Ph.D., 2001, Oregon. (2000)
- Marilyn A. Nippold, professor (language development and disorders in school-age children and adolescents). B.A., 1972, California, Los Angeles; M.A., 1976, California State, Long Beach; Ph.D., 1982, Purdue. (1982)
- Kathleen Roberts, research associate with title of assistant professor (pediatric audiology, otitis media, newborn hearing screening). B.A., 1978, California, Santa Barbara; M.A., 1981, Cincinnati; Ph.D., 1993, Oregon. (1993)
- Susan Roberts, clinic director. B.S., 1988, Montana State; M.S., 1995, West Virginia. (1999)
- Marlene W. Shapiro, clinic supervisor. B.S., 1983, Oregon; M.S., 1987, Washington (Seattle). (2001)
- McKay Moore Sohlberg, associate professor (neuroanatomy, neurophysiology, traumatic brain injury). B.A., 1982, Stanford; M.S., 1984, Ph.D., 1990, Washington (Seattle). (1995)
- Susan E. White, adjunct instructor; clinic supervisor. B.A., 1989, M.A., 1992, California State, Fullerton. (2001)

Emeritus

- Ned J. Christensen, professor emeritus. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State. (1962)
- The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.*

Undergraduate Studies

The undergraduate program includes courses in basic processes of speech, language, and hearing as well as courses that survey speech, language, and hearing disorders that affect communication across the life span. The undergraduate program prepares students for graduate training in communication disorders and sciences or audiology. It also prepares students to work in other fields where knowledge of speech, language,

and communication is important, such as early intervention and general and special education.

Students can earn a bachelor of science (B.S.) or bachelor of arts (B.A.) degree with a major in communication disorders and sciences. Both degrees require at least 71 credits: 48 in communication disorders and sciences and 23 credits in other course work. Students must maintain a minimum GPA of 2.50 in university course work and 3.00 in communication disorders and sciences course work. Majors must pass a speech-language-hearing screening during the junior year. The goals of the program are to provide students opportunities to learn about:

1. Anatomical-physiological bases of speech, language, and hearing
2. Physical properties of speech (acoustics and phonetics)
3. Role of biology, cognition, environment, and culture in language acquisition
4. Development of speech and language
5. Speech, language, and hearing disorders across the life span
6. Assessment and treatment procedures for individuals with speech, language, and hearing disorders
7. Professional issues in speech-language pathology and audiology

Major Requirements

Core Requirements	65 credits
Course in biological science	4
Course in physical science	4
College Algebra (MATH 111) or higher level mathematics course	4
Beginning American Sign Language (CDS 168)....	4
Introduction to Linguistic Analysis (LING 290)...	4
Practicum: Assistantship (CDS 409)	2
Clinical Observation (CDS 411)	2
Anatomy and Physiology of Speech Mechanism (CDS 442)	4
Acoustics of Speech (CDS 443)	4
Clinical Phonetics (CDS 444)	4
Introduction to Language Development (CDS 450)	4
Information and Data Retrieval (EDLD 450)	1
Fundamentals of Audiology (CDS 457)	4
Audiological Assessment (CDS 458)	4
Audiological Rehabilitation (CDS 459)	4
Developmental Disorders in Communication (CDS 460)	4
Structural Disorders of Communication (CDS 461)	4
Neurogenic Disorders of Communication (CDS 462)	4

Majors must also select two courses for a minimum of 6 credits from approved courses in educational studies, family and human services, linguistics, psychology, or special education. A list of courses is available from the area secretary or undergraduate adviser.

Program Plan

Freshman and Sophomore Years. Meet with the area's undergraduate adviser to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met, including MATH 111, CDS 168, LING 290, and the sciences.

Junior Year. Clinical observation course, CDS 442, 443, 444, 450, 460, 461 or 462.

Senior Year. CDS 457, 458, 459, 461 or 462.

Graduate Studies

The graduate program offers master's and doctoral degrees in communication disorders and sciences. The master's program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certificate of Clinical Competence. The program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The doctoral program emphasizes advanced scholarship in a specialized area of speech-language pathology.

Accreditation. The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Master's Degree

The master's degree program provides students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with individuals of all ages and of varying social, cultural, linguistic, and economic backgrounds.

The communication disorders and sciences major leads to a master of arts (M.A.) or master of science (M.S.) degree. The M.A. requires the equivalent of two years of a second language. A planned program for the master's degree must be filed with the area secretary.

Students who have fulfilled the undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing the degree. All work applicable to a program of study must be concluded within seven years. A minimum cumulative GPA of 3.00 is required for graduation.

The master of education (M.Ed.) program in communication disorders and sciences is inactive.

Application and Admission

The number of students admitted each year varies according to available resources. On the average, the Speech, Language, and Hearing Sciences Area admits twenty-five master's degree applicants each year. Applicants should have a minimum overall GPA of 3.00 with a 3.50 GPA in their major. The Graduate Record Examination is required for admission; applicants should have a combined verbal-quantitative score of at least 900.

Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above for the paper version or a score of 250 or above for the computer version. International students who plan to participate in clinical practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 50.

Applications for admission and program brochures with more detailed information are available from the Speech, Language, and Hearing Sciences Area. Application materials must be received by February 15 for entry the following September.

Master's Degree and ASHA Certification Requirements

Master's Degree Requirements

Seminar: Final Supervised Field Experience (CDS 607)	1
Practicum: September Experience (CDS 609)	3
Tests and Measurements in Education (SPSY 617)	3
Research (CDS 601)	4
Clinical Methods (CDS 611)	1
Law and Governance (EDLD 627)	4
Beginning Counseling Skills (CPSY 641)	4
Assessment and Treatment of Feeding and Swallowing Disorders (CDS 649)	4
Phonological Disorders (CDS 652)	3
School-Age Language Development and Disorders (CDS 653)	4
Theory and Remediation of Language Disorders in Adults (CDS 654)	3
Stuttering (CDS 655)	3
Voice Science and Disorders (CDS 656)	1
Augmentative Procedures for Communication Disorders (CDS 657)	2
Motor Speech Disorders (CDS 660)	3
Introduction to Neuroanatomy and Neurophysiology (CDS 662)	4
Management of Acquired Cognitive Disorders (CDS 663)	4
Language Disorders in Children (CDS 665)	4
Management of Dementia (CDS 667)	1
Issues in diversity (CDS 668)	1
Congenital Syndromes and communication Disorders (CDS 669)	1

ASHA Requirements

Certification requires 100 credits. Master's degree requirements satisfy some certification requirements; course numbers that satisfy certification are listed.

Basic Sciences	credits
Biological sciences	4
Physical sciences	4
Mathematics	4
Behavioral or social sciences	8
Basic communication processes including CDS 653, CDS 662	20

Professional Course Work	credits
Of the 50 credits, 36 must be taken at the graduate level	

Communication Disorders. CDS 601, 649, 652, 654, 655, 656, 657, 660, 663, 665, 667, 668, 669

Audiology. Choose from Fundamentals of Audiology (CDS 557), Audiological Assessment (CDS 558), Audiological Rehabilitation (CDS 559) to total	8
Practicum: Speech-Language (CDS 609)	8

Doctoral Degree

The doctoral degree (Ph.D.) in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds.

The doctor of education (D.Ed.) degree program is inactive.

Degree Requirements

A total of 78 credits are required beyond the master's degree. This includes the 18 credits taken as part of dissertation research. A minimum

of 21 credits are taken in the student's area of specialization (e.g., child or adult language disorders). At least 18 credits must be taken in communication disorders and sciences courses.

At least 9 credits are required in a collateral area—a combination of courses that have a substantive commonality—that may involve courses in more than one academic department.

At least 18 credits must be completed in research design, statistics, and measurement. Required course work in this area includes a three-term sequence of doctoral-level statistics, and at least three additional courses in research design, measurement, or grant development.

At least 3 credits are completed as part of a predissertation research project. Doctoral students must conduct a research project under the direction of an area faculty member before beginning the dissertation.

At least 9 credits is completed in Practicum: Supervision (CDS 609) or classroom instruction.

Candidates must pass a comprehensive examination that consists of (1) three preliminary papers, (2) a sixteen-hour written examination, and (3) an oral examination. The three preliminary papers must be completed before taking the written exam.

When students have successfully completed all the academic requirements and the comprehensive examination, they are advanced to candidacy and can begin work on the dissertation.

Summary of Requirements 78 credits

Area of specialization in communication disorders and sciences	21
Collateral area	9
Research competencies	18
Predissertation project	3
Practicum: Supervision (CDS 609) or classroom teaching	9
Dissertation	18

Application and Admission

Students should have a GPA of at least 3.50 and a GRE score of at least 1,000 (combined quantitative and verbal scores). Applicants are reviewed by the admissions committee, and those with lower scores are considered if other supporting evidence (letters of recommendation, research, or work experience) is outstanding.

Applicants submit three letters of recommendation from individuals familiar with the applicant's academic background and aptitude for doctoral work in speech-language pathology. The letters should specify in detail the applicant's capabilities for doctoral study. Applicants also submit a résumé or vita describing their educational and work experience and a letter describing research interests and professional goals. In addition, applicants must have an interview with UO faculty members in the student's area of specialization.

Most applicants have a master's degree and their certificate of clinical competence upon admission, but this is not a requirement.

Upon admission and in consultation with the student, an academic adviser is selected, taking into account the student's personal and professional goals. This adviser chairs the student's advisory committee.

Licensure Program

Students seeking an Oregon teaching license in communication disorders must have

1. Undergraduate degree or equivalent in communication disorders and sciences
2. Formal admission to the master's degree program in communication disorders and sciences
3. Passing scores on
 - a. Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST)
 - b. National Teachers Examination (NTE) Professional Knowledge test
 - c. Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology
4. Approved program leading to Teacher Standards and Practices Commission licensure. The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in licensure and a master's degree in communication disorders and sciences

The TSPC may have additional requirements that must be completed before a teaching license is issued. Direct questions about the licensure process to the student academic services office.

Communication Disorders and Sciences Courses (CDS)

168 Beginning American Sign Language (4) Introduction to deaf culture, expressive and receptive communication skills in ASL.

169 Intermediate American Sign Language (4) Continuation of communication skills. Emphasis on finger spelling, ASL structure, and vocabulary development. Prereq: CDS 168.

170 Advanced American Sign Language (4) Continuation of communication skills. Emphasis on fluency, comprehension, dialogue, and ASL structure. Prereq: CDS 169.

405 Reading and Conference: [Topic] (1–3R)

407/507 Seminar: [Topic] (1–3R)

409 Practicum: [Topic] (1–7R) Prereq: instructor's consent.

410/510 Experimental Course: [Topic] (1–6R)

411 Clinical Observation (2) Provides fundamental principles and procedures, for the beginning clinician, for treating people who have communication disorders. Provides opportunities to observe therapy sessions.

442/542 Anatomy and Physiology of Speech Mechanism (4) Study of anatomy, physiology, and neurology of speech and language processes.

443/543 Acoustics of Speech (4) Acoustic measurement and analysis of sound production and reception in human communication.

444/544 Clinical Phonetics (4) Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.

450/550 Introduction to Language Development (4) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy. Prereq: LING 290 and WR 122 or 123.

457/557 Fundamentals of Audiology (4) Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatology of hearing impairment.

458/558 Audiological Assessment (4) Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.

459/559 Audiological Rehabilitation (4) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments. Prereq: CDS 458/558.

460/560 Developmental Disorders in Communication (4) Explores growth and developmental disorders that cause or contribute to child and adult speech, language, fluency, and auditory impairments.

461/561 Structural Disorders of Communication (4) Explores physical problems that cause or contribute to child and adult speech, language, and auditory impairments. Prereq: EDLD 450. Offered 2004–5 and alternate years.

462/562 Neurogenic Disorders of Communication (4) Explores neurologic disorders that cause or contribute to child and adult speech, language, voice, and auditory impairments. Offered alternate years; not offered 2004–5.

503 Thesis (1–15R)

601 Research: [Topic] (1–9R)

602 Supervised College Teaching (1–9R)

603 Dissertation (1–16R)

605 Reading and Conference: [Topic] (1–3R)

606 Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–3R) Topics include

Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–5R)

611 Clinical Methods (1) Provides methodology behind the sound clinical practices and fundamentals of the UO Speech-Language-Hearing Center operations. Prepares students to begin working with clients.

625 Final Full-Time Practicum (1–15R) Diagnostic and treatment experience in the public school setting. R once for maximum of 30 credits.

649 Assessment and Treatment of Feeding and Swallowing Disorders (4) Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.

652 Phonological Disorders (3) Causes and consequences of phonological disorders; principles and procedures for assessment and intervention.

653 School-Age Language Development and Disorders (4) Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

654 Theory and Remediation of Language Disorders in Adults (3) Diagnosis and treatment of speech and language disorders resulting from intracranial pathology or the aging process.

655 Stuttering (3) Focuses on contemporary issues in stuttering. Discusses and critically evaluates current theories and research findings.

656 Voice Science and Disorders (1) Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

657 Augmentative Procedures for Communication Disorders (2) Recent advancements in design,



development, and use of systems supplemental to vocal speech and language.

660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

662 Introduction to Neuroanatomy and Neurophysiology (4) Introduces functions and structures of the central and peripheral nervous systems. Provides a foundation for diagnosis and treatment of neurogenic communication and cognitive disorders.

663 Management of Acquired Cognitive Disorders (4) Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes. Prereq: CDS 662.

664 Service Delivery Issues (3) Not offered 2004–5.

665 Language Disorders in Children (4) Child language disorders and related topics, including principles of assessment and intervention,

cultural awareness and sensitivity, clinical application, and working with families.

667 Management of Dementia (1R) Cognitive-linguistic changes that occur with dementing diseases. Management techniques to facilitate communication and maintain function are reviewed. Prerequisite: CDS 662. **R** twice for a maximum of three credits.

668 Issues in Diversity (1) Increases students' cross-cultural competence, enabling them to deal effectively and sensitively with families and children from various cultures in the United States.

669 Congenital Syndromes and Communication Disorders (1) Enables students to work with individuals who have speech, language, or hearing disorders associated with congenital syndromes.

706 Special Problems: [Topic] (1–16R)

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

710 Experimental Course: [Topic]

Teacher Education

M. D. "Mark" Gall, Area Head

(541) 346-2518
124 Education Building
<http://education.uoregon.edu/>

Faculty

- Lynne Anderson-Inman, associate professor (computers and literacy, content reading). B.A., 1970, Wisconsin, Madison; M.S., 1974, Wisconsin, Oshkosh; Ph.D., 1978, Oregon. (1982)
- Juliet "Jill" A. Baxter, assistant professor (mathematics and science education, professional development of teachers). A.B., 1975, M.A., 1977, Ph.D., 1987, Stanford; M.A., 1977, Minnesota. (2002)
- Ronald A. Beghetto, assistant professor (teacher development, educational evaluation). B.A., 1993, B.A., 1995, M.S., 1998, Wyoming; Ph.D., 2002, Indiana. (2002)
- M. D. "Mark" Gall, professor (instructional methods, teacher education). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California, Berkeley. (1975)
- Sandra K. Lorenzen, adjunct instructor (supervision, teacher training); practicum coordinator. B.S., 1977, Oregon State; M.A., 1978, Oregon. (1998)
- David G. Moursund, professor (computers in education, learning systems technology). B.A., 1958, Oregon; M.S., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)
- Alexa D. Parker, adjunct assistant professor (reading education, supervision, teacher training). B.S., 1968, Bennington; M.S., 1987, Northern Arizona; Ed.D., 1996, Northern Arizona. (2000)
- Irene E. Smith, adjunct assistant professor (technology in education). B.Ed., 1970, Victoria; M.Ed., 1989, Gonzaga; Ph.D., 1993, Oregon. (1997)
- Suzanne J. Yockelson, adjunct instructor (early intervention, social emotional development). B.A., 1983, M.A., 1987, California State, Northridge; Ph.D., 1999, Oregon. (1999)

Courtesy

- Marilyn Olson, courtesy associate professor (curriculum instruction alignment, teacher education); director, middle-secondary program. B.A., 1962, Northwest Nazarene; M.A., 1968, Missouri; Ph.D., 1984, Oregon. (1997)
- Patricia L. Rounds, courtesy assistant professor (teacher education, second-language teaching, applied linguistics). B.S., 1970, New York, Oneonta; M.A., 1973, New York, Stony Brook; M.Ed., 1981, New York, Buffalo; M.A., 1983, Ph.D., 1985, Michigan. (1985)

Emeriti

- Thomas L. Dahle, professor emeritus. B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)
- Edna P. DeHaven, professor emerita. B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon. (1969)
- John E. deJung, professor emeritus. B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse. (1963)
- Gary W. Ferrington, senior instructor emeritus. B.S., 1964, Portland State; M.S., 1967, Southern California. (1967)
- Judith K. Grosenick, professor emerita. B.S., 1964, Wisconsin, Oshkosh; M.S., 1966, Ph.D., 1968 Kansas. (1984)
- William H. Harris, associate professor emeritus. B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon. (1969)
- Ray E. Hull, professor emeritus. B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon. (1970)
- William E. Lamon, associate professor emeritus. B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)

Ione F. Pierron, associate professor emerita of librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita. B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington (Seattle). (1967)

John E. Suttle, professor emeritus. B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas. (1959)

Robert A. Sylwester, professor emeritus. B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon. (1968)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Area

License and degree programs in the Teacher Education Area prepare professionals to work in education. The undergraduate major in educational studies has two specializations: educational foundations and integrated teaching. The major leads to a bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In some cases, students may earn a bachelor of education degree (B.Ed.)

The graduate major in teaching and learning with a specialization in graduate elementary teaching or middle-secondary education leads to recommendation for a state-approved teaching license and a master of education (M.Ed.) degree. A program in English for speakers of other languages leads to a state-approved add-on endorsement for licensed teachers.

Undergraduate Studies

Educational Studies Major

The educational studies major offers two specializations: educational foundations and integrated teaching. Both provide preparation in educational research, theory, and practice and the foundations of the American school system.

The educational foundations specialization culminates with a baccalaureate degree. Graduates can enter the workforce or apply to a fifth-year program in elementary education, special education, early intervention, or other teaching specialty.

The integrated teaching specialization is a cohort program that begins in the student's junior year and, after successful completion of program requirements, continues with a fifth-year license and master's degree program. Graduates are eligible to be recommended for an elementary teaching license awarded by the Oregon Teacher Standards Commission; they also earn a master's degree and an additional teaching specialization or endorsement.

Students who are planning to major in educational studies typically spend their first two years completing general education requirements and premajor core courses.

Premajor Core Courses	17 credits
Educational Issues and Problems (EDST 111)	4
Communication Using Computers (EDST 114)...	4
Foundations of Learning and Intervention (EDST 212).....	4
Applications in Learning and Intervention (EDST 213).....	4
Information and Data Retrieval (EDLD 450).....	1

Advising

Students who are considering a major in educational studies should meet with a peer adviser for

an introduction to the major. The peer adviser's office is in 141 Education Building; telephone (541) 346-1569. Once admitted to the major, students are assigned an adviser who helps them plan an individualized course of study.

Core Requirements

Both specializations require a common core of educational studies courses. Additional courses are required based on the interests of the student and the selected specialization. Courses required for the degree program must be taken for a letter grade and passed with a C– or better.

Program Plans

Each student develops an individualized program plan with an assigned adviser. Programs of study for the undergraduate specializations are available in 124 Education Building, in 141 Education Building, and on the College of Education's website.

Educational Foundations Specialization

Educational foundations helps students develop an understanding of public school education and historical, political, and social factors that affect it. Participants also acquire the knowledge and skills needed for a career in education—curriculum, instruction, assessment, the relationship between research and practice, the role of technology in education, human development, student diversity, and special education. Graduates can apply for admission to a fifth year of study that results in a recommendation for an elementary or special education teaching license.

The specialization consists of the educational studies core and a set of individualized courses consistent with the student's career path. The core provides majors with an understanding of educational theories and their applications to teaching and learning, human development and diversity, and educational research. Courses pertinent to the student's desired career may include work in elementary education, special education, early-childhood education, or other education-related fields.

Application and Admission. Entering students specify the preeducation major on the application for admission to the University of Oregon. Application to the major with the educational foundations specialization is made before beginning the junior year of study and may be made only during specific terms of the academic year. Seniors who transfer from another university or change their major may be admitted, but are not guaranteed graduation within one year. The College of Education website has specific requirements and application deadlines for the specialization.

Integrated Teaching Specialization

Integrated teaching is a unique three-year interdisciplinary program of study that prepares educators to deliver a diversified curriculum that accommodates children's individual differences.

The program consists of the educational studies core, professional courses in teacher preparation, practicums, and, in the fifth year of study, requirements for the master's degree. Core courses include studies in the foundations of educational practice, human development, teaching and learning, and intervention strategies. Students in the specialization interact with faculty members

who represent interdisciplinary thinking and research in the College of Education.

Students may begin the program during the junior year and, after the senior year, complete a year of study at the graduate level. During the graduate year, students elect an emphasis area that can lead to an additional endorsement or authorization to teach at another level, such as middle school.

The program leads to a bachelor's degree with an optional minor in special education, master's degree with a major in teaching and learning, eligibility to be recommended for an early childhood—elementary teaching license, and optional teaching endorsements.

Application and Admission. Specific information about admission requirements and deadline dates may be found on the College of Education website.

Graduate Studies

Master's Degree

Students who are admitted to a graduate teaching license specialization (i.e., graduate elementary, middle-secondary, or integrated teaching) are also admitted to a master's degree program (M.Ed.) with a major in teaching and learning. The master's degree program includes courses and practicums needed to be recommended for a license, additional course work, and a culminating capstone project.

Students who successfully complete the licensure part of the master's degree program are eligible to be recommended for a teaching license, which is granted by the Oregon Teacher Standards and Practices Commission. Information about eligibility for a teaching license and states that have a reciprocity agreement with Oregon for the teaching license is available from the College of Education's student academic services office.

The graduate elementary and middle-secondary teaching specializations are described below. The integrated teaching program is described under the **Undergraduate Studies** in this section of the catalog.

Graduate Elementary Teaching

Graduate elementary teaching is a program for nontraditional students, students with undergraduate majors other than education, and individuals making a career change who want to enter the field of education. Students earn a master of education (M.Ed.) degree with a major in teaching and learning and are eligible to be recommended for an early childhood—elementary education teaching license. The graduate elementary teaching specialization is divided into two parts. The first part requires five terms of full-time study and practicums leading to an initial teaching license. Part-time students can complete this phase in ten terms.

The course work required for a license includes theories of child development, classroom and behavior management, curriculum design, methods of instruction and assessment, student diversity, and legal issues. Students demonstrate professional knowledge, skills, and conduct through class assignments and practicums and full-time student teaching, which include the

completion of work samples that demonstrate the ability to promote children's academic learning.

During the second part of the program, students complete requirements for the M.Ed. degree.

Application and Admission. Students must submit a formal application to the graduate elementary teaching program. More information about the application process, prerequisites, and admission requirements is available on the College of Education's website.

The graduate elementary teaching program has a limited enrollment, and students who meet minimum requirements are not guaranteed admission. Considered in the admission process are grade point average; scores on licensure-related tests, experience with elementary-age children; and demonstration of communication and collaboration skills.

Middle-Secondary Education

The M.Ed. degree program with a specialization in middle-secondary education leads to a recommendation for the Oregon middle and secondary teaching license with an endorsement in language arts; mathematics—basic and advanced; science—biology, chemistry, integrated science, physics; second languages—French, German, Japanese, Latin, Russian, Spanish; or social studies.

A program that leads to a teaching license in music is offered through the School of Music.

Students are admitted to the specialization during spring term. Course work begins during summer session and continues through the next spring term. During this time, requirements for a license are fulfilled, and the student is prepared for employment the following school year. Through partnerships with local middle and high schools, the program provides opportunities each term for site-based practical experience. The program culminates with a full term of supervised student teaching. Students who complete the specialization are qualified to apply for a license to teach in middle, junior, and senior high schools. Additional course work is required to earn the master's degree.

The license and master's program may be completed by part-time students over the course of two or more years.

Application and Admission

Applicants to the program should have (1) an undergraduate degree in one or more of the endorsement areas with a GPA of 3.00 or higher; (2) documentation of required tests; (3) an interest in working with youth; and (4) a strong commitment to education as a profession. The middle-secondary specialization has limited enrollment. It may not be possible to admit every applicant who meets basic admission criteria.

A completed application must include

1. A College of Education application for middle-secondary education specialization
2. A completed application for admission to the UO Graduate School
3. Three letters of recommendation that describe the applicant's academic and experiential preparation
4. Official transcripts for all completed undergraduate and graduate course work
5. Completion of three entrance tests: (a) the California Basic Educational Skills Test (CBEST)

or the Pre-Professional Skills tests (PPST), (b) the Multiple Subjects Assessment for Teachers (MSAT), (c) the Praxis test for area of specialization (e.g., English, biology, social studies)

6. A completed character questionnaire, which asks about any convictions for felonies, misdemeanors, or major traffic violations

Applicants may be interviewed by program faculty members as part of the admission process.

Applicants are notified about their admission status before the end of spring term.

English for Speakers of Other Languages (ESOL) Endorsement

The add-on endorsements in ESOL and ESOL-bilingual education prepare educators to serve students who enter the public school system with a native language other than English. Course work and field experiences develop teachers' (1) planning, delivery, and assessment of ESOL instruction; (2) knowledge of effective second-language program models; (3) ability to assess ESOL students' language proficiency levels and needs; and (4) ability to serve as a resource to content teachers to ensure successful transition of a child from a sheltered program to the mainstream program. Another goal of these endorsement programs is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment.

Two endorsement options are available.

Option I (22–23 credits)

Option I leads to an ESOL add-on endorsement for preservice teachers or for licensed teachers who want to add this endorsement to their license.

Option II (22–23 credits)

Option II leads to a bilingual endorsement in addition to the ESOL endorsement. The bilingual endorsement cannot be earned without completing the ESOL endorsement. The bilingual endorsement verifies that the teacher is proficient in a second language, as assessed by the American Council on the Teaching of Foreign Languages (ACTFL) oral-proficiency test and the appropriate Praxis language subject test. The ACTFL standard for the bilingual endorsement is the intermediate-high level of proficiency as assessed by a certified ACTFL examiner.

In either option, students must meet with the ESOL program coordinator before beginning the program.

Admission. The ESOL add-on endorsement and the ESOL-bilingual add-on endorsement are available to preservice teachers and teachers who hold a valid teaching license. Applicants who want to enter this program as postbaccalaureate or graduate students should see the ESOL program coordinator.

Licensure

Licensure programs of the Teacher Education Area meet the requirements of the Oregon Teacher Standards and Practices Commission. Initial licensure programs include early childhood-elementary education, early intervention, elementary education, and middle-secondary

education. Endorsements are available in ESOL and ESOL-bilingual education.

Teacher Education Courses (TED)

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

602 Supervised College Teaching (1-9R)

603 Dissertation (1-16R)

605 Reading and Conference: [Topic] (1-16R)

606 Field Studies: [Topic] (1-6R)

607 Seminar: [Topic] (1-5R) Recent topics include Professional Issues, Integrated Teaching Capstone.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R) Recent topics include Teaching English as a Second Language, Final Student Teaching; Technology I,II.

610 Experimental Course: [Topic] (1-5R) Recent topics include Teaching and Learning in the Digital Age, Technological Problems and Solutions, Technological Processes and Products.

Education Courses (EDUC)

196 Field Studies: [Topic] (1-2R)

198 Workshop: [Topic] (1-2R)

199 Special Studies: [Topic] (1-5R)

399 Special Studies: [Topic] (1-5R)

401 Research: [Topic] (1-18R)

402 Supervised College Teaching (1-6R)

403 Thesis (1-12R)

404 Internship: [Topic] (1-18R)

405 Reading and Conference: [Topic] (1-18R)

406 Special Problems: [Topic] (1-16R)

407/507 Seminar: [Topic] (1-5R)

408/508 Workshop: [Topic] (1-18R)

409 Practicum: [Topic] (1-18R)

410/510 Experimental Course: [Topic] (1-5R)

503 Thesis (1-16R)

601 Research: [Topic] (1-16R)

602 Supervised College Teaching (1-5R)

603 Dissertation (1-16R)

604 Internship: [Topic] (1-16R)

605 Reading and Conference: [Topic] (1-16R)

606 Special Problems: [Topic] (1-16R)

607 Seminar: [Topic] (1-5R) A recent topic is Advanced Professional Practices.

608 Workshop: [Topic] (1-16R)

609 Practicum: [Topic] (1-16R)

610 Experimental Course: [Topic] (1-5R)

672 Providing Student Supports (3)

704 Internship: [Topic] (1-16R)

705 Reading and Conference: [Topic] (1-16R)

706 Special Problems: [Topic] (1-16R)

707 Seminar: [Topic] (1-5R)

708 Workshop: [Topic] (1-16R)

709 Practicum: [Topic] (1-16R)

710 Experimental Course: [Topic] (1-5R)

Educational Studies Courses (EDST)

111 Educational Issues and Problems (4) Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

114 Communication Using Computers (4) Introduction to the information age; communication among people and information sources; designing, editing, and using messages that are represented, stored, processed, and transmitted digitally.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) A recent topic is Exploring Educational Studies.

212 Foundations of Learning and Intervention (4) Examines the foundations of learning and intervention in social systems such as schools, families, and commercial and social organizations.

213 Applications of Learning and Intervention (4) Examines the application of learning and intervention to educational and social systems such as schools, families, and commercial and social organizations.

312 Introduction to Educational Research (4) Use of research to inform educational practice. Emphasizes the literature review process: identifying relevant literature, evaluating research reports, synthesizing findings.

313 Evaluation for Decision-Making (4) Types and characteristics of measures. Approaches to evaluating individuals and programs. Trends and issues in measurement and evaluation in education.

399 Special Studies: [Topic] (1–5R) A recent topic is Exploring Educational Studies.

401 Research: [Topic] (1–18R)

402 Supervised College Teaching (1–6R)

404 Internship: [Topic] (1–18R)

405 Reading and Conference: [Topic] (1–18R)

406 Special Problems: [Topic] (1–16R) A recent topic is Educational Foundations.

407/507 Seminar: [Topic] (1–5R) Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

409 Practicum: [Topic] (1–18R) Topics include Integrated Licensure I,II,III.

410/510 Experimental Course: [Topic] (1–5R) Topics include Computer-based Learning Strategies, Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

421/521 Technology, Learning, and Change (4) Not offered 2004–5.

422/522 Effective Training Presentation Strategies (4) Not offered 2004–5.

440/540 Physical Education for Diverse Learners (3) Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

441/541 Early Childhood and Preadolescent Development (3) Examines typical and atypical development in preschool, school-age, and preadolescent children; emphasizes the implications for teaching.

442 Curriculum and Teaching Design (3) Curriculum frameworks, organizing schemes, and approaches used in public education. Strategies for designing or developing curriculum content for diverse groups of students.

445/545 Early Language, Reading, and Literacy (4) Methods for teaching prereading and language development; beginning and primary language, reading, and literacy. Translating theory into practice through field-based applications.

446 Mathematics Instruction Principles and Procedures (3) Procedures for design and delivery

of mathematics instruction in heterogeneous classrooms. Application of empirically validated procedures in field-based settings.

Graduate Elementary Teaching Courses (GET)

601 Research: [Topic] (1–6R)

605 Reading and Conference: [Topic] (1–5R)

606 Special Problems: [Topic] (1–9R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–9R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–5R)

620 Literature and Social Studies Methods (4) Curriculum and pedagogy in social studies and language arts.

621 Elementary Reading Instruction (4) Analysis of literacy as a social construction; focus is reading in its earliest phases.

622 Curriculum Design and Teaching Strategies (3) The role of curriculum in day-to-day teaching and assessment.

623 Teaching Math, Science, Health Methods (4) Curriculum and pedagogy in mathematics, science, and health for elementary students in heterogeneous classrooms.

624 Reading and Writing Upper Elementary (4) Planning, teaching, and evaluating a program of reading and writing instruction for upper-elementary students

625 Early Childhood and Elementary Student Teaching (9) Guided practice in assuming the daily schedule and full range of responsibilities of a teacher.

630, 631, 632 Professional Practices I,II,III (1) Professional teaching standards in relation to practicums and student teaching.

639 Capstone (3) Preparation of a required master's degree project involving the application of inquiry skills to the practice of teaching.

Middle-Secondary Teaching Courses (MSEC)

601 Research: [Topic] (1–5R)

605 Reading and Conference: [Topic] (1–5R)

606 Field Studies: [Topic] (1–6R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–15R)

610 Experimental Course: [Topic] (1–5R)

618 Technology in Middle-Secondary Schools (3) Uses of technology for instructional planning, delivery, and evaluation of student progress. Applications of web pages, computer-based learning strategies, and presentation programs.

619 Adolescent Studies (3) Social, cognitive, moral, and physical aspects of adolescent development. Interpersonal communication and organizational strategies that accommodate adolescent needs and facilitate identity formation.

620 Methods of Teaching Language Arts (3) Relationship between learning goals and research on effective instruction and assessments for language arts at the middle-secondary levels. Overview of curriculum standards.

621 Methods of Teaching Social Studies (3) Relationship between learning goals and research on effective instruction and assessments for

social sciences at the middle-secondary levels. Overview of curriculum standards.

622 Methods of Teaching Mathematics (3)

Relationship between learning goals and research on effective instruction and assessments for mathematics at the middle-secondary levels. Overview of curriculum standards.

623 Methods of Teaching Science (3) Relationship between learning goals and research on effective instruction and assessments for the sciences at the middle-secondary levels. Overview of curriculum standards.

624 Methods of Teaching Second Languages (3) Relationships between learning goals and research on effective instruction and assessments for second languages at the middle-secondary levels. Overview of curriculum standards.

625 Supports for Diverse Learners (3) Instructional practices that support diverse learning needs among middle and high school students. Includes strategies for assessing and monitoring individual needs and responses.

626 Teaching Strategies for Middle-Secondary Learners (3) Strategies and instructional decision-making processes that facilitate learning and improve student performance. Links instructional improvement with research on effective teaching.

627 Curriculum and Assessment Alignment (3)

Basic assessment concepts for reading, writing, and critical thinking in content areas. Demonstrates alignment of knowledge forms and intellectual operations with measurement and reporting systems.

629 Middle-Secondary Supervised Teaching (9) Full-time teaching experience with comprehensive assessments of proficiency in curriculum planning, classroom management, effective instruction, assessments of learning, and professional interactions. Prereq: MSEC 632, one 3-credit practicum, and one 4-credit practicum.

630 Professional Practices I (1) Applications of content-specific instructional designs to actual teaching units. Addresses classroom management, philosophical perspectives, and personal-professional balance.

631 Professional Practices II (1) Design and alignment of curriculum, instruction, and assessment for middle-high school content. Includes techniques for explaining pedagogical decision-making and rationale to stakeholders. Prereq: MSEC 630.

632 Professional Practices III (1) Analysis and evaluation of professional progress in meeting standards of curriculum planning, classroom management, effective instruction, learning assessments, and professional interactions. Prereq: MSEC 631.

639 Middle-Secondary Capstone Master's Project (3) Comprehensive study of instructional improvement. Students demonstrate a research-based process for addressing instructional problems.

641 Middle-Secondary Continuing Professional Development (1–6) Topical site-based studies for licensed teachers. Requires an evaluation of existing data, and exploration of researched and implemented alternatives.

642 Middle-Secondary Continuing License (1–6) Topical studies in advanced curriculum planning, classroom management, effective instruction, learning assessment, and professional interactions. Not offered 2004–5.



School of Journalism and Communication

Timothy W. Gleason, Dean

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Faculty

Carol Ann Bassett, assistant professor (environmental journalism, magazine, writing about indigenous cultures). B.A., 1977, Arizona State; M.A., 1982, Arizona. (1998)

Thomas H. Bivins, professor and John L. Hulteng Chair in Media Ethics (communication ethics, public relations, publication production). B.A., 1974, M.F.A., 1976, Alaska, Anchorage; Ph.D., 1982, Oregon. (1985)

Mark Blaine, instructor (information gathering, magazine, media writing). B.J., 1993, Missouri, Columbia; M.S., 2000, Oregon. (2003)

Carl R. Bybee, associate professor (communication and democracy, cultural studies, communication studies). B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison. (1982)

Charles F. Frazer, Carolyn Silva Chambers Distinguished Professor of Advertising (campaign planning, regulation of advertising, social effects of advertising). A.B., 1968, Rutgers; M.A., 1972, Fairfield; Ph.D., 1976, Illinois. (1990)

Timothy W. Gleason, professor (communication ethics, communication law, news-editorial); Edwin L. Artzt Dean. B.A., 1980, New York at Empire State; M.A., 1983, Ph.D., 1986, Washington (Seattle). (1987)

Lauren J. Kessler, professor (alternative media, literary nonfiction, magazine). B.S.J., 1971, Northwestern; M.S., 1975, Oregon; Ph.D., 1980, Washington (Seattle). (1980)

David Koranda, instructor (advertising campaigns, media planning, audience research). B.A., 1970, Wilkes; B.S., 1978, Oregon. (2001)

Scott R. Maier, associate professor (investigative journalism, computer-assisted reporting, quantitative methods). B.A., 1977, Oberlin; M.A., 1989, Southern California; Ph.D., 2000, North Carolina at Chapel Hill. (2000)

Ann C. Maxwell, associate professor (advertising strategy and creative development, advertising history and practice). B.A., 1973, M.A., 1975, California State, Fullerton. (1986)

Duncan L. McDonald, professor (journalistic writing, investigative strategies, language and grammar). B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

Debra L. Merskin, associate professor (communication studies; gender, race, and media; media and society). B.A., 1983, South Florida, Tampa; M.L.A., 1989, South Florida, St. Petersburg; Ph.D., 1993, Syracuse. (1993)

Daniel L. Miller, assistant professor (video production, documentary film and video). B.S., 1983, M.S., 1986, Ph.D., 1994, Oregon. (2001)

Julianne H. Newton, associate professor (visual communication, photojournalism, communication ethics). B.A., 1970, Baylor; M.A., 1983, Ph.D., 1991, Texas at Austin. (2000)

Stephen E. Ponder, associate professor (communication history, news-editorial, political journalism). B.A., 1964, Washington (Seattle); M.A., 1975, George Washington; Ph.D., 1985, Washington (Seattle). (1985)

John T. Russial, associate professor (news-editorial, organizational change, technology studies). B.A., 1973, Lehigh; M.A., 1975, Syracuse; Ph.D., 1989, Temple. (1992)

William E. Ryan II, associate professor (graphic design, photojournalism, visual communication). B.A., 1964, Loras; M.A., 1975, Ed.D., 1991, South Dakota. (1987)

Kim Sheehan, associate professor (advertising, advertising and new media, consumer research and behavior). B.S., 1980, Northwestern; M.B.A., 1993, Boston University; Ph.D., 1998, Tennessee, Knoxville. (1998)

Alan G. Stavitsky, professor (electronic media, broadcast news, public broadcasting); associate dean. B.A., 1978, Wisconsin, Madison; M.A., 1983, Ph.D., 1990, Ohio State. (1990)

H. Leslie Steeves, professor (African studies, gender and communication, public relations); director, graduate studies. B.S., 1971, Vermont; M.S., 1974, Ph.D., 1980, Wisconsin, Madison. (1987)

Valerie S. Terry, assistant professor (public relations, lobbying and public affairs, international public relations). B.S., 1982, M.A. 1989, Texas, Austin; Ph.D., 1998, Purdue. (2003)

James R. Upshaw, KEZI Distinguished Professor of Broadcast Journalism (television news, media and public service). B.A., 1962, San Diego State. (1992)

James K. Van Leuven, professor and Chair in Public Relations (public relations, media management, media and public opinion). B.A., 1964, M.S., 1966, Oregon; Ph.D., 1977, Washington State. (2000)

Janet Wasko, professor (communication studies, political economy of communication). B.A., 1973, M.A., 1974, California State; Ph.D., 1980, Illinois. (1986)

Thomas H. Wheeler, associate professor (ethics of digital manipulation, magazine writing and editing). B.A., 1969, California, Los Angeles; J.D., 1975, Loyola, Los Angeles. (1991)

Kyu Ho Youm, professor and Jonathan Marshall First Amendment Chair (communication law, international law, news-editorial). B.A., 1980, Konkuk; M.A., 1982, Ph.D., 1985, Southern Illinois; M.S.L., 1998, Yale. (2002)

Emeriti

Jack D. Ewan, associate professor emeritus. B.S.J., 1948, M.S.J., 1964, Northwestern. (1964)

Arnold Ismach, professor emeritus. B.A., 1951, Oklahoma; M.A., 1970, California, Los Angeles; Ph.D., 1975, Washington (Seattle). (1985)

James B. Lemert, professor emeritus. A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., 1964, Michigan State. (1967)

Kenneth T. Metzler, professor emeritus. B.S., 1956, Oregon; M.S.J., 1967, Northwestern. (1960)

Roy Paul Nelson, professor emeritus. B.S., 1947, M.S., 1955, Oregon. (1955)

Karl J. Nestvold, professor emeritus. B.S., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas at Austin. (1961)

Deanna M. Robinson, professor emerita. B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon. (1976)

Ronald E. Sherriffs, professor emeritus. B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California. (1965)

William B. Willingham, associate professor emeritus. A.B., 1957, M.A., 1963, Indiana. (1965)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the School

The School of Journalism and Communication offers programs leading to bachelor's, master's, and doctoral degrees. Undergraduate students major in one of six specialized areas: advertising, communication studies, electronic media, magazine, news-editorial, or public relations. The school also offers a minor in communication studies. Master's degree options are communication and society, literary nonfiction, news-editorial, magazine, and advertising strategy and planning. The Ph.D. program in communication and society develops scholars and teachers who can critically examine questions on communication and society from many perspectives.

The school, which started as a department in 1912 and became a professional school in 1916, is one of the oldest journalism schools in the United States and one of the most broadly conceived. It is accredited by the national Accrediting Council on Education in Journalism and Mass Communications. The University of Oregon has one of the few accredited programs in the western United States with as many as six fields of study.

The program is based on the premise that the best professional communicator is broadly educated. In accordance with national accrediting standards, students must take at least 116 credits in courses outside the School of Journalism and Communication. Of those, 94 credits must be in courses from the College of Arts and Sciences. A maximum of 64 credits in the 180-credit undergraduate program may be in journalism and communication courses. Students learn about the practice of mass communication and its effects. They study the role of communication media in society, the history of

journalism, visual aspects of communication, the ethics of media practices, the economics of the media, new communication technologies, and the legal and social responsibilities of the media.

Majors are encouraged to consider a second major or a minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student's education and enhances employability.

The school's faculty members are scholars and researchers who combine academic background with professional experience in their teaching fields. Among them are former copywriters, designers, and advertising-agency executives; newspaper reporters and editors; public-relations executives; broadcast journalists; communication researchers; photojournalists; and magazine writers and editors. The faculty exerts its influence beyond the confines of the university campus through scholarly publication, consulting, and textbooks and trade books in such areas as advertising, language skills, ethics, information gathering, media criticism and history, reporting, political communication, public-relations writing, graphic arts, magazine writing, and public broadcasting.

Many students are active in campus affairs, working for the campus daily newspaper, the university's radio stations, the student-run advertising and public-relations agencies, or alternative publications. The school also encourages them to participate in journalistic organizations such as the Advertising Club, National Association of Black Journalists, National Broadcasting Society, Public Relations Student Society of America, and Society of Professional Journalists. Internships are often available at newspapers, magazines, broadcast stations, advertising agencies, public-relations offices, and video-production firms.

Preparation. The best preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Prospective students also benefit from the study of mathematics, statistics, computers, and second languages.

Students should have basic computer skills such as keyboarding and familiarity with word-processing and desktop-publishing programs.

Community college students planning to transfer to the School of Journalism and Communication should concentrate on college-transfer courses, especially in literature, economics, and history, that fulfill university requirements and the school's general-studies requirements. Almost all professional courses are taken at the School of Journalism and Communication. Advising material is available to community college students upon request.

General Information

The School of Journalism and Communication occupies Eric W. Allen Hall, named in memory of the school's first dean. Fully equipped laboratories are provided for news writing, editing, advertising, graphic design, electronic media, and digital photography. In 1997 the school opened the Carolyn S. Chambers Electronic Media Center, which provides video and audio production facilities, and the John L. Hulteng Student Services Center, which consolidates academic advising

services for journalism and communication students. In 2001 the school opened the Willis L. Winter Presentation Room, a state-of-the-art facility for multimedia presentations. Up-to-date collections of newspapers and trade publications are maintained in the Willis S. Duniway Journalism Resource Center. The school receives the newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. Knight Library, the main branch of the university's library system, houses an extensive collection of the literature of journalism and communication.

Scholarships. Scholarships ranging from \$300 to \$5,000 are offered by the School of Journalism and Communication with the support of endowments and contributions. Applications are available in the Hulteng center.

Student Loans. The School of Journalism and Communication may provide short-term or emergency loans to journalism majors. For more information, inquire at the dean's office.

Student Services

Information about admission and degree requirements, advising materials, and sample programs is available in the Hulteng center, 101 Allen Hall. The assistant dean for student services is in 101B Allen Hall.

Code of Conduct

Students enrolled in the School of Journalism and Communication are expected to meet the highest standards of conduct as defined in the school's code of conduct and the relevant professional codes of ethics. The school reserves the right to deny admission or graduation of a student found to be in violation of these codes.

Undergraduate Studies

The role of the school's undergraduate program is to provide students with the skills they need to become professional communicators and critical media consumers.

Premajor Admission

New students planning to major in journalism enter the university as premajors and do not need to meet any special admission requirements beyond the general university requirements.

Each premajor is assigned to a journalism adviser, who assists in planning the student's course of study. School staff members can help plan programs, answer questions, and track progress toward admission as a major and toward graduation. Students should check with an adviser at least once a year to ensure that requirements are being met. The director of undergraduate advising for the school is the assistant dean for student services.

A university student in another major may switch to a journalism premajor by submitting a Request for Addition or Deletion of Major form, available in the Hulteng center. To become a premajor, a student must have a minimum cumulative grade point average (GPA) of 2.50 for all work at the University of Oregon.

Premajor Program

Core Curriculum. Students must complete the school's core curriculum: The Mass Media and

Society (J 201), Information Gathering (J 202), Writing for the Media (J 203), and Visual Communication for Mass Media (J 204).

Premajors must take the core courses for letter grades and earn grades of C- or better with a core GPA of at least 2.00 before applying for major status.

Premajors typically take another preparatory course, although it is not required. Grammar for Journalists (J 101) prepares students to take the Language Skills Diagnostic Test (LSDT), a prerequisite for J 203. The LSDT is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSDT only twice. The journalism faculty suggests that students take J 101 before attempting the LSDT.

Premajor students may not take most 300- and 400-level journalism courses.

Laboratory courses with controlled enrollment are open only to majors or to students with instructor's consent.

Admission as a Major

For students admitted to the major, the courses needed to satisfy major requirements can be completed within six academic-year terms.

Admission to the School of Journalism and Communication is competitive. The faculty considers applications from premajor students who have

1. Completed 45 or more credits of course work
2. Earned a cumulative GPA of at least 2.50 for work done at the UO
3. Earned a passing score on the Language Skills Diagnostic Test (LSDT)
4. Completed the school's core curriculum (J 201, 202, 203, 204) with grades of C- or better

A student's GPA is a major factor in the admissions decision. Students with a GPA of 3.25 or higher are guaranteed admission to the major.

Applicants with a lower GPA are evaluated and judged competitively by an admissions committee as applications are received. The admissions committee considers the requirements listed above and other materials that applicants submit, including a personal statement. The committee has the option of waiving any of the requirements listed above if other evidence of a candidate's high potential for success as a major is presented and approved.

Transfer Students

Students transferring to the University of Oregon School of Journalism and Communication enter as premajors. They apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university's general standards for admission. The school, however, does not encourage a student with a college GPA below 2.50 to apply for premajor status. To be admitted to major status, transfer students must meet the school's requirements for admission as outlined above.

Transfer Credit. The School of Journalism and Communication accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the Accrediting Council on Education in Journalism and Mass Communications are

accepted both for journalism credit and to fulfill specific course requirements

2. Journalism credits may be accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 64-credit limit set by national accrediting standards
3. The school accepts, both for credit and for meeting specific course requirements, courses offered through the UO Community Education Program if the courses are taught by members of the School of Journalism and Communication faculty or by teachers approved by the faculty
4. Regardless of the number of credits transferred, students must take at least 27 credits of journalism in residence to earn a degree from the University of Oregon
5. Students cannot take more than 64 credits in journalism courses out of the 180 total credits required for a bachelor's degree. They may, however, add credits to the 180-credit total to accommodate extra journalism credits (e.g., take 186 credits to accommodate as many as 70 credits in journalism)
6. The school accepts equivalent courses taught at other colleges to meet the J 201 requirement for application to be a major, and may accept equivalent courses to meet other core requirements

Transfer students who want to discuss the transfer policy may consult the associate dean or assistant dean for student services.

Major Requirements

Majors must meet the UO requirements for the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In addition, they must meet the following requirements of the School of Journalism and Communication:

1. Satisfactory completion of at least 49 credits in journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and Communication and at least 24 must be upper division
2. Satisfactory completion of at least 116 credits in academic fields other than journalism
 - a. At least 94 of those credits from the College of Arts and Sciences
 - b. No more than 8 credits in courses whose subject codes do not belong to an academic department of the university (e.g., HDEV) may be applied to the 116 credits
 - c. A student who graduates with 180 credits must take no more than 64 credits in journalism, including transfer credits
3. Upper-division breadth requirement:
 - a. Satisfactory completion of two courses chosen from Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), International Communication (J 396), Mass Media Ethics (J 397)
 - b. Satisfactory completion of one course selected from Issues in Communication Studies (J 412), Public Media and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World Development Communication (J 455), International Journalism (J 492), Communication Ethics (J 496), Media Management and Economics (J 497)
4. A cumulative UO GPA of 2.50 or better

5. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism and Communication
6. Satisfactory completion of at least one of the following academic-program specialized areas, including course prerequisites:

Advertising, Creative: Principles of Advertising (J 340), Advertising Campaigns (J 448), and three selected from: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Portfolio (J 447), Advanced Copywriting (J 450), Advertising Strategy (J 451).
Management: Principles of Advertising (J 340); Advertising Campaigns (J 448); and three selected from: Advertising Media Planning (J 443), Agency Account Management (J 444), Advertising Research (J 445), Advertising Strategy (J 451)

Communication Studies. Introduction to Communication Studies (J 314), Issues in Communication Studies (J 412), Communication Studies Capstone (J 413), one additional breadth course from 3(a) above, and one additional breadth course from 3(b) above. Students may not use the same J 412 topic or breadth course to satisfy both an area requirement and the upper-division breadth requirement

Electronic Media. Introduction to Electronic Media (J 330), Television Field Production (J 331), Reporting for Electronic Media (J 432), 4 credits of weekend workshops in electronic media (J 408), and one course selected from Documentary Television Production (J 421) or Advanced Television News (J 434)

Magazine. Reporting I (J 361), Magazine Article Writing I (J 371), one course from list A, two courses from either list A or list B. List A: Workshop: Pre-Flux Writing (J 408), Experimental Course: Biography and Profile Writing (J 410), Specialized Reporting (J 463), Cyberjournalism (J 465), Magazine Article Writing II (J 472), Magazine Feature Editing II (J 473), Flux Magazine Production (J 475), The Journalistic Interview (J 483). List B: Photojournalism (J 365), Experimental Course: Advanced Photojournalism (J 410), The Magazine Editor (J 474), Magazine Design and Production (J 476)
News-Editorial. Reporting I (J 361), Newspaper Editing (J 364), Reporting II (J 462), and one of the following: Specialized Reporting (J 463), Newspaper Design (J 464), Cyberjournalism (J 465), Advanced Newspaper Editing (J 468), The Journalistic Interview (J 483)

Public Relations. Principles of Public Relations (J 350), Public Relations Writing (J 351), Reporting I (J 361), Public Relations Planning and Problems (J 453), Public Relations Campaigns and Case Studies (J 454)

General-Studies Courses. Because the School of Journalism and Communication believes in a broadly based education for its majors, students must complete the following College of Arts and Sciences courses:

1. 16 credits in literature (see Definitions, Limitations, and Policies below). A maximum of 8 credits in **one** of the following categories may be used to satisfy this requirement
 - a. Literature courses taught in a second language that are taken as part of a student's program of study in that language
 - b. Courses treating film as literature, which must have a significant reading and writing component
2. 8 credits in history

3. 8 credits in economics
4. 8 credits of course work in each of three subject codes in the College of Arts and Sciences that have not been used to satisfy requirements 1 through 3 above. Eligible subject codes are listed in the current *Survival Guide* available in the Hulteng center or from a student's adviser

Courses numbered 196, 198, 199, 399–406, or 408–410 may not be used to fulfill these requirements.

Foreign-language courses used to fulfill the university's bachelor of arts requirement and writing courses used to fulfill the university composition requirement may not be used to fulfill the general-studies courses requirement.

Definitions, Limitations, and Policies

Literature. Courses include

1. Courses taught by the Department of English and the Comparative Literature Program
2. Literature courses taught in English translation by foreign-language departments or the Department of Classics or courses that are cross-listed for major credit by these departments in the class schedule
3. Introduction to the Humanities I,II,III (HUM 101, 102, 103)

Internship. A major may earn no more than 4 credits in Internship (J 404).

Grades. Majors and premajors must take all school courses for letter grades unless a course is only offered pass/no pass (P/N). Grammar for Journalists (J 101) may be taken P/N.

Minor in Communication Studies

The School of Journalism and Communication offers a minor in communication studies, which gives students an overview of the role of communication in society. The minor requires 24 credits, of which 15 must be upper division.

Students who want to minor in communication studies should declare the minor in the school's Hulteng center. Students may submit petitions to apply other courses to the minor.

Required Course (4 credits)

The Mass Media and Society (J 201)

Elective Courses (20 credits)

Choose from the following courses: Women, Minorities, and Media (J 320), Principles of Advertising (J 340), Principles of Public Relations (J 350), Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), International Communication (J 396), Mass Media Ethics (J 397), Issues in Communication Studies (J 412), Survey of the Documentary (J 416), Public Media and Culture (J 417), Communication and Democracy (J 418), Advertising and Society (J 446), Third World Development Communication (J 455), International Journalism (J 492), Media Management and Economics (J 497)

All courses for the minor must be passed with grades of P or C– or better.

Second Bachelor's Degree

Students who already have a bachelor's degree and want to earn a second bachelor's degree in the School of Journalism and Communication may

apply for premajor status through the university's Office of Admissions. Upon fulfilling the requirements for application for admission, they may apply for major status. Students must complete all of the school's requirements for graduation including the school's arts-and-sciences requirement and university requirements for the B.A. or B.S. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined previously.

International Advertising Diploma

The School of Journalism and Communication, accredited by International Advertising Association, offers a course of study that leads to the association's diploma in marketing communications in addition to a bachelor's degree. The diploma requires course work beyond requirements for the undergraduate major in advertising. More information and specific course requirements are available from the school.

Graduate Studies

The master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism and Communication seek to expose students to a wide range of ideas concerning the structure, function, and role of mass communication in society. The goals are to educate students to be mass media leaders and decision-makers who actively contribute to improving the quality of media and to prepare students for doctoral studies.

The Ph.D. degree program in communication and society trains candidates to do research on a broad array of interdisciplinary questions related to communication and society. The school features course work that explores the cultural, economic, and political aspects of communication and society. The program emphasizes an appreciation of quantitative and qualitative methodologies and offers faculty expertise in content analysis, survey methodology, historical and legal methods, discourse analysis, ethnography, and oral history. Faculty members in departments and schools outside the School of Journalism and Communication have complementary areas of conceptual and methodological expertise to assist in guiding doctoral research.

Requests for information and graduate applications, as well as completed application materials, should be sent to the graduate secretary at the School of Journalism and Communication.

Financial Assistance

The school provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from \$500 to \$3,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist faculty members with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by the deadlines stated under Admission Requirements. Applicants may apply for both a scholarship and a fellowship at the same time.

International Students

A firm mastery of English, including American mass-communication idiom, is necessary for success at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus before participating in the graduate program. Though these courses do not carry graduate credit, they qualify to meet students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the graduate program.

Admission Requirements

Admission to the graduate program is granted for fall term only. Application materials are the same for the master's and the Ph.D. programs. Applicants to the master's program must have received a B.S. or B.A. or equivalent by fall enrollment; applicants eligible to attend the Ph.D. program must have received an M.A. or M.S. or equivalent. To be considered for admission, an applicant must submit the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower GPA may be admitted conditionally
2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined verbal and quantitative score for admission is 1100. In exceptional cases an applicant with a lower score may be admitted conditionally
3. A 750- to 1,000-word essay describing the applicant's academic and career goals
4. An up-to-date résumé
5. A portfolio, string book, clips, tapes, or other evidence of relevant professional work or evidence of scholarly writing and research. Doctoral applicants may include a copy of a master's thesis
6. Three letters of recommendation, two from academic sources
7. International students must also submit documentation for
 - a. Either a Test of English as a Foreign Language (TOEFL) score of 600 or better or a Michigan English Language Assessment Battery (MELAB) score of 85 or better
 - b. A score on the Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines are January 1 for doctoral applicants and February 1 for master's degree applicants.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses are determined for each student at the time of admission.

Advising. An adviser is appointed for each graduate student in the school by the director of graduate studies.

Course programs for graduate students are planned individually in consultation with

advisers. Graduate students should meet with their advisers at least once a term.

Evaluation of Progress. All graduate students' programs are examined by the school's graduate affairs committee during progress toward the degree.

Requirements for Graduation

A graduate student in the School of Journalism and Communication cannot elect the pass/no pass (P/N) option for a graduate course offered by the school unless that course is offered P/N only.

Master's Degree Programs

Communication and Society Option

This option emphasizes communication theory and research, possibly preparatory to work for a Ph.D. degree. An undergraduate education in journalism and communication or professional experience are required for admission. Candidates for this M.A. or M.S. degree must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students typically take five or six terms to complete the program. Specific requirements follow:

1. Three core courses taken in the first year of graduate study: Mass Communication and Society (J 611), Mass Communication Theories (J 613), Introduction to the Faculty (J 625)
2. Two methodology courses, at least one of which is in the School of Journalism and Communication
3. Three additional 600-level courses in the School of Journalism and Communication. Except for Seminar (J 607), J 601–610 do not satisfy this requirement
4. At least 6, but no more than 15, graduate credits outside the School of Journalism and Communication. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student's adviser prior to enrollment
5. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 609) approved and supervised by a faculty committee. A written proposal, approved by the adviser and committee, is required before work is begun on either a thesis or project. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing take place

Professional Options

This program is designed for students who have little or no academic or professional background in communication media and who want to acquire professional skills with a specific focus. Participants earn either an M.A. or an M.S. degree in journalism with an option in campaign strategy and planning, magazine journalism, or news-editorial journalism.

Program Requirements

The 46-credit professional program includes:

1. Introductory course work taken during the first summer that provides a foundation for more advanced study

2. Mass Communication and Society (J 611), Introduction to the Faculty (J 625)
3. Course work in one of the option areas described below. Courses are selected by the student in consultation with an adviser to meet the student's professional objectives
4. A final professional project

Campaign Planning and Strategy Course Work

1. Advertising Research (J 545), Advertising Strategy (J 551), Public Relations Planning Theory (J 620), Qualitative Research Methods (J 641) or Quantitative Research Methods (J 642), Advertising as a Social Institution (J 650)
2. Students select one of the professional concentrations listed below, in which they complete 12 credits of required course work:
 - a. Advertising management
 - b. Advertising planning
 - c. Public relations

Magazine Course Work

1. Magazine Article Writing I (J 371), one communication ethics course approved by the adviser
2. At least four courses selected from Magazine Article Writing II (J 572), Magazine Feature Editing (J 573), The Magazine Editor (J 574), Magazine Design and Production (J 576), The Journalistic Interview (J 583), Literary Nonfiction I,II (J 635, 636), Writing the Nonfiction Book (J 638)
3. Five graduate-level elective courses offered by the School of Journalism and Communication. Other graduate-level university courses may be included with adviser's consent

News-Editorial Course Work

1. At least four courses selected from Reporting II (J 562), Specialized Reporting (J 563), Newspaper Design (J 564), Advanced News Editing (J 568), The Journalistic Interview (J 583)
2. Five graduate-level elective courses offered by the School of Journalism and Communication. Other graduate-level university courses may be included with adviser's consent

Literary Nonfiction Option

Candidates for a master's degree in journalism may specialize in literary nonfiction. Students electing this option must earn 46 graduate credits and have a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

Students typically take six terms to complete the program. Specific requirements follow.

Core Courses **31 credits**

Writing. Literary Nonfiction I,II (J 635, 636), taken during first year of study.....	12
Journalism. Mass Communication and Society (J 611).....	4
Literature of Literary Journalism (J 631).....	4
Writing About . . . (J 633).....	6
One 600-level course—e.g., Seminar: Ethics (J 607) or Philosophy of Mass Communication (J 644)—selected from a short list approved by adviser or faculty member	4
Capstone. Writing the Nonfiction Book (J 638), typically taken during second year of study	4

Electives **minimum of 7 credits**

University courses offered outside the School of Journalism and Communication selected in consultation with the student's adviser.

Terminal Project **minimum of 6 credits**

Students register for Terminal Project (J 609) during the terms in which research and writing for the project occur. Culmination of the literary nonfiction program requires writing that is noteworthy for its substance and its artistic quality. The student chooses a faculty member to supervise the research and writing of the terminal project. The topic must be approved by the adviser before work begins; a faculty committee oversees the project.

Candidates for the M.A. degree, but not the M.S. degree, must be proficient in a second language. Proficiency can be demonstrated either by completing, within the past seven years, the second year of the language at the college level or by passing an examination demonstrating equivalent competence.

Students nearing completion of their programs should consult with their advisers about requirements to be met before the awarding of the degree. During the term in which the thesis or project is completed, the student schedules an oral examination with his or her thesis or project committee. Students are responsible for meeting Graduate School requirements for thesis format and deposit deadlines.

Doctor of Philosophy Degree

Candidates for the Ph.D. degree in communication and society typically take about 80 graduate-level credits of course work beyond the master's degree; the exact number of credits depends on the student's graduate-study experience. The program concludes with a dissertation. Specific requirements follow.

Core Sequence. Within the first three terms of study, the student must complete the core sequence of courses: Introduction to the Faculty (J 625), Proseminar I (J 640), Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), Proseminar II (J 643).

Outside Field. In close consultation with an academic adviser and the school's graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the 18-credit outside field may involve more than one outside department.

Methodological Tool Requirement. Two methods courses, in addition to Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), taken within or outside the school.

Additional Seminars in Communication. At least three 600-level courses in the School of Journalism and Communication. Except for Seminar (J 607), J 601–610 do not count toward this requirement.

University Teaching. Ph.D. candidates must complete Teaching and the Professional Life (J 619). Appropriate teaching experiences are arranged following completion of the course.

Comprehensive Examination. After course work is complete, the student, the graduate studies director, and the student's comprehensive examination committee schedule an examination that requires a synthesis of what the student has learned. The student must pass the comprehensive examination before advancing to candidacy and beginning work on the dissertation.

Dissertation. A dissertation (18 credits in J 603) is the final step in the doctoral program. It is a professionally central experience in the design, conduct, and dissemination of original research. It is written after the student's proposed dissertation topic is approved.

Journalism Courses (J)

101 Grammar for Journalists (3) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style. Blaine, McDonald.

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

201 The Mass Media and Society (4) The various media of mass communication and their effects on society. Merskin, Stavitsky, Upshaw.

202 Information Gathering (4) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, databases, sources, and interview methods. Blaine, McDonald, Maier, Ponder.

203 Writing for the Media (4) Introduction to the process and practice of writing for various mass media channels. Discussion of rights and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test, completion of WR 121 and WR 122 or WR 123. Bassett, Blaine, Maier, Russial, Wheeler.

204 Visual Communication for Mass Media (4) Theory and application of visual communication in newspapers, magazines, video, advertising, and public relations. Newton, Ryan.

314 Introduction to Communication Studies (4) Presents a historical overview of the field and an in-depth discussion of the primary theoretical approaches to media studies. Prereq: J 201. Merskin, Wasko.

320 Women, Minorities, and Media (4) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Kessler, Merskin, Steeves.

330 Introduction to Electronic Media (4) Introduction to aesthetic and technical elements, as well as professional issues, involved in communication through video and audio. Stavitsky, Upshaw.

331 Television Field Production (4) Introduction to techniques of single-camera field video production. Prereq: J 330. Miller.

332 Television Studio Production (4) Introduction to techniques of multiple-camera, studio-based video production. Prereq: J 330. Miller.

333 Writing for Multimedia (4) Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, internet-intranet applications, and striking the balance between word and image. Prereq: multimedia minor standing.

340 Principles of Advertising (4) Role of advertising in the distribution of goods and services; the advertising agency; the campaign; research and testing; the selection of media: print, electronic, outdoor advertising, direct mailing. Frazer, Sheehan.

341 Advertising Copy Writing (4) Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: J 340. Frazer, Koranda, Maxwell, Merskin.

350 Principles of Public Relations (4) Theory and practice, mass media as publicity channels, the



public-relations practitioner, departments and agencies. Bivins, Terry, Van Leuven.

351 Public Relations Writing (4) Preparation of press conferences, press kits, and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through electronic media. Prereq: J 350, 361. McDonald, Terry.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments: straight news, features, interviews, speeches. Prereq: J 202, 203, typing ability. McDonald, Maier, Ponder, Upshaw.

364 Newspaper Editing (4) Copyediting and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, makeup, and processing of written and pictorial news matter under time pressure. Prereq: J 361. Maier, Russial.

365 Photojournalism (4) Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photojournalism. Laboratory intensive and portfolio oriented. Newton, Ryan.

371 Magazine Article Writing I (4) Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Prereq: J 361. Bassett, Kessler, Wheeler.

385 Communication Law (4) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Prereq: J 201 and sophomore standing. Gleason, Youm.

386 Communication Economics (4) Survey and analysis of economic relationships that exist in our communication system and how that system is integrated into the domestic and international economy. Prereq: J 201 and sophomore standing. Wasko.

387 Communication History (4) The changing structure and character of the mass media in the United States. Prereq: J 201 and sophomore standing. Ponder, Stavitsky.

388 Communication Theory and Criticism (4) Survey of contemporary social, scientific, and humanistic theories of mediated communication. Theories of the media and their relationship to

society. Prereq: J 201 and sophomore standing. Bybee, Merskin, Steeves, Terry.

396 International Communication (4) National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: J 201 and sophomore standing. Stavitsky, Steeves, Terry, Youm.

397 Mass Media Ethics (4) Ethical problems in mass media: privacy, violence, pornography, truth telling, objectivity, media codes, public interest, media accountability. Prereq: J 201 and sophomore standing. Bivins, Gleason.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–9R)

403 Thesis (1–9R)

404 Internship: [Topic] (1–4R) R for maximum of 4 credits.

405 Reading and Conference: [Topic] (1–9R)

406 Special Problems: [Topic] (1–9R)

407/507 Seminar: [Topic] (1–4R)

408/508 Workshop: [Topic] (1–4R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–4R) Current topics include Advertising in Cyberspace, Advanced Digital Photojournalism.

412/512 Issues in Communication Studies:

[Topic] (4R) Uses a variety of theories and methods to examine specific aspects of media content, processes, and audiences. Encompasses both social and aesthetic criticism. Bybee, Merskin, Stavitsky, Steeves, Terry, Wasko. **R** once when topic changes.

413 Communication Studies Capstone (4)

Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research. Prereq: completion of requirements for the communication studies specialization. Bybee, Merskin, Wasko.

416/516 Survey of the Documentary (4) Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Miller.

417/517 Public Media and Culture (4) Comparative analysis of the structure, mission, and content of public and commercial broadcasting. Stavitsky.

418/518 Communication and Democracy (4)

The role of communication in democratic theory. Special emphasis on the implications of the changes in communication systems and technology for contemporary democratic practice. Bivins, Bybee.

419/519 Editing Theory and Production (4) Introduction to advanced video-editing styles using digital, nonlinear systems. Prereq: J 330. Miller.

421/521 Documentary Television Production (4) Workshop in preparation, shooting, and post-production of the short television documentary. Prereq: J 331, 432. Miller.

432/532 Reporting for Electronic Media (4)

Training in gathering, production, and presentation of news for the electronic media. Prereq: J 331. Stavitsky, Upshaw.

433/533 Advanced Radio News (4) News gathering and production for radio. Students produce programming for local radio stations. Prereq: J 432. Stavitsky.

434/534 Advanced Television News (4) News gathering and production for television. Students produce live programming for local cable systems. Prereq: J 432. Stavitsky, Upshaw.

442/542 Advertising Layout (4) Graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prereq: J 340. Newton, Ryan.

443/543 Advertising Media Planning (4) Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Prereq: J 340. Frazer, Koranda, Sheehan.

444/544 Agency Account Management (4) Advertising-agency structure and procedures; analysis and consumer research to determine strategic positioning; role of the account executive in the advertising agency. Prereq: J 340. Frazer, Koranda, Sheehan.

445/545 Advertising Research (4) Application of behavioral-science research techniques to determine the accomplishment of advertising objectives. Situation analyses; copy testing; measuring media efficiency. Prereq: J 340. Frazer, Koranda, Maxwell, Sheehan.

446/546 Advertising and Society (4) Socioeconomics of advertising; the literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: junior standing. Frazer, Koranda, Maxwell, Sheehan.

447/547 Advertising Portfolio (4) Capstone experience in conceptualizing and executing the creative aspects of advertising campaigns. Prereq: J 341, 442. Maxwell, Ryan.

448/548 Advertising Campaigns (4) Seniors and graduate students produce a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Prereq: J 340; three from 341, 442/542, 443/543, 444/544, 445/545, 447/547, 450/550, 451/551. Frazer, Koranda, Maxwell, Sheehan.

449/549 Advanced Advertising Campaigns (5) Team experience of creating a professional-level advertising plan. Students participate in a national competition. Prereq: instructor's consent. Koranda.

450/550 Advanced Copywriting (4) Advanced work in theory and practice of writing advertising copy. Emphasis on clarification and identification of writer's voice. Prereq: J 341. Koranda, Maxwell.

451/551 Advertising Strategy (4) Advanced study of account planning and problem solving in

advertising. Focuses on effective communication strategies. Prereq: J 340. Maxwell.

453/553 Public Relations Planning and Problems (4) Use of research, decision processes, and program design in the solution of public relations problems for profit and nonprofit institutions. Ethics of public relations. Prereq: J 350, 351. Bivins, Terry, Van Leuven.

454/554 Public Relations Campaigns and Case Studies (4) Emphasizes research and evaluation methods. Addresses the management of public relations and communication functions in organizations. Professional portfolios prepared and presented. Prereq: J 351, 453. Terry, Van Leuven.

455/555 Third World Development Communication (4) The role of communication in Third World development projects. Diffusion, social marketing, and alternative approaches. Prereq: junior standing. Ponder, Steeves.

462/562 Reporting II (4) Advanced reporting on public affairs and community news. Prereq: J 361. Bassett, Maier, Ponder.

463/563 Specialized Reporting: [Topic] (1-4R) Reporting of special topics, including the environment, business and economics, politics, health and medicine, science, the arts, and precision journalism. Prereq: J 361 or 432. Bassett, Maier, Upshaw.

465/565 Cyberjournalism (4) Critically examines components of online journalism; explores various aspects of web publishing. Participants collaborate in creating a class website. Prereq: J 361 or J 432/532. Russial.

468/568 Advanced News Editing (4) Advanced training in news editing under newsroom conditions. Discussion of issues in editing, headline writing, and news judgment. Includes work with web-based journalism. Focus on teamwork. Prereq: J 364. Russial.

472/572 Magazine Article Writing II (4) Writing and marketing magazine articles. Individual conferences. Bassett, Kessler, Wheeler. Prereq: J 371.

473/573 Magazine Feature Editing (4) Principles and problems of magazine editing. Focuses on professionally written manuscripts. Copyediting, caption and head writing, content selection. Prereq: J 371. Bassett, Blaine, Kessler, Wheeler.

474/574 The Magazine Editor (4) Comprehensive examination of nonediting aspects of the magazine editor's role: issue planning, ethics, marketing, production, circulation, and graphics. Prereq: J 371. Bassett, Blaine, Kessler, Wheeler.

475/575 Flux Magazine Production (1-5R) Planning and production of *Flux* magazine. Students make and carry out assignments, write and edit stories, take photos, sell advertising, design and layout magazine. Prereq: major status, instructor's consent. R for a maximum of 12 credits.

476/576 Magazine Design and Production (4) Role of the magazine editor in working with art directors. Problems in designing covers, pages, and spreads for magazines; selecting type faces; and visualizing art. Prereq: instructor's consent. Newton, Ryan.

481/581 Newsletter Publication (4) Examines the principles and practices of newsletter publication including planning, information gathering, writing, editing, layout, and printing. Prereq: J 361. Bivins, Ryan.

483/583 The Journalistic Interview (4) Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological

dynamics of the interview relationship in journalistic situations. Blaine, Kessler, Maier.

492/592 International Journalism (4) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and foreign correspondence; problems in developing nations. Ponder, Steeves, Terry, Upshaw.

496/596 Communication Ethics [Topic] (4R) Analyses of ethical issues confronting the communications industry using moral philosophy, rhetorical theory, political philosophy, case studies, and theories of persuasion and communication. R when topic changes. Bivins, Newton, Wheeler.

497/597 Media Management and Economics (4) Issues for media managers and media workers, including leadership, organizational change, new technology, media convergence, and economic strategy. Emphasis is management and social responsibility. Russial, Van Leuven.

503 Thesis (1-9R)

601 Research: [Topic] (1-6R) R for maximum of 16 credits.

602 Supervised College Teaching (1-5R) R for maximum of 5 credits.

603 Dissertation (1-16R) R for maximum of 18 credits.

604 Internship: [Topic] (1-4R) R for maximum of 4 credits.

605 Reading and Conference: [Topic] (1-6R) R for maximum of 16 credits.

606 Special Problems: [Topic] (1-6R) R for maximum of 16 credits.

607 Seminar: [Topic] (1-5R)

608 Workshop: [Topic] (1-6R) R for maximum of 16 credits.

609 Terminal Project (1-6R) R for maximum of 6 credits.

610 Experimental Course: [Topic] (1-5R)

611 Mass Communication and Society (4) Review of the literature of mass communication. Introduction to graduate study in journalism and communication. Kessler, Ponder, Stavitsky, Steeves, Van Leuven.

613 Mass Communication Theories (4) Survey of major theoretical approaches to the study of journalism and mass communication. Merskin, Stavitsky, Van Leuven.

618 Criticizing the Media (4) Overview of approaches to analysis and criticism of media performance and professional norms. Bybee, Maier, Russial.

619 Teaching and the Professional Life (4) Explores teaching strategies, curriculum development, and other aspects of academic professional life in journalism and communication. Frazer, Ponder, McDonald, Wheeler.

620 Public Relations Planning Theory (4) Public relations management including systems theory and various formulas for program planning and evaluation. Prereq: J 453/553. Bivins, Terry, Van Leuven.

625 Introduction to the Faculty (1) Introduces new graduate students to faculty expertise in the areas of research, creative or professional work, and teaching in the School of Journalism and Communication.

631 Literature of Literary Journalism (4) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Prereq: acceptance in the literary nonfiction program. Bassett, Kessler.

633 Writing About . . . : [Topic] (3R) Advanced, intensive, three-day writing workshops led by notable writers of literary nonfiction. Kessler. R thrice for maximum of 12 credits.

635, 636 Literary Nonfiction I,II (6,6) Concentrates on student writing of nonfiction in a workshop setting. Prereq: instructor's consent. Kessler.

638 Writing the Nonfiction Book (4) Explores the book-publishing industry. Focuses on conceptualizing a book-length work of literary nonfiction. Prereq: J 631. Kessler.

640 Proseminar I (5) Overview of theories used to study mediated communication, mass communication, and communication technologies; theory application to media processes; discussion of enduring issues in the field. Prereq: doctoral standing. Bybee, Steeves, Wasko.

641 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 640. Bybee, Newton, Ponder, Steeves.

642 Quantitative Research Methods (4) Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research. Prereq: J 640. Maier, Russial, Sheehan.

643 Proseminar II (5) Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 640-642. Prereq: J 640, 641, 642. Bybee, Steeves, Wasko.

644 Philosophy of Communication (4) Explores the philosophical foundations of communication in the United States—including political philosophies that range from Milton to McLuhan. Bivins, Stavitsky.

646 Political Economy of Communication (4) Introduction to the political economy of communication. Includes such issues as ownership and control patterns; the role of the state; labor; intellectual property rights; and international markets. Wasko.

648 Cultural Approaches to Communication (4) Examination of communication and mediated communication as cultural processes in the production and reproduction of social systems. Bybee, Steeves, Wasko.

650 Advertising as a Social Institution (4) Explores how advertising works at the general social level. Examines how consumers use advertising and products or services to create meanings for themselves. Frazer, Merskin, Sheehan.

651 Comparative Communication Policies (4) Examines the evolution of national communication policies and infrastructures within their national political-economic and cultural contexts and the global economic environment. Stavitsky, Youm.

652 Communication and Politics: [Topic] (4R) Examines communication and mediated communication in formal political settings as well as the general exercise of political power throughout society. Bybee, Ponder, Terry. R twice when topic changes for maximum of 12 credits.

660 Advanced Research Methods: [Topic] (4R) Explores specific qualitative or quantitative communication research methods. Topics may include discourse analysis, oral history, historical methods, legal methods, content analysis, and survey methods. Prereq: J 641 or J 642 depending on topic. R when topic changes.

School of Law

Laird C. Kirkpatrick, Dean

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1221 University of Oregon

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Faculty

Barbara Bader Aldave, Loran L. Stewart Professor of Business Law (business associations, securities regulation); director, Center for Law and Entrepreneurship. B.S., 1960, Stanford; J.D., 1966, California, Berkeley (Coif); Oregon bar, 1966; Texas bar, 1982. (2000)

Keith Aoki, Philip H. Knight Professor of Law (local government, cyberlaw, property, copyright). B.A., 1978, Wayne State; M.A., 1986, City University of New York Hunter; J.D., 1990, Harvard; LL.M., 1993, Wisconsin. (1993)

Michael D. Axline, professor (environmental law clinic, civil procedure, administrative law); director, clinical program. B.A., 1977, Idaho State; J.D., 1980, Oregon; Idaho bar, 1980. On leave 2004–5. (1982)

Steven W. Bender, professor (consumer law, commercial law, secured land transactions). B.S., 1982, J.D., 1985, Oregon (Coif); Arizona bar, 1985. On leave fall 2004. (1990)

Carl S. Bjerre, associate professor (commercial law, contracts). B.A., 1982, California, Berkeley; J.D., 1988, Cornell (Coif); New York bar, 1989. (1996)

John E. Bonine, professor (environmental law, administrative law, constitutional law). A.B., 1966, Stanford; LL.B., 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

Andrea Coles-Bjerre, assistant professor (creditors' rights, bankruptcy, civil procedure). B.A., 1984, Barnard; J.D., 1987, Brooklyn Law; New York bar, 1988. (1996)

Garrett Epps, professor (constitutional law, jurisprudence). B.A., 1972, Harvard; M.A., 1975, Hollins; J.D., 1991, Duke. (1992)

Caroline Forell, professor (women and the law, torts, trusts and estates). B.A., 1973, J.D., 1978, Iowa (Coif); Oregon bar, 1978. On leave 2004–5. (1978)

Dave Frohnmayer, professor (constitutional law, legislation, legislative and administrative processes); university president. B.A., 1962, Harvard; B.A., 1964, M.A., 1969, Oxford; J.D., 1967, California, Berkeley (Coif); California bar, 1967; Oregon bar, 1971. (1970)

Susan N. Gary, associate professor (trusts and estates, estate planning, nonprofit organizations). B.A., 1977, Yale; J.D., 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. (1992)

Ibrahim J. Gassama, professor (international business transactions, international law, criminal investigation). B.A., 1980, Virginia Polytechnic; J.D., 1984, Harvard; New York bar, 1985. (1991)

Leslie J. Harris, Dorothy Kliks Fones Professor of Law (criminal law, family law, children and the law). B.A., 1973, New Mexico State; J.D., 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. On leave 2004–5. (1982)

Richard G. Hildreth, professor (ocean and coastal law, property, international environmental law); director, environmental and natural resources law program. B.S.E., 1965, J.D., 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969; Oregon bar, 1982. On leave spring 2005. (1978)

Maurice J. Holland, professor (civil procedure, conflicts, Oregon practice and procedure). A.B., 1958, Yale; M.A., 1961, J.D., 1966, LL.M., 1970, Ph.D., 1980, Harvard; Massachusetts bar, 1963; Oregon bar, 1987. (1986)

Robert C. Illig, assistant professor (business associations, mergers and acquisitions, securities regulation). B.A., 1991, Williams; J.D., 1996, Vanderbilt; New York bar, 1997. (2004)

Laird C. Kirkpatrick, Hershner Professor of Jurisprudence (criminal law, evidence, alternative dispute resolution); Philip H. Knight Dean. A.B., 1965, Harvard; J.D., 1968, Oregon (Coif); Oregon bar, 1968. (1974)

Tom Lininger, assistant professor (ethics, evidence, criminal law). B.A., 1988, Yale; J.D., 1991, Harvard; California bar, 1993. (2003)

Joan Malmud, instructor (legal research and writing). B.A., 1993, Williams; J.D., 1998, Pennsylvania; New York bar, 1998. (2001)

Joseph C. Metcalfe, assistant professor (evidence, trial practice). B.A., 1988, Stanford; J.D., 1992, Harvard; District of Columbia bar, 1992. (2002)

Michael A. Moffitt, assistant professor (civil procedure, negotiation, appropriate dispute resolution). B.A., 1991, Marietta; J.D., 1994, Harvard. (2001)

Ralph James Mooney, Wallace and Ellen Kaapcke Professor of Business Law (American legal biography, American legal history, contracts). B.A., 1965, Harvard; J.D., 1968, Michigan (Coif); California bar, 1968. (1972)

James M. O'Fallon, Frank Nash Professor of Law (constitutional law, jurisprudence). B.A., 1966, Kansas State; M.A., J.D., 1972, Stanford (Coif); California bar, 1973. (1981)

Margaret L. Paris, associate professor (criminal law, criminal procedure, appellate advocacy); associate dean for academic affairs. B.A., 1981, J.D., 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

Suzanne E. Rowe, assistant professor; director, legal research and writing program. B.A., 1983, North Carolina, Chapel Hill; J.D., 1989, Columbia; California bar, 1992; District of Columbia bar, 1992. (2000)

Nancy E. Shurtz, professor (taxation, estate planning, poverty law). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Judd Sneirson, assistant professor (contracts, business associations). B.A., 1992, Williams; J.D., 1996, Pennsylvania (Coif); New Jersey bar, 1996; New York bar, 1997. (2003)

Rennard Strickland, Philip H. Knight Professor of Law (American Indian law, legal history, legal anthropology). B.A., 1962, Northeastern State; M.A., 1966, Arkansas; J.D., 1965, S.J.D., 1970, Virginia (Coif); Creek Nation bar, 1965. On leave 2004–5. (1997)

Robert L. Tsai, assistant professor (constitutional law, civil rights). B.A., 1993, California, Los Angeles; J.D., 1997, Yale; Georgia bar. (2002)

Dominick R. Vetri, B. A. Kliks Professor of Law (gay and lesbian legal issues, torts). B.S., M.E., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. On leave 2004–5. (1967)

Katherine R. Weatherly, instructor (legal research and writing). B.A., 1995, J.D., 1999, Michigan; Colorado bar, 1999. (2001)

Merle H. Weiner, associate professor (torts, family law, domestic violence). B.A., 1985, Dartmouth; LL.M., 1988, Cambridge; J.D., 1990, Harvard; District of Columbia bar, 1991; Maryland bar, 1991; California bar, 1993. (1998)

Mary C. Wood, professor (Indian law, public lands, property). B.A., 1984, Washington (Seattle); J.D., 1987, Stanford; Washington bar, 1989; Oregon bar, 1990. (1992)

Emeriti

Donald W. Brodie, professor emeritus. B.A., 1958, Washington (Seattle); LL.B., 1961, New York; Washington bar, 1961; Oregon bar, 1981. (1967)

Jon L. Jacobson, professor emeritus. B.A., 1961, J.D., 1963, Iowa (Coif); California bar, 1964. (1968)

Frank R. Lacy, professor emeritus. A.B., 1946, Harvard; J.D., 1948, Iowa (Coif); LL.M., 1958, J.S.D., 1971, New York; Iowa bar, 1948; Oregon bar, 1949. (1949)

Mary S. Lawrence, associate professor emerita. B.A., 1960, M.A., 1962, Michigan State; J.D., 1977, Oregon; Oregon bar, 1977. (1977)

George M. Platt, professor emeritus. B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956. (1966)

William D. Randolph, professor emeritus. B.S., 1948, J.D., 1950, Illinois (Coif); Illinois bar, 1950; California bar, 1962. (1976)

Milton L. Ray, professor emeritus. B.A., 1947, Rochester; J.D., 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Eugene F. Scoles, distinguished professor emeritus. A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., 1949, Harvard; J.S.D., 1955, Columbia; Iowa bar, 1945; Illinois bar, 1946. (1968)

Peter N. Swan, professor emeritus. B.S., 1958, LL.B., 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. (1970)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Gregory Vincent, academic affairs
Kyu Ho Youm, journalism and communication

About the School

The School of Law offers a professional curriculum leading to the doctor of jurisprudence (J.D.) degree.

The law school's broad-based curriculum and clinical programs prepare students for careers in almost every practice area. Special programs include business law and entrepreneurship, environmental law, dispute resolution, and public interest law.

The Career Services department offers individual counseling, seminars, mentoring programs, and connections to UO law graduates throughout the world.

The John E. Jaqua Law Library has more than 395,000 volumes and volume equivalents in microform. Law library holdings include complete case reports of the National Reporter System, complete state reports from colonial times to the establishment of the reporter system, a substantial collection of English and Canadian case law, codes and compilations of state and federal statutory law, and standard legal digests and encyclopedias. The periodicals collection includes 1,100 legal journals. An excellent collection of publications related to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs.

The William W. Knight Law Center offers a spacious, warm environment for study and community activities. More than 1,500 fast Ethernet jacks, as well as wireless access in many areas, make it one of the country's most technologically advanced law centers.

Additional information and complete descriptions of courses offered appear in the *UO School of Law Catalog*. Free copies are available from the law school's Office of Admissions.

Degree Requirements

The curriculum presents fundamental subjects of law during the first year and the first-year program is prescribed. All second- and third-year courses are elective except Constitutional Law II (LAW 644) and Legal Profession (LAW 649), which are required.

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits in law courses, and who have otherwise satisfied the requirements of the university and the School of Law are granted the J.D. degree provided that they

1. Obtain, at least two years before completing work for the J.D. degree, a B.A. or B.S. or equivalent degree from an accredited college or university
2. Have been full-time law students at the School of Law for at least ninety weeks or equivalent
3. Fulfill other requirements as may be imposed
4. Complete successfully Constitutional Law II (LAW 644) and Legal Profession (LAW 649)
5. Complete successfully prescribed first-year courses

The School of Law reserves the right to modify its curriculum and graduation requirements at any time. Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal

studies and approved in advance by the assistant dean for student affairs.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

Each student must complete both a basic writing requirement and a comprehensive writing requirement. The basic requirement is designed to improve legal writing skills and the ability to analyze legal problems. The comprehensive requirement is a more intensive writing experience involving thorough research, creative thinking, and interaction with a faculty member in developing and editing a paper. One requirement must be satisfied each of the last two years in the law school, and both must be completed before a student can be granted a professional law degree.

Appropriate Dispute Resolution

The School of Law prepares students to solve problems and resolve disputes using appropriate mechanisms. Effective counselors listen, identify, and assess their clients' interests, and present options for resolving their clients' problems. In some contexts, the best approach is informal negotiation or mediation. In other circumstances, more formal procedures, including arbitration or litigation, best protect a client. Lawyers need to understand the range of options in dispute resolution if they are to help their clients make wise choices.

The comprehensive Appropriate Dispute Resolution program integrates resolution principles and skills into the study of law—business, international, environmental, mass torts, family, labor, real estate, intellectual property, public planning, and estate planning. Program offerings include classes, clinical experiences, special training workshops, conferences, programs, and service opportunities—all aimed at providing students with the information and skills needed to be effective lawyers.

Clinical-Experience and Practice-Skills Program

Clinical-experience and practice-skills programs and a trial practice laboratory are part of the school's curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

Through clinical-experience programs, cases are handled under the direct supervision of a clinical instructor. Qualified third-year students in the clinical programs usually are certified under the Third-Year Student Practice Rule, which has been adopted by the Oregon Supreme Court.

Civil Practice Clinic. This program provides field experience at the Legal Aid Service of Lane County Inc. Law students, under the supervision of an attorney, represent eligible clients and develop skills in interviewing, counseling, drafting, negotiating, discovery, and litigation.

Criminal Defense Clinic. Under the supervision of an attorney, law students handle cases of clients eligible for legal representation through Public Defender Services of Lane County Inc. Students

develop advocacy skills in the context of criminal defense representation.

Criminal Prosecution Clinic. Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County district attorney's office. Students develop advocacy skills in the context of criminal prosecutions.

Domestic Violence–Family Law Clinic. Students represent victims of domestic violence in a variety of legal actions, including investigation and development of legal and nonlegal solutions to their clients' problems, negotiation with opposing counsel, drafting appropriate motions, and appearing in court as needed.

Environmental Law Clinic. Students learn about agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial, carefully written work under close supervision is required.

Legislative Issues Workshop. Students are placed as interns with a legislator or legislative committee during most regular sessions of the Oregon Legislative Assembly. They perform legal research and help prepare reports pertaining to issues before the legislature.

Mediation Clinic. Students receive thirty-eight hours of mediation training, enough to certify them to conduct mediations in a supervised clinical setting. Students spend one morning each week working in small claims court, helping disputants find nonlitigation solutions to the problems they brought to court. The clinic includes a weekly class in which students explore and reflect on their experiences as mediators.

Small Business Clinic. Students receive a complete, supervised law firm experience, beginning with screening and accepting a client, continuing through the drafting of legal documents, and ending with the conclusion of client representation. Each student functions as an attorney in a law firm and is taught how to communicate with clients, set up and maintain client files, and keep time records throughout a client's representation.

Trial Practice Laboratory. Students examine and develop courtroom skills in civil and criminal cases. Primary emphases are on the opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of juries. Each student participates in weekly classroom exercises and in a full trial at the end of the semester.

Center for Law and Entrepreneurship

The center provides an innovative forum to advance understanding of how lawyers create value for entrepreneurial clients. By bringing together lawyers, entrepreneurs, and academicians in a variety of settings, the center integrates law students and legal scholars with an increasingly entrepreneurial economy. The center runs the Business Law Clinic and sponsors symposiums and seminars each year to encourage interaction between the legal and business

communities. The center coordinates a program with the Lundquist Center for Entrepreneurship that leads to a statement of completion in law and entrepreneurship. The Law and Entrepreneurship Student Association actively participates in directing the center and hosts guest lectures, field trips, and brown-bag lunches with members of the local business and legal communities.

Wayne Morse Center for Law and Politics

The Wayne Morse Center for Law and Politics, an independent center at the University of Oregon, is housed at the School of Law. The center brings scholars and activists to Oregon each year for interdisciplinary research, publication, teaching, and public discussion of critical topics in law and politics. Each year the center offers law student fellowships; vision grants for new courses, research, and public events; and a variety of conferences and symposiums with the Wayne Morse Chair professor. The center, established in 1981 as a living memorial to the late United States senator and former dean of the law school, Wayne L. Morse, is located in 220 Knight Law Center.

Statements of Completion

Second- and third-year students may develop a specialty in business law, criminal practice, environmental and natural resources law, estate planning, intellectual property law, international law, law and entrepreneurship, ocean and coastal law, public interest and public service law, or tax law. A student who satisfactorily completes one of these programs receives a statement of completion.

Summer Session

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school.

Summer session is not open to beginning law students.

For complete summer session information, write to the School of Law Student Services Office.

Concurrent Degree Programs

More information about the concurrent degree programs may be obtained by writing to the School of Law's director of admissions.

These programs are a benefit to students interested in international studies. Students are limited to 10 credits of nonlaw course work and the remaining seventy-five credits in the law curriculum must be courses and directed study. Externships, projects, or programs may not be used to fulfill requirements.

J.D./M.A. in International Studies

The School of Law and the International Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts degree in international studies with a specialization in international law.

Students interested in this program must apply to and be accepted by both the School of Law and the International Studies Program—each has its own academic standards and requirements.

J.D./M.B.A.

The School of Law and the Lundquist College of Business Graduate School of Management offer a doctor of jurisprudence and master of business administration (J.D./M.B.A.) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.

Students study both fields concurrently and receive two degrees in four years rather than in the standard five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

J.D./M.A. or M.S. in Environmental Studies

The School of Law and the Environmental Studies Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of arts or a master of science in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students study both fields concurrently and receive two degrees in four years rather than in the standard five.

Applicants must apply to and be accepted by the School of Law and the Environmental Studies Program, each of which maintains its own academic standards and requirements. Students who are accepted into the two programs and who complete environmental law courses for the J.D. may reduce the number of credits required for the master's degree in environmental studies. In addition to law courses, students must emphasize two areas of concentration in the Environmental Studies Program, take at least one course from each of four core areas, complete a thesis, and participate in an internship.

Academic Support

The Academic Choice for Excellence Program, a voluntary program open to first-year law students, is particularly beneficial for nontraditional law students. The program includes an extended summer orientation and academic tutoring designed to bolster the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process.

Student Programs and Organizations

Law students at the UO run three student journals, two public interest funds, and nearly forty active student organizations; serve the public in six clinical programs; and organize the world's oldest and largest public interest environmental law conference, attracting more than 3,000 participants each year. In 2002 the UO School of Law received the Alternative Dispute Resolution Advocates Chapter of the Year Award from the American Bar Association, and for two years in a row UO students have received the top Oregon State Bar award for pro bono work.

Admission Procedures

Prelaw Preparation

The School of Law does not prescribe a prelaw curriculum. Intellectual maturity and breadth of educational background are considered more important than specific subject matter.

Details about prelaw study and law school admission criteria appear under Law, Preparatory, in the **Academic Resources** section of this catalog.

Admission Correspondence

Specific inquiries, applications, fees, Law School Admission Test (LSAT) and Law School Data Assembly Service (LSDAS) reports, transcripts, and supporting documents should be forwarded to the School of Law's director of admissions.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit applicants who, in terms of their overall records, are the most qualified for legal studies.

In addition to the undergraduate grade point average (GPA) and the Law School Admission Test (LSAT) score, other factors considered in admission decisions include quality of undergraduate education, work experience, maturity, graduate work, extracurricular activities, personal statements, and letters of recommendation. International applicants are required to submit results of the Test of English as a Foreign Language (TOEFL). For students in the first-year class entering the School of Law in fall 2003, the median undergraduate GPA was 3.40; the median LSAT score was 160.

Application. Applications and supporting documents should be submitted after October 1 of the academic year preceding the fall semester for which applicants are applying. The application deadline is February 15. The School of Law does not discriminate on the basis of race, color, religion, sex, age, disability, marital status, veteran status, sexual orientation, or national origin. Decision letters are sent out after the February 15 deadline.

Application Fee. Applications must be accompanied by a check for \$50 payable to the University of Oregon. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application.

Law School Admission Test. Applicants must take the LSAT and have an official report of the test scores sent to the school through the Law School Data Assembly Service (LSDAS). LSAT/LSDAS registration packets are available in the School of Law Office of Admissions. The admissions committee does not act on an application until the official report of the test scores has been received.

Applicants should take the LSAT in June, October, or December of the year before the fall semester for which they are applying. LSAT scores are considered current for a period of five years.

LSDAS—Transcripts. Applicants should not mail their transcripts directly to the law school. The School of Law participates in the Law School Data Assembly Service. The LSDAS Transcript Request Form must accompany a request to have a transcript from each undergraduate college or university sent to the LSDAS. These matching forms are included in the LSAT/LSDAS registration packet. Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from Law School Admission Services, PO Box 2000, Newtown PA 18940-0998.

Acceptance Fee. Applicants who are offered admission to the law school must pay nonrefundable fees of \$400—\$100 to reserve a space in the entering class and a \$300 deposit to be credited toward tuition.

Previous Law School Study. An applicant who has attended another law school must have the dean of that school send a letter to the admissions committee stating that the applicant is in good standing and eligible to return to that school without condition.

Transfer Applicants and Visiting Students. Students may transfer no more than one year of credit earned in another law school of recognized standing.

Students who have attended another law school for more than one year may apply as visiting students. Visiting students are not eligible for degrees from the School of Law. Direct application inquiries to the school's director of admissions.

Photographs. Student identification cards include a photograph taken when a student initially registers for classes. Duplicates of the photographs taken for student identification cards are retained as part of the law school's records.

Grade Requirements

Grading Policy

The following grades are available to be awarded in graded courses at the School of Law and are given the following numerical values when computing student GPAs:

A+.....4.3	A 4.0	A- 3.7
B+.....3.3	B 3.0	B- 2.7
C+.....2.3	C 2.0	C- 1.7
D+.....1.3	D 1.0	F 0.0

Grades reflect categories of performance articulated in general terms as follows:

- A Exceptional honors-level work, equivalent to a recommendation to the national law school honorary, Order of the Coif
- B Good work, at a level distinctly above that of normal professional competence
- C Professionally competent work, which convinces the instructor that the student can be recommended to the public as being reasonably capable of dealing with client and public problems in the area of study
- D Unsatisfactory work, which is not at the level required for ordinary professional competence but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study
- F Failing work, which reflects an extremely low level of learning and ability in the area of study
- + Performance above the category to which the + is appended but, in the cases of B+, C+, and D+, not sufficiently above to merit a grade of the next higher category
- Performance below the category to which the - is appended but, in the cases of A-, B-, and C-, not sufficiently below to merit a grade of the next lower category

Academic Standards

These standards apply to students first earning law credits in fall 1998 and thereafter. Information about the rules that apply to students who earned credits before then is available from the assistant dean for student affairs.

1. Credit requirements. No student may graduate without completing 85 credits with grades of D or higher or, in the case of credits graded P/N, with grades of P. At least 70 of such credits must be in courses taken for letter grades (rather than P/N). Students who have completed either (a) or (b) below need 67 graded credits
 - a. Other requirements for the J.D./M.B.A., J.D./M.A., or J.D./M.S. concurrent degree program
 - b. A 10-credit, semester-long internship with a grade of P
 2. GPA requirements; probation and disqualification
 - a. A student is on probation whenever his or her cumulative GPA is lower than 2.00
 - b. The following students are required, within a reasonable time after notice from the Academic Standing Committee (ASC), to appear before it and develop a plan (including, without limitation, a proposed course of study) acceptable to the ASC for raising the student's academic performance to an acceptable level:
 - (1) students on probation
 - (2) students receiving two or more grades lower than C- during their first year
 - (3) students receiving an aggregate of three grades lower than C- in the course of their law school studies
 - c. No student may graduate if he or she is disqualified. A student becomes disqualified when any of the following applies, and remains disqualified unless and until a petition for readmission is approved:
 - (1) While on probation, the student earns a GPA for any semester (including summer session) lower than 2.00
 - (2) At any time after completing four semesters of residence under American Bar Association (ABA) standards (and regardless of whether the student is or has been on probation), the student's cumulative GPA is lower than 2.00
 - d. Disqualified students may not take further courses unless and until a petition for readmission is approved
 3. Petitions for readmission. A disqualified student may file a petition for readmission with the assistant dean for student affairs (dean of students), subject to the following restrictions:
 - a. Petitions filed upon a student's first disqualification shall be approved or denied by the ASC. The student may appeal the ASC's decision to the faculty but only if the student's cumulative GPA is
 - (1) 1.70 or higher, in the case of students who have completed no more than two semesters of residence under ABA standards, or
 - (2) 1.90 or higher, in the case of other students. Such appeals must be filed with the dean of students within thirty days of the mailing to the student of the ASC's decision
 - b. Upon his or her second disqualification, a student may file a petition for readmission only if his or her cumulative GPA is 1.90 or higher. The ASC may deny the petition, in which case the student may not appeal to the faculty and has no further recourse. The ASC does not have the power to approve the petition but may recommend to the faculty that it be approved, in which case a final determination on the petition shall be made by the faculty
 - c. Notwithstanding the limitations of sections 3(a) and 3(b), any student who has fulfilled all of the requirements for graduation, except that he or she is disqualified, may file a petition for readmission, which shall be approved or denied by the ASC. The ASC's decision in such a case may be appealed by the student to the faculty, regardless of the student's cumulative GPA
 - d. A student has no further recourse, before either the ASC or the faculty, if he or she
 - (1) is once denied readmission by the faculty
 - (2) becomes disqualified a third time, or
 - (3) does not satisfy the applicable GPA limitation set forth in section 3(a) or 3(b)—except as provided in section 3(c)
 - e. All petitions for readmission shall be filed with the dean of students within one year of the date of mailing to the student of a notice of disqualification. A student who fails to meet this deadline has no further recourse before either the ASC or the faculty
 - f. Any decision to approve a petition may be subject to such conditions as the ASC (or, in the case of approvals by the faculty, the faculty) considers appropriate, including without limitation academic counseling, retaking of first-year courses in which grades lower than C were received, limitation of employment or other extracurricular activities, course limitations, course requirements, grade requirements, and a requirement to remain out of school for a period of time. Failure to abide by any conditions imposed hereunder may be cause of revocation of readmission or other appropriate remedy
 - g. Students may appear in connection with a petition for readmission before the ASC but not before the faculty
4. Computations. The law school's grading policy sets forth how cumulative and semester GPAs are computed for purposes of these academic standards
 5. Applicability. See Academic Standards

Adjustments for Courses Completed with Grades of N or F

The following regulations, established by the faculty, govern the procedures to be followed by students receiving a grade of N or F in any course:

1. No student may graduate without obtaining a grade of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. The requirement cannot be satisfied by taking the course at another law school
2. A student who receives a grade of F in any course required for graduation other than the first-year courses is required to
 - a. retake the course for credit, if there is no conflict in class schedules; or
 - b. retake the examination the next time it is offered, with the permission of the professor, without course credit for a passing grade; or
 - c. with the consent of both the instructor from whom the student received the F grade and the Academic Standing Committee, the student may demonstrate competence in the subject matter of that course by any other method; and

- d. contact the assistant dean for student affairs to arrange which option the student will exercise
3. A student who receives a grade of F more than once in any course required for graduation is disqualified
4. A student who receives a grade of N or F in an elective course may, with the instructor's consent, repeat that course for credit
5. The only way to earn credit and a passing grade in a course in which a grade of N or F has already been recorded is to register for and repeat that course at a later date. A grade of N or F remains on the record even if the course is repeated. The grade of N or F is factored into the student's GPA even if a passing grade is later received
6. When the number of hours completed with a passing grade in any semester is insufficient to count as a full semester of residence under the rules of the American Bar Association and the Association of American Law Schools, the student will not be eligible for graduation until she or he makes up the residence deficiency by an appropriate period of resident law study beyond the standard three academic years

Costs and Financial Aid

Law students are classified as graduate students. Regular fees are payable in full at the time of registration. Payment of the stipulated fees entitles students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees

For the 2003–4 academic year, tuition was \$15,202 for resident students and \$19,122 for nonresidents. See the law school catalog for more information. Tuition and fee schedules are subject to revision by the State Board of Higher Education.

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the **Admissions** section of this catalog. Details governing administration of nonresident and resident policies are complex. For answers to individual questions, students are advised to consult a staff member in the university's Office of Admissions.

Total Costs

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attending the university. Total 2003–4 costs for a resident student at the School of Law averaged approximately \$25,495 (tuition, fees, room and board, books, and personal expenses). For a nonresident, costs averaged \$29,395. Up to \$1,950 was added for first-year students who purchased computers. Costs may be higher for students with children. The child-care allowance varies according to circumstance and is based on documentable costs for the period of time the student is enrolled.

Health insurance is optional. Costs for semester or for full twelve-month coverage are available in the office of the Associated Students of the University of Oregon.

Financial Assistance

See the **Student Financial Aid and Scholarships** section of this catalog for complete information about financial aid including loans.

Scholarships and Fellowships

The University of Oregon School of Law gratefully acknowledges the generous contributions of individuals, law firms, and organizations that have established named and endowed scholarships for the benefit of law students. Many of these scholarships are in honor of or in memory of alumni, students, friends, and loved ones.

Information about scholarships and financial aid is available in the *UO School of Law Catalog*; on the school's website; or by telephone, (541) 346-1558.

Academic Calendar for Law Students

The School of Law operates on an early semester calendar. On this schedule, registration for fall semester takes place in mid-August, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. More information about calendar dates is available from the School of Law.

Law Courses (LAW)

A complete list of courses with descriptions is in the UO School of Law Catalog. For a free copy, write to the School of Law.

410/510 Experimental Course: [Topic] (1–5R)

610 Law Courses for Nonlaw Students (1–15R)

Generic course number for translating 600-level School of Law semester credits to term credits on academic records of nonlaw students.

Required First-Year Courses

611, 612 Contracts (3,3)

613, 614 Torts (3,3)

615 Civil Procedure (4)

617 Property (4)

618 Criminal Law (3)

622, 623 Legal Research and Writing I,II (2,2)

643 Constitutional Law I (3)

Second- and Third-Year Courses

Second- and third-year courses are elective except LAW 644 and 649, which are required. Most of the courses listed below are offered each academic year. Every effort is made to offer all of the following courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.

620 Business Associations I (3)

621 Business Associations II (3)

630 Consumer Law (2–3)

631 Real Estate Planning (3)

632 Corporate Finance (3)

633 Business Planning (2–3)

635 Secured Land Transactions (2–3)

636 Commercial Law (4)

637, 638 Trusts and Estates I,II (3,3)

639 Employment Discrimination (3)

640 Children and the Law (3)

642 International Business Transactions (3)

644 Constitutional Law II (3)

645 Oregon Practice and Procedure (3)

646 Federal Jurisdiction and Procedure (3)

647 Conflict of Laws (3)

648 Creditors' Rights (3)

649 Legal Profession (3)

652 Evidence (3)

653 Mediation and Negotiation (3)

654 Insurance (3)

655 Family Law (3)

656 Elder Law (3)

657 Legal Issues of Lesbians and Gay Men (3)

658 Local Government Law (3)

659 Labor Law (3)

660 Employment Law (3)

661 Remedies (3)

662 Jurisprudence (3)

663 Antitrust Law (3)

664 Administrative Law (3)

665 Securities Regulation (2–3)

666 Admiralty (3)

667 Copyrights (3)

668 Land Use Law (2–3)

669 Water Resources Law (2–3)

670 Public Land Law (3)

671 International Law (2–3)

672 European Community Law (2)

673 Patent Law and Policy (2–3)

674 Trademark and Unfair Competition Law (3)

675 Legal Writing (1–3R)

676 Environment and Energy (3)

677 Law of the Sea (3)

678 Indian Law (2–3)

679 Ocean and Coastal Law (2–3)

680, 681 Federal Income Tax I,II (3,3)

682 Estate and Gift Taxes (2)

683 Estate Planning (3)

684 Criminal Investigation (3)

685 Criminal Adjudication (3)

686 Environment and Pollution (3)

687 Wildlife Law (2)

688 Hazardous Waste Law (2)

689 Sustainability (3)

690 International Environmental Law (2–3)

691 Comparative Environmental Law (3)

692 International Trade and Investment Law (3)

Professional Writing, Research, and Seminars

601 Research: [Topic] (1–16R)

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics include Accounting for Lawyers, Alternative Dispute Resolution, American Legal Biography, Immigration Law, Litigation Practice and Procedure, Mediation, Negotiation, Nonprofit Organizations, Postconviction Remedies, White-Collar Crime.

Clinical Experience and Practice Skills Programs

704 Judicial Internship: [Topic] (1–12R) Hollywood Externship, Federal Judicial Internship.

707 Seminar: [Topic] (1–5R) Recent topics are Advanced Appellate Advocacy; Interviewing and Counseling; *Journal of Environmental Law and Litigation*; Legislative Issues Workshop; Moot Court Board; Moot Court Competition; Law Review; *Oregon Review of International Law*, Trial Practice.

School of Music

C. Brad Foley, Dean

(541) 346-3761

fax (541) 346-0723

159 Music Building
1225 University of Oregon
Eugene OR 97403-1225



About the School

The School of Music began as the Department of Music in 1886. It became the School of Music in 1900 and was admitted as a charter member of the National Association of Schools of Music in 1928. The standards of the school are in accordance with those of the association.

The School of Music, which includes the Department of Dance, is a professional school in a university setting. The school is dedicated to furthering creativity, knowledge, pedagogy, and performance in music and dance and to preparing students for a variety of professions in these fields.

Mission Statement. The School of Music and the Department of Dance are dedicated to enriching the human mind and spirit through the professional and intellectual development of artists, teachers, and scholars in a supportive and challenging environment.

This mission is fulfilled through the following objectives:

- Help students balance the knowledge and understanding of their art with the intuition and skills necessary to present it.

- Involve students and members of the university and the community in the intellectual life and performing activities of the school through the curriculum, lectures, workshops, and concerts.
- Help students learn to communicate and teach their art effectively, whether as professional teachers in public or private schools or at the college level or as performers.
- Reflect the diversity of the fields of music and dance in its offerings. Since the scope of these fields constantly changes, the faculty tries to prepare students for encounters with other cultural communities and their art forms. At the same time, students are shown the respect and knowledge necessary to reexamine and pass on the great traditions inherited from their own cultures.
- Contribute new ideas to the fields of music and dance in the form of original compositions and choreographies, studies of new repertoires and interpretations of existing ones, as well as scholarship in the history, theory, pedagogy, and cultural context of music and dance. Faculty members seek to teach and inspire their students to do the same.

Dance

Jenifer P. Craig, Department Head

(541) 346-3386
161 Gerlinger Annex
1214 University of Oregon
Eugene OR 97403-1214
<http://dance.uoregon.edu>

Faculty

Steven Chatfield, associate professor (modern dance, dance sciences, research); director, graduate studies; coordinator, dance science program. B.A., 1975, M.A., 1984, Ph.D., 1989, Colorado at Boulder. (1989)

Christian Cherry, assistant professor (fundamentals of rhythm, music for dance and dance accompaniment, aesthetics); director, music accompaniment. B.A., 1983, Ohio Wesleyan; M.M., 1996, Ohio State. (2001)

Jenifer P. Craig, associate professor (modern and jazz technique, history and dance philosophy, dance production). B.A., 1971, M.A., 1973, Oregon; Ph.D., 1982, Southern California. (1986)

Rita Honka, adjunct instructor (African and modern dance). B.S., 1989, Wayne State; M.S., 1992, Oregon. (1993)

Walter Kennedy, assistant professor (modern and ballet technique, composition, pedagogy). B.F.A., 1996, California State, Long Beach; M.F.A., 1999, Illinois at Urbana-Champaign. (2000)

Amy Stoddart, assistant professor (ballet technique, dance history). B.A., 1993, Mercyhurst; M.F.A., 1998, Colorado at Boulder. (1998)

Emeriti

Janet W. Descutner, associate professor emerita. B.A., 1963, M.A., 1965, Ohio State. (1971)

Bruno V. Madrid, senior instructor emeritus. B.Mus., 1955, Santo Tomas Conservatory of Music; M.Mus., 1963, Oregon. (1966)

Susan Zadoff, senior instructor emerita. Ballet Russe de Monte Carlo. (1976)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Department

The primary aim of the Department of Dance is to enrich the lives of majors, nonmajors, and the Oregon community with diverse dance experiences. Dance is explored as an art form and as one of the humanities in a liberal-arts education. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also study such idioms as ballroom, contact improvisation, hip-hop, jazz, salsa, tango, and tap.

Regardless of a student's career goals, education in dance at the University of Oregon provides the opportunity to develop motivation and self-discipline, intellectual curiosity, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life.

Information about performances, placement classes, performance auditions, master classes, special events, and scheduling updates is available in the department office.

Placement of Majors and Minors

Placement classes are held the week before fall-term classes begin and during spring term. Write or call the department office for dates of placement classes. Faculty adjudicators observe and place students according to the students' knowledge and skill levels. Entering freshmen who plan to attend Intro-



DUCKtion in July should attend the spring-term placement class. New students who register in the fall should attend the placement class during Week of Welcome. Students who want to enter DANC 300 or higher modern dance or ballet technique courses winter or spring term should request a placement decision. More information is available from faculty members.

Dance Program for Nonmajors

A variety of dance experiences is provided for enjoyment and enrichment through the dance program. Lower-division DANC courses generally offer beginning or elementary instruction and may be repeated twice for credit. Upper-division DANC courses provide low-intermediate instruction and may be repeated twice for credit. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor's degree.

Upper-division DAN courses provide advanced instruction. See DAN course listings for credit repeatability.

Noncredit DANC and DAN studio courses are available to matriculated university students through the noncredit student program and to members of the community through community dance. In each case, a modest instructional fee is assessed by the Department of Dance.

Facilities

The Department of Dance has four dance studios for classes and special activities in dance. In addition to serving as classrooms and rehearsal spaces, two studios in Gerlinger Annex convert into the M. Frances Dougherty Dance Theatre, which has lighting and stage equipment for concert productions and seats 250 people.

Performing Opportunities

Department Productions. The department offers frequent opportunities for students to perform in works by faculty members, guest artists, graduate students, and undergraduates. Performances are produced throughout the year, and any university student may participate. Participants are usually selected through auditions. Supervised performances and performance-related activities earn academic credit.

A student may earn credit and gain experience in teaching, lighting, costuming, makeup, management of productions, or a combination of these. Practicum credit is offered in dance choreography, production design, and management. Workshop credit for rehearsal, performance, and production work is also possible.

Repertory groups, such as the UO Repertory Dance Company and Dance Africa tour Oregon and the Northwest presenting concert performances as well as lecture-demonstrations and master classes for public schools, colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Theatrical collaborations with the Department of Theater Arts or School of Music provide performance opportunities that incorporate acting, singing, and dancing. These activities also carry academic credit.

Dance Oregon. A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon is open

to any student interested in dance. Its general function is to enhance and enrich the dance opportunities offered through the departmental curriculum. To this end, Dance Oregon provides a variety of activities each year that are promoted on and off campus. Examples include sponsoring professional guest artists to perform, lecture, set repertory, or teach master classes, and organizing student participation in the American College Dance Festival.

Honor Society and Scholarships

Pi Delta, the University of Oregon's chapter of Phi Beta, is a professional fraternity for the creative and performing arts. Membership in the collegiate category is open to majors and minors in dance. Pi Delta has active alumni and patron memberships that award yearly scholarships to talented student performers or choreographers. Applicants for the scholarships must be upper-division undergraduate majors or minors who have been at the university for at least a year.

Fees

Majors in the Department of Dance pay a term fee of \$85. This fee helps to pay expenses associated with dance studio activities, such as class musicians, music equipment, and maintenance of the facilities and studio theater. This fee exempts dance majors from paying the per course fee for DANC courses when they are taken for credit.

Undergraduate Studies

The Department of Dance offers curricula leading to bachelor of arts (B.A.) or bachelor of science (B.S.) degrees. The goal of the department is to provide comprehensive dance training within the liberal-arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise.

Facility with oral and written communication is one goal of a liberal-arts education. Therefore, dance majors pursue a course of study to acquire a firm intellectual grasp of the theoretical, historical, and creative forces that shape dance as an art form.

Dance, unique in that it is also a physical form of communication, requires continual experience in its technical foundations. Students are expected and encouraged to experience a variety of forms of dance training and idioms. Production and pedagogy are also integral to the undergraduate core, because many students find careers in theater and teaching.

Goals for the Undergraduate Dance Major

1. Explore the field of dance from a liberal-arts perspective
2. Explore disciplined technique and creative processes involved in the artistry of dance
3. Formulate an intellectual understanding of the historical, philosophical, and culturally significant aspects of dance
4. Develop a working knowledge of music and science as they relate to and enhance the dance experience

5. Develop an understanding of dance as a unique art form in conjunction with its relationship to other art forms and disciplines

6. Develop a level of competence in performance, creative, and theoretical aspects of dance to pursue graduate studies or other professional goals

Preparation. High school students planning to major in dance should include preparation in music, drama, art, and dance.

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed two terms of college-level English composition, as many of the university's general-education requirements as possible, and training in modern dance and ballet techniques.

Careers. Career opportunities include performing in regional dance companies and teaching in universities, colleges, community colleges, community centers, fitness centers, and private studios. Business and technical theater management, dance science, dance research, and dance journalism offer alternatives to performance and creative work.

Admission

Students eligible for admission to the university may declare dance as a major. Entering freshmen should have a basic knowledge of dance and music as art forms and technical training in dance. Transfer students must meet any deficiencies in lower-division dance course work by proficiency examination or by completion of the core course at the first opportunity.

Students are placed in levels of modern and ballet technique according to skill. Each term students are reviewed to ensure that they are studying at the most advantageous level for their abilities. Dance majors are expected to take a modern and ballet course every term.

Candidates for the bachelor's degree with a major in dance must satisfy general university requirements, select appropriate courses in related areas, and complete dance course requirements with a grade of C– or better. The faculty regularly reviews students for evidence of satisfactory progress toward fulfilling degree requirements. Students who receive grades lower than C– or I (incomplete) or Y in dance courses are placed on departmental probation and must repeat or complete the course with a minimum grade of C–. Students placed on departmental probation have one term to achieve the goals they agreed upon with their academic advisers. While students are on probation, they receive guidance to help them achieve satisfactory progress toward the degree.

All courses required for a dance major or minor must be taken for letter grades when that option is available. A grade of P must be earned in courses designated pass/no pass (P/N) only. The P/N option should be exercised sparingly by students who plan to pursue a graduate degree in dance.

Advising. Students admitted as majors must meet with a dance faculty adviser prior to registration each term. These meetings inform students about prerequisites and progress toward the degree. Appointment schedules for advising are posted by each adviser. Students must have a signed advising contract in their departmental academic file before they may register each term.

Major Program

Candidates for the bachelor's degree with a major in dance must satisfy general university requirements, select appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

Department Requirements

Lower Division 19 credits

Looking at Dance (DAN 251)	4
Fundamentals of Rhythm (DAN 252)	3
Dance Production I (DAN 255)	3
Body Fundamentals (DAN 256)	3
Dance Improvisation (DANC 271)	2
For breadth in technique, studio courses in at least two idioms other than modern or ballet ...	4

Upper Division 52 credits

Movement Theory and Notation (DAN 342)	4
Dance Composition I,II (DAN 351, 352)	6
Dance Production II (DAN 355)	1
Dance Kinesiology (DAN 360)	3
Modern Dance Laboratory (DAN 394 or higher), three terms	6
Ballet Laboratory (DAN 396 or higher), two terms	4
Three additional terms in one idiom (DAN 394 or 396 or higher)	6
Internship (DAN 404)	2
Workshop: Performance (DAN 408)	2
Senior Project (DAN 411)	3
Ballet from the Courts to Balanchine (DAN 453)	3
Evolution of Modern Dance (DAN 454)	3
Music for Dancers (DAN 458)	3
Dance Repertory (DAN 480)	2
Dance Accompaniment (DAN 490)	1
Teaching Dance (DAN 491)	3

Electives 24 credits

University requirements and electives to complete 180 credits 87 credits

The breadth requirement in dance technique is fulfilled by completing studio courses in two idioms other than modern or ballet. Lower-division breadth courses should be completed by the end of the sophomore year. Students with experience in any of these forms should enroll in the highest level that reflects their competence in each idiom. Decisions about the appropriate level are made in consultation with an adviser.

The technique requirements for ballet and modern are as follows: (1) dance majors must enroll in a ballet or modern technique course every term they are in the program; (2) the minimum competency for graduation is two terms of ballet (DAN 396) and three terms of modern (DAN 394); and (3) during the last three terms before graduation, each major must complete an additional 6 credits of DAN 394 or 396 or higher.

Students who enroll in a DAN or DANC course without completing the course's prerequisite—either a specific course or an audition or a level of skill—are asked to withdraw. Failure to do so results in a grade of F or N (no pass) for that course.

Required internships, performances, and senior projects can be satisfied in a variety of ways. Through consultation students and their advisers choose options for these requirements that allow the students to pursue personal interests.

With approval from their faculty adviser, dance majors can focus their 24 credits of elective

work in one of three ways: (1) by completing an established minor or second major, (2) by concentrating on an area of emphasis within dance, or (3) by integrated interdisciplinary study.

University requirements for the B.A. and B.S. degrees are explained in the **Registration and Academic Policies** section of this catalog.

Honors College Program

See the **Honors College** section of this catalog for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic.

Minor Program

The dance minor is available to undergraduate students who want to combine an interest in dance with a major in another area of study. Dance studies can complement majors in such fields as journalism, architecture, music, theater arts, art history, women's and gender studies, human physiology, and psychology. The minor allows students flexibility in constructing a program of courses that enhances the major. Dance courses applied to the minor must be passed with grades of C– or better.

Minor Requirements 32 credits

Core 15 credits	
Looking at Dance (DAN 251)	4
Fundamentals of Rhythm (DAN 252)	3
Dance Production I (DAN 255)	3
Body Fundamentals (DAN 256)	3
Dance Improvisation (DANC 271)	1
Dance Production II (DAN 355)	1

Dance technique at DANC 300 level or higher 9 credits

Dance courses in the humanities, science, and studio-theory areas 9 credits

Students must take a placement class before enrolling in a technique course at the DAN level. See Placement of Majors and Minors in this section of the catalog.

The dance minor requires at least 32 credits including the 14-credit core and at least 9 credits of dance technique at the DANC 300 level or higher and 9 credits of elective course work in the humanities, science, and studio-theory areas (at least 3 credits in each of these areas). The 32 credits must include 15 upper-division credits. A list of courses that satisfy the area requirement is available in the dance department office.

Graduate Studies

The Department of Dance offers master of arts (M.A.) and master of science (M.S.) degrees in three programs—general master's degree with thesis or choreographic thesis, general master's degree without thesis, master's degree with emphasis in dance science—and the master of fine arts (M.F.A.) degree.

Work for a master's degree must be completed within a period of seven years. This includes

credits transferred from another institution and the thesis or final project.

Full-time students with adequate undergraduate preparation can complete an M.S. or M.A. degree program in two years if their area of specialization is designated during the first year. Students who enter with background deficiencies or who lack a focus for the thesis or final student project typically take more than two years to complete an M.S. or M.A. degree. The M.F.A. program requires at least three years of study in residence.

Admission

Department Visit. Applicants for fall-term admission are encouraged to visit the dance department during February or March of the preceeding academic year. The department office has more information.

Participation in classes and performance of choreographic excerpts help the faculty evaluate applicants and can serve in lieu of preparing a video application. Video applications are acceptable. Video applications must be in half-inch VHS NTSC-standard format and clearly show technical, performance, and choreographic proficiencies. For more information, call or write the department.

Application. Students seeking admission to a master's degree program should request an application packet from the Department of Dance. An official transcript of the student's college record must be submitted with the application. Application for enrollment is open to anyone who has graduated from an accredited college or university and has a 3.00 cumulative undergraduate GPA. In addition, applicants must submit three letters of recommendation, an up-to-date vita, a statement of purpose explaining why they intend to pursue graduate studies in dance at the University of Oregon, and a sample of written work. The statement of purpose and sample of written work are used to evaluate the applicant's writing ability.

International students whose native language is not English must earn scores of at least 550 on the Test of English as a Foreign Language (TOEFL).

A student with a GPA below 3.00 may be admitted upon review of credentials.

Adequate undergraduate preparation in dance theory and technique is required for admission to graduate programs in dance. Applicants with undergraduate deficiencies should seek admission as postbaccalaureate students until the necessary courses are completed.

Deficiencies may be made up by (1) passing proficiency examinations provided by the department, (2) presenting evidence of acceptable practical professional experience, or (3) demonstrating ability on videotape or in person for faculty review. Deficiencies should be corrected at the first opportunity after entering the program.

Graduate Fellowships. Some graduate teaching fellowships (GTFs) are available; applications are available at the department office. Applicants must submit a half-inch VHS NTSC-standard format videotape documenting teaching skills in at least two dance idioms—African, ballet, ballroom, contact improvisation, hip-hop, jazz, modern, salsa, swing, tango, or tap. Videos should document a complete class; edited highlights of classes are not acceptable.

Applications are reviewed beginning March 1 for the following fall term. GTF offers are made beginning April 15. Positions remain open until filled. Fellowship applicants are strongly urged to visit the department; see Department Visit in this section of the catalog.

M.A. and M.S. Requirements

A minimum of 54 graduate credits must be completed for an M.A. or M.S. degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. Candidates for the M.A. degree must demonstrate proficiency in one second language by submitting evidence of two years of college-level study within the previous seven years or by passing an examination at the university Testing Office, 238 University Health and Counseling Center Building.

Students must enroll in a technique course every term during their studies in residence and earn a minimum of 6 credits in 500-level DAN courses. These 6 credits must be taken for letter grades.

Students must take a minimum of 2 credits in Supervised College Teaching (DAN 602). The department recommends that these credits be earned in at least two teaching experiences, which provide opportunities to develop mentor relationships with faculty members.

A final oral thesis defense or terminal project presentation is administered by the student's faculty committee following completion of the thesis or project.

General Master's Degree with Thesis (54 credits)

In addition to the requirements described above, candidates for the general master's degree with thesis must have completed the following course work:

29 credits

Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Movement analysis	3
Dance pedagogy	4
Dance kinesiology	3
Dance production	3

Dance as a discipline at the graduate level requires an understanding of research methodology, theoretical issues, and their practical applications. Required core courses provide this understanding for the student seeking the general master's degree with or without thesis.

Upon consultation with the director of graduate studies, students may use graduate-level work for the master's degree to correct deficiencies.

Core Courses

Scientific Aspects of Dance (DAN 560)
Research Methods in Dance (DAN 611)
Aesthetic Bases for Dance in Art and Education (DAN 693)

Electives

DAN electives are selected in consultation with the student's adviser.

Thesis

Students in this program must take a minimum of 9 credits in Thesis (DAN 503). Eight to 16 credits must be earned in graduate courses outside the

department. These courses, approved by the major adviser, are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis.

Students may choose a choreographic thesis with written supporting documentation. Early in their programs, these students should enroll in graduate-level choreography courses.

The thesis proposal must be approved by a committee of at least three faculty members representing the fields of study related to the program and thesis topic. The chair of the committee must be from the Department of Dance. Graduate School requirements are to be followed in the preparation and defense of the thesis. Refer to "Thesis Guidelines and Procedures for Producing the Thesis Concert," available in the department office, and the *University of Oregon Style and Policy Manual for Theses and Dissertations*, available from the Graduate School's website.

General Master's Degree without Thesis (54 credits)

This option includes the general requirements, examinations, and limitations on credits stated earlier. Core courses listed above and correction of undergraduate-level deficiencies are required.

The nonthesis option requires 19 credits of elective course work, 8 to 16 credits in an area related to dance, and another 9 project-related credits appropriate to the program selected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student's adviser.

For the student electing the nonthesis option, a project is required in the area of concentration. A proposal must be approved by a project committee representing the area of concentration in dance.

Master's Degree with Emphasis in Dance Science (54 credits)

This option integrates a degree in dance with a second area of specialization in a related science. A bachelor's degree in dance or its equivalent is the preferred background. Graduate students must have completed the following course work:

32 credits

Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Movement analysis	3
Dance pedagogy	4
Human anatomy	3
Dance kinesiology	3
Physiology of exercise	3

A thesis is required for the master's degree, with emphasis on dance science. Requirements parallel the general master's degree with thesis with two exceptions:

1. Core courses for this option are Research Methods in Dance (DAN 611), Aesthetic Bases for Dance in Art and Education (DAN 693), and research method or design courses that include
 - a. quantitative statistics through ANOVA or qualitative research design and methodology
 - b. computer applications in research

c. interpretation and critique of research

Options that satisfy this requirement range from 5 to 9 credits

2. At least 16 credits of elective course work must be taken; 6 of these credits may be in Research (601) taken in another department

This individualized program is designed in consultation with the coordinator of the dance science program to meet the interests of the student. Eight to 16 credits must be earned in graduate courses outside the dance department. These courses are selected from fields related to the student's research. At least 4 credits must be earned outside the department before beginning the thesis.

All course work for this option must be approved by the dance science coordinator, who must be a member of the student's thesis committee.

M.F.A. Requirements

The master of fine arts is a rigorous terminal degree. Prescribed components provide a foundation upon which each student builds an individualized degree. Flexible emphases, supported by faculty expertise, permit elective areas of study in performance, choreography, education, history, contemporary issues, and dance science. The program emphasizes modern dance with ballet as a strong supporting area.

In addition to earning a minimum of 111 graduate credits, candidates must spend at least three years in residence to complete the degree. Undergraduate proficiencies for the M.F.A. are the same as those listed for the general master's degree with thesis.

Goals

The M.F.A. in dance is designed to develop

- individual creative and scholarly talents, interests, and philosophies that can be used to expand and preserve our cultural heritage
- individuals with the potential to solve contemporary problems in dance and to explore and address new questions and issues
- professional competence in the dissemination of knowledge, including the logical, verbal, and written presentation of aesthetic ideas
- scholarly competence in the organization, evaluation, and interpretation of knowledge
- professional competence as reflected in a significant body of artistic work

Course Work

Theory Core	42 credits
Music for Dancers (DAN 558)	3
Supervised College Teaching (DAN 602) (every term during the first year)	3
Reading and Conference (DAN 605)	3
Seminar (DAN 607)	27
Research Methods in Dance (DAN 611)	3
Aesthetic Bases for Dance in Art and Education (DAN 693)	3

Performance

and Choreography Core	35 credits
Technique laboratory (DAN 594 or 596) (every term)	18
Special Problems: Composition (DAN 606)	9
Workshop: Rehearsal and Performance (DAN 508, 608)	8

Electives

16 credits

Dance electives include, but are not limited to, course work in production, technique, performance, choreography, Scientific Aspects

of Dance (DAN 560), Pointe and Variations (DAN 585), Teaching Dance (DAN 591), Administration of Dance in Education (DAN 593)..... 0–8
Other electives (including at least 8 credits in course work other than dance) 8–16

Terminal Projects **18 credits**
Thesis (DAN 503) 9
M.F.A. Movement Project (DAN 612)..... 9

Satisfactory Progress toward a Master's Degree in Dance

1. Qualified students are admitted to the dance master's degree program with conditional master's classification. The classification is changed to unconditional master's after a student has
 - a. corrected undergraduate deficiencies
 - b. completed 12 graduate dance credits with grades of mid-B or better
 - c. achieved a technical skill equivalent to the DAN 500 level in at least one idiom. Studio classes must be prepared for 500-level DAN courses must be passed with letter grades of mid-B or better

Students must achieve unconditional master's classification before they have completed 36 credits of graduate work

2. Students must meet with a graduate adviser each term to draw up course advising contracts, which ensure that courses taken fulfill university and department requirements
3. Graduate teaching fellows (GTFs) must satisfactorily complete at least 9 graduate credits each term
4. DAN graduate courses must be passed with grades of P or B– or better. Courses may be retaken at the next scheduled offering if satisfactory grades are not received. The student may be dropped from the program if a grade of P or B– or better is not earned on the second try
5. Technique and core courses must be taken for letter grades. A minimum of 24 graduate credits must be taken for letter grades; the remaining credits may be taken pass/no pass. P is the equivalent of a B– letter grade or better
6. Core courses in dance should be completed the first term they are offered during graduate study. Requests for exceptions are considered by the graduate committee after approval by the student's adviser
7. Students must have a GPA of 3.00 or better in course work used to meet the requirements of a master's degree
8. No more than one incomplete (I) may be earned each term and no more than two each year. Students have one calendar year or less to finish an incomplete, depending on the nature of the course and the instructor's requirements

Introductory Dance Courses (DANC)

DANC courses are open to students who fulfill the prerequisites and meet placement criteria. Introductory Dance Courses I do not have prerequisites or placement criteria.

Not all courses can be offered every year. A list of courses offered each term is in the current class schedule. Each course requires payment of a laboratory fee.

101–198 Introductory Dance Courses I (1R)
170 Modern I, **171:** Contact Improvisation,

172: Ballet I, **175:** Jazz I, **176:** Tap I, **178:** International Folk I, **179:** Balkans and Eastern European, **184:** Ballroom I, **185:** African. **R** twice for maximum of 3 credits each.

199 Special Studies: [Topic] (1–5R) Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

201–299 Introductory Dance Courses II (1R) 270: Modern II, **271:** Dance Improvisation, **272:** Ballet II, **275:** Jazz II, **276:** Tap II, **284:** Ballroom II, **285:** African II. **R** twice for maximum of 3 credits each.

301–398 Introductory Dance Courses III (1R) 370: Modern III, **372:** Ballet III, **375:** Jazz III, **376:** Tap III, **384:** Ballroom III. **R** twice for maximum of 3 credits each.

399 Special Studies: [Topic] (1–5R) Recent topics include Tango, Hip-Hop, Salsa, Drumming, and Swing.

Professional Dance Courses (DAN)

DAN courses are open to students who fulfill the prerequisites and meet placement criteria. Generic courses are limited by faculty workload and availability. A list of courses offered each term is in the current class schedule.

198 Workshop: [Topic] (1–2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Topic] (1–5R)

251 Looking at Dance (4) Overview of dance as a cultural and aesthetic experience. Examines its meaning and impact on contemporary United States society. Kennedy, Stoddart.

252 Fundamentals of Rhythm (3) Essential topics in rhythm and dance; how rhythm and dance relate in various cultures with an emphasis on concert modern dance choreography; introduction to the communication of personally created movement to other dancers. **R** for a maximum of 6 credits. Cherry.

255 Dance Production I (3) Introduction to production planning, management, lighting, design, costuming, and publicity for the dance concert. Practical experience in Dougherty Dance Theatre. Craig.

256 Body Fundamentals (3) Exploration of patterning in movement. Various body therapies—Bartenieff Fundamentals, ideokinesis, and body-mind centering—provide a framework for experiential investigations.

301 Dance and Folk Culture (4) Investigation of origins, meanings, and development of dance culture and related folk arts in selected regions and countries of the world.

302 Dance in Asia (4) History, aesthetics, structure, and content of selected dance forms of India, Cambodia, Thailand, Bali, China, and Japan. Investigates expressiveness and movement choice in cultural contexts. Not offered 2004–5.

341 Movement Notation (3) Not offered 2004–5.

342 Movement Theory and Notation (4) Theory and application of movement analysis, including Labanotation and Labananalysis. Investigates qualitative and spatial aspects of movement. Prereq: DAN 252 and 256.

351 Dance Composition I (3) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DAN 252, DANC 271, DANC 370 or above. Craig, Chatfield, Kennedy, Stoddart.

352 Dance Composition II (3) Compositional forms in dance. Crafting of movements into studies. Prereq: DAN 351. Craig, Chatfield, Kennedy, Stoddart.

355 Dance Production II (1–2R) Extended application of skills and procedures used in producing a concert. Practical backstage work; pre- and postconcert sessions. Prereq: DAN 255. **R** eleven times for maximum of 24 credits. Craig.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Chatfield.

394 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. **R** for maximum of 24 credits.

396 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. **R** for maximum of 24 credits.

401 Research: [Topic] (1–4R) **R** with adviser's consent.

403 Thesis (1–12R)

404 Internship: [Topic] (1–4R) Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production. Prereq: junior standing, instructor's consent. **R** twice when topic changes for maximum of 12 credits.

405 Reading and Conference: [Topic] (1–21R)

406 Special Problems: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Recent topics include Choreographic Analysis, Contemporary Issues. **R** when topic changes.

408/508 Workshop: [Topic] (1–21R) Topics include rehearsal and performance for department-sponsored events. Prereq: audition for performance experiences.

409 Practicum: [Topic] (1–21R) Current topics are Choreography, Production Design, and Management.

410/510 Experimental Course: [Topic] (1–5R) Current topics include Neuromuscular Bases of Dance, Topics in Technique.

411 Senior Project (3) Prereq: instructor's consent.

412 Student Dance Concert (1–6R) Students apply ideas learned about concert choreography, production, and management. In a cooperative venture, students produce dance works in Dougherty Dance Theatre. Prereq: DAN 255, 352. **R** for maximum of 24 credits.

453/553 Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Prereq: DAN 251. Stoddart. Offered 2004–5 and alternate years.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on dance in the United States. Prereq: DAN 251. Craig. Offered 2004–5 and alternate years.

455/555 Group Choreography (1–3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DAN 352. **R** for a maximum of 6 credits.

458/558 Music for Dancers (3) Surveys musical form, style, and expressive content as it relates to dance. Examines the interrelationship of elements of music and dance in significant works from around the world. Prereq: DAN 252. Cherry.

460/560 Scientific Aspects of Dance (3) Nutrition, biochemistry, anatomy, and physiology explored from the perspective of the dancer and dance training. Personal nutritional and physiologic analyses. Prereq: DAN 360. Chatfield.

480/580 Dance Repertory (2R) Studio course for learning dances, excerpts, or works created or reconstructed by faculty. Informal performance at end of term. Coreq: DANC 300 level or above in both ballet and modern. **R** four times for a maximum of 10 credits.

481/581 Repertory Dance Company: Rehearsal (1–12R) Creating and rehearsing new or existing material in preparation for the spring tour. Prereq: audition or application; coreq: DANC 300 level or above in ballet and modern. **R** four times.

482/582 Repertory Dance Company: Touring (1–12R) Lecture-demonstrations and formal performances of repertory learned in winter rehearsals. Prerequisite: DAN 481/581; coreq: DANC 300 level or above in either ballet or modern. **R** four times.

485/585 Pointe and Variations (1R) Ballet pointe work and the study of classical and contemporary pointe repertory. Coreq: DANC 372 or higher. Stoddart. **R** seven times for a maximum of 8 credits.

490/590 Dance Accompaniment (1–3R) Examines technique of communication between the dance teacher and the dance accompanist. Prereq: DAN 252, DANC 271, DAN 394; coreq: DAN 491/591. **R** once for maximum of 6 credits. Cherry.

491/591 Teaching Dance (1–3R) Application of teaching theories, course planning methods, teaching resources and techniques. Emphasis on teaching in university situation. Prereq: DAN 252, DANC 271, DAN 394; coreq: DAN 490/590. Craig, Kennedy.

493/593 Administration of Dance in Education (3) Organization and administration of dance programs in colleges and universities. Prereq: DAN 491/591. Chatfield, Craig.

494/594 Modern Dance Laboratory (2R) Dance technique in the modern idiom. Prereq: placement audition. **R** for maximum of 24 credits.

496/596 Ballet Laboratory (2R) Dance technique in the ballet idiom. Prereq: placement audition. **R** for maximum of 24 credits.

503 Thesis (1–16R)

601 Research: [Topic] (1–16R)

602 Supervised College Teaching (1–5R)

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R) Topics include Formal Compositional Structure, Solo Composition, and student-initiated topics. Limited by faculty workload and availability.

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] (1–16R) Topics include Performance, Production, Rehearsal.

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

611 Research Methods in Dance (3) Review and evaluation of written and creative research in dance and allied fields. Culminating project is a written proposal for original research in dance. Chatfield.

612 M.F.A. Movement Project (1–16R)

613 M.F.A. Professional Paper (1–16R)

693 Aesthetic Bases for Dance in Art and Education (3) Theories of dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Prereq for nonmajors: instructor's consent. Craig.

Music

C. Brad Foley, Dean

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1225 University of Oregon

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Faculty

D. Tyler Abbott, adjunct instructor (flute). B.M., 1999, Eastern Washington; M.M., 2003, Oregon. (2003)

Nancy Andrew, assistant professor (flute). B.A., B.M., 1979, New Mexico. D.M.A., 1994, Peabody Conservatory of Music. (2004)

Barbara Myers Baird, adjunct instructor (organ, harpsichord). B.Mus., 1971, Texas Christian; M.Mus., Southern Methodist, 1976; D.M.A., 1988, Oregon. (1986)

Wayne Bennett, professor (orchestra, graduate-level instrumental conducting, clarinet); director, orchestral activities; conductor, University Symphony Orchestra. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas. (1978)

Jack Boss, associate professor (theory, composition); summer session coordinator. B.Mus., 1979, M.Mus., 1981, Ohio State; Ph.D., 1991, Yale. (1995)

James Bunte, assistant professor (saxophone). B.M., B.M.E., 1993, Colorado, Boulder; M.M., 1995, Cincinnati College Conservatory of Music. (2004)

Ellen Campbell, associate professor (horn). B.A., 1975, Luther; M.M., 1978, Michigan State. (1994)

David Captein, adjunct instructor (jazz string bass). B.M., 1980, Western Washington. (1995)

David R. Case, adjunct instructor (classical guitar). B.A., 1979, M.A., 1984, Oregon. (1975)

Shannon M. Chase, assistant professor (music education choral). B.M., 1993, Southern Maine; M.M., 1999, Maine; Ph.D., 2002, Florida State. (2002)

David Crumb, assistant professor (composition, theory). B.M., 1985, Eastman School of Music; M.A., 1991, Ph.D., 1992, Pennsylvania. (1997)

Michael P. Denny, adjunct instructor (guitar, jazz studies). B.A., 1992, City College of New York; M.A., 1995, Oregon. (1995)

Charles Dowd, professor (timpani, percussion, jazz studies); conductor, Oregon Percussion Ensemble; director, percussion studies. B.A., 1970, San Jose State; M.A., 1971, Stanford. (1974)

Stephen J. Dunn, adjunct assistant professor (theory, jazz, trumpet). B.M., 1989, North Texas; M.M., 1990, Northwestern; D.M.A., 2001, Arizona State. (1999)

C. Brad Foley, professor (saxophone); dean. B.A., 1975, Ball State; M.M., 1977, D.M.A., 1983, Michigan. (2002)

Fritz Gearhart, associate professor (violin). B.M., 1986, M.M. 1988, Eastman School of Music. (1998)

Michael Grose, assistant professor (tuba, basic music). B.M., 1984, M.M., 1985, Northwestern. (2001)

Scott Higgins, piano technician. Certificate of Piano Technology. 1981, New England Conservatory of Music. (1999)

Gary Hobbs, adjunct instructor (jazz drumset). (1998)

John Jantzi, visiting instructor (theory). Certificat d'études supérieures d'orgue avec mention bien, 1984, Conservatoire de Musique de Genève; A.A., 1974, Hesston; B.A., 1978, Seattle Pacific; M.M., 1995, Ph.D., 2002, Oregon. (2002)

Kenneth Jennings, adjunct instructor (Javanese gamelan). B.M., 1984, M.M., 1986, M.A., 1987, Oregon. (2003)

Mark Kaczmarczyk, adjunct assistant professor (opera, voice). B.S., 1988, B.Mus., 1989, New York at Buffalo; M.Mus., 1989, Eastman School of Music. (2000)

Winifred Kerner, adjunct instructor (piano literature, keyboard skills). B.A., 1978, M.A., 1980, Wesleyan; M.M., 1982, Michigan. (1999)

Dean F. Kramer, associate professor (piano, chamber music). B.Mus., 1973, Oberlin Conservatory; M.Mus., 1976, D.M.A., 1992, Texas at Austin. (1983)

Lori Kruckenberg, assistant professor (musicology). B.A., 1985, Bethany (Kansas); M.A., 1991, Ph.D., 1997, Iowa. (2001)

Robert Kyr, professor (composition, theory); director, Pacific Rim Gamelan, Vanguard Concert Series, Music Today Festival. B.A., 1974, Yale; postgraduate certificate, 1976, Royal College of Music; M.A., 1980, Pennsylvania; Ph.D., 1989, Harvard. (1990)

Steve Larson, associate professor (musicianship and theory). B.A., 1979, M.A., 1981, Oregon; Ph.D., 1987, Michigan. (1993)

Donald R. Latarski, adjunct instructor (jazz and blues guitar). B.S., 1979, Oregon. (1984)

Mark Levy, adjunct assistant professor (ethnomusicology, world music). B.A., 1969, Chicago; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1986)

Kathryn Lucktenberg, associate professor (violin, chamber music). B.M., 1980, Curtis Institute. (1993)

Gregory Mason, adjunct assistant professor (piano accompaniment, chamber music, piano); faculty accompanist; director, accompaniment and chamber music. B.M., 1979, Michigan; M.M., 1983, D.M.A., 1995, Illinois at Urbana-Champaign. (1996)

Anne Dhu McLucas, professor (musicology, ethnomusicology). B.A., 1965, Colorado; M.A., 1968, Ph.D., 1975, Harvard. (1992)

Eric Mentzel, associate professor (voice). B.M., 1980, Temple; M.F.A., 1983, Sarah Lawrence. (2002)

Lance Miller, recording engineer. A.A., 1982, Mt. Hood Community. (1998)

Debra Noel, adjunct instructor (music education). B.A., 1973, M.E., 2001, Oregon State. (2003)

Rebecca Oswald, adjunct instructor (theory, composition). B.Mus., 1998, Westminster Choir College of Rider; M.Mus., 2001, Oregon. (2002)

Stephen W. Owen, associate professor (jazz studies, music theory); director, jazz studies. B.Mus.Ed., 1980, North Texas State; M.Mus., 1985, Northern Colorado. (1988)

Phyllis M. Paul, assistant professor (elementary music education). B.A., 1983, Lenior-Rhyne; M.A., 1990, Ph.D., 2003, Florida State. (2003)

Sharon J. Paul, associate professor (choral conducting). B.A., 1978, Pomona; M.F.A., 1981, California, Los Angeles; D.M.A., 1984, Stanford. (2000)

Timothy A. Paul, adjunct instructor (music education, bands). B.A., 1983 Lenoir-Rhyne; M.A., 1989, Florida State. (2004)

Jacob M. Pavlak, adjunct instructor (guitar). B.A., 1998, Oregon. (1998)

Kathleen L. Pengelly, adjunct instructor (music education practicums). B.M., 1967, Lawrence (Wisconsin); M.Mus., 1977, Oregon. (2000)

Steven Pologe, associate professor (cello, chamber music). B.M., 1974, Eastman School of Music; M.M., 1978, Juilliard School. (1993)

Robert D. Ponto, associate professor; director of bands. B.M.E., 1979, Wisconsin, Eau Claire; M.M., 1985, Michigan, Ann Arbor. (1992)

Shelley Rich, adjunct instructor (string pedagogy, Community Music Institute). B.M., 1991, Eastman School of Music; M.M., 1997, Northern Arizona. (1997)

Helmuth Rilling, conductor in residence and courtesy professor, Oregon Bach Festival. State Music Academy, Stuttgart; Conservatorio Santa Cecilia, Rome. (1970)

Tobias Koenigsberg, assistant professor (jazz piano, jazz studies); associate director, jazz studies. B.M., 1998, Oregon; M.M., 2003, Eastman School of Music. (2003)

Douglas Scheuerell, adjunct instructor (tabla). B.Mus., 1971, Wisconsin, Madison. (1993)

Marian Elizabeth Smith, associate professor (music history). B.A., 1976, Carleton; B.Mus., 1980, Texas at Austin; Ph.D., 1988, Yale. On leave fall 2004. (1988)

Jeffrey Stolet, associate professor (music technology, intermedia collaboration); director, Future Music Oregon, CPU Concert Series. B.Mus., 1977, M.Mus., 1979, New Mexico; Ph.D., 1984, Texas at Austin. (1988)

Leslie Straka, associate professor (viola, chamber music). B.M., 1976, M.Mus., 1978, D.M.A., 1987, Arizona State. (1987)

Ann Tedards, associate professor (voice, diction, pedagogy); associate dean; director, graduate studies. A.B., 1970, Sweet Briar; M.M., 1972, North Carolina at Chapel Hill; D.M.A., 1997, Peabody Conservatory of Music, Johns Hopkins. (1987)

Steve Vacchi, associate professor (bassoon, chamber music). B.M., 1990, Eastman School of Music; M.M., 1993, Hartt School; D.M.A., 1997, Louisiana State. (2000)

Leigh Van Handel, visiting instructor (theory). B.A., 1992, Ohio State; M.A., 1994, New York at Stony Brook; Ph.D., 2002, Stanford. (2002)

Marc Vanscheeuwijck, assistant professor (music history, collegium). B.A., 1982, M.A., 1984, Ph.D., 1995, Ghent. (1995)

Milagro Vargas, associate professor (diction, pedagogy, voice). B.M., 1977, Oberlin Conservatory; M.M., 1981, Eastman School of Music. (1992)

Claire L. Wachter, associate professor (piano pedagogy, piano). B.M., 1975, Peabody Conservatory; M.M., 1977, D.M.A., 1993, Texas at Austin. (1991)

Cedric G. Weary, adjunct instructor (gospel choir and ensemble). (1999)

Jeffrey Williams, professor (trombone, brass chamber music); associate dean; director, undergraduate studies; director, Brass Choir. B.Mus., 1965, North Texas; M.S., 1966, Illinois; D.M.A., 1974, North Texas. (1980)

Carl Woideck, adjunct instructor (jazz history, rock music history, blues history). B.Mus., 1981, M.S., 1989, Oregon. (1996)

Laura Zaerr, adjunct assistant professor (harp). B.Mus., 1984, Oregon; M.M., 1986, Eastman School of Music. (2001)

Todd Zimbelman, instructor; director of athletic bands. B.Mus., 1992, M.Mus. 1999, Oregon. (1999)

Emeriti

Doris Renshaw Allen, associate professor emerita. B.A., 1950, Westminster; M.A., 1976, Goddard. (1978)

Exine Anderson Bailey, professor emerita. B.S., 1944, Minnesota; M.A., 1945, professional diploma, 1951, Columbia. (1951)

Peter Bergquist, professor emeritus. B.S., 1958, Mannes College; M.A., 1960, Ph.D., 1964, Columbia. (1964)

Leslie T. Breidenthal, professor emeritus. B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan. (1967)

Richard G. Clark, associate professor emeritus. B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington (Seattle). (1982)

David P. Doerksen, associate professor emeritus. B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon. (1983)

John M. Gustafson, associate professor emeritus. A.B., 1947, Augustana; M.Mus., 1951, Michigan; Ph.D., 1956, Florida State. (1956)

John Hamilton, professor emeritus. A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California. (1959)

J. Robert Hladky, professor emeritus. B.Mus., 1950, Oklahoma State; M.Mus., performer's certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music. (1961)

Robert I. Hurwitz, professor emeritus. A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana. (1965)

Gary M. Martin, professor emeritus. B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1966)

John C. McManus, professor emeritus. B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia. (1967)

James A. Miller, professor emeritus. B.A., 1952, Goshen; M.Mus., 1956, A.Mus.Doc., 1963, Michigan. (1965)

J. Robert Moore, professor emeritus. B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.M.A., 1980, Eastman School of Music. (1975)

Randall S. Moore, professor emeritus. B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State. (1974)

Robert E. Nye, professor emeritus. B.Ed., 1932, Milwaukee State Teachers; M.A., 1942, Ph.D., 1949, Wisconsin. (1950)

Harold Owen, professor emeritus. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California. (1966)

George W. Recker, associate professor emeritus. Former principal trumpet, Kennedy Center Opera House Orchestra, Florida State University, George Peabody College, 1964–69. (1983)

Morrette L. Rider, professor and dean emeritus. B.Mus., 1942, M.Mus., 1947, Michigan; D.Ed., 1955, Columbia. (1975)

H. Royce Saltzman, professor emeritus. B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California. (1964)

Victor Steinhart, professor emeritus. B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles. (1968)

Stephen Stone, associate professor and assistant dean emeritus. B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon. (1976)

Richard Trombley, associate professor emeritus. B.S., 1961, Juilliard School; M.Mus., 1962, Manhattan School; D.M.A., 1977, Stanford. (1963)

Monte Tubb, associate professor emeritus. B.A., 1956, Arkansas; M.A., 1960, Indiana. (1966)

Mary Lou Van Rysselberghe, senior instructor emerita; coordinator, Children's Concert Series. B.Mus., 1956, M.Mus., 1976, Oregon. (1977)

William C. Woods, professor emeritus. B.Mus., 1948, M.Mus., 1949, Southern California. (1950)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Leslie K. Bennett, library

About the School

Facilities

The School of Music's five-unit building complex includes the 550-seat Beall Concert Hall; separate band, choir, and orchestra rehearsal rooms with support facilities; more than thirty practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms.

Music Services, located on the third floor of Knight Library, has composers' complete works, music reference resources, current and bound periodicals, interactive music CD-ROM programs, and a large collection of books and scores. The Douglass Listening Room holds recordings (LPs, cassettes, and compact discs). Facilities include listening carrels with remote-control capability, individual listening rooms, and two group-listening rooms. The score and record collections' strengths include music by Oregon composers, women composers, and contemporary publications provided by approval plans for recently published North American and European scores. The book collection includes a large German-language collection and most United States university-press publications. Reference service to the collection is provided by Music Services.

The School of Music houses three pipe organs, including a nationally recognized organ by Jürgen

Ahrend of East Friesland, Germany—a concert instrument unique in America—and other tracker organs by Flentrop and Schlicker. Two of the four harpsichords available for student use are French doubles by William Dowd.

Three computer-music studios, maintained for qualified students, contain the most recent music technology including programs for an array of synthesis techniques, algorithmic composition, MIDI sequencing and composition, and digital recording and editing in a fully automated mixing environment.

The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The Pacific Rim Gamelan performs on the beautiful instruments of Gamelan Suranadi Sari Indra Putra, donated to the school in 1986 by John and Claudia Lynn of Eugene. The ensemble is a multi-cultural composing and performing orchestra, and works composed by its members use instruments from around the world as well as gamelan instruments. The School of Music is the only institution in the nation to include an ensemble of this kind as an integral part of its curriculum.

Kyai Tunjung Mulya ("Noble Lotus Blossom") is a complete central Javanese court gamelan orchestra, consisting of more than eighty iron, brass, bronze, teak, and bamboo instruments. Classes and workshops in Javanese gamelan music are taught periodically by visiting musicians from Indonesia.

The Kammerer Computer Lab offers students the opportunity to become familiar with a variety of music notation and sequencing software programs. Users have access to the Internet; e-mail; computer-assisted instructional materials; and word-processing, desktop-publishing, and graphics programs for academic use, exploration, and development of computer skills. The lab is equipped for digital audio editing and recording.

Concerts and Recitals

More than 250 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty (Faculty Artist Series), and more than twenty student ensembles. Other regularly scheduled concerts include performances by internationally famous artists sponsored by the Chamber Music Series and the World Music Series.

The annual Vanguard Concert Series features 20th-century music in concerts and workshops. Nationally prominent artists give a public concert and hold workshops in which they read, rehearse, and record music composed for them by members of the Composers Forum. This series, the only one of its kind in the nation, is an essential part of a composition curriculum.

The biennial Music Today Festival, founded and directed by Robert Kyr, is a three-week series of concerts and cultural events that celebrates 20th-century music from around the world. The festival features regional performers and ensembles as well as internationally renowned artists.

Jazz concerts and workshops by prominent artists offer opportunities for university students to perform. The Jazz Studies Program hosts the

Oregon Jazz Celebration, an annual weekend festival that includes workshops for middle school, high school, and college jazz ensembles.

Since 1969 the School of Music has conducted the annual Oregon Bach Festival during a two-week period in late June and early July. The festival, under artistic director and conductor Helmuth Rilling, combines an educational program in choral music for academic credit with the offering of some fifty public concerts and events. While the focus is Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from around the world are featured with the festival chorus and orchestra. Every other year the School of Music offers a Composers Symposium in conjunction with the Oregon Bach Festival.

THEME is a group of faculty members and graduate students interested in music research. The group meets three or four times a term on Friday afternoons to share the results of ongoing or recently completed research, to discuss the profession of teaching and research, and to hear guest speakers. Some recent guests are Michael Broyles, Thomas Christensen, Robert Gjerdingen, Douglas Hofstadter, Andrew Homzy, Mark Johnson, Susan McClary, Bruno Nettl, Harold Powers, Jihad Racy, and Carl Schachter.

Honorary Societies

The honorary music fraternity, Pi Kappa Lambda, and the professional music fraternity, Mu Phi Epsilon, maintain chapters at the University of Oregon. There is also an active student chapter of the Music Educators National Conference.

Ensembles

University Singers, Concert Choir, Chamber Choir, Repertoire Singers, Oregon Wind Ensemble, Oregon Percussion Ensemble, Oregon Marching Band, Symphonic Band, Oregon Basketball Band, Campus Band, Campus Orchestra, Green Garter Band, Yellow Garter Band, University Symphony Orchestra, Brass Choir, Trombone Ensemble, Jazz Guitar Ensemble, Brass Ensemble, Oregon Jazz Ensemble, Jazz Laboratory Bands, Small Jazz Ensembles, Vocal Jazz Ensembles, University Gospel Ensemble, University Gospel Choir, Gospel Singers, Opera Ensemble, Pacific Rim—Balinese Gamelan, Javanese Gamelan, Celtic Ensemble, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to qualified students.

The Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of Renaissance, baroque, and classical music, using the school's collection of reproductions of Renaissance and baroque instruments. The repertoire and activities of these ensembles complement school courses in history, criticism, and performance practice studies.

Financial Aid

The following scholarships are available to music students. The application deadline for full consideration is February 1. For more details about financial aid, write to the coordinator of scholarships of the music school.

Wayne Riley Atwood Scholarship
Exine Anderson Bailey Vocal Award
Lotta Carll Scholarship

Ruth Lorraine Close Musical Fellowship
Carol Nelson Corbett Memorial Endowment Scholarship

Robert J. and Leona Anderson DeArmond Scholarship

Maude and H. B. Densmore Memorial Scholarships, Women's Choral Society

Francis Y. Doran Scholarship

Eugene Chamber Singers Scholarship

Dorothy Pederson Fahlman Piano Endowed Scholarship

Robert and Margaret Guitteau Scholarship Fund

George P. Hopkins Memorial Scholarship

William T. McConnell Memorial Scholarship Fund

Marjorie A. Mitchell Scholarship for Music

Linda Jeanne Moore Memorial Endowed Scholarship

Mu Phi Epsilon Patrons Scholarships

Elizabeth C. Waddell Newman Memorial Scholarship

Oregon Music Teachers Association Scholarship

Oregon Tuba Association Scholarship

Frances Parsell Scholarship

Phi Beta Scholarships

Jim Polastri Memorial Scholarships

Presser Foundation Scholarship

Elizabeth P. Slottee Memorial Scholarship

Paul Clarke Stauffer Scholarships

George B. Van Schaack Memorial Scholarship

Janet Kelsey Walsh Memorial Scholarship

Virginia Whitfield Memorial Endowed Scholarship

Public School Teaching Licensure

Teacher licensure at the University of Oregon requires a bachelor's degree in music education and completion of a fifth-year teacher education program. This five-term program—summer through summer—combines an academic year of clinical experience in the public schools with course work at the university. During the fall and winter terms, students spend increasing amounts of time in public school settings; in the spring term they are full-time student teachers. Summer sessions are spent on course work that supports and builds on the activities and experiences of a year's contact with public school students.

More information is available from the chair of the music education program.

Fees

Performance Studies (Studio Instruction)	
<i>(per credit, per term)</i>	<i>Dollars</i>
Guitar	80
All other performance studies	60

Students must register for at least 2 credits of performance study. The number of lessons per term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Jazz majors who are enrolled in both jazz and classical performance studies only pay a fee for the performance study with the fewer credits.

Fee Exemptions

Music majors, provided the instruction is a degree requirement with primary performance study above the 170 level

Music majors, provided the instruction is a degree requirement with secondary performance study at the 170 level or above, and provided faculty teaching loads permit

Music majors in class piano instruction, provided it is to develop the proficiency required by the student's degree program

Other Fees (per term)	Dollars
All music majors	85
Ensemble fee	10
Rental of university instruments is based on use and value—maximum fee	50
Short-term instrument rental (per week).....	10
Percussion-studies instrument fee	10
Use of electronic studio	50
Use of organs and harpsichords	10
Music-education course fee	10

A student who needs an accompanist is typically charged a fee by the accompanist.

Performance Studies

Courses in performance studies are listed with the MUP subject code. MUP courses fall into two general categories:

Basic and intermediate performance studies (MUP 100–162). Fee required

Performance Studies (Studio Instruction) (MUP 170–191, 271–291, 341–361, 371–391, 471–491, 611–631, 641–661, 670–691, 741–761, 771–791) Fee required unless waived. See Fee Exemptions above

Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Performance studies courses carry 2 to 4 credits a term. Students giving recitals must be enrolled in performance studies and may enroll in Reading and Conference (MUS 405 or 605) during the term of the recital. The number of credits, up to 4, for Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital a faculty evaluation is required. If approval is given, the recital is formally acknowledged as a fulfilled degree requirement.

Enrollment in performance studies is sometimes limited because of faculty teaching loads.

Under such circumstances, priority is given to continuing music majors. Students who are not assigned to a faculty member may study with a graduate teaching fellow for credit at extra cost.

Details concerning levels, repertory, and other matters are available upon request.

Piano studies students at the MUP 171 level or above have an accompanying requirement described under Ensemble Requirement.

General Procedures and Policies

Students are responsible for knowing about degree requirements and university and School of Music procedures and policies. This information is found in several sections of this catalog, including About the School, earlier in this section of the catalog. See also the **Registration and Academic Policies** and **Graduate School** sections.

Undergraduate Studies

Nonmajors

Courses

The School of Music offers nonmajors a variety of music courses and performance ensembles. See course listings for details. The following courses, which are open to students who haven't had musical instruction, satisfy some of the university's general-education requirements. See Group Requirements and Multicultural Requirement in the **Registration and Academic Policies** section of this catalog.

Understanding Music (MUS 125)
 Rock History, 1950–70 (MUS 264)
 Rock History, 1965 to Present (MUS 265)
 History of the Blues (MUS 270)
 Themes in the Humanities (HUM 300)
 History of Jazz, 1900–1950 (MUJ 350)
 History of Jazz, 1940 to Present (MUJ 351)
 The Music of Bach and Handel (MUS 351)
 Survey of Opera (MUS 353)
 Beethoven (MUS 355)
 Innovative Jazz Musicians (MUS 356)
 Music in World Cultures (MUS 358)
 Music of the Americas (MUS 359)
 Film: Drama, Photography, Music (MUS 380)
 Art Film (MUS 381)
 Introduction to Ethnomusicology (MUS 451)
 Musical Instruments of the World (MUS 452)
 Folk Music of the Balkans (MUS 453)
 Music of India (MUS 454)
 Music and Gender (MUS 460)

Courses are occasionally offered under Special Studies (MUS 199), Seminar (MUS 407), Experimental Course (MUS 410). These courses do not fulfill general-education requirements.

Ensembles

Course numbers through 499 are for undergraduates; 500-, 600-, and 700-level courses are for graduate students.

East European Folk Ensemble (MUS 390, 690)
 Collegium Musicum (MUS 391, 691)
 Chamber Ensemble—Brass Choir, Brass Ensemble, Celtic Ensemble, Studio Guitar Ensemble, Trombone Ensemble, Tuba Euphonium Ensemble, other ensembles as needed (MUS 394, 694)
 Band—Campus Orchestra, Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, UO Symphonic Band, Yellow Garter Band (MUS 395, 695)
 Orchestra (MUS 396, 696)
 Chorus—Chamber Choir, Concert Choir, Lab Choir, University Gospel Choir, University Gospel Ensemble, Gospel Singers, University Singers (MUS 397, 697)
 Jazz Laboratory Band III (MUJ 390, 690)
 Jazz Laboratory Band II (MUJ 391, 691)
 Oregon Jazz Ensemble (MUJ 392, 692)
 Small Jazz Ensemble (MUJ 395, 695)
 Oregon Vocal Jazz (MUJ 397, 697)
 Opera Workshop (MUS 398, 698)

Workshop: Javanese Gamelan (MUS 408/508)
 Balinese Gamelan (MUS 490/590)

Minor Requirements

The School of Music offers two minors: a minor in music and a minor in music education: elementary education

Minor in Music

The minor in music requires a minimum of 26 credits, 15 of which must be upper division. A minimum of 15 credits must be taken in residence. Courses applied to the minor must be graded C– or better. Choose courses from the subject list below.

List of Courses by Subject

Jazz and Popular Music. Rock History, 1950–70 (MUS 264), Rock History, 1965 to Present (MUS 265), History of the Blues (MUS 270), History of Jazz, 1900–1950 (MUJ 350), History of Jazz, 1940 to Present (MUJ 351), Innovative Jazz Musicians (MUS 356)

Performance and Ensemble. A maximum of 6 credits may be applied to the minor.

Theory. Understanding Music (MUS 125) or Music Theory I,II,III (MUS 131, 132, 133), Aural Skills I,II,III (MUS 134, 135, 136)

Western Art Music. Survey of Music History (MUS 267, 268, 269), Themes in the Humanities (HUM 300), The Music of Bach and Handel (MUS 351), Survey of Opera (MUS 353), Beethoven (MUS 355), Music and Gender (MUS 460)

World Music. Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454)

Other music courses approved by petition to the undergraduate committee

Minor in Music Education: Elementary Education

The minor in music education: elementary education requires 26 credits, 9 of which must be upper division, in addition to the prerequisites. As a component of this minor, students must complete 23 credits of prerequisites or pass waiver examinations. Nine credits may be transferred from another college or university at the discretion of the coordinator for the music education: elementary education minor. These credits must have been completed in the past seven years. Up to 6 credits in the minor program may be taken pass/no pass (P/N); letter-graded courses applied to the minor must be passed with grades of C– or higher. At least 18 credits must be taken at the University of Oregon.

Prerequisites

Music Theory I,II,III (MUS 131, 132, 133)..... 6
 Aural Skills I,II,III (MUS 134, 135, 136)..... 6
 Keyboard Skills I,II,III (MUS 137, 138, 139) 3
 Music history: choose two courses from Survey of Music History (MUS 267, 268, 269), Themes in the Humanities (HUM 300)..... 8

Required Courses

9–10 credits
 Basic Performance Studies: Voice (MUP 101) 2
 Music for Early Childhood (MUE 428)..... 3
 Music in Special Education (MUE 429) 3
 Instrumental or choral ensemble 1–2

Electives

17–24 credits

Choose from Contemporary Methods (MUE 420); Music Classroom Management (MUE 430); technique courses or performance studies in piano, recorder, guitar, or another instrument; summer workshops in music education with the consent of the minor coordinator

Music Major Programs

A detailed checklist of requirements for each degree is available in the undergraduate office, 158 Music Building.

Bachelor's Degrees Offered

Bachelor of Arts (B.A.) in Music

Bachelor of Science (B.S.) in Music

Bachelor of Music (B.Mus.)

Jazz Studies

Music Composition

Music Education

Music Performance

The bachelor of arts in music is primarily for students who want a broad liberal-arts education while majoring in music. The bachelor of science in music is appropriate for those who want a broad education in the sciences or social sciences while majoring in music. Students who want strong preparation in music should work toward the bachelor of music degree.

Admission

Students who are eligible for admission to the university may apply to the School of Music for admission as music majors.

Auditions

The audition is the single most important factor in determining admission to the School of Music in most degree programs. Applicants to most music degree programs must audition or submit an audition tape as part of the admission process. Students who submit a tape are required to audition in person upon arrival on campus. Auditions, both for admission and for scholarships, are held in February each year or by appointment. A brochure describing the audition process is available from the undergraduate office.

Students who plan on seeking a B.A. with the history and literature option are not required to audition as part of the admission process, although an audition is required later for placement in performance studies. Admission to this degree program requires additional application materials. Details are available in the undergraduate office.

Admission to a Specific Degree Program

Initial admission to the School of Music is as a music major. Official admission to a degree program occurs after the student successfully completes two years of core studies.

Students who have been in residence for two years but have not successfully completed the two-year core are placed on probation as music majors. If these courses have not been completed by the end of the third year, the student is suspended from the major and must pay for lessons. Reinstatement to the major occurs automatically once the courses have been successfully completed.

Procedures and requirements for admission to a specific degree program in the School of Music vary with each program and are available from the undergraduate office. A brief summary follows:

Composition (B.Mus.). Successful completion of Composition I (MUS 240, 241, 242) with grades of B– or better.

Music Education (B.Mus.). Application to degree program, audition, interview.

Music—Music History and Literature Option and Music Theory Option (B.A.). Thorough review of student's record and interview.

Music—Technology Option (B.S.). Three audio recordings of recent compositions (cassette, DAT, or CD formats)—candidates who have completed MUS 443, 444 may submit two compositions; one- to two-page description of experience with electronic and computer musical instruments, audio recording or related software, and reasons for enrolling in this option; list of software and hardware in which the student has experience and the level of expertise with each.

Performance—Brass (B.Mus.). Successful jury to the MUP 386, 387, 388, 389, or 390 level.

Performance—Strings (B.Mus.). Successful jury to the MUP 375, 376, 377, or 378 level.

Performance—Voice (B.Mus.). Successful jury to the MUP 374 level and permission to present junior recital.

Placement Examinations

Placement examinations are required of first-year music majors and transfer students. The freshman placement examination determines the appropriate placement for students beginning college-level study in music theory, aural skills, and keyboard skills. Students are placed either in preparatory courses or in undergraduate core courses. The transfer placement examination determines the appropriate core courses for students who have some college-level study in music. Study guides for these examinations are available in the undergraduate office.

Performance Studies. Placement in performance studies requires an audition, which can be scheduled by appointment. Dates for auditions, usually held winter term, are available in the undergraduate office. Details about repertoire and procedure are available on request from the undergraduate office. Applicants who are unable to arrange an on-campus audition may submit a tape recording.

Jazz Studies. Students who want to enter the jazz studies major have a second audition. A placement examination specific to jazz studies is required of freshmen and transfer students who want to enter the program.

Program Requirements

Ensemble Requirements

There are two parts to the ensemble requirement: (1) each degree program requires the satisfactory completion of a specific number of terms of ensemble; (2) music majors enrolled in performance studies must enroll concurrently in a band, chorus, or orchestra, even if the ensemble requirement for their particular program has been completed. Students must audition for ensemble placement before each fall term. Students entering

winter and spring terms audition at the time of entrance.

In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the ensemble personnel committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete a petition
3. Return the petition to the undergraduate office

Accompanying Requirement for Piano Students. Undergraduates studying piano at the MUP 171 level or higher as their primary performance medium must fulfill at least half their ensemble requirement by enrolling in Chamber Ensemble: Accompanying (MUS 394).

Exceptions to Ensemble Requirements

Students who meet one of the following exceptions are not required to audition for fall term ensemble placement.

- Harp, classical guitar, harpsichord, and organ students may enroll in a chamber ensemble instead of the large conducted ensembles
- Jazz studies majors must enroll in three terms of classical chamber ensemble, band, chorus, or orchestra. With the approval of the director of jazz studies, the remainder of the requirement may be fulfilled by enrolling in Small Jazz Ensemble (MUJ 395) or Chamber Ensemble (MUS 394) instead of large conducted ensembles
- Piano students enrolled in performance studies at the MUP 171 level or higher may enroll in Chamber Ensemble (MUS 394) or The Collaborative Pianist (MUS 421, 422, 423) instead of large conducted ensembles
- Composition students may enroll in three terms of Gamelan in partial fulfillment of the requirement
- Studio guitar students may enroll in a chamber, studio guitar, or jazz ensemble instead of the large conducted ensembles

Each major requires a specific number of terms of ensemble. Some majors require participation in specific ensembles.

General Requirements

In addition to the general university requirements for bachelor's degrees (see the **Registration and Academic Policies** section of this catalog), all undergraduate degrees in music require the following:

Core Courses	58 credits
Music Theory I,II,III (MUS 131, 132, 133).....	6
Aural Skills I,II,III (MUS 134, 135, 136).....	6
Keyboard Skills I,II,III (MUS 137, 138, 139).....	3
On the Nature of Music (MUS 167).....	2
Music Theory IV,V (MUS 231, 232).....	4
Aural Skills IV,V,VI (MUS 234, 235, 236).....	9
Keyboard Skills IV,V,VI (MUS 237, 238, 239)....	3
Survey of Music History (MUS 267, 268, 269).....	12
Analysis (MUS 324, 325, 326).....	9
Music in World Cultures (MUS 358).....	4
Student forum (nine terms)	

Students must pass a musical repertoire identification examination before enrolling in MUS 267, 268, 269. Guided Listening (MUS 168) is offered as an aid to passing the examination.

Satisfactory Progress toward the Degree

Satisfactory progress toward the degree is monitored every term by the director of undergraduate studies.

Majors must earn a C– or better in every course—including courses taken outside the School of Music—required for their degree program.

Candidates for a B.Mus. in jazz studies, music education, or music performance must advance to the next performance level at least once every five terms.

Students are allowed two attempts to earn a grade of C– or better in any course required for a music major. A student who receives a grade of D+ or lower or a mark of W (withdrawal) or I (incomplete) for a required course is placed on probation. Probationary status must be removed by the end of the next term in which the course is offered. Any student who fails to fulfill this probation contract is dropped from the major.

Typical First-Year Program

Fall Term	18 credits
Ensemble (MUS 395–397).....	2
Music in World Cultures (MUS 358).....	4
Performance Studies (Studio Instruction).....	4
Group-satisfying courses.....	8

Winter Term	17 credits
Music Theory I (MUS 131).....	2
Aural Skills I (MUS 134).....	2
Keyboard Skills I (MUS 137).....	1
On the Nature of Music (MUS 167).....	2
Ensemble (MUS 395–397).....	2
Performance Studies (Studio Instruction).....	4
College Composition I (WR 121).....	4

Spring Term	18 credits
Music Theory II (MUS 132).....	2
Aural Skills II (MUS 135).....	2
Keyboard Skills II (MUS 138).....	1
Guided Listening (MUS 169).....	1
Ensemble (MUS 395–397).....	2
Performance Studies (Studio Instruction).....	2
College Composition II or III (WR 122 or 123)....	4
Group-satisfying course.....	4

Specific Degree Requirements

Minimum requirements for a bachelor's degree in music are 36 credits in the major, including 24 upper-division credits. In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements.

Bachelor of Arts

B.A. in Music

Bachelor of arts degrees require proficiency in a foreign language (see the **Registration and Academic Policies** section of this catalog)

General Music Option	credits
Performance Studies (MUP 171 or above), at least three terms with concurrent enrollment in assigned ensemble.....	6–12
Ensemble: at least six terms.....	6–12

In consultation with the major adviser, select three arts and letters group-satisfying courses 12

Senior project: a scholarly work, extensive paper, recital, presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Enrollment in Senior Project (MUS 499) is optional when the project is a recital; consult adviser for details and procedure

Music History and Literature Option *credits*

Performance Studies: at least three terms, with concurrent enrollment in assigned ensemble, the last term of which must be MUP 140 or above 3–6

Ensemble: at least three terms 3–6

In consultation with the major adviser, select three arts and letters group-satisfying courses 12

Upper-division music literature courses or seminars or a senior project completed under faculty guidance 9

Optional enrollment in Reading and Conference (MUS 405); consult adviser for details and procedure

Music Theory Option *credits*

Performance Studies: at least three terms of MUP 171 or above 6

Ensemble, six terms 6–12

History of Western Art I,II,III (ARH 204, 205, 206) 12

Counterpoint (MUS 433, 434, 435) 12

Choose three courses from Schenkerian Analysis (MUS 430, 431, 432); Post-Tonal Theory I,II,III (MUS 416, 417, 418) 9

Choose 10 credits from Composition I (MUS 240, 241, 242), Jazz Theory (MUJ 270), Music of the Americas (MUS 359), Score Reading (MUS 426), Scoring for Voices and Instruments (MUS 439), Electronic Music Techniques I,II (MUS 443, 444), Computer Music Applications (MUS 446), music literature courses (MUS 464–475) 10

Demonstrated proficiency in piano (MUP 271) or three terms of piano performance (MUP 171) with grades of C– or better

Senior project; consult adviser for details

A total of at least 121 music credits, including electives and required courses

College Composition III (WR 123) strongly recommended

Bachelor of Science

B.S. in Music

Bachelor of science degrees require competence in mathematics or computer science (see the **Registration and Academic Policies** section of this catalog)

General Music Option *credits*

Performance Studies (MUP 171 or above), at least three terms with concurrent enrollment in assigned ensemble 6–12

Ensemble: at least six terms 6–12

Senior project: a scholarly work, extensive paper, recital, presentation, lecture or lecture-recital, or composition. If a recital is chosen, three terms of performance study at the MUP 341 level or higher are required. Senior Project (MUS 499) is optional when the project is a recital; consult adviser for details and procedure

Music Technology Option *credits*

Performance Studies: at least three terms, with concurrent enrollment in assigned ensemble, the

last term of which must be at the MUP 170 level or above 4–6

Ensemble: at least three terms 3–6

Concepts of Computing: Information Processing (CIS 110) 4

Concepts of Computing: Computers and Computation (CIS 111) 4

Multimedia on the Web (CIS 115) 4

Concepts of Computing: Algorithms and Programming (CIS 122) 4

Physics of Sound and Music (PHYS 152) 4

MIDI for Musicians (MUS 419) 2

Electronic Music Techniques I,II (MUS 443, 444) 6

Advanced Electronic Composition (MUS 445) 12

Computer Music Applications (MUS 446) 3

Choose at least 26 credits from: Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442), History of Jazz, 1900–1950 (MUJ 350), History of Jazz, 1950 to Present (MUJ 351), Schenkerian Analysis (MUS 430, 431, 432), Counterpoint (MUS 433, 434, 435), Advanced Electronic Composition (MUS 445), Piano Literature (MUS 464, 465, 466), Orchestral Music (MUS 471, 472), History of Opera (MUS 474, 475), additional performance studies, additional ensembles, courses in the music of other cultures 26

Senior project completed under faculty guidance. Enroll in Senior Project (MUS 499); consult adviser for details and procedure 3–9

Bachelor of Music

B.Mus. in Jazz Studies

Candidates for the B.Mus. in jazz studies do not need to take the following core courses: MUS 237, 238, 239; MUS 325, 326.

credits

Small Jazz Ensemble (MUJ 395), nine terms 15

Three terms of classical chamber ensemble, band, orchestra, or chorus (MUS 394, 395, 396, 397) 6

Jazz Performance Laboratory (MUJ 180, 181, 182; 280, 281, 282) 6

Performance Studies (Studio Instruction, classical) MUP 171 or above, including three terms of MUP 271 or above 12

Jazz Theory (MUJ 270) 2

Functional Jazz Piano I,II (MUJ 271, 272) 4

Jazz Improvisation I,II (MUJ 273, 274) 4

History of Jazz (MUJ 350 or 351) 4

Jazz Repertoire I,II,III (MUJ 474, 475, 476) 6

Advanced Jazz Repertoire I,II,III (MUJ 477, 478, 479) or Advanced Jazz Arranging I,II,III (MUJ 483, 484, 485) 9

Jazz Arranging I,II,III (MUJ 480, 481, 482) 9

Electives—suggested courses include studio instruction: jazz performance studies, Analysis (MUS 325, 326), Workshop: Recording Techniques (MUS 408), Electronic Music Techniques I (MUS 443), Computer Music Applications (MUS 446) 20

Senior recital: consult director of jazz studies for details

A total of at least 125 music credits including electives and required courses

B.Mus. in Music Composition

credits

Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442) 27

Ensemble: at least nine terms 18

Schenkerian Analysis (MUS 430, 431, 432) 9

Counterpoint (MUS 433, 434, 435) 12

Scoring for Voices and Instruments (MUS 439) .. 3

One course in electronic or computer music applications chosen from Electronic Music Techniques I,II (MUS 443, 444), Advanced Electronic Composition (MUS 445), Computer Music Applications (MUS 446) 3

One course in ethnomusicology chosen from Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 451), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (MUS 453), Music of India (MUS 454), Balinese Gamelan (MUS 490) 2–4

Proficiency in piano at a level that allows enrollment in (MUP 271), as determined by the piano faculty, or proficiency in piano (MUP 171) and in another instrument or in voice (MUP 171 or above)

Proficiency in conducting

A total of at least 121 music credits including electives and required courses

Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty

Final approval of the student's recital and general qualifications by the composition faculty

B.Mus. in Music Education

credits

Foundations of Music Education (MUE 326) 3

Approved course in adolescent development and behavior; Development (PSY 375) recommended 4

Teaching Laboratory I (MUE 386, 387, 388) 3

Voice Pedagogy (MUE 391) 1

Instrumental Techniques (MUE 392), seven terms 7

Practicum: Early Field Experience (MUE 409), three terms 3

Band Methods (MUE 411) or Teaching Methods: Secondary Choral and General (MUE 413) 3

Teaching Methods: Elementary Choral and General (MUE 412) 3

Scoring for Voices and Instruments (MUS 439) .. 3

Advanced Choral Conducting (MUS 485) 3

Advanced Instrumental Conducting (MUS 486) .. 3

Teaching Laboratory II (MUE 486, 487, 488) 3

Ensemble, at least twelve terms 24

Performance Studies with concurrent enrollment in assigned ensemble 18

A total of at least 125 music credits including required and elective courses

Minimum cumulative grade point average (GPA) of 2.50; at least two terms in residence

Admission to the music education program requires faculty approval at the end of the sophomore year

Elementary Option. Students whose primary performance medium is piano must pass at least three terms of MUP 271 or above and pass three terms of Intermediate Performance Studies: Voice (MUP 140). Students whose primary performance medium is voice must pass at least three terms of MUP 274 or above and pass three terms of Functional Piano (MUP 163). Students whose performance medium is a wind, percussion, or string instrument must meet the above performance and ensemble requirements.

Choral Option. Students whose primary performance medium is piano or voice must fulfill requirements listed under Elementary Option. Wind, percussion, or string instruments may not be used to meet choral option requirements.

Instrumental Option. Students whose primary performance medium is a wind, percussion, or string instrument must pass at least three terms

at the MUP 300 level or above (piano, organ, recorder, harp, and guitar may not be used to meet instrumental option requirements)

The music education checklist, available from the music education adviser, has current requirements and information.

B.Mus. in Music Performance

credits

Performance Studies: at least 36 credits including three terms at the MUP 400 level or above with concurrent enrollment in assigned ensemble. 36
Upper-division MUS electives..... 5
Ensemble: at least twelve terms

A total of at least 121 music credits including required and elective courses

Junior and senior recitals: credit may be earned in Reading and Conference: Recital (MUS 405); consult studio teacher for details

Areas of specialization are bassoon, cello, clarinet, classical guitar, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, string bass, studio guitar, trombone, trumpet, tuba, viola, violin, voice. Students may also specialize in more than one wind instrument. Consult studio teacher for details. Additional requirements for each option follow:

Voice Option. Proficiency in French, German, Italian equivalent to completion of one year of college study in each of two languages or two years of study in one language

Two terms of Introduction to Lyric Diction (MUS 155, 156). Consult adviser for details

Piano: three terms of Functional Piano (MUP 163) or equivalent

Chamber ensemble (MUS 394), one term

Piano Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 394)

Piano Pedagogy I,II,III (MUE 471, 472, 473)

Practicum (MUE 409)

Prerecital auditions must be approved at least six weeks before the proposed recital date

Harpsichord and Organ Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 394)

Strings, Woodwinds, Brass, Guitar, and Harp Option. In addition to the twelve terms of ensemble, at least three terms of Chamber Ensemble (MUS 394) are required

Percussion Option. In addition to twelve terms of ensemble, twelve terms of Percussion Master Class (MUS 411) and one term of Instrumental Techniques: Percussion (MUE 392) are required

Graduate Studies

Detailed checklists for graduate degrees are available from the graduate office, 154 Music Building.

Fifth-Year Program for Initial Teacher Licensure

Students are admitted to the fifth-year program with graduate postbaccalaureate status, which does not constitute admission to the master's degree program in music education. Students who want to complete the master's degree as well as licensure must apply to the music-education faculty for approval.

Candidates for the fifth-year program are required to establish an area of emphasis.

Areas of Emphasis

Band

Choral

Early childhood and elementary general music

Orchestra

credits

Advanced methods I,II and licensure level (see fifth-year checklist)

Choose one course according to area of emphasis:

Seminars: Wind Materials for Schools or Orchestra Development (MUE 507), Band Methods (MUE 511), Teaching Methods: Elementary Choral and General (MUE 512), Teaching Methods: Secondary Choral and General (MUE 513), Contemporary Methods (MUE 520), Music for Early Childhood (MUE 528), Teaching Singing in the Classroom (MUE 542), Choral Materials for Schools (MUE 544), Jazz and Marching Methods (MUE 555), String Methods (MUE 556), Administration of School Music (MUE 636)..... 3

Experimental courses (EDLD 610 and SPED 610) 7

Practicums (EDUC 609) in music education, three terms 15

Supervised Field Experience (MUE 777), three terms, 1 credit each term..... 3

Students may enroll concurrently in the fifth-year licensure program and the M.Mus. in music education program. Music Classroom Management (MUE 530), Technology of Teaching Music (MUE 637), and advanced methods requirements may be used to fulfill the degree area of emphasis for the M.Mus. in music education.

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.)

Music History

Music Theory

Master of Music (M.Mus.)

Intermedia Music Technology

Jazz Studies

Composition-arranging option

Instrumental performance option

Music: Conducting

Choral option

Orchestral option

Wind ensemble option

Music: Piano Pedagogy

Music Composition

Music Education

Music Performance

Multiple woodwind or brass instruments option

Violin and viola performance and pedagogy option

Admission

Applicants must satisfy general university, Graduate School, and School of Music requirements governing admission. See the **Graduate School** section of this catalog for information about credits, residence, and transfer of graduate work taken elsewhere.

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: the original copy of a Graduate Admission Application, a \$50

fee, and an official transcript showing receipt of a bachelor's degree.

Send the following materials to the director of graduate studies, School of Music:

1. The second page of the Graduate Admission Application
2. A copy of sealed, official transcripts for all undergraduate and graduate study
3. Three written recommendations, one from a primary-area faculty member
4. A statement of career goals including purpose and intent in earning a graduate degree
5. A recent sample, such as a term paper, of the applicant's scholarly writing
6. Supporting material related to the primary area of interest. *Performance students:* a tape, a repertoire list, and copies of programs from solo public performances; *composers:* musical scores and tapes, list of compositions, and copies of programs from performances of applicant's works; *music education majors:* copies of programs conducted; *jazz studies majors:* a tape demonstrating improvisation over standard jazz repertoire, musical scores with accompanying tape; *other music majors:* copies of recent programs in which the applicant has participated

Following are additional admission requirements for each major or area of emphasis:

Jazz Studies

Instrumental Performance. University of Oregon B.Mus. in jazz studies or equivalent; advanced improvisational skills with substantial study of jazz repertoire.

Composition-Arranging. University of Oregon B.Mus. in jazz studies or equivalent skills; substantial portfolio of arrangements or compositions for large and small jazz ensemble.

Music: Conducting

Choral Conducting. Students must pass a conducting audition. Two years successful conducting experience preferred. Submit three letters of recommendation, along with tapes and programs, if available.

Orchestral Conducting and Wind Ensemble Conducting. Proficiency to enter Performance Studies (Studio Instruction): (MUP 641 level or above). Student must also have two years' experience as a conductor and pass an audition of conducting skills.

Music: Piano Pedagogy

Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641).

Music Composition

Demonstration of substantial ability and technical skill in composition by submitting to the composition faculty scores and tapes of original works for large and small ensembles and evidence of a senior recital or other performance of the candidate's works. The candidate should arrange an interview with a member of the composition faculty, if possible, prior to the first term of graduate study.

Music Performance

Proficiency to enter Performance Studies (Studio Instruction) (MUP 671-694). Prospective voice specialists must also have piano proficiency in sight-reading and accompanying.

Any student whose admission is based on a taped performance is considered tentatively admitted until that student has a live audition at the beginning of study.

Multiple Woodwind or Brass Instruments.

Proficiency to enter Performance Studies (Studio Instruction) (MUP 681–690) in primary instrument. Proficiency to enter Performance Studies (Studio Instruction) (MUP 621–630) in two secondary instruments.

Entrance Examinations

Students who are admitted into a master's degree program, either conditionally or unconditionally, must take entrance examinations in music theory and music history before their first term of enrollment. These examinations are given before the first day of classes each term. Students who do not take the examination prior to their first term on campus or who do not pass the examinations (or portions of them) must complete the relevant review courses the first time they are offered. Entering students in music education must pass a teaching-skills examination or complete courses prescribed by the music education committee.

Program Requirements

Detailed information about School of Music graduate programs is in the *Graduate Procedures and Policies* booklet, available in the graduate office.

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

In addition, students, other than keyboard or guitar specialists, enrolled in performance studies must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Accompanying Requirement for Piano Students.

Master's degree candidates studying piano at the MUP 171 level or higher as their primary performance medium must fulfill at least half their ensemble requirement by enrolling in Chamber Ensemble: Accompanying (MUS 694).

Jazz Studies. Majors may, with the approval of the director of jazz studies, enroll in Small Jazz Ensemble (MUJ 695) or Chamber Ensemble (MUS 694) instead of large conducted ensembles.

Keyboard and Guitar. Instead of the large conducted ensembles, keyboard and guitar specialists may enroll in Chamber Ensemble (MUS 694), and keyboard students may enroll in The Collaborative Pianist (MUS 521, 522, 523). Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned conducted ensemble.

Voice. Majors must enroll in at least three terms of Chorus (MUS 697), but may enroll in Opera Workshop (MUS 698) for the remaining terms.

Degree Requirements

A minimum of 50 percent of degree requirements must be taken in 600- or 700-level courses. Degree candidates must give the coordinator of graduate studies a copy of the terminal project—written and audio or video recording—for the Music Services archive in Knight Library. In addition to Graduate School requirements for master's degrees (see the **Graduate School** section of this catalog), each degree program listed below has specific requirements.

Master of Arts

M.A. in Music History

	<i>credits</i>
Performance Studies, at least three terms	6
Thesis (MUS 503)	9
Research Methods in Music (MUS 611)	3
Appropriate ensemble, at least three terms.....	3–6
Choose four of the following: Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	12
Three seminars in music history (MUS 507, 607).....	9–12
One graduate course in ethnomusicology	3–4
One course in music history, theory, ethnomusicology, or approved area other than music ...	3–4

A total of at least 48 graduate credits

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study, one year of German for Reading Knowledge (GER 327, 328, 329), or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits

Completion requirements: an oral examination reviewing the thesis and degree course work

M.A. in Music Theory

	<i>credits</i>
Performance Studies, at least three terms	6–12
Appropriate ensemble, at least three terms.....	3–6
Thesis (MUS 503)	9
Schenkerian Analysis (MUS 530, 531, 532).....	9
Post-Tonal Theory I,II,III (MUS 516, 517, 518)...	9
Research Methods in Music (MUS 611)	3
Group Option. Choose three courses from Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535), Seminar: Music Theory (MUS 607)	9–12
Choose two from Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665)	6

A total of at least 56 graduate credits

Language requirement: reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination

Completion requirements: an oral examination reviewing the thesis and degree course work

Master of Music

M.Mus. in Intermedia Music Technology

	<i>credits</i>
Post-Tonal Theory I (MUS 516)	3
Advanced Electronic Composition (MUS 545) ..	18

Reading and Conference: History of

Electracoustic Music (MUS 605)	3
Terminal Project (MUS 609)	9
Research Methods in Music (MUS 611)	3
Music in the 20th Century (MUS 665)	3
Choose four courses from Documentary Television Production (J 521), Principals of Design in the Theater (TA 540), Topics in the Philosophy of Art (PHIL 541), Cinematic Representations (COLT 550), Lighting for the Stage (TA 567), Installation (ART 583), Avant-Garde Theater (TA 631), Aesthetic Bases for Dance in Art and Education (DAN 693), or other courses approved in advance by the adviser	14

A total of at least 55 graduate credits

Three examinations are associated with the degree: *proficiency exam*, a juried demonstration of the student's mastery of specific software (Pro Tools, Cubase, Peak, Kyma, and Max); *technical exam*, a four-hour written examination on theoretical aspects of music technology; *intermedia essay*, a take-home exam during which an essay is written on artistic and aesthetic issues related to music technology and other arts. The essay is written after passing the proficiency and technical exams and is read by three faculty members

M.Mus. in Jazz Studies

Composition-Arranging Emphasis *credits*

Computer Music Applications (MUS 446).....	3
Advanced Jazz Arranging I,II,III (MUJ 583, 584, 585)	9
Research Methods in Music (MUS 611)	3
Pedagogy and Practicum: Jazz Studies (MUE 639).....	3
Music in the 20th Century (MUS 665)	3
Jazz Laboratory Band I or II (MUJ 690 or 691) or Oregon Jazz Ensemble MUS (692), two terms...	2
Small Jazz Ensemble (MUJ 695), two terms	4
Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Workshop: Instrumental Conducting (MUS 508), Schenkerian Analysis (MUS 530, 531, 532), Electronic Music Techniques (MUS 543), Introduction to Ethnomusicology (MUS 551), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590)	6
Electives at the 500 level or above chosen in consultation with adviser	

A total of 54 credits including 18 in the area of emphasis and 18 in other music courses

Completion requirements: compositions or arrangements of substantial dimension composed under the guidance of a member of the jazz faculty. Public recital and recording of works composed under the guidance of a member of the jazz faculty and approved by the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

Instrumental Performance Emphasis *credits*

Computer Music Applications (MUS 446).....	3
Advanced Jazz Repertoire I,II,III (MUJ 577, 578, 579)	9
Research Methods in Music (MUS 611)	3
Pedagogy and Practicum: Jazz Studies (MUE 639)	3
Music in the 20th Century (MUS 665)	3
Jazz Laboratory Band I or II (MUJ 690 or 691) or Oregon Jazz Ensemble (MUJ 692), three terms..	3
Small Jazz Ensemble (MUJ 695), three terms	6
Choose at least 6 credits from Seminar: Topics in Ethnomusicology (MUS 507), Schenkerian Analysis (MUS 530, 531, 532), Introduction to Ethnomusicology (MUS 551), Folk Music of the	

Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590), Technology of Teaching Music (MUE 637) 6
Consult adviser for additional required courses
Electives at the 500 level or above chosen in consultation with adviser 6

A total of 54 credits including 18 in the area of emphasis and 18 in other music courses

Completion requirements: two full-length public recitals, one of which demonstrates mastery of improvisation in historically significant styles. Each recital must have prior approval from the jazz studies committee. Final oral examination with emphasis on jazz history, literature, and pedagogy

M.Mus. in Music: Conducting

<i>Choral Emphasis</i>	<i>credits</i>
Seminar, choral conducting.....	6
Practicum.....	6
Choral literature courses.....	4
Performance Studies: at least three terms of voice.....	6
Three terms of Chorus: Chamber Choir or University Singers (MUS 697).....	6
Research Methods in Music (MUS 611).....	3
Music history courses selected from MUS 661–665.....	minimum of 6
Instrumental Conducting Master Class (MUS 686).....	3
Seminar: Master Class in Conducting (MUS 607) associated with the Oregon Bach Festival, two summers.....	6–10

Electives in the area of emphasis, chosen in consultation with an adviser, to complete 54 graduate credits

Three consecutive terms in residence, excluding summer sessions

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), piano proficiency examination, final oral examination that covers degree course work

<i>Orchestral Emphasis</i>	<i>credits</i>
Orchestral Music (MUS 571, 572).....	4
Research Methods in Music (MUS 611).....	3
Bibliography in Instrumental Conducting (MUS 620).....	3
Instrumental Conducting Laboratory (MUS 624), three terms.....	6
Performance Studies (MUP 641 or above), three terms.....	6
Two courses in music history chosen from MUS 660–664.....	6
Instrumental Conducting Master Class (MUS 686).....	3
Performance Practices before 1800 (MUS 689)...	3
Orchestra (MUS 696), three terms.....	6
Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits	

Completion requirements: academic year in residence, final oral examination that covers degree course work, juried rehearsal, juried conducting performance, and a research paper dealing with some aspect of orchestral conducting

<i>Wind Ensemble Emphasis</i>	<i>credits</i>
Research Methods in Music (MUS 611).....	3
Bibliography in Instrumental Conducting (MUS 620).....	3
Wind Repertoire (MUS 621, 622, 623).....	9
Instrumental Conducting Laboratory (MUS 624), three terms.....	6

Performance Studies (MUP 641 or above), three terms.....	6
One course in music history chosen from MUS 660–664.....	3
Music in the 20th Century (MUS 665).....	3
Instrumental Conducting Master Class (MUS 686).....	3
Band: Wind Ensemble (MUS 695), three terms...	6
Electives in the area of emphasis, chosen with an adviser, to complete 54 graduate credits	

Completion requirements: academic year in residence, final oral examination that covers degree course work, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting

M.Mus. in Music: Piano Pedagogy

	<i>credits</i>
Piano Literature (MUS 564, 565, 566).....	9
Piano Pedagogy I: Teaching Beginners (MUE 571).....	3
Piano Pedagogy II: Teaching Groups (MUE 572).....	2
Piano Pedagogy III: Teaching Intermediate Levels (MUE 573).....	2
Advanced Pedagogy: Piano (MUE 591).....	3
Practicum (MUE 609), three terms.....	3
Research Methods in Music (MUS 611).....	3
Performance Studies in piano (MUP 641 or above).....	minimum of 12
Appropriate ensemble, at least three terms.....	3–6
Seminars or courses in music history or literature at the 500 level or above.....	6
Electives at the 500 level or above and chosen in consultation with an adviser	
Research (MUE 601) project and short recital consisting of at least thirty minutes of music performance.....	3
A total of at least 52 graduate credits	
Final oral examination reviewing the project and degree course work	

M.Mus. in Music Composition

	<i>credits</i>
Appropriate ensemble, at least three terms.....	3–6
Composers' Forum (MUS 538), at least three terms.....	9
Choose one course in electronic or computer music applications from Electronic Music Techniques I,II (MUS 543, 544), Advanced Electronic Composition (MUS 545), Computer Music Applications (MUS 446).....	3
Choose one course in ethnomusicology from Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590), two terms.....	4
Research Methods in Music (MUS 611).....	3
Advanced Composition Studies (MUS 640, 641, 642).....	6
Choose one course from MUS 661–664.....	3
Music in the 20th Century (MUS 665).....	3
At least two courses outside the School of Music at the 400 level or above.....	4–8
Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus.....	9
In consultation with an adviser, choose music electives to complete at least 54 graduate credits	
Proficiency in Schenkerian analysis equivalent to MUS 530, 531, 532	
Proficiency in counterpoint equivalent to MUS 533, 534, 535	

Proficiency in piano (MUP 271) or proficiency in piano (MUP 171) and proficiency in another instrument or in voice (MUP 171 or above)

Public performance—usually a graduate recital—of works composed under the guidance of a composition faculty member

Final oral examination reviewing the thesis and degree course work

M.Mus. in Music Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis

Choral conducting and literature

Elementary general music

Instrumental conducting and literature

Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and graduate committee)

Ensemble: at least three terms

Performance Studies: at least three terms

	<i>credits</i>
Research Methods in Music (MUS 611).....	3
Resources in Music Education (MUE 614).....	3
Music in School and Society (MUE 632).....	3
Curricular Strategies in Music Education (MUE 638).....	3
At least 9 credits in music history, literature, theory, or composition at the 500 level or above.....	9
At least 12 credits in courses related to the degree emphasis area at the 500 level or above.....	12
Professional education courses.....	9

Electives, chosen with an adviser, within or outside the School of Music to complete 51 graduate credits

Courses as needed in expository writing

Completion requirements. Choose one of the following options:

1. 9 credits in Thesis (MUS 503) and oral examination
2. Major project consisting of 2 to 4 credits in Research (MUE 601) and oral examination
3. Major project consisting of a recital (if performance studies is MUP 641–661 or above) and oral examination

The oral examination in each option covers degree course work.

M.Mus. in Music Performance

Options are available in bassoon, cello, clarinet, early keyboard instruments, euphonium, flute, harp, horn, oboe, organ, percussion, piano accompanying, solo piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, voice.

Core Requirements

	<i>credits</i>
Research Methods in Music (MUS 611).....	3
Performance Studies (Studio Instruction) (MUP 670–691) (except for piano accompanying option).....	12
Appropriate ensemble, at least three terms (except for piano accompanying option).....	3–6
Collegium Musicum (MUS 691).....	1
Seminars or courses in music history or literature at the 500 level or above approved by an adviser (except for voice and piano accompanying options).....	12–16
Electives, approved by an adviser, to total at least 48 graduate credits	
Public recital: consult adviser for procedures. Enroll in MUP 670–691 during the term of the recital	

Completion requirements: final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Specific Requirements for Selected Options

Multiple Woodwind or Brass Instruments credits

Reading and Conference: Wind Instrument Music (MUS 605)..... 3

Performance Studies (Studio Instruction) (MUP 621–630), at least 3 credits in each secondary instrument..... 6

Pedagogy and Practicum: Woodwinds or Brass (MUE 639)..... 3

Completion requirements: (1) Public recital of both solo and ensemble music on the primary instrument, and performance of a substantial composition on each of the two secondary instruments during a public student recital. (2) Final oral examination with emphasis on history, literature, and pedagogy of the primary and secondary instruments

Percussion credits

Percussion Master Class (MUS 511) concurrent with performance study..... 3–6

Piano credits

Piano Literature (MUS 564, 565, 566)..... 9

Piano Accompanying credits

Performance Studies (Studio Instruction):

Piano Accompanying (MUP 670)..... 12

Performance Studies (Studio Instruction):

Piano (MUP 671)..... 4

Chamber Ensemble (MUS 694), four terms..... 4

Reading and Conference: Music for Chamber

Ensemble (MUS 605)..... 2

Solo Vocal Music (MUS 567, 568)..... 6

Lyric Diction (MUS 555, 556)..... 6

The Collaborative Pianist (MUS 521, 522, 523)..... 6

Seminars or courses in music history or literature at the 500 level or above approved by an adviser..... 6

Electives, approved by an adviser, to total at least 50 graduate credits

Two public recitals: consult adviser for procedures

Viola and Violin Performance

and Pedagogy credits

Violin Pedagogy I: Suzuki Method (MUE 560).... 3

Pedagogy Methods: Violin and Viola (MUE 562) 2

Seminar: Repertoire Development (MUE 507).... 2

Seminar: CMI Internship (MUE 507) each term of

teaching with CMI..... 2–4

Choose one or more courses from Music for Early Childhood (MUE 528), Psycholinguistics (PSY 540), Cognitive Development

(PSY 575)..... 3–9

Advanced Pedagogy: Strings (MUE 591)..... 3

Electives, approved by an adviser, to total 48 graduate credits

Voice credits

Lyric Diction (MUS 555, 556)..... 6

Solo Vocal Music (MUS 567, 568)..... 6

History of Opera (MUS 574, 575)..... 8

Pedagogy and Practicum: Voice (MUE 639)..... 3

Courses in music history (MUS 660–665)..... 6

Chorus ensemble (MUS 697)..... 6

Electives, approved by an adviser, to total 54 graduate credits

Proficiency in Italian, French, German: equivalent to completion of one year of college study in each language or two years of study in one language and one year of study in another

Doctoral Degree Programs

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)

Music Composition

Music Education

Music Performance

Doctor of Philosophy (Ph.D.)

Music Composition

Music Education

Music History

Music Theory

Primary and supporting areas: music composition, music education, music history, music performance, and music theory.

Supporting areas: accompanying, arts and administration, choral conducting, ethnomusicology, historical performance practice, intermedia music technology, jazz studies, multiple woodwinds, music education research, orchestral conducting, piano pedagogy, violin and viola pedagogy, and wind ensemble conducting.

Doctoral candidates in music must complete one primary area and one supporting area. Details are available from the graduate office.

Admission

Conditional Admission

Send to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217: the original copy of a Graduate Admission Application, a \$50 fee, and an official transcript showing receipt of a bachelor's degree.

Send to the director of graduate studies, School of Music:

1. The second page of the Graduate Admission Application
2. A copy of sealed, official transcripts for all undergraduate and graduate study
3. Three written recommendations from people who know the applicant's professional and personal qualifications
4. A recent sample of the applicant's scholarly writing, such as a term paper, and recent copies of concert or recital programs
5. Graduate Record Examinations (GRE) scores from the general test (verbal, quantitative, analytical)
6. Supporting materials or activities related to the areas of interest:
 - a. *Primary or supporting area in composition:* copies of scores and tape recordings of a representative sample of original compositions and copies of programs as evidence of performances of the applicant's work
 - b. *Primary area in music education:* two letters of recommendation indicating three years of successful full-time music teaching. *Supporting area in music education:* two letters of recommendation indicating two years of successful full-time music teaching. These letters are in addition to the recommendations required of all applicants in 3 above. *Primary or supporting area in music education:* interview with members of the music education faculty
 - c. *Primary or supporting area in music history, music theory, or ethnomusicology:* documents exemplifying the applicant's scholarship and research ability. This document

serves as the sample of writing requested in 4 above

- d. *Primary or supporting area in music performance:* personal audition or a recent tape recording of a performance that qualifies for admission to performance courses MUP 741 or above; a list of repertoire and copies of recent programs
 - e. *Supporting area in piano accompanying:* audition with the director of accompanying
 - f. *Supporting area in conducting (choral or instrumental focus):* evidence of two years experience as a conductor; audition of conducting skills, and, if available, a videotape of conducting skills
 - g. *Supporting area in jazz studies:* preliminary audition tape or compact disc, and live audition if selected; repertoire list, copies of programs from solo or jazz band concerts. For jazz arranging emphasis: representative scores and recordings of arrangements, jazz compositions, or both
7. Any other materials the applicant believes are of interest to the School of Music graduate admission committee

Entrance Examinations

Students who are admitted into a doctoral or predoctoral program must take entrance examinations in musicianship and music history before or early in the first term of enrollment. These examinations are given before or during the first week of classes each term. Students who do not pass the examinations (or portions thereof) must complete the appropriate review course or courses the next time they are offered.

General Degree Requirements

In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements.

Courses. Research Methods in Music (MUS 611), music history or theory courses as stipulated in the specific area requirements, and at least 9 credits of nonmusic courses (excluding basic language courses taken to fulfill the language requirement) chosen in consultation with the faculty adviser.

Students who have a performance-studies requirement in their primary area are exempt from the performance-studies requirement in the same medium in the supporting area.

Research (MUS 601), Dissertation (MUS 603), and Reading and Conference (MUS 605) are available during summer session only with adviser's consent.

Pedagogy. One term of Pedagogy and Practicum (MUE 639) in each primary and supporting area, with the following exceptions:

1. Students with a supporting area in violin and viola pedagogy are exempt from the primary-area MUE 639 requirement if their primary area is violin or viola performance
2. Students with a supporting area in piano pedagogy are exempt from the primary-area MUE 639 requirement if their primary area is piano performance

Ensemble. After conditional admission, students with a primary or supporting area in piano performance must enroll in three terms of The Collaborative Pianist (MUS 521, 522, 523). Students with a primary or supporting area in voice, wind, string,

or percussion performance must enroll in three consecutive terms of band, chorus, or orchestra, and they must audition for ensemble placement before each fall term. Students with a primary area in voice may substitute Opera Workshop (MUS 698) for chorus.

In making assignments, a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, University Singers, and Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles.

Language. Ph.D. candidates, except those in music education, must demonstrate proficiency in a second and third language, usually chosen from French, German, and Italian. D.M.A. candidates must demonstrate proficiency in a second language, usually French, German, or Italian. Students with a primary or supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of college study in each of the other two.

Examinations. A core examination of the student's basic knowledge of music history, repertoire, and ability to analyze music is given in conjunction with the first specific-area comprehensive exam. Specific-area comprehensive examinations are given in the primary and supporting areas. Information about these exams is available from department chairs.

Specific Area Requirements

In addition to the general requirements of the Graduate School and the School of Music for doctoral degrees, the following are specific requirements for primary and supporting areas.

Accompanying

Supporting Area

Option A: Instrumental Emphasis credits	
The Collaborative Pianist (MUS 521, 522, 523) ..	6
Lyric Diction (MUS 555, 556) ..	6
Reading and Conference: Instrumental Duo (MUS 605) ..	2
Piano Accompanying (MUP 670), at least three terms ..	9
Chamber Ensemble (MUS 694), at least two terms ..	4

Option B: Vocal Emphasis credits	
The Collaborative Pianist (MUS 521, 522, 523) ..	6
Lyric Diction (MUS 555, 556) ..	6
Choose either two terms of Solo Vocal Music (MUS 567, 568) or one term of Solo Vocal Music and one term of History of Opera (MUS 574, 575) ..	6–7
Piano Accompanying (MUP 670), at least three terms ..	9

Both options require a sixty-minute public recital, which may show either vocal or instrumental emphasis, though both must be represented. The student must enroll in Piano Accompanying (MUP 670) the term before and the term of the degree recital. The recital must be performed on the UO campus.

Arts and Administration

Offered through the School of Architecture and Allied Arts.

Supporting Area credits	
Arts Program Theory (AAD 520) ..	4

Art in Society (AAD 550) ..	4
Art and Community Service (AAD 551) ..	
Arts Administration (AAD 560) ..	4
Cultural Policy in Art (AAD 562) ..	4
Course in performing arts policy and administration ..	4
Research (AAD 601) ..	3
Seminar: Issues in Arts Management (AAD 607) ..	2
Practicum (AAD 609) ..	3

Capstone synthesis or research paper and public presentation
Comprehensid eight-hour written exam and two-hour oral exam

Choral Conducting

Supporting Area credits	
Supervised College Music Teaching (MUE 602), or Instrumental Conducting Master Class (MUS 686) ..	3
Performance Studies (Studio Instruction) (MUP 611–791), three terms ..	6–12
Seminar, practicum, and choral literature courses, selected in consultation with adviser ..	12
Chorus ensemble (MUS 697), three terms ..	6

Two summer workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the festival
Piano proficiency, demonstrated by examination
One public choral conducting performance (faculty approval required)
Diction proficiency in French, German, Italian, and Latin: may be demonstrated by successful completion of Lyric Diction (MUS 555, 556) or by examination

Ethnomusicology

Supporting Area credits	
Music in World Cultures (MUS 358) ..	4
Introduction to Ethnomusicology (MUS 551) ..	4
Choose at least three courses from Music of the Americas (MUS 359), Seminar (MUS 507) in ethnomusicology, Workshop: Javanese Gamelan (MUS 508), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Music and Gender (MUS 560), Reading and Conference (MUS 605), East European Folk Ensemble (MUS 690) ..	12

Choose one additional course from those listed above or from outside the School of Music (e.g., anthropology, folklore, dance) in consultation with adviser ..

Historical Performance Practice

Supporting Area credits	
Three terms of Performance Studies (Studio Instruction) ..	6–12
One art history course in Renaissance or baroque art to be chosen from ARH 341–344 or 348 ..	4
Counterpoint (MUS 533 or 534) ..	4
History of Rhetoric and Composition (ENG 592) ..	4
History of Theory I or II (MUS 630 or 631) ..	3
Notation of Medieval and Renaissance Music (MUS 643) ..	3
Music in the Middle Ages (MUS 660) ..	3
Music in the Renaissance (MUS 661) ..	3
Music in the Baroque Era (MUS 662) ..	3
Music in the Classical Era (MUS 663) ..	3
Two terms of Performance Practices before 1800 (MUS 689) ..	6
At least four terms of Collegium Musicum (MUS 691) ..	4
One undergraduate or graduate course or seminar in English, French, German, Italian, Latin, or	

Spanish literature before 1800, chosen in consultation with adviser ..

Intermedia Music Technology

Supporting Area credits	
Electronic Music Techniques I,II (MUS 543, 544) ..	6
Advanced Electronic Composition (MUS 545), three terms ..	9
Computer Music Applications (MUS 446) ..	3

Choose one additional course in consultation with the adviser

Jazz Studies

Supporting Area

Jazz Performance Emphasis credits	
Jazz Repertoire I,II,III (MUJ 574, 575, 576) ..	6
Juried solo recital	

Jazz Arranging Emphasis credits	
Jazz Arranging I,II,III (MUJ 580, 581, 582) ..	9

Juried recital of compositions and arrangements

Multiple Woodwinds

Supporting Area credits	
Performance Studies in two secondary woodwind instruments chosen from flute, oboe, clarinet, saxophone, and bassoon (MUP 621–625 or 651–655), 6 terms ..	12–24
Reading and Conference (MUS 605); one course for each secondary instrument covering the history and literature of that instrument. These courses are designed to suit the needs of the student by the faculty adviser for that area ..	6

Following the completion of six hours study on an instrument, a juried public performance is given, which consists of a sonata or concerto from the standard repertoire and a chamber piece that includes the instrument being studied. Literature is selected in consultation with the faculty member teaching the instrument
Students are required to give five juried performances as follows:

1. Two during the first year on one instrument
2. Two during the second year on the second instrument
3. A final juried performance of both woodwinds

Music Composition

Primary-area requirements are the same for the Ph.D. and D.M.A. degrees except for the choice of supporting area. Ph.D. candidates choose from intermedia music technology, ethnomusicology, music education, music history, or music theory. D.M.A. candidates may choose from accompanying, choral conducting, jazz studies, multiple woodwinds, music performance, orchestral conducting, piano pedagogy, violin and viola pedagogy, or wind ensemble conducting.

Primary Area credits	
Composers' Forum (MUS 538), at least three terms ..	9
Advanced Composition Studies (MUS 640, 641, 642) ..	6
Choose one course from Electronic Music Techniques I,II (MUS 543, 544), Computer Music Applications (MUS 446) ..	3
Choose one course from Music in World Cultures (MUS 358), Music of the Americas (MUS 359), Introduction to Ethnomusicology (MUS 551), Musical Instruments of the World (MUS 552), Folk Music of the Balkans (MUS 553), Music of India (MUS 554), Balinese Gamelan (MUS 590) ..	2–4

Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses) 6–8
 Music in the 20th Century (MUS 665) and one period survey course chosen from MUS 660–664 6
 Dissertation (MUS 603) 18

Public performance on the University of Oregon campus of compositions completed during doctoral study that have been approved by the music composition faculty

Reading and recording of the dissertation

Supporting Area *credits*
 Composers' Forum (MUS 538), three terms 9
 Courses in composition, in analysis, or in pedagogy of theory chosen in consultation with faculty adviser 12

Public performance on the University of Oregon campus of compositions completed during doctoral study that have been approved by the music composition faculty

Music Education

Primary-area requirements are the same for the D.M.A. and the Ph.D. degrees.

Primary Area *credits*
 Statistical methods, two terms 8
 Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses) 6–8
 Dissertation (MUE 603) 18
 Research Methods in Music (MUS 613) 3
 Resources in Music Education (MUE 614) 3
 Choose at least two period survey courses from MUS 660–665 6
 Additional graduate MUE courses 17
 Performance Studies, three terms 6–12

Supporting Area *credits*
Ph.D. students whose primary area is music education:
 At least 21 credits, chosen in consultation with the adviser, in research methodology and in courses that provide a theoretical foundation for the dissertation research

All other students:
 Statistical methods (see adviser for list of appropriate courses), one term 3
 Research Methods in Music (MUS 613) 3
 Additional graduate MUE courses 9
 Performance Studies, three terms 6–12

Music History
Primary Area *credits*
 Introduction to Ethnomusicology (MUS 551) 4
 Dissertation (MUS 603) 18
 Introduction to Musicology (MUS 614) 4
 Five music history seminars 9–12
 Choose two courses from Schenkerian Analysis (MUS 530, 531, 532), History of Theory I, II, III (MUS 630, 631, 632) 6
 Choose at least two period survey courses from MUS 660–665 6
 Notation of Medieval and Renaissance Music (MUS 643) 3
 Performance Practices before 1800 (MUS 689) ... 3
 Collegium Musicum (MUS 691) 1
 Doctoral history seminar 4

Each student, in consultation with the adviser, develops a plan to remedy any deficiencies and prepare for comprehensive examinations. No credit is earned for this preparation

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) given on the University of Oregon campus

Supporting Area *credits*
 Introduction to Ethnomusicology (MUS 551) 4
 Introduction to Musicology (MUS 614) 4
 Music in the Middle Ages (MUS 660) 3
 Music in the 20th Century (MUS 665) 3
 Two survey courses chosen from MUS 661–664 6
 Seminar in Western art music (MUS 507, 607) 3–4
 One course selected from MUS 553, 554, 560, 574, 575, 689; a semina in jazz; or other course approved by the adviser 3–4

Courses taken to fulfill primary area requirements may also be used to fulfill this area

Music Performance

Primary Area *credits*
 Choose two or more seminars or courses in music history or theory (MUS 507 or 600-level courses) 6
 Choose at least two period survey courses from MUS 660–665 6
 Performance Studies (Studio Instruction) (MUP 771–791), six terms 24
 D.M.A. students may complete a lecture-document (MUS 601) or write a dissertation (MUS 603) 6 or 18
 Seminar in thesis organization (MUE 607) 2

Three public performances (subject to prerecital approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Supporting Area *credits*
 Performance Studies (Studio Instruction) (MUP 741–761), three terms 12
 Two public performances (subject to prerecital approval by faculty jury) on the University of Oregon campus; one must be a solo recital

Music Theory

Primary Area *credits*
 Post-Tonal Theory I,II,III (MUS 516, 517, 518) ... 9
 Three music theory seminars 9
 Choose at least three courses from: Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) 8–12
 Schenkerian Analysis (MUS 530, 531, 532) 9
 Choose at least two period survey courses from MUS 660–665 6
 Dissertation (MUS 603) 18
 History of Theory I,II,III (MUS 630, 631, 632) 9

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area *credits*
 Choose four courses from Post-Tonal Theory I, II,III (MUS 516, 517, 518), Schenkerian Analysis (MUS 530, 531, 532) 12
 Choose at least three of the following: Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Counterpoint (MUS 533, 534, 535) 8–12
 In addition to primary area requirements, at least one graduate-level course or seminar in music history or music theory 3–4

Orchestral Conducting

Supporting Area *credits*
 Orchestral Music (MUS 571, 572) 4
 Bibliography in Instrumental Conducting (MUS 620) 3
 Instrumental Conducting Laboratory (MUS 624), three terms 6
 Instrumental Conducting Master Class (MUS 686) 3

Performance Practices before 1800 (MUS 689) ... 3
 Orchestra (MUS 696), three terms 6
 Performance Studies (Studio Instruction) (MUP 611–791), three terms 6–12

A juried rehearsal and a juried conducting performance in addition to those required at master's level

Piano Pedagogy

Supporting Area *credits*
 Piano Pedagogy I: Teaching Beginners (MUE 571) 3
 Piano Pedagogy II: Teaching Groups (MUE 572) 2
 Piano Pedagogy III: Teaching Intermediate Levels (MUE 573) 2
 Practicum (609), three terms 3
 Performance (Studio Instruction): Piano (MUP 641 or above) 12

Solo thirty-minute piano recital on the University of Oregon campus if primary area is other than piano performance

Violin and Viola Pedagogy

Supporting Area *credits*
 Music for Early Childhood (MUE 528) 3
 Violin Pedagogy I: Suzuki Method (MUE 560) ... 3
 Seminar: CMI Internship (MUE 607), four terms 4
 Psycholinguistics (PSY 540) or Cognitive Development (PSY 575) 4
 Course in advanced pedagogy related to the student's needs and degree focus selected in consultation with an adviser 3

Wind Ensemble Conducting

Supporting Area *credits*
 Bibliography in Instrumental Conducting (MUS 620) 3
 Wind Repertoire (MUS 621, 622, 623) 9
 Instrumental Conducting Laboratory (MUS 624) 3
 Instrumental Conducting Master Class (MUS 686) 3
 Band: Wind Ensemble (MUS 695), three terms .. 6
 Performance Studies (Studio Instruction) (MUP 611–791), three terms 6–12

A juried rehearsal and a juried conducting performance in addition to those required at master's level

Program Requirements

Comprehensive Examinations

Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:

1. Classification as a graduate doctoral student
2. Completion of all course work in the examination area
3. Approval from adviser
4. Satisfaction of language requirement

Additional information about comprehensive examinations is available from the graduate secretary.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations and fulfillment of the language requirement, approval by the dissertation advisory committee or the lecture-document committee, and the recommendation of the adviser.

Dissertation

A dissertation is required in all doctoral degree programs except the D.M.A. in performance, for which a lecture-document that focuses on some aspect of the performance medium may be substituted.

For candidates whose primary area is composition, the dissertation must be an original composition of major proportions composed during doctoral study and performed and recorded on the university campus.

Time Limit

Doctoral students have seven years from the beginning of their first year in residence to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Final Examination

A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation or lecture-document and show a command of the primary area. Members of the dissertation or lecture-document advisory committee typically conduct the final examination; their appointment is subject to approval by the dean of the Graduate School.

Courses Offered

The School of Music curriculum is divided into four general categories, each designated by a different subject code:

MUS: music courses and ensembles

MUJ: jazz studies

MUE: music education

MUP: performance studies

Music Courses (MUS)

125 Understanding Music (4) Presents the basic elements of music, historical style periods of Western art music, development of jazz and popular music. Grose.

126 Rudiments of Music Theory (3) Rudimentary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. Prereq: instructor's consent or placement examination. Campbell.

127 Rudiments of Aural Skills (3) Rudimentary study of sight singing, dictation, and related skills. Prereq: placement examination. Dunn.

128 Rudiments of Keyboard Skills (1) Rudimentary study of the keyboard; includes five-finger hand positions, sight reading, playing by ear, and improvisation. Jantzi.

129 Basic Guitar Theory (2) Develops skills to visualize and "think" on the fingerboard. Chords, scales and arpeggios, note location. Interval identification, chord spelling, and scale harmonizations. Students must provide own instrument. Amplifier provided. Basic music reading skills recommended. Extra fee. Latarski

131, 132, 133 Music Theory I,II,III (2,2,2) Elementary study of musical structure, empha-

sizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: placement examination. Hurwitz, Van Handel.

134, 135, 136 Aural Skills I,II,III (2,2,2) Elementary ear training through sight singing, dictation, and related activities. Sequence. Prereq: placement examination. Dunn.

137, 138, 139 Keyboard Skills I,II,III (1,1,1) Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Jantzi.

155, 156 Introduction to Lyric Diction (2,2) Introduction to pronunciation of standard languages for students pursuing careers related to singing. The International Phonetic Alphabet is applied to the texts of simple repertoire. **155:** English, Italian, Spanish. **156:** German, French. Sequence. Coreq: Performance Studies: Voice (MUP 174 or above). Mentzel.

167 On the Nature of Music (2) Introduction to styles, concepts, and frameworks for music history and performance. Kruckenberg, McLucas.

168 Guided Listening (1) Guided listening experience designed to aid in acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music. Prereq: MUS 167.

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

231, 232 Music Theory IV,V (2,2) Continuation of MUS 131, 132, 133. Sequence. Prereq: MUS 133 or equivalent proficiency. Van Handel.

234, 235, 236 Aural Skills IV,V,VI (3,3,3) Continuation of MUS 134, 135, 136. Sequence. Prereq: MUS 136 or equivalent proficiency.

237, 238, 239 Keyboard Skills IV,V,VI (1,1,1) Continuation of MUS 137, 138, 139. Sequence. Prereq: MUS 139 or equivalent proficiency. Jantzi.

240, 241, 242 Composition I (3,3,3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Sequence. Prereq: MUS 132, 135 or equivalent. Crumb.

264 Rock History, 1950–70 (4) Evolution of rock emphasizing musical style and social context. Roots of rock through the British Invasion. Woideck.

265 Rock History, 1965 to Present (4) Evolution of rock emphasizing musical style and social context. Psychedelic rock to early rap music. Woideck.

267, 268, 269 Survey of Music History (4,4,4) Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121, MUS 132, pass Listening Repertoire Identification Exam; prereq for nonmajors: instructor's consent. Kruckenberg, Smith, Vanscheeuwijck.

270 History of the Blues (4) Traces blues music from its African and African American roots through its 20th-century history and its influence on the values of jazz, rhythm and blues, and country music. Woideck.

322 Music Fundamentals (3) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Laboratory fee. Pengelly, Noel.

324, 325, 326 Analysis (3,3,3) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods. Sequence. Prereq: MUS 232, 235, 238, 267, 268, 269; or equivalent proficiency. Boss, Stolet, Van Handel.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242 or equivalent proficiency, instructor's consent. Boss, Crumb.

351 The Music of Bach and Handel (4) Compositions by Bach and Handel such as organ chorales, cantatas, oratorios, operas, and masses; cultural context in Germany, France, Italy, and England for the development of their styles. Smith.

353 Survey of Opera (4) Introduces great operas including works by Mozart, Wagner, and Verdi. Smith. Primarily for nonmajors.

355 Beethoven (4) Life and works of Beethoven considered in the context of the tumultuous events of postrevolutionary Europe. Works include piano sonatas, symphonies, and quartets. Smith.

356 Innovative Jazz Musicians: [Topic] (4R) Covers one or two innovative and influential jazz musicians per term. Examines issues of history, biography, multiculturalism, racism, and critical reception. **R** twice when topic changes for maximum of 12 credits. Woideck.

357 Celtic Music (4) Explores music and culture of Ireland, Scotland, Wales, and Brittany. History, culture, and modern and old performance styles studied. McLucas.

358 Music in World Cultures (4) African, East European, and Indonesian musics in sociocultural context. Emphasis on listening skills, relationships between music and culture, aesthetics, styles, genres, music structures and forms, and participatory music making. Levy.

359 Music of the Americas (4) African American, Latin American, and Native American music in sociocultural context. Includes listening skills, music-culture relationship, aesthetics, styles, genres, music structures and forms, and participatory music making. Levy, McLucas.

379 Music for Dancing (4) Introduction to music for dancing in theater and film; emphasizes ballet (Tchaikovsky, Stravinsky) and American popular music by African American artists (Ellington, James Brown).

380 Film: Drama, Photography, Music (4) Understanding the manner in which drama, photography, and music combine to form the whole through extensive viewing and analysis. Trombley.

381 Art Film (4) Introduces the best available examples of art films as embodying complex and often abstract use of drama, photography, and music. Prereq: MUS 380. Trombley.

390 East European Folk Ensemble (2R) Performance ensemble in which participants learn to play village-style folk dance music from Bulgaria, Macedonia, Serbia, Greece, and neighboring regions of Eastern Europe. Prereq: audition. Levy. **R** twice for maximum of 6 credits.

391 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent. Vanscheeuwijck, Mentzel.

394 Chamber Ensemble: [Topic] (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, keyboard players, accompanists, and singers. Prereq: audition, instructor's consent.

395 Band: [Topic] (1–2R) Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, UO Symphonic Band, Yellow Garter Band. Ensemble fee for Oregon Wind Ensemble, UO Symphonic Band, UO Campus Band. Prereq: audition for all bands except UO Campus Band and Oregon Marching Band. Ponto, Zimbelman.

396 Orchestra: [Topic] (2R) Topics include University Symphony Orchestra, Campus Orchestra. Ensemble fee. Prereq: audition, instructor's consent. W. Bennett.

397 Chorus: [Topic] (2R) Chamber Choir, Concert Choir, Gospel Singers, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers. Ensemble fee. Prereq: audition, instructor's consent for all except Concert Choir and Gospel Choir. Chase, Paul, Weary.

398 Opera Workshop (2R) Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Prereq: instructor's consent, audition.

399 Special Studies: [Topic] (1–5R)

401 Research: [Topic] (1–21R) Prereq: instructor's consent.

403 Thesis (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–4R) Individual study of topics agreed upon by the student and faculty adviser. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

407/507 Seminar: [Topic] (1–5R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408/508 Workshop: [Topic] (1–21R) Various topics at a level beyond that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

409 Supervised Tutoring (1–21R)

410/510 Experimental Course: [Topic] (1–5R)

411/511 Percussion Master Class (1R) Techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Prereq: instructor's consent; coreq: private percussion study. Dowd, Wagoner.

412 Music Theory Review (2–3) Review of tonal theory, aural skills, and sight singing. Prereq: placement examination.

413 Music History Review (3) Review of music history from the medieval period to the present. Prereq: placement examination.

416/516, 417/517, 418/518 Post-Tonal Theory I,II,III (3,3,3) Introduction to theory and analysis of post-tonal music. **416/516, 417/517:** concepts of pitch-class set analysis and practical applications. **418/518:** analytic approaches to twelve-tone music. Sequence. Prereq: MUS 326. Boss. Offered 2004–5 and alternate years.

419/519 MIDI for Musicians (2) Concepts, uses, applications, and practical experience with using the personal computer to make music. Includes MIDI (musical instrument digital interface), digital audio, web-based music, and sequencing. Latarski.

420/520 Audio Recording Techniques (3) Basics of audio recording; includes microphone selection and usage, mixing techniques, use of signal processors, and digital audio concepts. Latarski.

421/521, 422/522, 423/523 The Collaborative Pianist (2,2,2R) Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Sequence. Prereq: MUP 271 or above. **R** once each, with instructor's consent, for maximum of 4 credits per course.

426/526 Score Reading (2R) Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. **R** once with instructor's consent for maximum of 4 credits.

430/530, 431/531, 432/532 Schenkerian Analysis (3,3,3) Analytical techniques, developed by Heinrich Schenker, studied through application to music of all periods and styles. Sequence. Prereq: MUS 326. Boss, Larson.

433/533, 434/534, 435/535 Counterpoint (4,4,4) Study of modal and tonal counterpoint through analysis and composition. **433/533:** 1500–1650; **434/534:** 1650–1750; **435/535:** 1750–1950. Sequence. Prereq: MUS 232, 236. Larson.

438/538 Composers' Forum (3R) Composition and discussion of works for performance by professional and student performers, study of 20th-century compositional techniques. Prereq: instructor's consent. Dunn. **R** twenty-four times for maximum of 75 credits.

439/539 Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 232, 236. Wagoner.

440/540, 441/541, 442/542 Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342, instructor's consent. Kyr.

443/543 Electronic Music Techniques I (4) Fundamentals of electroacoustic music including additive and subtractive synthesis, MIDI basics, and analog recording. Laboratory fee. Prereq: instructor's consent. Stolet.

444/544 Electronic Music Techniques II (3) Intermediate-level topics of electroacoustic music including digital and direct-to-disk recording, digital signal processing, FM synthesis, and compositional techniques. Laboratory fee. Prereq: instructor's consent. Stolet.

445/545 Advanced Electronic Composition (3R) Advanced topics of sound synthesis, digital signal processing, and electroacoustic compositional techniques. Laboratory fee. Prereq: instructor's consent. Stolet. **R** twenty-four times for maximum of 75 credits.

446/546 Computer Music Applications: [Topic] (3R) Use of computers for music notation, education, analysis, performance, research, and other applications. Prereq: instructor's consent. **R** three times when topic changes for maximum of 12 credits.

451/551 Introduction to Ethnomusicology (4) World musics studied in their social and cultural contexts. Compares the varied approaches, ideas, and methods of selected American and European researchers since 1980. Levy.

452/552 Musical Instruments of the World (4) Examines instruments of the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographic areas. Includes films, recordings, live demonstrations. Levy.

453/553 Folk Music of the Balkans (4) Forms and styles of folk musics and dances in their cultural contexts in southeastern Europe: Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia. Levy.

454/554 Music of India (4) Classical music traditions of North and South India with some discussion of dance, rural folk music, and popular film music; participatory music making and demonstrations by visiting artists. Levy.

455/555, 456/556 Lyric Diction (3,3) Analysis and International Phonetic Alphabet transcription of song and opera texts with emphasis on the singer's approach to performance. Prereq: MUS 156. Tedards. Offered 2004–5 and alternate years.

460/560 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West. McLucas.

464/564, 465/565, 466/566 Piano Literature (3,3,3) Solo keyboard music from the time of J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 269 or equivalent. Kerner. Not offered 2004–5.

467/567, 468/568 Solo Vocal Music (3,3) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 269 or equivalent. Vargas. Offered 2004–5 and alternate years.

471/571, 472/572 Orchestral Music (2,2) Major types of orchestral music from the 18th to the 20th centuries; dance suite, symphony, tone poem, descriptive suite, pieces for string orchestra. Prereq: MUS 269 or equivalent.

474/574, 475/575 History of Opera (4,4) Critical study of the musical and dramatic content of operas forming the standard international repertoire. **474/574:** Monteverdi to Mozart. **475/575:** Mozart to the present. Sequence. Prereq: MUS 269 or equivalent. Smith.

484/584 Choral Conducting and Literature (3R) Choral conducting, gesture and communication, rehearsal technique, and choral literature appropriate for secondary school choral music programs (grades 6–12), community youth choirs, and collegiate ensembles. **R** once for maximum of 6 credits.

486 Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. T. Paul, Ponto.

490/590 Balinese Gamelan (2R) Pacific Rim Gamelan ensemble. Performance of original compositions and traditional music for gamelan. Three public performances a year. Kyr. **R** with instructor's consent. Limited to twelve performers.

499 Senior Project (3R) Projects in music history, analysis, theory, composition, performance, or related disciplines designed by the student in

consultation with the instructor. Prereq: instructor's consent. **R** twice for maximum of 9 credits. *Thesis, Research, Dissertation, and Reading and Conference are available during summer sessions with adviser's consent.*

503 Thesis (1–16R) Prereq: instructor's consent.

601 Research: [Topic] (1–16R) Prereq: instructor's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's consent.

603 Dissertation (1–16R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–4R) Individual study of topics beyond the availability of the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic, instructor's consent.

607 Seminar: [Topic] (1–5R) Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability. Extra fee for Oregon Bach Festival seminars.

608 Workshop: [Topic] (1–16R)

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

611, 613 Research Methods in Music (3,3) 611: use of reference, research, and bibliographical sources in music. **613:** experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. Sequence. L. Bennett, Hurwitz, R. Moore.

614 Introduction to Musicology (4) Introduces musicology and several of its subfields; includes current and recent arguments. Prereq: major standing.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology. Ponto.

621, 622, 623 Wind Repertoire (3,3,3) Survey and analysis of music composed for large wind groups. **621:** 1500–1850. **622:** 1850–1950. **623:** 1950 to the present. Sequence. Ponto.

624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. Ponto. **R** twice for maximum of 6 credits.

630 History of Theory I (3) Examination and evaluation of theories of music from ancient times to the 16th century, including Aristides Quintilianus, Boethius, Hucbald, Guido, Franco, Tinctoris, Ramis, and Aron. Kruckenberg.

631 History of Theory II (3) Examination and evaluation of theories of music from the 16th to 19th centuries, including Glarean, Zarlino, Descartes, Rameau, Tartini, Kirnberger, C. P. E. Bach, Fétis, Sechter, and Helmholtz. Hurwitz.

632 History of Theory III (3) Theories of harmony and structure ranging from the mid-19th century to the present, including Hauptmann, Riemann, Schenker, Schoenberg, Hindemith, Babbitt, Forte, Lewin, Straus, and Lerdaahl. Boss.

635 Advanced Aural Skills (3R) Exercises and projects in transcription and analysis of music presented aurally; discerning discrepancies between performed and notated music; analysis of music without recourse to scores. Dunn. **R** once with instructor's consent.

638 Timbral Analysis and Orchestral Composition I (3) Not offered 2004–5.

640, 641, 642 Advanced Composition Studies (2,2,2) Studio instruction in composition. Prereq: MUS 442/542 or instructor's consent; coreq: MUS 538. Crumb, Kyr.

643 Notation of Medieval and Renaissance Music (3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Offered 2004–5 and alternate years.

660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Kruckenberg. Offered alternate years; not offered 2004–5.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; high Renaissance music; late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Kruckenberg. Offered 2004–5 and alternate years.

662 Music in the Baroque Era (3) Musical genres in Italy, France, Germany, Austria, Britain, the Netherlands, Spain, Mexico, and South America in historical, social, political, and cultural contexts—early 17th century through Bach and Handel. Vanscheeuwijck. Offered 2004–5 and alternate years.

663 Music in the Classical Period (3) Study of galant, *Empfindsamer*, and classical styles from c. 1730 to Boccherini, Haydn, and Mozart. Focus on instrumental and sacred music, and on opera before Mozart. Vanscheeuwijck. Offered alternate years; not offered 2004–5.

664 Music in the Romantic Era (3) Virtuosoic and lyric extremes in instrumental and vocal styles. Literary romanticism, descriptive music, and the *Lied*; opera in France and Italy; Wagner's music drama as *Gesamtkunstwerk*. Smith. Offered 2004–5 and alternate years.

665 Music in the 20th Century (3) Crisis of romanticism and tonality: transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent trends. Boss.

686 Instrumental Conducting Master Class (3) Advanced conducting techniques as applied to band and orchestral music with emphasis on baton techniques and rehearsal strategies; includes score preparation. Prereq: instructor's consent. W. Bennett. Offered summer session only.

689 Performance Practices before 1800 (3) Introduction to theory and practice of sound production, phrasing, historical pronunciation, instrumentation, improvisation, pitch and temperament, and ornamentation in vocal and instrumental music—Middle Ages to the mid-19th century. Vanscheeuwijck. Offered alternate years; not offered 2004–5.

690 East European Folk Ensemble (2R) See MUS 390. **R** twice for maximum of 6 credits.

691 Collegium Musicum (1R) See MUS 391.

694 Chamber Ensemble: [Topic] (1R) See MUS 394.

695 Band: [Topic] (1–2R) See MUS 395.

696 Orchestra (2R) See MUS 396.

697 Chorus: [Topic] (2R) See MUS 397.

698 Opera Workshop (2R) See MUS 398.

Jazz Studies Courses (MUJ)

180, 181, 182 Jazz Performance Laboratory (1,1,1R) Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. Coreq: instructor's consent. S. Owen. **R** twice for maximum of 3 credits each.

270 Jazz Theory (2) Introduction to jazz harmony: chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Prereq: MUS 133, 136, 139. Denny, S. Owen.

271, 272 Functional Jazz Piano I,II (2,2) Performance of one- and two-handed comping style including common voice-leading practices, scales, and harmonic formulas. Reading from chord symbols and lead sheets. Sequence. Prereq: MUJ 270. Koenigsberg.

273, 274 Jazz Improvisation I,II (2,2) Task-oriented performance of selected standard jazz repertoire. **273:** chord and scale study, solo transcription, analysis, pattern practice, simple compositional forms. **274:** chord alteration, chord substitution, reharmonization and chromaticism. Prereq: MUJ 270; pre- or coreq: MUJ 271. Denny, S. Owen.

280, 281, 282 Jazz Performance Laboratory (1,1,1R) See MUJ 180, 181, 182. S. Owen. **R** twice for maximum of 3 credits each.

350 History of Jazz, 1900–1950 (4) History, biography, multiculturalism, and racism in early jazz and swing through modern jazz. Includes Louis Armstrong, Duke Ellington, Charlie Parker, Dizzy Gillespie, Miles Davis. Woideck.

351 History of Jazz, 1940 to Present (4) History, biography, multiculturalism, and racism in modern jazz and free jazz to present. Includes Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Ornette Coleman. Woideck.

390 Jazz Laboratory Band III (1R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. S. Owen.

391 Jazz Laboratory Band II (1R) See MUJ 390.

392 Oregon Jazz Ensemble (1–2R) Large ensembles performing repertoire associated with the jazz idiom. Performances on campus, in the community, and at jazz festivals. Prereq: audition. S. Owen.

395 Small Jazz Ensemble: [Topic] (1–2R) Improvisation group. Study current and past small-group jazz performances. Prereq: audition, instructor's consent. Denny.

397 Oregon Vocal Jazz (2R) Composed of approximately sixteen voices and a rhythm section. Explores a wide variety of styles in the jazz idiom. Prereq: audition.

405 Reading and Conference: [Topic] (1–4R)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R)

474/574, 475/575, 476/576 Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence. Prereq: MUJ 274. S. Owen.

477/577, 478/578, 479/579 Advanced Jazz Repertoire I,II,III (3,3,3) Development of professional performance skills in improvisation through study

of traditional and contemporary jazz repertoire. Sequence. Prereq: MUJ 476/576. Koenigsberg.

480/580, 481/581, 482/582 Jazz Arranging I,II,III (3,3,3) Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, five-part density. Sequence. Prereq: MUJ 272. Koenigsberg.

483/583, 484/584, 485/585 Advanced Jazz Arranging I,II,III (3,3,3) Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior and graduate degree recitals. Sequence. Prereq: MUJ 482/582. S. Owen.

503 Thesis (1–16R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–16R)

690 Jazz Laboratory Band III (1R) See MUJ 390.

691 Jazz Laboratory Band II (1R) See MUJ 391.

692 Oregon Jazz Ensemble (1–2R) See MUJ 392.

695 Small Jazz Ensemble: [Topic] (1–2R) See MUJ 395.

697 Oregon Vocal Jazz (2R) See MUJ 397.

Music Education Courses (MUE)

199 Special Studies: [Topic] (1–5R)

326 Foundations of Music Education (3) Professional orientation for prospective school music teachers; curricular, historical, philosophical, and social foundation of music education; ethical, professional, and social aspects of teaching; comprehensive field experience. Extra fee. Prereq: MUE 199 Careers in Music Education. P. Paul.

386, 387, 388 Teaching Laboratory I (1,1,1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Chase, P. Paul, T. Paul.

391 Choral Pedagogy (1R) Study of vocal health and pedagogy appropriate for studio, class, and choral ensemble instruction combined with training in foreign language and ensemble diction. Prereq: three terms of voice. Chase.

392 Instrumental Techniques: [Topic] (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, cello, recorder, guitar, classroom instruments, and voice. Instrument rental fee. Prereq: instructor's consent.

401 Research: [Topic] (1–21R) Prereq: instructor's consent.

403 Thesis (1–12R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–4R) Individual study of topics at a level above that available in the standard curriculum. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Various advanced topics offered periodically according to student and faculty interest and availability.

408/508 Workshop: [Topic] (1–21R) Various topics at a level above that available in the standard curriculum. Prereq: instructor's consent.

409 Practicum: [Topic] (1–4R) Practical experience in guiding learning activities. Prereq: instructor's consent. Pengelly.

410/510 Experimental Course: [Topic] (1–5R)

411/511 Band Methods (3) Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. T. Paul.

412/512 Elementary Music Methods (3) Introduction to a variety of skills and techniques necessary for successful music teaching in elementary school settings. Laboratory fee. Coreq: Practicum: Elementary School Music (MUE 409). P. Paul.

413/513 Secondary Choral Methods (3) Secondary choral music curriculum, teaching methods, sight singing and music literacy, developing independent musicians, philosophical and social foundation of vocal music education in the public schools. Prereq: MUE 391, 485/585; coreq: MUE 409, MUS 397 or 697. Chase.

420/520 Contemporary Methods (3) Study of contemporary methodologies used in planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodály, Orff, and comprehensive musicianship. Prereq: MUE 412/512. P. Paul.

426/526 The General Music Program: Elementary (3) Musical development of children from nursery through elementary school; curriculum, methods, materials, and evaluation. Laboratory fee. Prereq: MUE 412/512.

428/528 Music for Early Childhood (3R) Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. Coreq: laboratory. P. Paul. R twice for maximum of 9 credits.

429/529 Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. R. Moore.

430/530 Music Classroom Management (3) Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations. P. Paul.

442/542 Teaching Singing in the Classroom (3) Methods for teaching singing in the classroom with emphasis on addressing the special needs of the adolescent voice and the changing voice. Prereq: MUP 140, MUE 391; coreq: MUS 397 or 697. Chase.

444/544 Choral Materials for Schools (3) Repertoire for choral groups in secondary schools; choral music from early historical periods to the avant-garde; criteria for selection of choral music; instructional program and concert planning. Prereq: MUE 391; coreq: MUS 397 or 697. Chase.

447/547 Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music.

455/555 Jazz and Marching Methods (3) Teaching methods for secondary school jazz ensembles and marching bands. S. Owen, Zimbelman.

456/556 String Methods (3) Teaching methods for the beginning string class in elementary and middle schools. Development of technique sequences for string groups in secondary schools. *Offered only during summer session.*

460/560 Violin Pedagogy I: Suzuki Method (3R) Development of skills for teaching young begin-

ning violin students using the Suzuki Method, its philosophies, and its repertoire. Required observation of private and group instruction. Prereq: instructor's consent. Rich. R once with instructor's consent for maximum of 6 credits.

462/562 Pedagogy Methods: Violin and Viola (2) Principles and techniques of violin and viola teaching at beginning through intermediate levels. Emphasis on the pedagogical approach of Paul Rolland. Rich.

471/571 Piano Pedagogy I: Teaching Beginners (3) In-depth study of beginning methods and materials for children and adults. Individual teaching experience. Wachter.

472/572 Piano Pedagogy II: Teaching Groups (2) Methods and materials for group instruction of all ages and levels. Survey of learning theories and new technologies. Individual and group teaching experience. Prereq: MUE 471/571; coreq: MUE 409 or 609. Wachter.

473/573 Piano Pedagogy III: Teaching Intermediate Levels (2) Study of repertoire, technique, and teaching methods appropriate for intermediate-level piano students. Individual and master-class teaching experience. Prereq: MUE 472/572; coreq: MUE 409 or 609. Wachter.

486, 487, 488 Teaching Laboratory II (1,1,1) See MUE 386, 387, 388. Chase, P. Paul.

491/591 Advanced Pedagogy: [Topic] (3R) Sections in piano and other topics. R twice in different sections for maximum of 9 credits.

503 Thesis (1–16R) Prereq: instructor's consent.

601 Research: [Topic] (1–16R) Prereq: instructor's consent.

602 Supervised College Music Teaching (1–5R) Prereq: instructor's consent.

603 Dissertation (1–16R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–4R) Individual study of topics beyond regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalent, instructor's consent.

606 Field Studies: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics are Field Experience, Thesis Organization.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–4R) Professionally related experience, on campus or elsewhere, supervised by a qualified expert both in planning and in carrying out the project. Prereq: knowledge and competence in the substance of the activity and in curricular planning, instructor's consent. Pengelly, Wachter.

610 Experimental Course: [Topic] (1–5R)

614 Resources in Music Education (3) Development of bibliographic and writing skills necessary for scholarly research—problem specification, locating and reviewing research literature, and preparation of reports for presentation and publication. R. Moore.

632 Music in School and Society (3) Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve. R. Moore.

636 Administration of School Music (3) Topics include facilities, budgets, capital equipment, sheet music purchase, music library, scheduling classes, school-year organization, grading, student handbooks, booster organizations, fundraising,

public relations, concert preparation, and group travel. T. Paul.

637 Technology of Teaching Music (3) Use of electronic equipment and computers in teaching music. Hardware and software appropriate for classroom use and for individualized instruction.

638 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

639 Pedagogy and Practicum: [Topic] (3R) Teaching strategies and practical application. Topics include composition, conducting, ethnomusicology, jazz studies, music education, music history, music theory, voice, keyboard, strings, woodwinds, brass, and percussion. Prereq: instructor's consent. **R** twice when topic changes for maximum of 9 credits.

641, 642 Concept Development in College Music Teaching (3,3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology at the college level, instructional techniques, tests and measurements. Prereq: instructor's consent. Not offered 2004–5.

777 Supervised Field Experience (1R) Discussion of problems encountered in student teaching. Preparation of required work samples. Preparation for productive job search. Prereq: instructor's consent. Chase, R. Moore, P. Paul. **R** twice for maximum of 3 credits.

Performance Studies Courses (MUP)

Extra fee for nonmajors enrolled in MUP 171–791. Unless it is a degree requirement, majors taking more than one performance studies course pay an extra fee.

MUP 140–791 coreq for majors: enroll in major ensemble

Percussion studies (MUP 161, 191, 291, 361, 391, 491, 631, 661, 691, 761, 791) coreq: MUS 411/511, enroll in major ensemble

100–105 Basic Performance Studies: [Topic] (2R) Classroom instruction. **100:** Piano, **101:** Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass, **105:** Percussion. Extra fee. Prereq: instructor's consent, audition for MUP 102–105. **R** twice for maximum of 6 credits.

108 Intermediate Guitar Skills (2R) Beginning-level group instruction in music reading, chording techniques, improvisation, scales, and simple theory. Listening is an important part of the course. Extra fee. Latarski. **R** once for maximum of 4 credits.

109 Basic Performance Studies: Jazz Guitar (Studio Instruction) (2R) Extra fee. Prereq: instructor's consent. **R** twice for maximum of 6 credits.

110 Basic Performance Studies: Classical Guitar (Studio Instruction) (2R) Extra fee. Prereq: audition. **R** twice for maximum of 6 credits.

120 Beginning Guitar I (3R) Beginning-level group instruction in the fundamentals of guitar playing, song accompaniment, ensemble playing, reading music, basic music theory, and practice skills. Extra fee. Case. **R** twice for maximum of 9 credits.

121 Beginning Guitar II (3R) Continued study of topics in MUP 120 with emphasis on chord voic-

ings, finger-style playing, and arranging. Requires music reading and barré chord skills. Extra fee. Prereq: MUP 120. Case. **R** twice for maximum of 9 credits.

122 Funk Guitar (2R) Fundamental techniques and theory used by guitarists to play in a funk style of music. Latarski. **R** twice for a maximum of 6 credits.

127 Blues Guitar I (2R) Introduction to blues chords, scales, songs, and related techniques. Designed for beginners; students must provide own instruments. **R** once for maximum of 4 credits. Latarski.

128 Blues Guitar II (2R) More blues chords, scales, songs, and related techniques. Designed for intermediate students, who must provide own instruments. Prereq: MUP 127. **R** once for maximum of 4 credits. Latarski.

140–161 Performance Studies: [Topic] (2–4R) Studio instruction in performance for students with minimal previous training. **140:** Voice, **141:** Piano, **142:** Harpsichord, **143:** Organ, **145:** Violin, **146:** Viola, **147:** Cello, **148:** Bass, **149:** Harp, **150:** Guitar, **151:** Flute, **152:** Oboe, **153:** Clarinet, **154:** Saxophone, **155:** Bassoon, **156:** Trumpet, **157:** French Horn, **158:** Trombone, **159:** Euphonium, **160:** Tuba, **161:** Percussion. Extra fee. Prereq: audition. **R** eleven times for maximum of 48 credits.

163 Functional Piano (2R) Individual instruction in functional keyboard skills. Baird. Coreq: MUS 239. **R** twice for maximum of 6 credits.

170–191 Performance Studies (Studio Instruction): [Topic] (2–4R) Technique and style of artistic performance. **170:** Voice for Nonvoice Specialists, **171:** Piano, **172:** Harpsichord, **173:** Organ, **174:** Voice, **175:** Violin, **176:** Viola, **177:** Cello, **178:** Bass, **179:** Harp, **180:** Guitar, **181:** Flute, **182:** Oboe, **183:** Clarinet, **184:** Saxophone, **185:** Bassoon, **186:** Trumpet, **187:** French Horn, **188:** Trombone, **189:** Euphonium, **190:** Tuba, **191:** Percussion. Prereq: audition, instructor's consent.

199 Special Studies: [Topic] (1–5R) Recent topics include Celtic Music Performance, Folk Harp, Guitar Technology, Javanese Gamelan, Jazz Drumset, Tabla. Extra fee.

271–291 Performance Studies (Studio Instruction): [Topic] (2–4R) **271:** Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Euphonium, **290:** Tuba, **291:** Percussion. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of 100 level.

341–361 Performance Studies (Studio Instruction): [Topic] (2–4R) **341:** Piano, **342:** Harpsichord, **343:** Organ, **344:** Voice, **345:** Violin, **346:** Viola, **347:** Cello, **348:** Bass, **349:** Harp, **350:** Guitar, **351:** Flute, **352:** Oboe, **353:** Clarinet, **354:** Saxophone, **355:** Bassoon, **356:** Trumpet, **357:** French Horn, **358:** Trombone, **359:** Euphonium, **360:** Tuba, **361:** Percussion. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of 200 level.

371–391 Performance Studies (Studio Instruction): [Topic] (2–4R) **371:** Piano, **372:** Harpsichord, **373:** Organ, **374:** Voice, **375:** Violin, **376:** Viola, **377:** Cello, **378:** Bass, **379:** Harp, **380:** Guitar, **381:** Flute, **382:** Oboe, **383:** Clarinet, **384:** Saxophone, **385:** Bassoon, **386:** Trumpet, **387:** French Horn, **388:** Trombone, **389:** Euphonium,

390: Tuba, **391:** Percussion. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of MUP 271–291.

471–491 Performance Studies (Studio Instruction): [Topic] (2–4R) **471:** Piano, **472:** Harpsichord, **473:** Organ, **474:** Voice, **475:** Violin, **476:** Viola, **477:** Cello, **478:** Bass, **479:** Harp, **480:** Guitar, **481:** Flute, **482:** Oboe, **483:** Clarinet, **484:** Saxophone, **485:** Bassoon, **486:** Trumpet, **487:** French Horn, **488:** Trombone, **489:** Euphonium, **490:** Tuba, **491:** Percussion. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of MUP 371–391.

611–631 Performance Studies (Studio Instruction): [Topic] (2R) **611:** Piano, **612:** Harpsichord, **613:** Organ, **614:** Voice, **615:** Violin, **616:** Viola, **617:** Cello, **618:** Bass, **619:** Harp, **620:** Guitar, **621:** Flute, **622:** Oboe, **623:** Clarinet, **624:** Saxophone, **625:** Bassoon, **626:** Trumpet, **627:** French Horn, **628:** Trombone, **629:** Euphonium, **630:** Tuba, **631:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency required for admission to MUP 271–291. **R** for maximum of 6 credits.

641–661 Performance Studies (Studio Instruction): [Topic] (2–4R) **641:** Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Euphonium, **660:** Tuba, **661:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency required for admission to MUP 341–361 or 371–391. **R** for maximum of 12 credits.

670 Performance Studies (Studio Instruction): Piano Accompanying (2–4R) Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.

671–691 Performance Studies (Studio Instruction): [Topic] (2–4R) **671:** Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Euphonium, **690:** Tuba, **691:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 471–491.

741–761 Performance Studies (Studio Instruction): [Topic] (2–4R) **741:** Piano, **742:** Harpsichord, **743:** Organ, **744:** Voice, **745:** Violin, **746:** Viola, **747:** Cello, **748:** Bass, **749:** Harp, **751:** Flute, **752:** Oboe, **753:** Clarinet, **754:** Saxophone, **755:** Bassoon, **756:** Trumpet, **757:** French Horn, **758:** Trombone, **759:** Euphonium, **760:** Tuba, **761:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–691, sufficient talent and experience to justify undertaking performance as a supporting area.

771–791 Performance Studies (Studio Instruction): [Topic] (2–4R) **771:** Piano, **772:** Harpsichord, **773:** Organ, **774:** Voice, **775:** Violin, **776:** Viola, **777:** Cello, **778:** Bass, **779:** Harp, **780:** Guitar, **781:** Flute, **782:** Oboe, **783:** Clarinet, **784:** Saxophone, **785:** Bassoon, **786:** Trumpet, **787:** French Horn, **788:** Trombone, **789:** Euphonium, **790:** Tuba, **791:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–691, sufficient talent and experience to justify undertaking performance as a primary area.

Academic Resources

Academic Learning Services

Susan Lesyk, Center Director

(541) 346-3226
(541) 346-2184 fax
68 Prince Lucien Campbell Hall
<http://als.uoregon.edu/>

The Center for Academic Learning Services (ALS) provides academic support to university students through courses, workshops, tutoring, and individual consultations.

Courses for Credit. Students concerned about their reading, research, writing, critical thinking, and general study skills may benefit from a variety of full-term and part-time courses, ranging from 1 to 3 credits.

Noncredit Workshops. Among the noncredit workshops offered are study techniques, grammar, mathematics review, and preparation for the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through the center. Students may drop in to receive free assistance with mathematics and writing at the center's laboratories.

Individual Consultations. Instructors are available to discuss issues related to studying, learning, and academic performance. **Academic Learning Services Courses (ALS)**

101 Introduction to University Study (3) Helps students learn, adapt, and apply effective study skills, including strategies for time management, note taking, critical reading, writing, and test preparation.

102 College Reading Skills (3) Practice in analysis, synthesis, and evaluation of a variety of sources relating to a contemporary issue.

Emphasis on writing abstracts, reviews, and critiques that demonstrate critical reading ability.

199 Special Studies: [Topic] (1–5R) R twice per topic for maximum of 6 credits. Classes address specific topics such as time management, reading, writing, testing, presentation skills, and math strategies.

399 Special Studies: [Topic] (1–5R) Classes focus on such topics as grammar and style, research skills, critical thinking, communication, critical reading, and speed reading.

408/508 Workshop: [Topic] (1–4R)

409 Supervised Tutoring (1–4R) R for maximum of 6 credits.

608 Workshop: [Topic] (1–4R)

609 Supervised Tutoring (1–4R) R for maximum of 6 credits.

A maximum of 12 credits in ALS courses may be applied to the total credits required for a bachelor's degree.

AHA International

Robert L. Selby, Executive Director

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AHA International, a Portland-based, nonprofit organization providing college experiences around the world, recently merged with the University of Oregon, effectively expanding study-abroad options for UO students.

Eighteen program sites in fourteen countries are offered by AHA, an academic program of the university. They are located in Rosario, Argentina; Vienna, Austria; Valdivia, Chile; London, England; Angers, France; Accra, Ghana; Athens, Greece; Dublin, Ireland; Morelia, Mexico; Dunedine, New Zealand; Perth and Canberra, Australia; Macerata and Siena, Italy; Cologne, Germany; Granada, Oviedo and Segovia, Spain. More than 47,000 students have benefited from AHA International's programs since 1957, enhancing understanding of their own cultures and increasing their knowledge about other cultures. Complete program and application information is available online.

Air Force ROTC

(541) 737-6286
(800) 633-7352
AFROTC Detachment 685,
300 McAlexander Fieldhouse,
Oregon State University,
Corvallis OR 97331

Students interested in obtaining an officer's commission in the United States Air Force upon graduation may join the Air Force Reserve Officers Training Corps (AFROTC) program offered through the Department of Air Force Studies at Oregon State University. Undergraduate credits earned in this program may be transferred to the University of Oregon as elective credits. Students may complete a degree in any field while in the program. There is no cost to the student (other than travel expenses to Oregon State University for classes and activities), and classes are available to fit into individual schedules. See the statement on Concurrent Enrollment in the **Registration and Academic Policies** section of this catalog.

Programs

The following programs are open to qualified students.

Four-Year Program

The four-year program consists of the general military course (six terms of lower-division air force studies courses, including a laboratory each term) and the professional officer course (six terms of upper-division air force studies courses, including a laboratory each term). Four-year cadets attend Field Training (AS 304) for four weeks during the summer before their junior year of college.

Students may enter the freshman class at the start of the fall, winter, or spring terms. Sophomores may enter at the start of the fall term and take the freshman- and sophomore-level courses concurrently.

Before enrolling in the professional officer course during the last two years of the program, the student must meet AFROTC qualification standards and requirements.

Two-Year Program

Entry is competitive. Application should be made early in the fall term of the student's sophomore year. Participants must attend Field Training (AS 306) for five weeks in the summer before their junior year of college. The curriculum includes six terms of upper-division air force studies courses, including a laboratory each term. Applicants must have two years remaining in college after the field training, which may be undergraduate or graduate work or a combination of the two.

One-Year Program

Information about this new program is available from the department.

Commitments

Students in the four-year program incur no obligation during their first two years in AFROTC unless they

are awarded a scholarship. After enrolling in Air Force Leadership and Management (AS 311), the student agrees to accept a commission if it is offered. Scholarship students incur a commitment at the beginning of their sophomore year. Upon accepting their commission, pilots incur an obligation of ten years after completion of pilot training; navigators incur a six-year obligation after initial training, and all others agree to serve for four years after receiving the commission.

Scholarships

Scholarships are available for qualified students. High school students interested in applying should consult their high school counselors in their junior year or early in their senior year. University students in the four-year AFROTC program can compete for scholarships twice a year on the basis of grade-point average, Air Force Officer Qualifying Test scores, SAT scores, and a personal interview. Special scholarship programs are also available to students of selected minority backgrounds or who are majoring in critical-demand areas deemed necessary by the U.S. Air Force. Students receiving scholarships must be able to complete the Air Force ROTC program, receive a degree, and be commissioned before reaching age thirty-one. Each scholarship covers the cost of tuition, laboratory fees, incidental expenses, \$510 a year for textbooks, and up to \$400 as a monthly stipend.

For students who are not selected for any other scholarship program, the Air Force offers special incentives to students in any academic major during their junior and senior years. More information about these programs is available from Air Force ROTC at Oregon State University.

Allowances, Uniforms, Textbooks

Students enrolled in the professional officer course are paid up to \$400 as a monthly stipend. Uniforms and textbooks for both the general military course and professional military course are provided by the Air Force. The University of Oregon offers a discount on room and board for scholarship winners.

Field Training

One summer field-training session is required for Air Force ROTC programs. The one- and two-year programs require five weeks of field training; the four-year program requires four weeks. Students are paid varying amounts for each of these training periods. This pay is in addition to travel pay to and from the field training location.

Standards

Cadets must be U.S. citizens of sound physical condition and high moral character.

Nonscholarship cadets must receive a field training allocation before reaching age thirty to be commissioned as Air Force officers. Cadets designated to attend flight training must receive their commission before reaching age thirty.

Other Educational Opportunities

After completing AFROTC requirements, advanced degrees may be sought by delaying active-duty commitments. Some commissioned officers continue advanced studies through fully funded Air Force Institute of Technology programs. Special provisions are available for medical, law, and meteorology students.

Write to the department mailing address for more information about Air Force ROTC programs.

American English Institute

Christa Hansen, Director

(541) 346-3945
(541) 346-3917 fax
107 Pacific Hall
5212 University of Oregon
Eugene OR 97403-5212, USA
aei@uoregon.edu
<http://aei.uoregon.edu/>

The American English Institute offers four English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting: the Intensive English Program, the Academic English for International Students program, the International Graduate Teaching Fellow program, and special short-term programs.

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language. Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a basic six-level curriculum and an elective curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I, II, and III, Business English, Pronunciation, and American Films.

Other services and facilities, including an audio-video laboratory and a Macintosh computer laboratory, help students develop English proficiency. Advanced students may enroll, with approval from the institute, in one regular university course. Trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

Academic English for International Students.

This program is offered to matriculated students who have scored between 500 and 575 on TOEFL or request additional training in English as a second language for academic work. Courses are offered in listening and note taking, speaking, reading and vocabulary, and writing. A placement test is required before registering. These courses earn university credit and are taken at the same time as other university course work. Information about this program is available from the institute office.

International Graduate Teaching Fellow

Program. English courses are offered to international teaching assistants who need or want help in improving English for use in the classroom. Courses are offered to improve listening and speaking abilities, pronunciation, and university-level teaching and classroom interaction skills. Information about this program is available from the institute office, the Office of International Programs, and the Graduate School.

Short-Term Programs. Upon request, the institute designs and teaches short-term programs for groups of students. Programs may target areas of

interest such as business, university preparation, American language and culture, or second-language teaching methodology.

Student Services. The institute's services for students in the intensive and short-term programs include host families, an academic adviser, an extensive orientation program before classes begin, and planned activities in Eugene and Oregon.

Admission Procedures. The institute's Intensive English Program is open to students who have successfully completed secondary school and are able to demonstrate sufficient financial support for study at the institute. To apply, submit the following materials:

1. An American English Institute application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of \$65

If a student is transferring from another English-language program in the United States, a recommendation from the program director or a transcript must be included.

Admission to the Intensive English Program does not imply admission to any other school or program at the University of Oregon. Inquiries about admission should be directed to the American English Institute admissions coordinator.

Army ROTC

See **Military Science**

Capital Center

(503) 725-2213
18640 NW Walker Road, Beaverton OR 97006

The CAPITAL Center, developed by the Oregon University System, houses technical and business programs that serve the Portland community. These programs include the Oregon Executive M.B.A. Program and the Oregon Master of Software Engineering Program. The Oregon Center for Advanced Technology Education has an office and classrooms at the center.

Computing Center

Joanne R. Hugi, Associate Vice President,
Information Systems

(541) 346-4403
(541) 346-4397 fax
250A Computing Center, 151 McKenzie Hall
1212 University of Oregon
Eugene OR 97403-1212
<http://cc.uoregon.edu/>

The Computing Center supports the computing needs of the university through the creation and maintenance of state-of-the-art computing and networking environments. Staff members administer hardware and software, provide a variety of user services, and conduct research in advanced technologies, all in support of instruction, research, and administration.

Hardware

Computing hardware includes central hosts, computer laboratories, the campus network,

remote access modems, and outside networks. Central hosts include

- DARKWING, a large Sun Enterprise 5500 UNIX computer targeted for compute-intensive academic applications and faculty and staff e-mail and web access
- GLADSTONE, a large Sun Enterprise 5500 UNIX system that provides undergraduate students with e-mail service and World Wide Web service
- The VMScluster, two large Alpha Open VMS computers that support administrative applications

Staff members oversee the operation of several instructional and public-access computer laboratories on campus.

The administrative services staff provides programming support for administrative computing, including Banner A/R, FIS, HRIS, SIS, DuckWeb, DuckHunt, the data warehouses, and auxiliary applications.

Networking staff members provide support for UOnet, the campus network; OWEN/NERO, a statewide network that serves K–12 schools, higher education, and state government agencies; and the Oregon Gigapop, including Oregon's Internet2 connections.

Software

Academic services staff members support a wide selection of statistical packages, programming languages, utilities, and other software, including

- text editors
- X Windows software
- e-mail (IMHO web e-mail, pine, Eudora) and other network software (ssh, ftp)
- web browsers (Mozilla, Internet Explorer) for all computing platforms
- USENET News readers
- TV broadcast-quality video content, available on the computer desktop with IP/TV
- popular programming languages and libraries (FORTRAN, C++, C)
- statistics packages (SAS, SPSS, S-PLUS)
- other special-purpose applications programs and packages, including Mathematica (symbolic mathematics), rasmol (three-dimensional molecular modeling), radiance (ray shading), and clustalw (phylogenetic mapping)

Services

The Computing Center's support services include

- consulting assistance for large-system users in statistics, UNIX operating systems, e-mail, USENET, network audio and video, and the web
- microcomputer consulting, including assistance with public domain software, disk and file recovery, file transfers, network access, maintenance of software libraries, and site-licensing and distribution of software (including a site license for antivirus software, Mac OS X, Mathematica, SAS, and GIS software)
- network support ranging from installing network hardware and software to troubleshooting and diagnosing network problems
- detection of data and network security breaches and deployment of appropriate protection systems
- user's guides, handouts, reference cards, and other documentation, including a quarterly news journal

- a documents library of vendor manuals, local documentation, and computing-related periodicals and textbooks
- microcomputer and electronics maintenance, repair, and upgrade services
- the Computing Center's website and UO's primary website
- optical mark reader scanning and test scoring
- limited contract programming

Networking

The Computing Center houses three major networking organizations: Network Services, the Advanced Network Technology Center, and OWEN/NERO.

- The Network Services staff provides central data communication and networking services to the UO community. Network Services oversees UOnet and nearly 600 high-speed modems that facilitate remote dial-in access to campus computers and networks, and develops and maintains wireless access on campus
- The Advanced Network Technology Center is engaged in research, engineering, and development of next-generation Internet technologies. Projects include global Internet routing systems, integrated services (Internet), multicast backbone (MBONE), IPv6 (advanced Internet protocol), Internet2 (higher education's network applications initiatives), and Abilene, the high-speed academic and research network backbone funded by the National Science Foundation
- NERO, the Network for Education and Research in Oregon, develops and operates high-speed wide-area network connectivity to further education and research in Oregon. NERO provides the backbone infrastructure for the OWEN partnership, with primary membership and support from the Oregon University System, the State Department of Administrative Services, and the Oregon Public Education Network

Through efforts by the Advanced Network Technology Center, the university was a charter member of Internet2, a collaborative effort of U.S. research universities that planned and designed a high-speed academic and research network. With the center's assistance, the University of Oregon also serves as a Gigapop, a regional Internet2 aggregation site, and supports the Oregon Internet Exchange, a regional exchange point for Internet service providers and high-speed networks.

The Network Startup Resource Center, a subgroup of the Advanced Network Technology Center, provides support for the deployment of networks in developing countries of the world.

The Computing Center is a service unit independent of the Department of Computer and Information Science, the academic department that offers for-credit courses for bachelor's and advanced degrees. For information about that department, see the **Computer and Information Science** section of this catalog.

Continuation Center

Curtis D. Lind and Ronald E. Trebon,
Codirectors

(541) 346-4231
(800) 524-2404 in Oregon
1277 University of Oregon
Eugene OR 97403-1277

Community Education

Sandra Gladney, Program Director

(541) 346-5614
1234 University of Oregon
Eugene OR 97403-1234
<http://cep.uoregon.edu>

An important dimension of the University of Oregon's responsibility to continuing education is the Community Education Program, which makes university courses available to people who are not formally admitted to the university.

Community education students may register for a maximum of 8 credits a term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record.

Continuing Education

Curtis D. Lind, Director

(541) 346-4231
Baker Downtown Center
975 High Street, Suite 110
<http://center.uoregon.edu/>

Continuing Education is the program through which the Continuation Center offers educational activities in the Eugene area and throughout Oregon. Activities include for-credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics cover such diverse subjects as international affairs, business computing, arts management, festival and event management, sustainability practices, teacher education, and educational administration.

Continuing Education offers nondegree certificates of completion and graduate degree programs in the Portland area and online. Other off-campus programs are the Teacher and Administrator Education Program, which serves teachers and administrators throughout Oregon, and the Applied Information Management (AIM) master's degree program. The AIM program is described in the **Graduate School** section of this catalog.

Programs overseen by Continuing Education are described below. Unless new information is listed, the various programs may be reached through Continuing Education.

Corporate Training Program. Individualized programs provide educational support and staff development for local, regional, and national organizations in business, industry, public utilities, and education. Courses are specifically designed for applications in the participating organization.

Conferences and Special Programs

This division offers substantive conferences and noncredit workshops, and supports academic departments and individual faculty members in developing activities for UO students and community members. It sponsors annual events including the National Educational Computing Conference and the Northwest Council for Computer Education Conference. In addition, the division sponsors academic society and association regional meetings as well as nonacademic community-interest programs.

Distance Education

Sandra Gladney, Program Director

<http://de.uoregon.edu/>

Distance Education offers courses that allow admitted and Community Education students the flexibility of completing course work outside the traditional classroom setting. Courses follow the academic term schedule, and students receive university credit upon completion. Delivery methods and assessment procedures vary by course, but all require frequent access to e-mail and a web browser.

Education 2000+

Ruth Heller, Program Coordinator

<http://center.uoregon.edu/edu/>

Education 2000+ provides educational opportunities to professional K–12 educators through an ongoing selection of workshops. The program provides information about innovations in education to support positive change, enhance learning for students, and meet the needs of educators. Several workshops are offered in Eugene each term. Topics vary and are determined in consultation with educators and administrators from around the state, who pinpoint vital issues for education in Oregon. Workshops range in length from a day to two days, and academic credit from the UO College of Education is usually available. A brochure listing workshop offerings is published twice a year and is posted on the program's website.

Elderhostel

David M. Bernstein, Program Coordinator

Elderhostel Inc. is an international nonprofit organization that provides high quality, short-term learning opportunities for people fifty-five and older. One successful offering is held in conjunction with the Oregon Bach Festival. Two one-week sessions offer a combination of faculty-led lectures, demonstrations, and activities along with attendance at festival performances.

Festival and Event Management Certificate Program

Sandra Gladney, Program Director

<http://center.uoregon.edu/festivalevent/>

Participants in this program, a partnership between Continuing Education and the Arts and Administration Program, may (1) attend an occasional workshop to complement a university degree or for professional development, (2) earn a certificate of completion as a professional credential, (3) meet professional development requirements with continuing education unit documentation. Workshops address current trends and best practices for administering festivals and events. Participants gain real-world experience through individualized practicum and special problems activities.

Learning in Retirement

Ruth Heller, Program Coordinator

<http://center.uoregon.edu/lli/lir/>

Established in 1993, Learning in Retirement was designed to meet the educational interests of the Eugene-Springfield community's mature adults,

and depends on the active participation of its members. Courses are offered in a lecture and seminar-style discussion format where members explore topics in the humanities, sciences, current and civic affairs, and the arts.

An annual fee of \$120 entitles members to attend any course offered in this program. Prior educational experience (college or otherwise) is not required.

Silver Sage Society

Barbara Harris, Program Coordinator

<http://center.uoregon.edu/lli/sss/>

The Silver Sage Society is designed to meet the educational interests of mature adults in the central Oregon area. Refer to the Learning in Retirement program for details of format and fees.

Teacher and Administrator Education Program

Ruth Heller, Program Coordinator

A special mission of Continuing Education is off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for professional development and licensure requirements. Participants need not complete formal admission procedures or travel to the UO campus in Eugene to attend classes. Courses that enhance teaching skills, supervision skills, and public school administration are offered in many communities. Courses and instructors are approved by the appropriate UO academic unit.

University of Oregon credit may also be arranged for community-based educational events. For additional information, details about courses, or placement on a mailing list, write or call the program coordinator at Continuing Education.

Sustainability Leadership Academy

Shanda LeVan, Program Coordinator

<http://center.uoregon.edu/sustainability/>

A professional development program that addresses the redesigning of production models and organizational systems to produce sustainable economic, social, and environmental outcomes for both public and private sectors. Both theory and application are explored in a series of one- and two-day workshops.

Summer Session

Ronald E. Trebon, Director

(541) 346-3475
(800) 524-2404 toll free in Oregon
1279 University of Oregon
Eugene OR 97403-1279
<http://uosummer.uoregon.edu/>

Enrollment during summer session does not require formal admission to the university. Summer courses carry university credit and begin throughout the summer. Most academic departments, schools, and colleges at the university offer courses in summer. Enrollment in summer is about 40 percent of academic year enrollment, which results in smaller classes. Detailed information about summer courses, fees, and registration is available on the summer session website in early March.

The dates for the eight-week 2005 summer session are June 20–August 12. Registration begins May 2. Selected eleven-week courses begin June 20 and end September 2. Students may also register the first day of class.

Financial Aid. The university can assist students with loans, grants, and part-time work during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree or certificate. A student must be in good academic standing to receive financial aid. To apply for financial aid for the 2005 summer session, a student must have submitted a completed financial aid application for the 2004–5 academic year and any other necessary documents to the university's financial aid office on or before May 1, 2005.

Housing. Single- and multiple-occupancy rooms in university residence halls are abundant in summer. Student family housing is limited because most units are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

Human Development

The Office of Academic Affairs oversees human development courses.

Human Development Courses (HDEV)

199 Special Studies: [Topic] (1–5R)
405 Reading and Conference: [Topic] (1–6R)
409 Practicum: [Topic] (1–6R)
410/510 Experimental Course: [Topic] (1–5R)
605 Reading and Conference: [Topic] (1–6R)
609 Practicum: [Topic] (1–6R)
610 Experimental Course: [Topic] (1–5R)

International Programs

Thomas Mills, Director

(541) 346-3206
330 Oregon Hall

The university enrolls about 1,450 international students from ninety countries and sponsors overseas study programs in Africa, Asia, Australia, Europe, and Latin America. Through the Office of International Programs, the university assists students who want to study abroad and international students and faculty members who are teaching and studying at the university.

The International Resource Center, located in the EMU, is supervised by the Office of International Programs. This center provides travel information, international news, and organizes international cultural programs for the campus and the community.

International Student and Faculty Assistance.

Students and faculty members from other countries are invited to inquire at this office for information about admission, housing, United States immigration regulations, employment opportunities, and scholarship aid. The Office of International Programs offers academic and personal counseling and helps students adjust to life in this country. It also coordinates the

International Friend Program, which introduces international students to local families.

This office is the official university liaison for several international agencies including the Institute of International Education and the African American Institute.

Overseas Study, Exchange, and Internship Opportunities

Students and faculty members can study, teach, conduct research, or hold an internship abroad by participating in an exchange, internship, or study-abroad program. More complete information about each of the following programs is published in the pamphlets *Experience the World* and *IE's Global Internships*, available in the Office of International Programs.

A key to the acronyms that follow: CIEE is the Council on International Educational Exchange; NCSA is the Northwest Council on Study Abroad; SIT is the School for International Training.

Africa. Students can participate in SIT field-based programs in the following countries: Botswana, Cameroon, Ghana, Kenya, Madagascar, Mali, Morocco, Senegal, South Africa, Tanzania, Uganda, and Zimbabwe. Programs include language study, home stay, field methodology course, thematic seminar, excursions, and an independent-study project. Each program focuses on a theme such as arts, culture, development, or environment. More details about the individual programs are available from the Office of International Programs. These semester-long programs are offered fall and spring.

Australia, Adelaide. The UO School of Law maintains an active exchange program with the University of Adelaide School of Law in South Australia. This program is open only to law students, who may participate in either the spring or fall semester in Adelaide.

Australia, Canberra, Melbourne, or Perth. Australian National University, La Trobe University, and Curtin University offer a broad curriculum for students participating in these semester or yearlong exchange programs. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

Austria, Vienna. This program, offered fall term and winter semester, takes advantage of Vienna's setting to let students fully experience Austria's rich cultural arts heritage. Courses offered include German language, social sciences and humanities. German is offered at beginning, intermediate, and advanced-intermediate levels. One term of college-level German is recommended. Excursions are an integral part of this program, and students live with Viennese families.

China, Beijing. The fall- or spring-semester program at the Central University for Nationalities offers intensive study of Chinese and a chance to learn about China's minority peoples. The program includes a two-week study tour of one of China's minority regions. Students may also choose a full academic-year program.

China, Xiamen. Faculty members may study or conduct research in one of China's national universities located in southeast China.

Costa Rica, Monteverde. The fall and spring semesters and the summer option are field-based

programs offered through CIEE for undergraduate environmental studies or biology majors who seek intensive sophisticated tropical field and course work. Students conduct independent research projects in ecology and take Spanish language classes.

The Czech Republic, Prague. Participants in this CIEE-sponsored program may take courses in Czech language, history, literature, culture, politics, economics, theater, film, religion, and music. Students live in university dormitories. This program is offered fall or spring semester and summer.

Denmark, Aalborg. This program, taught in English, is designed for undergraduate students who want to study comparative, contemporary, or regional European issues. Course and project work is offered by the University of Aalborg's European Cultural Studies Program. Graduate students may study at Aalborg with the approval of their department and the UO Graduate School.

Denmark, Copenhagen. Denmark's International Study Program offers summer, semester, and full-year programs in architecture and design, international business, marine biology and ecology, environmental studies, medical practice and policy, humanities, and social sciences. Field trips are integrated with academic course work. Courses are taught in English by Danish professors.

Denmark, Copenhagen. Open to undergraduate business students and M.B.A. students who have successfully completed one year of the UO M.B.A. curriculum, this program offers a variety of courses in English at the Copenhagen School of Business. In addition to the business, economics, and area studies courses, students may take Danish language courses. Students may attend either fall or spring semester and summer

Ecuador, Quito. Students with at least two years of college-level Spanish can spend a semester or a full year at Pontificia Universidad Católica del Ecuador or at the Universidad San Francisco de Quito. Language and culture courses are offered, and students with sufficient competence in the language may enroll in regular university courses in most fields of study. Students live with host families.

England, Bristol. One student is accepted into this yearlong exchange program at the University of Bristol. It is open to UO students who concentrate their course work in mathematics or the sciences. Students attend regular university courses and are assisted by a Study Abroad Programme academic adviser. Housing is in the university residence halls.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated with academic work to provide a balanced educational experience. Students live with British families. The program is offered fall, winter, and spring terms.

England, London. Every other spring, graduate and undergraduate students may study the performing arts in London. Accompanied by a UO professor, participants attend more than forty performances. Course credits apply to UO graduation requirements.

England, Norwich. This academic exchange program between the University of East Anglia and the University of Oregon is based in the School of English and American Studies. Students may take courses across disciplinary lines, but at least half of the courses taken during the year must be in the School of English and American Studies.

Finland, Tampere. UO students without Finnish may enroll in a variety of business, social science, and humanities courses offered in English at the University of Tampere. Students with sufficient Finnish enroll in regular university courses. Instruction is available in beginning to advanced Finnish language courses.

France, Angers. Students in this program study the French language and culture in a language institute at the Université Catholique de l'Ouest, which has a variety of language levels. Students may choose to spend one to three summer months, a fall term, a spring semester, or the academic year in Angers. One term of French is required. Excursions are part of the program, and students live with French families.

France, Lyon. Students with intermediate or advanced training in French language may choose the yearlong program in Lyon. Students who have taken three or more years of college-level French may enroll in regular university courses at Lyon I, II, III, and the Faculté Catholique. Students who have two years of French enroll in a language institute at Lyon II. Housing is arranged for students.

France, Poitiers. This one-year academic program is for students who have studied at least two years of college-level French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers courses. Housing is arranged for students.

Germany, Baden-Württemberg. Students in this yearlong program may study at any one of the participating universities at Freiburg, Heidelberg, Hohenheim, Karlsruhe, Konstanz, Mannheim, Stuttgart, Tübingen, or Ulm. Instruction is in German; students with sufficient competence in German may enroll in regular university courses in most fields of study. At least two years of college-level German is required.

Germany, Tübingen. Students with two terms of first-year German language are eligible for this intensive language program offered each year from April to July. By the end of the program, participants will have completed the entire second-year German sequence.

Greece, Athens. Organized by the Athens Center, this fall- and spring-term program showcases Athens' rich historical and cultural resources. Except for one course in modern Greek, all courses are taught in English. Excursions and field trips are important parts of the program.

Hungary, Budapest. Participants in this CIEE-sponsored program may take courses in Hungarian language, culture, history, politics, and economics. Students live in apartments or with host families. This program is offered fall or spring semester or summer.

India, Dharamsala. This semester-long, field-based program in Tibetan studies is sponsored by SIT. The focus is history, politics, art, and culture. The program includes Tibetan language study, Tibetan studies seminar, home stay, a field methodology course, excursions, and an independent-study project. The program is offered fall and spring semesters.

India, New Dehli. This semester-long, field-based program, sponsored by SIT, focuses on arts and culture. The program includes Hindi language study, home stay, field methodology course, thematic seminar, excursions, and an independent study project. The program is offered fall and spring semesters.

Israel, Jerusalem. Historic Jerusalem is the site of a one-year or semester program. Course work focuses on the social sciences and humanities with special concentrations in international, religious, and Middle East studies. Students live in campus dormitories. There is no foreign-language prerequisite.

Italy, Macerata. Students who have one term of Italian-language study may participate in this fall- or winter-semester program. Course offerings include Italian language, social sciences, and humanities. Italian language is taught at beginning, intermediate, and advanced intermediate levels. Excursions are an integral part of the program.

Italy, Pavia. One student is accepted into this yearlong program each year. Advanced undergraduate or graduate students with at least three years of college-level Italian take course work in Italian at the University of Pavia.

Italy, Perugia. An eight-week summer program in Italian language and culture is offered at the Italian University for Foreigners in Perugia. Italian is offered at all levels.

Italy, Rome. Each summer the UO School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group.

Italy, Siena. Italian language, humanities, and the social sciences are emphasized in this program. Intensive Italian language is taught at Siena's University for Foreigners. All other courses are taught in English. Field trips complement classroom work. One term of college-level Italian is required. The program is offered fall, winter, and spring terms.

Japan, Nagoya. The Daido Institute of Technology and the University of Oregon have had an active faculty exchange program since 1978. Daido students study language and culture at the UO each summer.

Japan, Tokyo—Aoyama Gakuin. Aoyama Gakuin University's School of International Politics, Economics, and Business is the center of this program, which integrates American and Japanese students. This yearlong program follows the Japanese academic calendar, beginning in April and ending in February. Instruction is in English, but participants must have at least one year of college-level Japanese. Not offered 2004–5.

Japan, Tokyo—Meiji University. One or two students with advanced skills in Japanese have the opportunity to study a wide range of subjects. Students enroll in regular Japanese university classes, and instruction is in Japanese. This

year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Toyko—Senshu University. Senshu offers a program of intensive language, culture, history, and business studies for prebusiness, business administration, and other UO majors. This program is offered during summer and fall terms. One term of college-level Japanese is required.

Japan, Tokyo—Waseda University. Waseda University's International Division offers a variety of courses in Asian studies that are taught in English. Students live with Japanese families. Participants must have at least one year of college-level Japanese.

Korea, Seoul. Yonsei and Ewha Universities each offers UO students yearlong programs in business, Korean, and Asian studies. There is no language requirement, but previous study of Korean is recommended.

Mexico, Cuernavaca, Guadalajara, Monterrey. Students with two years of college-level Spanish can spend a semester or full year at one of three campuses of the Instituto Tecnológico de Estudios Superiores de Monterrey. Courses in Mexican business, Latin American culture, politics, art, and literature are available, depending on the student's interests and Spanish proficiency. Advanced students may enroll in regular university courses in many fields of study. Students live with host families or in dormitories.

Mexico, Querétaro. Fall and spring semesters or summer programs are available. The programs cover second-, third-, and fourth-year Spanish course work in Mexican literature, art history, and civilization. Home stays, excursions, and student services are provided by the Interamerican University Studies Institute.

Nepal, Kathmandu. This semester-long, field-based program, sponsored by SIT, focuses on natural and human environment. The program includes Nepali language study, natural and human environment seminar, home stay, a field methodology course, excursions, and an independent-study project. The program is offered fall and spring semesters.

New Zealand, Dunedin. The University of Otago's courses integrate well with course offerings at the University of Oregon. Students may participate in this exchange program for one semester or an academic year. Students attend regular university classes at Otago and follow the New Zealand academic calendar, which begins in February and ends in November.

Norway, Bergen. Students with sufficient knowledge of Norwegian can enroll in regular University of Bergen courses for one semester or one academic year. Others can study Scandinavian history, politics, and culture, all taught in English. Norwegian language courses are offered at every level of proficiency.

Poland, Warsaw. Participants in this CIEE-sponsored program may take courses in Polish language, history, culture, politics, economics, and business. Students live in university dormitories and may be reimbursed for tickets to the theater, ballet, opera, film, and some second-class train travel in Poland. This program is offered spring semester.

Russia, Moscow, St. Petersburg, or cities in the New Independent States of the former Soviet Union. This program is sponsored by the American Council of Teachers of Russian (ACTE). Students can take courses in Russian language area studies and business, and must have two or more years of college-level Russian to participate. This program is offered fall semester, spring semester, summer, or for a full year.

Russia, St. Petersburg. Students in this program sponsored by CIEE take courses in Russian language and literature. Students must have at least two years of college-level Russian. This program is offered fall semester, spring semester, summer, or for a full year. A Russian area studies program, which has no language prerequisite, is available fall and spring semesters.

Scotland, Aberdeen. The University of Aberdeen is the site of this yearlong exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in university dormitories.

Spain, Oviedo. This fall- or spring-term or summer program, sponsored by NCSA, offers courses in Spanish language, history, and art. All courses are taught in Spanish. The program offers excursions to various Spanish locations and students live with host families.

Spain, Seville. A semester- or yearlong business program is available through CIEE. At least one 300-level Spanish course and two business or economics courses are required before starting the program. Business, language, and culture courses are held in Spanish at the University of Seville.

Sweden, Uppsala. Students can enroll in a variety of courses taught in English at Uppsala University, one of Europe's finest universities. Those with sufficient Swedish can enroll in regular university courses taught in Swedish. Swedish language courses are offered at beginning to advanced levels.

Thailand, Chiang Mai. Participants study Thai language, history, politics, and culture. Students in the fall semester program may stay for a second semester or participate in the IE3 Global Internships program.

Thailand, Khon Kaen. Offered through CIEE, this program provides a fundamental grasp of the Thai language and a broad understanding of contemporary Thai culture, society, and issues related to development and the environment. Students spend the last month of the program conducting a field-study project. It is offered fall semester and summer.

Vietnam, Hanoi. Participants in this CIEE-sponsored program take Vietnamese language, culture, history, and society and contemporary Vietnamese history. The semester-long program is offered fall and spring.

New Programs

The Foreign Study Programs Committee reviews proposals for new programs. Information about recent developments is available from the Office of International Programs.

Internships

University of Oregon students can earn academic credit while they gain career-related work experience overseas. The IE₃ Global Internships program

is open to juniors, seniors, and master's degree students who are currently enrolled in a UO degree program. Financial aid, including scholarships, is available.

Study Abroad, Grants and Scholarships

Because students are registered at the University of Oregon while participating in overseas study programs, they are eligible to receive most or all of their UO-awarded financial aid. Grants are available to qualified graduating seniors and graduate students for research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program adviser by mid-October. The Office of International Programs has reference books on other overseas scholarship opportunities. For more information, request the pamphlet *Scholarships and Loans for Overseas Study and Research*.

Overseas Study Courses

Each subject code below is unique to a single overseas study program; the X88 numbers signify overseas study courses. As in other UO courses, course level is indicated by the first digit in the course number:

- 1=freshman
- 2=sophomore
- 3=junior
- 4=senior
- 6=graduate

Participating students register in courses with the subject codes, numbers, titles, and credit ranges shown below. After UO course equivalents are determined, the generic overseas-study information is replaced with appropriate course-level designations, titles, and credits. For example, a junior-level 5-credit course in the history of 19th-century Australia that was taken at La Trobe University appears on the student's permanent UO academic record as **OLAT 388 HIST: Australia in the 19th Century 5 [credits]**.

CIEE is the Council on International Educational Exchange. NCSA is the Northwest Council on Study Abroad. SIT is the School for International Training.

Australia

OADE 688 Overseas Studies: Adelaide, University of Adelaide (1–12R)

OCUR 188, 288, 388, 488, 688 Overseas Studies: Curtin University (1–12R)

OLAT 188, 288, 388, 488, 688 Overseas Studies: La Trobe University (1–12R)

Austria

OVIE 188, 288, 388, 488 Overseas Studies: Vienna, NCSA Program (1–12R)

China

OBEI 188, 288, 388, 488, 688 Overseas Studies: Beijing, Central Institute for Nationalities (1–12R)

The Czech Republic

OCHA 188, 288, 388, 488, 688 Overseas Studies: Prague, Charles University (CIEE) (1–12R)

Denmark

ODIS 188, 288, 388, 488, 688 Overseas Studies: Copenhagen, Denmark's International Study Program (1–12R)

Ecuador

OQUI 188, 288, 388, 488, 688 Overseas Studies: Quito, Catholic University of Ecuador (1–12R)

England

OBRI 188, 288, 388, 488, 688 Overseas Studies: Bristol, Bristol University (1–12R)

OBRT 188, 288, 388, 488, 688 Overseas Studies: London (1–12R)

OLON 188, 288, 388, 488, 688 Overseas Studies: London, NCSA Program (1–12R)

OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1–12R)

Finland

OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1–12R)

France

OANG 188, 288, 388, 488 Overseas Studies: Angers, NCSA Program (1–12R)

OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1–12R)

OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers (1–12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1–12R)

OSIP 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1–12R)

Ghana

OLEG 188, 288, 388, 488 Overseas Studies: Legon, University of Ghana (1–12R)

Hungary

OBUD 188, 288, 388, 488 Overseas Studies: Budapest, Budapest University of Economic Sciences (1–12R)

Indonesia

OMAL 188, 288, 388, 488 Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan (CIEE) (1–12R) Not offered 2004–5.

Israel

OHUJ 188, 288, 388, 488, 688 Overseas Studies: Jerusalem, Hebrew University of Jerusalem (1–12R)

Italy

OPAV 188, 288, 388, 488, 688 Overseas Studies: Pavia, University of Pavia (1–12R)

OPER 188, 288, 388, 488, 688 Overseas Studies: Perugia, Italian University for Foreigners (1–12R)

OROM 188, 288, 388, 488, 688 Overseas Studies: Rome, Summer Architecture Studio (1–12R)

OSIE 188, 288, 388, 488, 688 Overseas Studies: Siena, NCSA Program (1–12R)

Japan

OAGU 188, 288, 388, 488 Overseas Studies: Tokyo, Aoyama Gakuin University (1–12R) Not offered 2004–5.

OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1–12R)

OSEN 188, 288, 388, 488 Overseas Studies: Tokyo, Senshu University (1–12R)

OWAS 188, 288, 388, 488 Overseas Studies: Tokyo, Waseda University (1–12R)

Korea

OEWH 188, 288, 388, 488, 688 Overseas Studies: Seoul, Ewha Womans University (1–12R)

OYON 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1–12R)

Mexico

OQUE 188, 288, 388, 488, 688 Overseas Studies: Querétaro, Summer Study in Mexico (1–12R)

Norway

OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1–12R)

Poland

OWAR 188, 288, 388, 488 Overseas Studies: Warsaw, Central Institute of Planning and Statistics (CIEE) (1–12R)

Russia

OACT 188, 288, 388, 488, 688 Overseas Studies: American Council of Teachers of Russian (1–12R)

OSTP 188, 288, 388, 488, 688 Overseas Studies: Russia (CIEE) (1–12R)

Scotland

OUAB 188, 288, 388, 488, 688 Overseas Studies: Aberdeen, University of Aberdeen (1–12R)

Spain

OSEV 188, 288, 388, 488, 688 Overseas Studies: Seville, Study in Spain (1–12R) Not offered 2004–5.

OSVL 188, 288, 388, 488, 688 Overseas Studies: Seville, University of Seville (CIEE) (1–12R)

Sweden

OUPP 188, 288, 388, 488, 688 Overseas Studies: Uppsala, Uppsala University (1–12R)

Thailand

OKKU 188, 288, 388, 488 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1–12R)

Vietnam

OHAN 188, 288, 388, 488, 688 Overseas Studies: Hanoi, Hanoi University (CIEE) (1–12R)

Internships

OINT 488, 688 Overseas Study: Internships (1–12R)

Experimental Programs

Africa

OXAF 188, 288, 388, 488, 688 Overseas Experimental Program: Africa (1–12R)

Asia and Oceania

OXAO 188, 288, 388, 488, 688 Overseas Experimental Program: Asia and Oceania (1–12R)

Europe

OXEU 188, 288, 388, 488, 688 Overseas Experimental Program: Europe (1–12R)

Latin America

OXLA 188, 288, 388, 488, 688 Overseas Experimental Program: Latin America (1–12R)

Middle East

OXME 188, 288, 388, 488, 688 Overseas Experimental Program: Middle East (1–12R)

Labor Education and Research Center

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Braxton Chambers, research assistant. B.S., 1999, Southern Nazarene. (2001)

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Emeriti

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The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Center

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. It was founded to serve the educational and research needs of Oregon workers and their organizations.

The center serves as a liaison between members of Oregon's labor community and the state university system. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community.

The center produces educational programs including seminars, conferences, and short courses on campus and throughout the state. It offers training and education to unionists in grievance handling, arbitration, collective bargaining, health and safety, and issues of concern in today's complex and rapidly changing economy.

The broader labor relations community of arbitrators, mediators, and labor relations professionals is served through LERC's conferences and programs on public- and private-sector labor law, worker participation, and labor-management cooperation.

Faculty members are engaged in research on current and emerging issues in labor relations and working life. Areas of research include the global

economy and the effects of technological change on work, the changing environment and structure of collective bargaining, dispute resolution, and organizing. The center publishes a regular monograph series and occasional working papers.

A workplace health and safety program conducts research on ergonomics and produces research, publications, and programs on occupational health and safety.

The center oversees the Oregon Labor Safety and Health Education Program under a contract with the SAIF Corporation. This program provides training and other services to enhance union members' effectiveness as advocates for improved workplace safety and health.

The center is advised by a committee of representatives from state and national labor organizations.

Most of the center's courses are offered without credit. However, workers participating in LERC programs can arrange for academic credit when certain conditions are met.

The center conducts a participatory learning experience for undergraduate students—an intensive internship with Oregon labor unions on research and related projects. Students earn 4 credits each term of the internship.

Students may be eligible to participate in field studies or special seminars through the center. These courses are limited to students who have made acceptable arrangements for study with individual center faculty members; they are subject to the approval of the director. The center's faculty members work with a student to determine how a LERC course fits into his or her academic program. Faculty members are available to students for consultation related to the center's interest areas. More information is available from the center.

LERC in Portland. In 1987 a LERC office was opened in the University of Oregon Portland Center, which is described in this section of this catalog. It provides increased service to the metropolitan area through general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 S.W. 2nd Avenue in Portland; telephone (503) 725-3295.

The Labor Education and Research Center is a member of the United Association for Labor Education and the Pacific Northwest Labor History Association.

Labor Education and Research Center Courses (LERC)

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Supervised Field Study: [Topic] (1–21R)

Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407/507 Seminar: [Topic] (1–5R) Only a few seminars can be offered each year. Recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, The Role of Unions in the United States, Selected Issues in Public Employment Relations, Unions and Workforce Development, Workers' Compensation.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic]

(1–5R) Topics include Bargaining Simulations, Techniques of Labor Education, Unions and Technology.

601 Research: [Topic] (1–16R)

605 Reading and Conference: [Topic] (1–16R)

606 Supervised Field Studies (1–16R)

608 Workshop: [Topic] (1–16R)

Libraries

Deborah A. Carver, University Librarian

(541) 346-3056

Office of the Librarian, Knight Library

<http://libweb.uoregon.edu/>

Faculty

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- Sandra L. Tilcock, assistant professor; director, Knight Library Press. B.S., 1971, College of Idaho; M.F.A., 1987, Alabama. (1999)
- Hsiao-Guang "Daphne" Wang, associate professor; East Asian catalog team leader. B.A., 1984, M.L.S., 1986, Rutgers. (1997)
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- Mark R. Watson, professor; associate university librarian for collections and access. B.A., 1981, Whitworth; M.A., 1983, Washington State; A.M., 1986, Chicago. (1986)
- Ann Zeidman-Karpinski, assistant professor; science and technology services librarian. B.A., 1992, Oberlin; M.A., 1996, Rutgers; M.L.I.S., 2002, California, Los Angeles. (2002)
- Kaiping Zhang, assistant professor; business and economics reference librarian. B.A., 1967, Beijing Institute of Foreign Languages; M.L.S., 1992, State University of New York, Albany. (2000)

Emeriti

- Rodney E. Christensen, professor emeritus. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California. (1967)
- Lawrence N. Crumb, associate professor emeritus. B.A., 1958, Pomona; M.A., 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)
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- Jane B. Durnell, professor emerita. B.A., 1938, Iowa; M.L.S., 1968, Oregon. (1968)
- Katherine G. Eaton, associate professor emerita. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon. (1970)
- J. Richard Heinzkill, professor emeritus. B.A., 1955, Saint John's (Collegeville); A.M.L.S., 1964, Michigan. (1967)
- Carl W. Hintz, professor emeritus of librarianship; university librarian emeritus. A.B., 1932, DePauw; A.B.L.S., 1933, A.M.L.S., 1935, Michigan; Ph.D., 1952, Chicago. (1948)
- Jane Yen-Cheng Hsu, assistant professor emerita. B.A., 1946, Gingling Girls' School, Nanking. (1956)
- Donald L. Hunter, professor emeritus. B.S., 1945, Nebraska. (1946)
- Edward C. Kemp, professor emeritus. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley. (1955)
- Clarice E. Krieg, professor emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois. (1941)
- William C. Leonard, professor emeritus. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon. (1968)
- Howard A. Lindstrom, associate professor emeritus. B.S., 1958, Southern Oregon State; M.A., 1966, California State, San Jose; Ed.D., 1987, Oregon. (1987)
- Robert R. Lockard, assistant professor emeritus. B.A., 1952, Colorado State; M.A., 1965, Denver; M.A., 1970, Oregon. (1961)
- Robin B. Lodewick, assistant professor emerita. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers. (1961)
- Richard J. Long, senior instructor emeritus. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon. (1966)
- Reyburn R. McCready, associate professor emeritus. B.A., 1950, John Brown; M.A., 1961, Denver. (1961)
- Guido A. Palandri, professor emeritus. B.A., 1949, Oregon; B.L.S., 1954, California, Berkeley. (1960)
- Huibert Paul, assistant professor emeritus. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California, Berkeley. (1965)
- K. Keith Richard, professor emeritus. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon. (1972)
- Claire Runkel, assistant professor emerita. B.A., 1958, M.A., 1961, Minnesota. (1961)

George W. Shipman, university librarian and Philip H. Knight Chair 1997–2000 emeritus. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan. (1980)

Marcia J. Sigler, assistant professor emerita. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California, Berkeley. (1969)

Ruth E. South, associate professor emerita. B.A., 1950, M.L.S., 1972, M.A., 1981, Oregon. (1973)

Luise E. Walker, associate professor emerita; science reference librarian. A.B., 1951, Washington (Seattle); A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York College of Environmental Sciences and Forestry. (1967)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

About the Libraries

The University of Oregon Libraries supports the instructional and research programs of the university, providing traditional library services as well as emerging digital services. The range of support provided to the faculty and students is broad, including reference and research assistance, access to collections, interlibrary loan and reserve reading programs, instructional services, access to computers and electronic resources, instructional technology support and training, media-rich classroom facilities, and wireless access.

The UO Libraries, an Association of Research Libraries member, houses the largest research collection in the state, with more than 2.6 million volumes and 17,600 journal subscriptions, both in print and electronic format. Extensive holdings of manuscripts, microforms, compact discs, phonograph records, films, videotapes, slides, maps, and state, federal, and international documents complement the core collections. To meet the growing demand for digital library services, the UO Libraries is actively expanding its digital holdings and forging partnerships to increase access to digitized collections.

Facilities and Resources

University of Oregon Libraries comprises Knight Library, four on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the John E. Jaqua Law Library, located in the Knight Law Center; the Science Library, located in the science complex; the Mathematics Library, in Fenton Hall; and the Architecture and Allied Arts Library, in Lawrence Hall. Reference service is provided in all campus libraries. Off-campus libraries include the Portland Architecture Library and the Loyd and Dorothy Rippey Library at the Oregon Institute of Marine Biology in Charleston, Oregon. For library hours, call (541) 346-3054 or consult the website.

Knight Library and the Science Library each house an Information Technology Center equipped with computer facilities containing a mix of Windows, Macintosh, and X-terminal workstations for the use of UO students, the faculty, and the staff. The library also manages a laptop computer loan program for students.

The library's website is an excellent starting point from which to explore myriad information resources. With front-page search capabilities, the website gives users access to the library's online catalog, which is constantly updated with information about the circulation status of library materials, new books and book orders, and journal availability. Patrons can search numerous online periodical indexes, newspapers, e-books,

and e-journals. An integrated FindText service allows patrons to easily locate the full text of e-journal articles during a search.

The website also provides a connection to Summit, a union catalog of the Orbis Cascade Alliance, a consortium of thirty public and private college and university libraries in Oregon and Washington. A Summit search retrieves information on any of the 26 million items held in the cumulative collections of all member libraries. Material borrowed through Summit arrives by courier within three days.

Services

In addition to delivering traditional services, the library provides extensive digital services, including convenient access to a rapidly expanding array of digitized print and nonprint material. The library's catalog of digital collections offers search and access capabilities for digitized holdings made available through several recent technology initiatives.

Other services include assisting faculty in developing research and instructional projects with digital and multimedia components; managing and maintaining the UO Scholars' Bank, an online archive of the scholarly output of the campus community; and administrative support for Blackboard, the university's online course management system.

The library's instructional program includes several technology workshops, in-class presentations by librarians, an extensive curriculum in Internet technology, and credit courses on research and information access.

The library provides a full range of instructional technology services, including instructional and promotional television services, interactive television, satellite uplink and reception, graphic art services for conventional and electronic presentations, and instruction and consulting on educational technology for faculty and graduate teaching fellows.

Knight Library is home to several media-rich classrooms, including the Reed Seminar Room, the Edmiston classroom, the Proctor classrooms, and the Information Technology Center classroom. The libraries also provide scheduling and maintenance for instructional technology equipment in more than one hundred classrooms across campus.

Borrowing Privileges

Current UO students, the faculty, and the staff may borrow library materials from the general collections and most restricted collections. They may also borrow material from any of the thirty member libraries whose collections are included in the Summit catalog. Faculty members may borrow from research libraries that participate in the reciprocal borrowing program. Under the Oregon Card Program, Oregon residents eighteen years of age and older may borrow from the UO Libraries.

Circulation services include traditional and electronic course reserves, holds placed on checked-out items, and renewals. Library patrons may place holds or renew items online. Borrowers are subject to fines for overdue material and must pay lost book fees or repair charges and any accrued fines on nonreturned or damaged library material.

Library services and facilities are accessible to patrons with disabilities. Staff members at service desks in each library can provide details about relevant services. For more information, call the liaison for patrons with disabilities, (541) 346-1818.

History

Although the University of Oregon opened its doors in 1876, an official library was not established until 1891, when Henry Villard donated a book collection valued at \$1,000. As collections grew during the next twenty years, the library moved to progressively larger quarters in various locations. In 1905 the legislature appropriated funds for a new library building, now Fenton Hall. The building was completed in 1907, and a fireproof stack annex was added in 1913.

Knight Library was designed by Ellis F. Lawrence and constructed in 1937. The facade has been described as "exotic, . . . a combination of modernized Lombardy and Greco-Roman with art deco details." The building contains exceptionally fine exterior and interior decorative work, including the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist. The 1937 building and the quadrangle it faces are listed on the National Register of Historic Places.

Additions to Knight Library were constructed in 1950 and 1966. During a third expansion and renovation project, a 132,000-square-foot addition was completed in 1992, and substantial renovation of the existing building was completed in 1994.

Donor Program

Library donors receive the newsletter *Library Notes* as well as invitations to special library events. For information on making a gift to the UO Libraries, telephone the Office of the University Librarian, (541) 346-3056.

Library Courses (LIB)

101 Introduction to Library Research (1) Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections.

199 Special Studies: [Topic] (1-5R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

323 Modern Information Environment (4) Discusses the complexities of the modern information environment. Develops skills in locating, retrieving, and evaluating information. Examines the sociopolitical issues of information access.

399 Special Studies: [Topic] (1-5R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

405 Reading and Conference: [Topic] (1-21R)

407/507 Seminar: [Topic] (1-5R) Topics are Library Resources, Bibliography.

410/510 Experimental Course: [Topic] (1-5R)

453/553 Government Information (4) Characteristics and life cycles of information produced by federal, state, and local government bodies. Policies governing access to public information. Finding and using government information.

463/563 Internet Information and Culture (4) Social, economic, and political impact of cyberspace on society. Develops cyberspace literacy

skills, including finding information, critical evaluation of information, and web publishing.

605 Reading and Conference: [Topic] (1-16R)

Military Science

John F. Sneed, Department Head

1679 Agate Street
(541) 346-3102
(541) 346-2813 fax
(800) 542-3945
1297 University of Oregon,
Eugene OR 97403-1297
army@uoregon.edu
<http://darkwing.uoregon.edu/~army/>

Courtesy Faculty

Mark E. Chappelle, courtesy assistant professor; major, U.S. Army. B.S., 1985, Northeast Missouri State; M.E., 1996, Columbus State (Georgia). (2001)
Darren L. McMahon, courtesy instructor; captain, U.S. Army. B.A., 1996, Troy State. (2002)
James L. Miller, courtesy instructor; captain, U.S. Army. B.S., 2002, Montana State. (2003)
John F. Sneed, courtesy professor; lieutenant colonel, Army National Guard. B.A., 1984, Oregon State; M.A., 1990, Portland State. (2001)

Special Staff

Dan Kramer, courtesy senior instructor; master sergeant, U.S. Army. (2002)
Joseph A. Schmidt, courtesy instructor; sergeant first class, U.S. Army. (2003)

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About the Department

The Department of Military Science, an instructional department that reports to the vice president for academic affairs, offers four years of military science courses, lower and upper division. With the exception of Special Studies: Physical Fitness (MIL 199), these elective courses are open to contracted ROTC cadets and students enrolled in ROTC who intend to pursue a commission as an officer in the United States Army.

Curriculum

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

1. Provide opportunities to learn and practice leadership styles, dimensions, and techniques
2. Provide an understanding of the historical role of the army and how that role supports the goals and objectives of national policy
3. Develop and improve communication skills using practical oral and written exercises
4. Develop an understanding of the professional military ethic
5. Provide general knowledge of the structure of the army, its organization, and how its various components work together
6. Provide an understanding of American military history and the leadership principles that caused military leaders to succeed or fail

Lower Division. Lower-division (100- and 200-level) courses are offered for 1 or 2 credits each. Lower-division courses are open to freshman and sophomore undergraduates. They provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history. MIL 191 is open exclusively to students who are either contracted ROTC cadets, or those students enrolled in the ROTC program

who have begun pursuit of a commission as an officer in the United States Army.

Upper Division. Upper-division (300- and 400-level) courses primarily are offered for 3 credits each. These courses are offered only to contracted cadets, or those in the process of contracting, who have completed Military Science I and II requirements. They provide the advanced leadership, decision-making, communication, ethics, and tactical education to prepare the student to become a commissioned officer in the U.S. Army.

Extracurricular Activities

The department supports a variety of events including ranger challenge (a club sport), Marauders (an elective course), football, basketball, softball, and color guard.

Military Science Courses (MIL)

121, 122, 123 Military Science I (2,2,2) 121: constitutional beginnings, organization, and role of today's army; physical fitness; introduction to equipment and small-unit operations. **122:** operational and survival skills, topographic map reading and land navigation, first-aid, small-unit tactics, and practical exercises with Army weapons and equipment. **123:** characteristics and methods of successful leadership—building trust, understanding, cooperation, and communication; responsibilities of leadership including personal motivation and ethics.

191 Leadership Laboratory (1R) Laboratory for practical experience. Assesses cadet leadership potential, communication, problem-solving, and decision-making skills. One field-training exercise a term. Prereq: instructor's consent. **R** five times for maximum of 6 credits.

199 Special Studies [Topic] (1R) A current topic is Physical Fitness Training. **R** six times for maximum of 6 credits.

221, 222, 223 Military Science II (2,2,2) 121: basic leadership and technical military skills—map reading, first aid, and communication skills. Focus is individual abilities and building effective teams. **122:** purpose, roles, and obligations of commissioned officers; organizational values and their application to the decision-making process; military tactics in small-unit operations. **123:** self- and team development in Army operations; comprehension and use of the five-paragraph Operations Order; tactics; land navigation.

321, 322, 323 Military Science III (3,3,3) 321: applies the twenty-three leadership dimensions to infantry tactics, operation orders, and orienteering; aerobic conditioning and strength training. **322:** strengthens individual abilities with experience in marksmanship, drill, and tactics. **323:** evaluation of leadership abilities in tactical and nontactical settings.

405 Reading and Conference: [Topic] (1–3R)

410 Experimental Course: [Topic] (1–4R)

411, 412, 413 Military Science IV (3,3,3) 411: planning, evaluating, and conducting unit training and practical exercises. **412:** detailed study of judicial and nonjudicial proceedings and administrative actions available to commanders, procedures for resolving damage to or loss of government property. **413:** duties and responsibilities of a lieutenant, ethical decision-making, counseling subordinates, evaluation reports, and keys to a successful transition to active duty.

About ROTC

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universi-

ties throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission. Each cadet must take, in addition to military science courses, a course in each of the following subjects: military history, written communication, and computer literacy. Most of these courses count toward general-education group requirements for a bachelor's degree.

The U.S. Army sponsors two-, three-, and four-year federal scholarships, awarded competitively by the Army to students who seek a commission. It is possible for undergraduate students to obtain a commission through either a two-, three-, or four-year program of instruction. Graduate students who meet age requirements and have two academic years remaining at the UO may also pursue a commission through ROTC. Students interested in pursuing a commission, a scholarship, or both should contact the department.

Museums

Jordan Schnitzer Museum of Art

David Turner, Director

1430 Johnson Lane
(541) 346-3027
(541) 346-0976 fax
1223 University of Oregon
Eugene OR 97403-1223
<http://uoma.uoregon.edu/>

The Jordan Schnitzer Museum of Art is a valuable visual arts resource for visitors on campus and around the region. Among the museum's 12,500 works of art is a renowned collection of Asian art, which principally represents the cultures of China, Japan, and Korea. A strong collection of paintings and sculpture by American and regional artists includes the largest public collection of works by Morris Graves. The museum also has works from European traditions and a collection of Russian icon paintings.

The museum has undergone a major renovation and expansion that will nearly double the size of the facility. On reopening in October 2004, collection galleries featuring American, European, Chinese, Japanese, and Korean art will be enhanced with a provocative series of special exhibitions and a full complement of programs designed to engage audiences. New educational facilities include an interactive discovery gallery, art making studio, and lecture hall. In addition to the beloved Campbell Memorial Courtyard, new gathering places include a café, two courtyards, and spaces for special events.

As a university museum, the Museum of Art is an important teaching resource. Its exhibitions and programs are based creatively on the multidisciplinary curricular and extracurricular needs of university and community audiences. Museum faculty and staff members lecture, teach, and lead museum tours for UO students and others in the community. Student involvement is encouraged at several levels, ranging from internships and volunteer opportunities to research for undergraduate and graduate projects.

Admission is free for museum members, UO students, and members of the UO faculty and

staff. University identification is required. The museum hours are Wednesday through Sunday, 11:00 a.m. to 5:00 p.m., with extended evening hours every Wednesday until 8:00 p.m.

Museum of Natural and Cultural History

C. Melvin Aikens, Director

(541) 346-3024
(541) 346-5334 fax
1680 East 15th Avenue
1224 University of Oregon
Eugene OR 97403-1224
mnh@uoregon.edu
<http://natural-history.uoregon.edu/>

The Museum of Natural and Cultural History links public programs and exhibits with strong archaeological and ethnographic collections and extensive research on the archaeology of Oregon.

The museum holds the most important collections of archaeological materials from Oregon. These include the world's oldest shoes, 10,000-year-old sagebrush sandals from Fort Rock cave, and evidence of North America's oldest house, a 9,400-year-old summer settlement buried under layers of volcanic ash near Newberry Crater.

Museum exhibits focus on Pacific Northwest geology, archaeology, and Native American cultures, and on traditional cultures of the world. Each year, classes in the anthropology, geological sciences, and biology departments and the School of Architecture and Allied Arts use museum exhibits and collections. Museum faculty and staff members lecture, teach, and lead museum and field tours for UO students and other adults in the community. Many internship, individual study, and volunteer opportunities are available for UO students, and graduate students use the collections for research leading to theses and dissertations.

In offering educational activities for children, family days, and guided tours of exhibits, the museum works closely with local elementary and high schools to bring the natural sciences to life.

Admission is free for UO students and museum members, \$3 for adults, \$2 for seniors and youth, and \$8 for families. Exhibits and the museum store are open Tuesday through Sunday, 11:00 a.m. to 5:00 p.m.

The museum's research division, the Oregon State Museum of Anthropology, is described in the **Research Institutes and Centers** section of the catalog.

Condon Collection of Fossils

(541) 346-4577
202 Volcanology Building
1272 University of Oregon
Eugene OR 97403-1272

The Condon collection includes geological specimens collected by Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907, his extensive personal collection of fossils, which he used for teaching, became the permanent possession of the university. Since 1907 the collection has been added to by various

people, particularly A. J. Shotwell during the 1950s and 1960s.

The collection includes approximately 85,000 specimens. Vertebrate fossils make up the bulk of the collection, but it includes some invertebrate fossils, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent mammals, birds, reptiles, amphibians, and fish. Several hundred published technical papers document the collections. Some research on the collections has been published in the UO Museum of Natural History bulletin series. A list of publication titles and a pamphlet with information about the museum may be obtained by writing to the museum.

Physical Activity and Recreation Services

Dennis Munroe, Director

(541) 346-1041
177 Esslinger Hall

Faculty

James Blanchard, instructor (outdoor pursuits). B.S., 1967, M.S., 1979, Oregon. (1979)

Brent Harrison, instructor (recreation). B.S., 1988, M.S., 1991, Bemidji State. (1993)

Nancy A. Heapes, instructor (aquatics). B.A., 1979, Adams State; M.Mus., 1987, Oregon. (1992)

Alanna Loken, senior instructor (trampoline, aerial maneuvers). B.S., 1971, Michigan; M.A., 1973, Arizona State. (1979)

Janice Radcliffe, instructor (fitness management). B.S., 1978, M.S., 1985, Oregon; Ph.D., 1994, Texas at Austin. (1986)

David Rubino, instructor (team sports, running). B.S., 1987, Cortland; M.A., 1988, Northern Colorado. (2001)

Greg Smith, instructor (racquet sports). B.S., 1975, Texas at Austin. (2001)

Michael Strong, instructor (outdoor pursuits). B.S., 1976, Alberta; M.S., 1986, Oregon. (1986)

Emeritae

Karla S. Rice, senior instructor emerita. B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)

Becky L. Sisley, professor emerita; athletic liaison. B.A., 1961, Washington (Seattle); M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro. (1965)

Lois J. Youngen, associate professor emerita. B.S., 1955, Kent State; M.A., 1957, Michigan State; Ph.D., 1971, Ohio State. (1960)

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About PARS

Physical Activity and Recreation Services (PARS) enhances the lives of UO students as well as faculty and staff members by providing physical-activity programs and services that promote health and fitness, active recreation, and participation in sports. PARS comprises Physical Education, Recreational Services, and Facilities Operations.

Employment. Students who are interested in physical activity and sport are good candidates for the many part-time jobs generated by the variety of programs and services offered by PARS and in the operation of facilities. Students may apply for any of the more than 150 positions as lifeguards, sports officials, office assistants, and weight-room, facility, and equipment-issue super-

visors. Lifeguards must have current certification; training is provided for other positions. Most positions require certification in first aid and CPR.

Recreational Programs

Brent Harrison, Director

Intramurals. Intramural programs provide opportunities for members of the university community to enjoy competitive sports and informal, relaxing recreational activities. These opportunities include all-campus tournaments, leagues, and special events. Some of the most popular activities are badminton, basketball, cross-country, flag football, golf, indoor soccer, racquetball, softball, soccer, swimming, tennis, track and field, ultimate frisbee, volleyball, and wrestling.

Recreational Aerobics. Recreational aerobics provide high-quality and inexpensive exercise without academic pressure. Besides standard aerobic courses, activities include alternatives such as bench, low impact, kick boxing, step, and body sculpting.

Open Recreation. The Student Recreation Center may be used for open recreation when they are not scheduled for class use. Students must show a current UO identification card to use the facilities. Faculty and staff members, alumni, and sponsored community members may purchase a facility user's pass valid for a single term or for a full year. Passes are sold at the main desk in the Student Recreation Center. For more information, call (541) 346-4183.

Recreational Facilities

Drew Gilland, Associate Director

This component of PARS is responsible for operating and maintaining physical-activity facilities, which are located on forty-two acres at the southeast corner of the campus.

The Student Recreation Center has a climbing wall, a suspended running track, a swimming pool, five basketball courts, fitness and weight rooms, locker rooms, seven racquetball courts, a squash court, multipurpose rooms, an aerobics studio, and mat rooms. Equipment and towels are available with presentation of the user's UO identification card. Gerlinger Hall contains locker rooms, a small pool, a large multipurpose gym, and a small multipurpose room used to teach aerobics classes and other activities. Gerlinger Annex has two gymnasiums primarily used for physical education and intramurals. The Student Tennis Center is located behind McArthur Court and features six courts. Two lighted artificial turf fields are located east of the Student Recreation Center. For more information about facilities and court reservations, call (541) 346-4183.

Physical Education

Peg Rees, Associate Director

The Physical Education (PE) program offers physical-activity courses for university students, faculty and staff members, and members of the Eugene-Springfield community. Physical education courses emphasize the development of physical skills, improvement in physical-fitness levels, and the acquisition of knowledge that contributes to a healthy lifestyle.

More than 175 courses are offered each term in a variety of activity areas—aerobics, aquatics, certification, fitness, individual activities, leadership, martial arts, mind-body, outdoor pursuits, racquet sports, running, scuba, team sports, and weight training. This ever-changing array of courses is taught by a staff of faculty members, coaches, graduate teaching fellows, and contract employees who share their expertise and experiences.

More than 4,500 participants enroll in PE courses each term. Most classes meet twice a week for 1 credit. Several outdoor-pursuit courses include field trips in addition to on-campus sessions. Up to 12 credits in physical education may be applied to the bachelor's degree. Each term's offerings are listed in the schedule of classes. Students may register for credit-earning courses through DuckWeb, which is explained in the **Registration and Academic Policies** section of this catalog.

Students and members of the staff, faculty, and community can enroll in physical education courses as noncredit participants. Noncredit participants pay only the PE course fee and register in person at the PE office at the start of each term.

Opportunities are available for people who have disabilities or who need special accommodations in order to participate in physical education courses. More information is available from the PE office, 102 Esslinger Hall; telephone (541) 346-4113. The office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Fees for Physical Education Courses

<i>Course</i>	<i>Dollars</i>
Activity (1 credit)	52
Activity (2 credits).....	99
Outdoor pursuits	39–399
Practicum (1–3 credits)	10–52

Some courses require additional fees to pay for equipment, transportation, contract expenses, and certification. Fees and fee-refund schedules are printed in each term's schedule of classes.

Physical Education Courses

These courses, which are offered for credit or noncredit, are open to anyone. Most courses are coeducational. Gender-specific classes are indicated in the Prerequisites/Comments column in the class schedule. Because not every course listed here can be offered every year, students should consult the most recent class schedule.

Aerobics (PEAE)

101–198 Aerobics: [Topic] (1–2R) 131: Body Sculpting I, **132:** Body Sculpting II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Aerobics: [Topic] (1–2R) 221: Aerobics I, **231:** Step Aerobics I, **232:** Step Aerobics II, **241:** Aerobic Funk I, **242:** Aerobic Funk II, **251:** Aerobic Kick Boxing I, **252:** Aerobic Kick Boxing II. **R** once for maximum of 2 credits per activity.

301–398 Aerobics: [Topic] (1–2R) 321: Aerobic Power I, **331:** Power Step Aerobics I, **332:** Power Step Aerobics II, **340:** Cross-Training, **341:** Cross-Training II. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Aquatics (PEAQ)

101–198 Aquatics: [Topic] (1–2R) 111: Learn to Swim, 121: Aqua Aerobics I, 122: Aqua Aerobics II. **R** once for maximum of 4 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Aquatics: [Topic] (1–2R) 213: Learn to Lap Swim, 221: Swim Conditioning I, 222: Swim Conditioning II, 241: Springboard Diving I, 242: Springboard Diving II, 243: Springboard Diving III. **R** once for maximum of 2 credits per activity.

301–398 Aquatics: [Topic] (1–2R) 311: Swim Training I, 312: Swim Training II, 351: Lifeguard Certification, 361: Lifeguard Instructor. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Aquatics—Scuba (PEAS)

199 Special Studies: [Topic] (1–2R)

301–398 Aquatics Scuba: [Topic] (1–2R) 368: Basic Scuba, 369: Advanced Scuba, 370: Scuba: Rescue Diver, 371: Scuba: Underwater Navigator, 372: Scuba: Altitude Diver, 373: Scuba: Search and Recovery, 375: Scuba: Deep Diver, 376: Scuba: Night Diver-Underwater Naturalist, 377: Scuba: Equipment, 378: Scuba: Nitrox, 381: Scuba: Dive Master I, 382: Scuba: Dive Master II. **R** once for maximum of 4 credits per activity.

399 Special Studies: [Topic] (1–2R)

Certification (PEC)

199 Special Studies: [Topic] (1–5R)

241 First Aid–Cardiopulmonary Resuscitation (American Red Cross) (2R) Provides certified training, knowledge, and skills needed in an emergency to sustain life and provide care until professional help arrives. Certification optional.

399 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R)

Fitness (PEF)

101–198 Fitness: [Topic] (1–2R) 111: Stretch and Flex, 115: Flexibility and Relaxation.

199 Special Studies: [Topic] (1–5R)

201–298 Fitness: [Topic] (1–2R) 201: Pilates Matwork I, 202: Pilates Matwork II.

310 Nutrition and Performance (2) Explores the influence of nutrition on health and athletic performance. Includes body composition assessment, personal dietary and training behaviors, risks and benefits of dietary supplementation.

320 Weight Management (2) Explores the relationship between nutrition, exercise, and lifelong weight management. Activities help students to enhance dietary behaviors, determine appropriate energy intake, and set reasonable body composition goals.

399 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R)

Individual Activities (PEI)

101–198 Individual Activities: [Topic] (1–2R) Beginning levels of individual activities. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Individual Activities: [Topic] (1–2R) 201: Juggling I, 202: Juggling II, 221: Billiards I, 222: Billiards II, 223: Billiards III, 241: Golf I, 242: Golf II, 243: Golf III, 251: Ice Skating I, 252: Ice Skating II, 261: Trampoline I, 262: Trampoline II, 263: Trampoline III. **R** once for maximum of 2 credits per activity.

301–398 Individual Activities: [Topic] (1–2R)

301: Aerial Maneuvers I, **302:** Aerial Maneuvers II. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Intercollegiate Athletics (PEIA)

101–198 Intercollegiate Athletics: [Topic] (1–2R) Beginning levels of intercollegiate athletic activities. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Intercollegiate Athletics: [Topic] (1–2R) Intermediate levels of intercollegiate athletic activities. **R** once for maximum of 2 credits per activity.

301–398 Intercollegiate Athletics: [Topic] (1–2R) 301: Lacrosse, 311: Women's Golf, 312: Men's Golf, 317: Women's Tennis, 318: Men's Tennis, 323: Women's Cross-Country, 324: Men's Cross-Country, 329: Women's Track, 330: Men's Track, 336: Wrestling, 341: Softball, 347: Volleyball, 350: Soccer, 353: Women's Basketball, 354: Men's Basketball, 360: Football. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Physical Education Leadership (PEL)

199 Special Studies: [Topic] (1–5R)

301 Action Leadership (1R) Experiential initiatives course focusing on team-building exercises, problem solving, and communication skills. **R** once for maximum of 2 credits.

399 Special Studies: [Topic] (1–5R)

408 Workshop: [Topic] (1–5R) Professional topics in physical education.

409 Practicum: [Topic] (1–6R) Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education.

Martial Arts (PEMA)

101–198 Martial Arts: [Topic] (1–2R) 115: Self-Defense, 121: Aikido I, 122: Aikido II, 123: Aikido III. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Martial Arts: [Topic] (1–2R) 211: Fencing I, 212: Fencing II, 213: Fencing III, 221: Karate I, 222: Karate II, 223: Karate III, 225: Hapkido, 241: Judo I, 242: Judo II, 246: Wrestling I, 247: Wrestling II, 248: Wrestling III, 251: Tae Kwon Do I, 252: Tae Kwon Do II. **R** once for maximum of 2 credits per activity.

301–398 Martial Arts: [Topic] (1–2R) Advanced levels of martial arts activities. **301:** Aikido Weapons, **311:** Jeet Kune Do, **312:** Jeet Kune Do II, **321:** Jiu-Jitsu, **322:** Jiu-Jitsu II. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Mind-Body Courses (PEMB)

101–198 Mind-Body: [Topic] (1–2R) 101: Meditation I, 102: Meditation II, 108: Kundalini Meditation, 111: Self Breema, 131: Tai Chi I, 132: Tai Chi II. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Mind-Body: [Topic] (1–2R) 201: Gentle Yoga, 211: Hatha Yoga I, 212: Hatha Yoga II, 231: Kundalini Yoga I, 232: Kundalini Yoga II, 241: Chi Kung. **R** once for maximum of 2 credits per activity.

301–398 Mind-Body: [Topic] (1–2R) Advanced levels of yoga activities. **301:** Relaxation, **302:**

Ashtanga Yoga. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Outdoor Pursuits—Land (PEOL)

101–198 Outdoor Pursuits—Land: [Topic] (1–2R) **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Outdoor Pursuits—Land: [Topic] (1–2R) 241: Mountain Bike I, 251: Rock Climbing I, 252: Rock Climbing II, 266: High-Angle Rescue Preparation, 285: Wilderness Survival, 286: Backpacking Preparation, 287: Glacier Rig and Rescue Preparation, 288: Mountaineering Preparation, 290: Mountain Rescue Preparation, 292: Snow Camping Preparation, 296: Avalanche Safety Preparation, 297: Rock Climbing III Prep, 298: Rock Climbing III Outing. **R** once for maximum of 2 credits per activity.

301–398 Outdoor Pursuits—Land: [Topic] (1–2R) 341: Introductory Lead Climber, 351: Backpacking Outing I, 352: Backpacking Outing II, 354: Backpacking Outing III, 355: Ultralight Backpacking, 361: Mountaineering Outing I, 363: Ice Climbing I, 364: Mountain Rescue Outing, 365: Glacier School, 366: High-Angle Rescue, 367: Glacier Rig and Rescue Outing, 371: Snow Camping Outing I, 391: Avalanche Safety Outing, 392: Backcountry Survival. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

451 Adventure Education (3) Focuses on principles and practices of adventure education using experiential education methods. How to facilitate outdoor adventure experiences. Prereq: PEOL 285.

453 Environmental Education (3) Introduces students to the natural history of the area. Emphasizes how to teach effectively in the outdoor environment. Prereq: PEOL 285.

455 Principles of Outdoor Leadership (3) Preparation for leading safe and environmentally responsible outdoor pursuits courses. Topics include field leadership, risk management, and emergency procedures. Prereq: PEOL 285, backpacking experience, instructor's consent.

493 Wilderness First Responder (4) Meets special needs of hikers, climbers, skiers, and others who spend time away from professional assistance and medical facilities.

Outdoor Pursuits—Water (PEOW)

101–198 Outdoor Pursuits—Water: [Topic] (1–2R) Beginning levels of outdoor pursuits—water activities. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Outdoor Pursuits—Water: [Topic] (1–2R) 205: Fly Fishing I, 211: Sailing I, 212: Sailing II, 261: Kayaking I. **R** once for maximum of 2 credits per activity.

301–398 Outdoor Pursuits—Water: [Topic] (1–2R) 361: River Rescue Techniques. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Racquet Sports (PERS)

101–198 Racquet Sports: [Topic] (1–2R) Beginning levels of racquet sport activities. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Racquet Sports: [Topic] (1–2R) 211: Table Tennis I, 212: Table Tennis II, 231: Badminton I, 232: Badminton II, 241: Racquetball

I, **242:** Racquetball II, **271:** Tennis I, **272:** Tennis II, **273:** Tennis III. **R** once for maximum of 2 credits per activity.

301–398 Racquet Sports: [Topic] (1–2R)

Advanced levels of racquet sport activities. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Running (PERU)

101–198 Running: [Topic] (1–2R) 131: Jog-Run. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Running: [Topic] (1–2R) R once for maximum of 2 credits per activity.

301–398 Running: [Topic] (1–2R) 331: 5K Training I, **332:** 5K Training II, **341:** 10K Training. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Team Sports (PETS)

101–198 Team Sports: [Topic] (1–2R) Beginning levels of team sport activities. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Team Sports: [Topic] (1–2R) 232: Volleyball II, **233:** Volleyball III, **235:** Grass Volleyball, **242:** Basketball II, **243:** Basketball III, **252:** Ultimate Frisbee I, **253:** Ultimate Frisbee II, **261:** Soccer I, **262:** Soccer II, **263:** Soccer III, **265:** Indoor Soccer II, **266:** Indoor Soccer III. **R** once for maximum of 2 credits per activity.

301–398 Team Sports: [Topic] (1–2R) Advanced levels of team sport activities. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Weight Training (PEW)

101–198 Weight Training: [Topic] (1–2R) Beginning levels of weight training activities. **R** once for maximum of 2 credits per activity.

199 Special Studies: [Topic] (1–2R)

201–299 Weight Training: [Topic] (1–2R) 211: Weight Training I, **212:** Weight Training II. **R** once for maximum of 2 credits per activity.

301–398 Weight Training: [Topic] (1–2R) 331: Sports Conditioning I, **332:** Sports Conditioning II, **333:** Sports Conditioning III. **R** once for maximum of 2 credits per activity.

399 Special Studies: [Topic] (1–2R)

Portland Center

(503) 725-3055

722 SW 2nd Avenue, Portland OR 97204
<http://portland.uoregon.edu/>

The University of Oregon's Portland Center, opened in 1987, is the headquarters for UO activities in the Portland area. The center houses branch offices for architecture, law, Labor Education and Research Center, Portland Educational Programs, the Duck Athletic Fund, Career Center, Continuing Education, UO Portland Development Program, a resource center, and the UO Bookstore. Monthly chapter meetings for the UO Alumni Association are also held at the Portland Center.

The Portland Urban Architecture Program offers undergraduate and graduate degree programs from its fourth floor home in the Portland Center. Portland students receive the depth and breadth of Portland's urbane architectural strengths while enjoying seamless electronic connection with the

Eugene campus. Portland's architecture facilities include an expanded architecture library, computer lab, seminar and lecture spaces, a model shop, and design studios. In addition, the BetterBricks Daylighting Laboratories provide education in "daylighting," the science of maximizing natural light within architectural designs, as well as consulting services for students and building design professionals.

A multidisciplinary master's degree program in applied information management (AIM) is offered from Continuing Education and the Graduate School, described in the **Graduate School** section of this catalog.

The Labor Education and Research Center (LERC) serves as a link between the labor community and the university's wealth of resources, providing educational programs and research in the field of labor relations. LERC's Portland-area activities consist of extension education classes, conferences, and programs for unions. These events are intended to foster creative and critical thinking and to help workers develop skills and knowledge for labor leadership. In addition, LERC's Portland faculty members conduct applied research and provide technical assistance to workers and unions.

The UO School of Law maintains business offices at the center to facilitate its outreach to the Portland legal and business community. The law school offers summer courses at the center, hosts Portland-area law conferences and open houses, and oversees student job placement, externships, and the activities of the law school's Appropriate Dispute Resolution Program.

Portland Educational Program offers mini-courses, lectures, and special programs designed especially for Portland's urban lifestyles. The programs offer opportunities for professional development and personal enrichment. Attend a single lecture or an entire series to sharpen your business edge, explore a political trend, or to simply learn something new.

The Duck Athletic Fund and Oregon Club of Portland both contribute to Portland's UO athletic spirit. The center's athletic office houses Portland's Duck Athletic Fund, ESPN regional staff members, and the Oregon Club of Portland. Together they coordinate fundraising, promotions, sponsorships, and special events in the Portland area dedicated to raising funds to support the UO Department of Intercollegiate Athletics.

The Career Center in Portland builds recruiting relationships with employers to assist students with career opportunities, internships, and summer jobs. In addition, Career Center services include career fairs, campus interviewing, job posting, résumé research, corporate partnerships, employer campus events, and campus recruiting consultations.

The UO Portland Development Program provides guidance to alumni and friends wanting to invest in and promote the university's educational mission. Private gifts to the UO Foundation endow faculty chairs and professorships, provide program support, create scholarships, and update facilities to support teaching and learning. Development staff members collaborate with other

UO department personnel to further university advancement activities throughout the region.

The resource center provides electronic access to all main campus resources including access to UO e-mail accounts and library system. University admissions material, campus literature, and videos are also available at the center.

The Duck Shop, a branch of the UO Bookstore, has the largest selection of University of Oregon sportswear and gifts in Portland. The Duck Shop also offers academically priced computers and software. Students can purchase course books and materials and also choose from a large array of architectural supplies. Proceeds from the Duck Shop help support the University of Oregon. The Duck Shop is open Monday through Friday from 9:00 a.m. to 6:00 p.m., Saturday from 10:00 a.m. to 5:00 p.m., and Sunday from noon to 5:00 p.m.

Undergraduate Studies

**Karen U. Sprague, Vice Provost
for Undergraduate Studies**

Academic Advising

Hilary Gerdes, Director

(541) 346-3211
(541) 346-6048 fax
364 Oregon Hall
<http://advising.uoregon.edu/>

The Office of Academic Advising is the central advising resource on campus and supplements advising offered by academic departments. Advisers assist students in making a smooth transition to the university, understanding general-education requirements, class scheduling, solving academic problems, and understanding academic sanctions and petitioning processes. This office coordinates initial advising for new students—freshman and transfer—with academic departments as well as assisting students seeking help withdrawing from the university. Students may drop in or schedule an appointment weekdays between 9:00 a.m. and 4:30 p.m.

Students who are undecided about their major, or who are considering changing their major, are assigned advisers from selected faculty members in the College of Arts and Sciences and from the academic advising staff.

Advising in preprofessional programs is offered to students interested in medicine and other health professions, law, and social work. See **Preparatory Programs** in this section of the catalog.

Academic Standing. Academic standing at the University of Oregon is determined by the grade point average (GPA) a student earns in university courses. Good academic standing means that the student has a cumulative UO GPA of 2.00 or better.

Academic sanctions are explained in the **Registration and Academic Policies** section of this catalog and in the Schedule of Classes. Counselors in the Office of Academic Advising are available to assist students who want to discuss their academic standing.

National Student Exchange. The University of Oregon is one of some 176 public colleges and universities throughout the country with membership in the National Student Exchange

(NSE). Participating campuses are located in all fifty states, several territories, and Canada. Qualified students at member institutions may apply for exchange enrollment at a participating school. This program enables students to study in different geographical areas of the United States and Canada and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a UO student must have a 2.50 cumulative grade point average (GPA) or better and have a record of good conduct at the university. Students typically participate in the exchange program during the sophomore or junior year. Students apply during winter term for the following academic year. Participants are assessed in-state tuition by the host institution or pay the University of Oregon tuition while on exchange. Materials are available in the Office of Academic Advising. For more information contact Karen Cooper, karenc@uoregon.edu.

Peer Advising. The Peer Advising Program supplements faculty advising for undergraduate students. Trained students assist their peers in using academic advising appointments to the best advantage. For more information contact Carolyn Moravek, cmoravek@uoregon.edu.

Disability Services

Steve Pickett, Director

(541) 346-1155
TTY (541) 346-1083
(541) 346-6013 fax
164 Oregon Hall
<http://ds.uoregon.edu/>

The University of Oregon is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The university does not discriminate on the basis of disability in admission or access to, treatment of, or employment in its programs or activities. A variety of accommodations help ensure that teaching methods and the results of evaluation reflect a student's ability based on knowledge and quality of study.

Typical accommodations include, but are not limited to, note taking, sign-language interpreting, equipment checkout, classroom relocations, and modification such as substitution of some degree requirements and alternative testing procedures. Assistance with registration, academic advising, and adaptive equipment is also available.

As necessary, the university makes modifications to its academic requirements to ensure that such requirements neither discriminate nor have the effect of discriminating on the basis of disability against a qualified, demonstrably disabled applicant or student. Academic requirements that the university can demonstrate are essential to the program of instruction being pursued by such a student or to any directly related licensing requirement are not regarded as discriminatory.

Eligibility for services must be supported by professional documentation of disability and need for services.

Preparatory Programs

Students may begin preparing for the following professional or graduate programs at the University of Oregon. Some of the programs simply require a bachelor's degree for admission, while others require specific undergraduate courses, standardized examinations, and field experience. Students who are interested in the preparatory programs should consult appropriate university advisers. The Office of Academic Advising assists students in the application process.

Engineering, Preparatory

David M. Strom, Preengineering Director

(541) 346-6108
440 Willamette Hall

Graduates with bachelor's degrees in engineering are in demand to solve practical problems by applying the principles of physical science and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students who want to complete their first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the *Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University*, available in the Department of Physics office.

High School Preparation. Students interested in an engineering career should complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the first year at the university. Physics and chemistry courses are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering *Advising Guide*, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (541) 737-5236.

While preengineering requirements at other engineering schools are similar, students should obtain advising guides from the schools of their choice.

Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a bachelor's degree in engineering. Therefore completion of the degree takes an average of almost five years.

The University of Oregon does not offer certain preengineering courses. However, Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Electrical Fundamentals (ENGR 221) are available from the Science Department at Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses, including pre- and corequisites, are available from the preengineering director.

The Department of Physics offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering physics from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis in the OSU College of Engineering. Interested students should consult the preengineering director.

Required preengineering courses must be completed with grades of C- or better for admission to the OSU College of Engineering. These courses vary from program to program. Typical required courses are marked with an asterisk (*) in the sample programs below.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year	50 credits
*Calculus I,II,III (MATH 251, 252, 253)	12
*Foundations of Physics I (PHYS 251, 252, 253)	12
*Introductory Physics Laboratory (PHYS 204, 205, 206)	6
College Composition I (WR 121).....	4
*Concepts of Computing: Algorithms and Programming (CIS 122)	4
Humanities and social science	12

Sophomore Year	48 credits
*Introduction to Differential Equations (MATH 256).....	4
*Several-Variable Calculus I,II (MATH 281, 282).....	8
*Elementary Linear Algebra (MATH 341, 342)...	8
*General Chemistry (CH 221, 222)	8
*General Chemistry Laboratory (CH 227, 228) ...	4
*Foundations of Physics II (PHYS 351)	4
Statics, Dynamics, Strength of Materials (ENGR 211, 212, 213)	12

Additional Requirements

In addition to WR 121, two communication courses and an upper-division writing-intensive course in the major are required. Some engineering programs require three terms of chemistry.

Consult the preengineering director about these and other bachelor's degree requirements for the OSU School of Engineering.

Health Sciences, Preparatory

Karen Cooper, Coordinator

(541) 346-3211
364 Oregon Hall

<http://advising.uoregon.edu/prehealth/>

The Office of Academic Advising supervises the following preprofessional health science programs. Information on other health-career programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers and with the professional schools they want to enter.

The Office of Academic Advising has a prehealth science center with recent literature about health professions and information and assistance on admission tests and procedures. Information is also available on the prehealth science website.

Clinical Laboratory Science—Medical Technology, Preparatory

Karen Cooper, Adviser

(541) 346-3211

The university offers most course work needed to satisfy the minimum requirements for admission to the Oregon Health and Science University (OHSU) Clinical Laboratory Science—Medical Technology Program in Portland. A required course in immunology, which is not offered at the UO, must be taken elsewhere. The fifteen-month program at OHSU culminates in a bachelor of science degree.

Admission Requirements

Students entering the program without a bachelor's degree must have completed at least 113 transferable credits and be eligible for an OHSU bachelor's degree upon completion of the program.

The required 113 credits must include

Biology. 24 credits including Microbiology (BI 330) and Microbiology Laboratory (BI 331). Immunology is required as a separate course. Genetics, physiology, and anatomy are recommended

Chemistry. 24 credits of lecture and laboratory work that include general inorganic chemistry, organic chemistry, or biochemistry. Quantitative analysis and physical chemistry are recommended

Mathematics. One course in college-level mathematics, MATH 112 or higher. Additional mathematics and statistics courses are strongly recommended

In addition, the OHSU strongly recommends General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206) and electronics

Admission Information

Information may be obtained by writing Clinical Laboratory Science—Medical Technology Program, Oregon Health and Science University, 3181 SW Sam Jackson Park Road, MTGH, Portland OR 97239-3098; by telephone, (503) 494-7474; or from the program's website.

Dentistry, Preparatory

Karen Cooper, Adviser

(541) 346-3211

Predental Curriculum

The university offers a predental program that satisfies the requirements for admission to the Oregon Health and Science University (OHSU)

School of Dentistry in Portland and to many other accredited dental schools.

General Requirements

OHSU School of Dentistry requires that predental students devote at least two years to their predental education, completing a minimum of 90 credits, of which 80—including all of the predental requirements—must be taken for letter grades. In the computation of the overall grade point average (GPA), the OHSU School of Dentistry counts an N (no pass) as a failing grade.

Students who plan to complete the requirements for a bachelor's degree after entering the OHSU School of Dentistry and after earning 132 UO credits should satisfy all major and university requirements at the UO that cannot be met with course work at the School of Dentistry. For general university requirements, see Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this catalog.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most dental schools in the United States:

Mathematics (MATH 111 and above), 12 credits
One-year general chemistry sequence with laboratories (CH 221–223 with CH 227–229)

Organic chemistry (CH 331, 332 or CH 331, 335, 336) with laboratories (CH 337, 338). Although the OHSU School of Dentistry accepts CH 331, 332, some dental schools require the full year of organic chemistry, CH 331, 335, 336

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Students may take the general biology sequence (BI 211–214) or the biology foundations sequence (BI 251–253)

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

Additional requirements for OHSU's dental program include

Biochemistry (CH 461)

Human Anatomy I with laboratory (ANAT 311, 314)

Human Physiology I with laboratory (HPHY 313, 316)

Admission

Admission to the OHSU School of Dentistry is competitive. The mean grade point average (GPA) of the entering class of 2003 was 3.59. If the applicant's GPA is below 3.00, there is little probability of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for students who start poorly but improve substantially in their predental course work.

The Dental Admission Test should be taken no later than fall term one year before admission. A pamphlet describing the test and places where it will be given is available in the Office of Academic Advising, 364 Oregon Hall. More information is available online.

Three letters of recommendation are required by the OHSU School of Dentistry, one each from teachers of biology, chemistry, and physics. If the information is to be of any value to the admis-

sions committee, it is important for predental students to have references from teachers who have actually worked with them. In large classes, a more useful reference may be obtained from a laboratory teaching assistant than from the lecturer, who may not deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Evaluation forms are available from the UO Career Center, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses are suggested in human anatomy, developmental biology, microbiology, genetics, physical chemistry, mathematics, second language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable, and their counsel should be sought regularly.

Forensic Science, Preparatory

Deborah B. Exton, Head Adviser

(541) 346-4629

The University of Oregon offers courses that prepare students for graduate programs and careers in forensic science, although the university offers no major in this discipline. Forensic science is the application of science and medicine to law. Graduates of forensic science programs work in a variety of settings including modern crime laboratories, at the local, state, and national levels, and in law enforcement agencies such as the Drug Enforcement Administration, Food and Drug Administration, Environmental Protection Agency, and Occupational Safety and Health Administrations. Other opportunities exist in private industry.

Minimum Requirements

Bachelor's degree in any discipline, although biology, chemistry, computer and information science, general science, or physics are most appropriate.

Scores from Graduate Record Examinations; a few schools will accept Medical College Admission Test scores instead.

Letters of recommendation from science faculty members.

Suggested Science Courses

A year-long biology sequence is recommended. Check with the preforensic science adviser for the option that is best for you

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239); Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)
Instrumental Analysis (CH 429) is strongly recommended

Calculus I,II (MATH 251, 252) and a course in statistics

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

A complete list of graduate programs is available from the head adviser. Students are urged to contact the graduate programs of their choice for information about application procedures.

Medicine, Preparatory

Karen Cooper, Head Adviser

(541) 346-3211

The university offers a premedical program that satisfies the requirements for admission to the Oregon Health and Science University (OHSU) School of Medicine in Portland as well as other American medical schools.

The Office of Academic Advising has a prehealth science center with recent literature about the profession and information and assistance on admission tests and procedures.

Admission requirements for medical schools, which vary, are listed in *Medical School Admission Requirements*. Most students should consult this book during their junior year before applying to their chosen medical schools. Recent editions are available at the prehealth science center or may be ordered through the website for the Association of American Medical Colleges.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many others can be met with the following course work:

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) **or** Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Organic Chemistry I,II,III (CH 331, 335, 336) with laboratories (CH 337, 338)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. The biology foundations sequence (BI 251–253) is recommended for premedical studies.

One college-level mathematics course (MATH 112 or higher). Many schools require calculus

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

One year of English including two composition courses

One year of arts and letters courses

One year of work in the social sciences

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisers and *Medical School Admission Requirements*.

Admission

OHSU School of Medicine requires applicants to have a bachelor's degree prior to admission. Most other medical schools give preference to students with bachelor's degrees in academic subjects (for exceptions to this rule, see a premedical adviser in the Office of Academic Advising). Premedicine is not an academic major. Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the nonscience major in the selection process. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of

residency. Specific requirements for various majors are found in this catalog under department and program headings.

Beyond the satisfactory completion of minimum requirements, selection for admission is based on many factors including undergraduate grade point averages, MCAT scores, letters of recommendation, and awareness of and experiences in health-related fields.

A 3.60 GPA is the national mean for accepted applicants, and it is unlikely that an applicant with a GPA below 3.00 would be accepted at most American medical schools. Furthermore, courses taken to satisfy science requirements must be taken for letter grades.

Nearly all medical schools require applicants to take the MCAT, given in early spring and late summer each year. Reservations for this examination must be made at least one month in advance of the scheduled date through the MCAT website. The prehealth science center has a manual that describes the test and provides practice questions and suggestions about preparing for the test. Applicants must take the test at least one full year before anticipated admission.

Three to five letters of recommendation from college or university instructors are generally required. Most schools request that two of these letters come from science instructors. The importance of these letters cannot be overemphasized. A letter of recommendation should be requested at the conclusion of a course while the student's performance is fresh in the instructor's mind. Most schools also require volunteer or work experience and a letter of recommendation from someone who works in a health-related field.

The university sponsors an academic and service society, the Asklepiads. For more information, see the **Honors at Oregon** section of this catalog.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Chiropractic medical schools require many of the same courses, although some require anatomy and physiology.

Naturopathic medical schools require many of the same science courses.

Nursing, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

The College of Arts and Sciences offers preparation designed to meet the general requirements for admission to bachelor's degree programs in nursing. One to three years of prenursing course work followed by two or three years of professional course work at a school of nursing leads to a bachelor of science degree in nursing (B.S.N.). Satisfactory completion of the prenursing requirements does not guarantee admission to a nursing program since admission to these programs is competitive.

The B.S.N. is offered by Oregon Health and Science University (OHSU) in Portland. OHSU also administers the B.S.N. programs at Eastern Oregon University in La Grande, Oregon Institute of Technology in Klamath Falls, and Southern Oregon University in Ashland. Private schools offering the B.S.N. in Oregon include the University of Portland, Linfield College, and Walla Walla

College. Associate degrees in nursing (A.D.N.) are offered by Oregon community colleges.

Students can complete transfer requirements at the UO for other programs in the state. Some out-of-state accelerated programs admit students after they have completed a bachelor's degree in any subject and taken specified science courses.

Before transferring to most B.S.N. programs, students should have completed

Introduction to Cultural Anthropology (ANTH 110)

Introduction to Sociology (SOC 204)

Human Anatomy I,II (ANAT 311, 312) with laboratories (ANAT 314, 315)

Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317)

Microbiology (BI 330, 331)

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)

College Algebra (MATH 111), Introduction to Methods of Probability and Statistics (MATH 243)

Mind and Brain (PSY 201) or Mind and Society (PSY 202)

One course in developmental psychology over the human life span

One literature course

Two speech courses

Nutrition

College Composition I,II,III (WR 121, 122, 123)

Prior to registration students should contact the head adviser, who can provide information about the above options and assist in course selection.

Registered nurses who want to complete the B.S.N. degree should call OHSU for information, (503) 494-7725.

Pharmacy, Preparatory

Kenneth M. Doxsee, Head Adviser

(541) 346-4628

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy Pharm.D. degree program and to most other accredited pharmacy schools. *Pharmacy Schools Admission Requirements* is available for review in the Office of Academic Advising, 364 Oregon Hall, or in the office of the head adviser. Variations in requirements are available through the website for the American Association of Colleges of Pharmacy.

The prepharmacy curriculum for the OSU College of Pharmacy requires three to four years of study including the following:

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Organic Chemistry I,II,III (CH 331, 335, 336) with laboratory (CH 337)

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213); Cell Biology (BI 322) recommended

Human Physiology I,II (HPHY 313, 314)

Microbiology (BI 330) and Microbiology Laboratory (BI 331)

Calculus I (MATH 251) or Calculus for Business and Social Science I (MATH 241)

Mind and Brain (PSY 201)

Introduction to Methods of Probability and Statistics (MATH 243)

Introduction to Economic Analysis: Microeconomics (EC 201)

Two of the following: Introduction to Economic Analysis: Macroeconomics (EC 202), Mind and Society (PSY 202), Introduction to Sociology (SOC 204), Development (PSY 375)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

A course in communications (CPSY 410) or speech at Lane Community College. Check with the prepharmacy adviser for the option that is best for you

Advanced first aid if available or valid CPR and first aid cards. Students are encouraged to take First Aid and CPR (PEC 241).

Required courses must be taken for letter grades whenever that option is available.

In addition to required courses, students must submit letters of recommendation from the teaching faculty and from a pharmacist. OSU does not require the scores from the Pharmacy Admission Test, but many schools do. Information about the test is available in the Office of Academic Advising.

Although OSU accepts students without a bachelor's degree into the program, most UO students complete a degree on this campus. Majors in biology, chemistry, and general science are most readily adapted to prepharmacy studies. Students admitted to OSU without a bachelor's degree must complete bachelor's degree requirements by the end of their second year at OSU.

Generally, the application deadline for the following fall term is in December, although students are urged to submit their applications by November 15. Applications are available on the Oregon State University College of Pharmacy website or the new online application service, PharmCAS.

Physician Assistant, Preparatory

Karen Cooper, Adviser

(541) 346-3211

The University of Oregon offers the courses required for admission to the Oregon Health and Science University physician assistant program. Completion of the twenty-six-month program earns the master of physician assistant studies degree. The required courses also meet requirements for many programs elsewhere in the United States.

Applicants to the program must have completed a bachelor's degree with a minimum cumulative GPA of 2.80. Required prerequisites include

Introduction to Methods of Probability and Statistics (MATH 243)

Mind and Brain (PSY 201) or Mind and Society (PSY 202) or Development (PSY 375)

General biology sequence (BI 211–214) or biology foundations sequence (BI 251–253) with laboratories

Human Anatomy I,II (ANAT 311, 312) with laboratories (ANAT 314, 315) and Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317) completed within the last seven years;

Microbiology (BI 330) and Microbiology Laboratory (BI 331)

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Demonstrated computer proficiency through course work or experience

Upper-division course work in natural science recommended, including organic chemistry, biochemistry, or genetics

Required courses should be taken for letter grades and passed with grades of mid-C or better

Graduate Record Examinations scores on the general test

A minimum of one year of health care experience in a position of responsibility is expected of all applicants. Preference is given to applicants who have experience that required a period of training and responsibilities in direct patient care. Students are responsible for gaining the appropriate experiences before they apply.

The applications are available beginning in April through the Central Application Service for Physician Assistants for admission the following fall. Additional information may be obtained visiting the OSU website or by calling (503) 494-1409.

Veterinary Medicine, Preparatory

Karen Cooper, Head Adviser

(541) 346-3211

The University of Oregon offers course work that prepares students for admission to the veterinary program offered by Oregon State University and for most U.S. schools of veterinary medicine.

Course work that meets the requirements for OSU is listed below. For other schools' requirements consult the literature available in the Office of Academic Advising, 364 Oregon Hall. Some schools maintain informational websites.

Most veterinary schools request scores from the Graduate Record Examinations as well as veterinary medical exposure and animal experience. Requirements should be evaluated early so that they can be fulfilled prior to admission.

Requirements

Completion of 108 credits including 68 in the following physical and biological sciences:

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) or Honors General Chemistry (CH 224H, 225H, 226H) with laboratories (CH 237, 238, 239)

Organic chemistry sufficient to meet requirements for upper-division biochemistry courses (CH 331, 332) or (CH 331, 335, 336); laboratories (CH 337, 338) recommended

Upper-division biochemistry sequence (CH 461–463)

College Algebra (MATH 111), Elementary Functions (MATH 112)

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Students may take the general biology sequence (BI 211–214) or the biology foundations sequence (BI 251–253)

At least 6 credits in upper-division biology courses with a minimum of one laboratory (e.g., physiology, genetics, cell biology, microbiology, or more biochemistry)

General physics (PHYS 201, 202). Many veterinary schools require two terms with laboratories; some require a full year

One course in basic animal nutrition. Students may take an OSU-approved animal nutrition correspondence course

General education courses and electives to total 40 credits, if the student has not completed a bachelor's degree

Students may be admitted to veterinary school before completing the bachelor's degree. However, the bachelor's degree must be completed before the doctor of veterinary medicine (D.V.M.) degree can be granted. With careful planning, credits earned at the professional school can be transferred to the undergraduate institution to satisfy the remaining requirements for the bachelor's degree. UO students must complete 132 credits at the University of Oregon or have satisfied university residence requirements. Students planning on an early entry into veterinary school should consult regularly with advisers to ensure that general university requirements as well as major requirements are met.

WICHE Programs in the Health Sciences

The Western Interstate Commission for Higher Education (WICHE) Student Exchange Programs have been developed to help students in the western United States obtain access to fields of professional education that are not available at state institutions in their home states. Oregon's participation in WICHE enables qualified resident students to apply for assistance in the programs described below while attending participating institutions in any of the thirteen participating WICHE states.

Assistance under these programs enables a limited number of students to pay reduced tuition and fees at state-supported and independent institutions. Students must complete the application and obtain certification as Oregon residents prior to October 15 of the year preceding the academic year of anticipated enrollment. WICHE certification does not guarantee admission. Additional information and forms for application and certification may be obtained from the Certifying Officer, WICHE, PO Box 3175, Eugene OR 97403, or in 152 Susan Campbell Hall on the UO campus; telephone (541) 346-5723.

More information about the WICHE programs described below is available from the Office of Academic Advising, 364 Oregon Hall.

Occupational Therapy, Preparatory

Hilda Yee Young, Head Adviser

(541) 346-3211

The university offers courses that satisfy requirements for admission to United States schools of occupational therapy. Students can fulfill requirements for entry into a master's program in occupational therapy while they earn a bachelor's degree. Requirements may vary by school.

Recommended Courses

General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229)

College Algebra (MATH 111), Elementary Functions (MATH 112), and Introduction to Methods of Probability and Statistics (MATH 243)

General Biology I,II,III: Cells, Organisms, Populations (BI 211, 212, 213)

Human Anatomy I,II (ANAT 311, 312) with laboratories (ANAT 314, 315)

Human Physiology I,II (HPHY 313, 314) with laboratories (HPHY 316, 317)

General Physics (PHYS 201, 202, 203) with laboratories (PHYS 204, 205, 206)

College Composition I,II (WR 121, 122) and either Scientific and Technical Writing (WR 320) or Business Communications (WR 321)

Courses in developmental psychology over the human life span, abnormal psychology, and other social sciences

Courses in the humanities, such as literature, religion, philosophy, or ethics

One course in medical terminology

Courses in communication, such as debate or public speaking

Experience in arts and crafts and human performance

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Many schools require 100 to 200 hours of observation with therapists. Practicum credit in the Department of Exercise and Movement Science is recommended.

Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

The only occupational therapy program in Oregon is a master's degree program at Pacific University. Information on other programs and requirements can be obtained by visiting the Office of Academic Advising.

Individual inquiries are welcomed by the American Occupational Therapy Association, 4720 Montgomery Lane, PO Box 31200, Bethesda MD 20824-1220; (800) 377-8555.

Optometry, Preparatory

Karen Cooper, Head Adviser

(541) 346-3211

The university offers courses that satisfy admission requirements for seventeen United States schools and colleges of optometry. Although specific requirements vary, all schools require the following courses:

One sequence of general biology (BI 251–253 or BI 211–214)

General Chemistry (CH 221–223) with laboratories (CH 227–229)

General Physics (PHYS 201–203) with laboratories (PHYS 204–206)

College Composition I,II (WR 121, 122)

Courses in mathematics (MATH 111, 112, or higher; statistics recommended)

Mind and Brain (PSY 201) and Mind and Society (PSY 202)

Recommended sequence in Organic Chemistry (CH 331, 335, 336) with laboratories (CH 337, 338)

Many schools require additional courses in anatomy and human physiology, microbiology, and biochemistry, as well as the humanities, history, and political science

Applicants must take the Optometry Admission Test (OAT), usually given in fall and winter. Applicants must also submit letters of recommendation from science instructors.

Address inquiries about admission requirements to the Association of Schools and Colleges of Optometry at 6110 Executive Blvd., Suite 510, Rockville MD 20852, or visit their website.

Pacific University, Southern California College of Optometry, and University of California, Berkeley, participate in the WICHE program.

Physical Therapy, Preparatory **Hilda Yee Young, Head Adviser**

(541) 346-3211

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy master's or doctoral degree program.

Requirements. Students planning to obtain a bachelor's degree at the UO should declare their majors relatively early so that physical-therapy option requirements can be fulfilled as part of a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. Because considerable physical science background is required for admission, students usually choose a compatible major, such as biology, general science, or exercise and movement science.

Most schools require a yearlong sequence each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). Many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters of recommendation from faculty members may be requested.

Practicum experience is required to help students clarify career goals and use opportunities to consult practitioners who have current information about the profession. Most schools require 100 to 200 hours of observation with therapists.

Practicum credit in the Department of Exercise and Movement Science is available.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

The only physical therapy program in Oregon is a doctoral degree program at Pacific University.

For more information on physical therapy, students may write to the American Physical Therapy Association, 1111 N Fairfax Street, Alexandria VA 22314; telephone (800) 999-2782.

Podiatry, Preparatory **Karen Cooper, Adviser**

(541) 346-3211

The university offers courses that satisfy admission requirements for the seven accredited

colleges of podiatric medicine in the United States. Admission requirements are very similar to medicine. See the **Medicine, Preparatory** section for specific course requirements, or visit the Office of Academic Advising. For more information, students may write to the American Association of Colleges of Podiatric Medicine, 1350 Piccard Drive, Suite 322, Rockville MD 20850; or visit their website.

The California College of Podiatric Medicine participates in the WICHE program; telephone (800) 334-2276.

Law, Preparatory

Jack Bennett, Head Adviser

(541) 346-3211

364 Oregon Hall

In general, law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

College Composition I,II,III (WR 121, 122, 123) and Advanced Composition (WR 423)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

United States (HIST 201, 202, 203)

Introduction to Accounting I,II (ACTG 211, 213)

Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308), Logic, Inquiry, and Argumentation (PHIL 325), Introduction to Philosophy of Law (PHIL 344), Law and Society (PHIL 446)

England (HIST 332)

Political theory sequence (PS 430, 431, 432)

Literature and additional expository writing courses

Courses in psychology and sociology are recommended

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June. Registration forms are available in the prelaw advising area, the School of Law admissions office, and the Testing Office of the University Counseling and Testing Center, 238 University Health and Counseling Center Building. Completed forms must be mailed a month before the testing date. For those planning to attend law

school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The Center for Academic Learning Services, 68 Prince Lucien Campbell Hall, offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are LSAT scores and grade point averages. Various subjective factors are also considered. Students should use the pass/no pass option with restraint. They should expect to provide letters of recommendation and statements of purpose.

Students are urged to schedule an appointment with the prelaw adviser early in their college career.

Additional information about prelegal study and law school admission is contained in the *Official Guide to U.S. Law Schools*, available at the Office of Academic Advising, the School of Law admissions office, and the campus bookstore. Also consult the law services website. Students who want more information or assistance should inquire at the prelaw information area.

Academic advising staff members supply the prelaw information area with catalogs, recent literature on the profession, and information and assistance on admission tests and procedures. Each fall and spring workshops are scheduled for students interested in preparing for law school. Information about these workshops is available on the Office of Academic Advising website.

Master of Business Administration, Preparatory **Jack Bennett, Head Adviser**

(541) 346-3211
364 Oregon Hall

The master of business administration program trains graduates for high-level management positions. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics; and communication skills through course work in business English, scientific and technical writing, advanced composition, foreign language study, and literature. Studies in the behavioral sciences are particularly suitable for future managers.

For most graduate schools of business, significant work experience and achievement are considered in evaluating an application for admission. Certain types of experience may reflect motivation, exposure to practical problems, and the ability to apply these to a business school education. In the evaluation of work experience, one of the qualities business schools look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business schools are also interested in a student's extracurricular activities, internships, and part-time, summer, or volunteer work.

Specific programs can be researched online. The M.B.A. adviser can help with advice about application procedures and time lines.

Information about the Graduate Management Admissions Test is available from the Testing Office; (541) 346-3230.

See the **Graduate School of Management** section of this catalog for information about the UO M.B.A. degree program.

Social Work, Preparatory **Leslie D. Hall, Head Adviser**

(541) 346-3211
364 Oregon Hall

Graduate programs in social work usually require a bachelor's degree but not a specific major or particular course work for admission. Although the University of Oregon does not offer a master of social work degree, students can prepare here to be competitive applicants. The best preparation begins with broad exposure to the social and behavioral sciences, courses in humanities, the arts, the sciences, and an understanding of the behavior of individuals, groups, and social institutions. Majors in anthropology, educational studies, family and human services, political science, psychology, and sociology may be useful in providing the foundation for graduate study. Courses in a second language, oral and written communication, management, ethnic studies, and computer science are also valuable. A human biology course may be required.

Graduate programs in social work are competitive and require a strong academic record. Students also need to have letters of reference that verify their fitness for the profession. An extensive personal essay is important for application to many programs. Most graduate programs in social work expect applicants to show relevant volunteer or paid experience, which can help prospective social workers understand the profession and decide whether it is appropriate for them. Volunteer and internship opportunities may be offered through the student's major department; students should also check with local volunteer agencies and the Career Center website.

The Office of Academic Advising houses a catalog library of graduate programs in social work and provides advising about admission requirements, programs of study, and career opportunities. The application process generally begins very early in the senior year, but students are encouraged to begin the process toward the end of the junior year.

Students are urged to attend relevant workshops and to schedule an appointment with the preparatory adviser before the end of the junior year. Information about workshops is available on the academic advising website.

Teacher Education, Preparatory **Leslie D. Hall, Head Adviser**

(541) 346-3211
364 Oregon Hall

Several options are available to UO students who want teaching careers. Students who want elementary teaching licenses may complete the educational studies major with the integrated licensure specialization offered by the College of Education. Another option is to earn a bachelor's

degree in educational studies with an educational foundations focus and apply to the graduate elementary teaching specialization.

Students who want middle-secondary teaching licenses should complete their undergraduate degree in the content area in which they want to teach, then apply to a graduate program offered in teacher education. Areas of undergraduate preparation appropriate for this program include languages (French, German, Japanese, Latin, Russian, Spanish), language arts, social studies, biology, chemistry, physics, integrated science, or mathematics. Students interested in social studies should take course work in geography and history, though they may major in political science, sociology, or another field. Students interested in language arts will want to take course work, and possibly major, in English. These graduate-level licensure programs take approximately one year to complete, and they emphasize field work, teaching methods, and pedagogy. With additional work, a master's degree can be earned. Students interested in teaching music should contact the School of Music.

Admission to any of the graduate programs (integrated teaching, graduate elementary, middle-secondary, or programs at other schools) is competitive and requires a strong academic record. The University of Oregon offers graduate programs in teaching such subjects as early childhood, communication disorders, early intervention, special education, and music. Others schools offer graduate programs for teaching agricultural science, art, drama, educational media, general business, health education, family and consumer science, marketing, physical education, and instruction for the visual and hearing impaired. Applicants are expected to have tested their interest in teaching through various experiences with young people. It is important for prospective candidates to make early and regular contact with graduate programs at the university or other schools to keep abreast of application timetables and admission requirements.

The College of Education's Office of Student Academic Services maintains a library of pertinent information on state and regional schools and offers monthly workshops explaining the programs. The Office of Academic Advising also has resources on state programs.

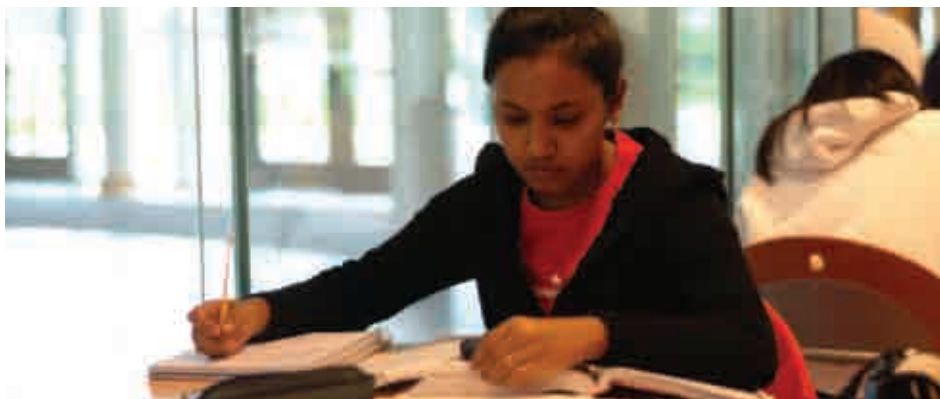
Composed of faculty members from the College of Arts and Sciences, the Education Careers Advising Team assists students in completing the B.A. or B.S. degree in a way that ensures strong preparation in specific subject matter for middle-secondary graduate programs. Participating faculty members are listed in the relevant department's section of the catalog.

First-Year Programs **Marilyn Linton, Director**

(541) 346-1241
(541) 346-6204 (fax)
470 Oregon Hall
<http://firstyear.uoregon.edu/>

The University of Oregon's nationally recognized first-year programs for freshmen offer

- coherent, high-quality, general education, shaped by the student's imagination



- the environment of a fine small college with the courses and resources of a major research university
- opportunities, early in the college career, to get to know a small group of students and faculty members who share particular interests

Through these programs, small groups of students take general-education courses with a common theme, which is presented from different academic perspectives. Participants receive personal attention and advising from faculty members.

First-Year Interest Groups (FIGs). Each FIG, made up of twenty-five students, takes two courses and a faculty-led College Connections seminar during fall term. Some FIGs are designed for specific majors or career interests; others are more general, giving participants a chance to explore a broader curriculum. Each group has a FIG teaching assistant—an undergraduate student who assists in the seminar—to help members navigate the university.

Residential FIGs. This housing option allows participants to live near other FIG students, making it easy for them to stay close to other students who share their interests.

Pathways. Students who enjoy the FIG experience can continue to take some courses with a small group of students through the Pathways program. Pathways link university courses and small seminars, allowing creative students to pursue their general education through consideration of a specific theme or question. Participating faculty members collaborate with each other and with students to explore the central idea from several perspectives. The program begins in winter term and may continue for five terms.

Transfer FIGs. First-year transfer students who enter the university with 36 credits are organized into groups of twenty-five at the beginning of fall term. Participants take sets of thematically linked courses in their discipline. In addition, they enroll in a faculty-led 1-credit course, College Connections, which provides mentoring and further exploration of course topics in the students' disciplines.

Specialized Freshman Courses

Freshman Seminars. These small discussion-oriented courses put the university's newest students in touch with some of its most respected faculty members. Freshman seminars provide opportunities for intellectual challenge in a relaxed atmosphere. Offered fall, winter, and spring terms to first-year students.

College Scholars Colloquium. Promising students are introduced to distinguished faculty members, who discuss in an informal setting their own creative work: writing, historical study, or laboratory experiments. This program is described under Society of College Scholars in the introductory section for the **College of Arts and Sciences**.

Multicultural Affairs

Carla D. Gary, Director and University Advocate

(541) 346-3479
(541) 346-3416 (fax)
164 Oregon Hall
<http://oma.uoregon.edu/>

The Office of Multicultural Affairs (OMA) is dedicated to helping self-identified students of color who are U.S. citizens or permanent residents successfully complete their University of Oregon education. OMA strives to meet this responsibility by providing an honest and caring atmosphere sensitive to students. Specific goals are to

- help African American, Asian American–Pacific Islander, Chicano or Latino, Native American, and multiracial students achieve academic success and eventual graduation
- work with the Career Center and the Graduate School to facilitate placement opportunities
- work with the Office of Student Life to provide an inclusive and welcoming environment for students of color
- work with the Office of Academic Advising to provide enhanced advising services for students
- collaborate with local community organizations and government agencies on issues of racial and ethnic diversity
- assist the University of Oregon with issues of racial and ethnic diversity
- assist the Office of Admissions with the recruitment of students of color to the University of Oregon

The office's support services include

- academic advising
- computer laboratory with word-processing software and Internet connections
- scholarship, fellowship, employment, and internship information
- graduate school preparation
- tutorial assistance
- selected course offerings including College Composition I,II (WR 121, 122), College Algebra (MATH 111), Special Studies: Intermediate Algebra (ALS 199), Calculus for Business and

Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

The Office of Multicultural Affairs sponsors the Reach for Success middle school visitation program, the Awards and Graduation Ceremony, and multicultural speakers and presenters. The office also provides technical, advisory, and financial support to student organizations, and it enhances the new student experience by coordinating an open house, Week of Welcome activities, and a Fall Orientation Retreat for new students of color.

Services are free. All students, in particular students of color, are encouraged to use the Office of Multicultural Affairs.

Orientation

Cora Bennett, Director, Student Orientation Programs

(541) 346-1167
(541) 346-6204 (fax)
465 Oregon Hall
<http://orientation.uoregon.edu/>

Student Orientation Programs introduces new and prospective students and their families to the university's intellectual climate, improving the quality of the new-student experience by providing assistance with academic, social, and personal adjustment to the university.

Ambassador Program. Through the Ambassador Program, undergraduate student leaders participate in various recruiting, public relations, and leadership activities for prospective new students. Ambassadors facilitate weekly campus tours at 10:00 a.m. and 2:00 p.m. Monday through Friday and at 10:00 a.m. on Saturday. In addition, they staff a telephone-calling project and participate in campus open houses, college fairs, and high school visitations. Ambassadors are trained to interact with potential UO students, answer general questions about the university, and help ease anxieties about college life at the University of Oregon.

IntroDUCKtion. This is a one- or two-day orientation program for new students and their families, which takes place in July. University faculty and staff members and trained undergraduate student leaders coordinate programs that offer information about University of Oregon's academic programs and support services. New students meet with an academic adviser and register for fall term courses. During the visit, participants live in the residence halls, become familiar with campus, and acquire college survival skills before Week of Welcome activities in September.

Week of Welcome. This four-day orientation program is held in September before the start of fall term. Faculty members and returning students help ease incoming first-year and transfer students' transition to the University of Oregon by presenting more than 300 academic, social, and cultural activities. During the orientation, new students meet other students, start their college careers smoothly, and discover the campus and community resources vital to their academic success.

Services for Students

Anne L. Leavitt, Vice President for Student Affairs and Dean of Students

Administrative units at the University of Oregon provide a network of student services that support success in the classroom and challenge students to develop as individuals through an array of cocurricular experiences.

Emergencies

Many support services, including the Office of Student Life, the University Counseling and Testing Center, and the University Health Center, provide emergency aid to students during regular office hours—8:00 a.m. to 5:00 p.m., Monday through Friday.

Staff members from the Office of Student Life and the Department of Public Safety are available twenty-four hours a day to assist students. In case of emergency, telephone any of the support offices listed in this section of the catalog, including the Department of Public Safety, (541) 346-5444.

Affirmative Action and Equal Opportunity

Penelope Daugherty, Director

(541) 346-3123
(541) 346-6203 TTY
(541) 346-4168 fax
474 Oregon Hall
<http://aaeo.uoregon.edu/>

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other extraneous consideration

not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. The Office of Affirmative Action and Equal Opportunity is available to answer any questions about this policy and to confidentially assist members of the university community who believe they may have been treated in a manner inconsistent with this policy.

Associated Students of the University of Oregon

(541) 346-3724
Erb Memorial Union, Suite 4
<http://gladstone.uoregon.edu/~asuo/index.php>

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. Its network of agencies, activities, and programs serves student needs and interests. The ASUO gives students the opportunity to plan and direct their own programs, to become involved in every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. Students who pay incidental fees are members of the ASUO.

Organization. The ASUO comprises three branches of student government—the ASUO Executive, the Constitution Court, and the Student Senate. Other ASUO committees include the Programs Finance Committee, Athletic Department Finance Committee, Erb Memorial Union Board (EMU Board), and the Associated Students Presidential



Advisory Council (ASPAC). Members of the senate and certain members of the Programs Finance Committee, the EMU Board, and ASPAC are elected. The remaining members of these bodies and members of the Athletic Department Finance Committee and the Constitution Court are appointed. Together these bodies provide governance, leadership, and representation for students.

ASUO Executive. The ASUO Executive is composed of an elected president, a vice president, and hired officers and staff members. As the recognized voice of UO students, it administers more than 100 funded ASUO programs. The ASUO Constitution describes the legal and procedural functioning and the general makeup of the ASUO Executive.

ASUO Athletic Department Finance Committee. This body has five student members. It acts on matters related to the allocation and appropriation of incidental fees for the UO Department of Intercollegiate

Athletics for the purpose of recommending a budget to the Student Senate.

ASUO Programs Finance Committee. This body's seven student members act on matters related to the allocation and appropriation of incidental fees to ASUO programs for the purpose of recommending a budget to the Student Senate. The ASUO Executive submits its recommendation on each program budget to the Programs Finance Committee. After public hearings on these budget proposals, the committee presents its recommendations to the Student Senate.

Student Senate. The eighteen members of the ASUO Student Senate represent the constituent interests of students and act on matters related to the allocation and appropriation of incidental fees. The incidental fee is a self-imposed tax by which students finance nonacademic activities and programs. Reflecting its two functions, nine members of the Student Senate are

elected by major to represent academic departments, and nine are elected to serve on finance committees.

The ASUO Programs Finance Committee, the ASUO Athletic Department Finance Committee, and the Erb Memorial Union Board individually develop budget recommendations for submission to the Student Senate every year during spring term. The Student Senate then votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO Executive and the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education. While individual student programs submit budgets to the appropriate finance committee, the full Student Senate hears special requests throughout the year.

Student senators serve as active members of the University Senate, the faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than eighty positions on twenty-six faculty-student committees. Students who are interesting in sitting on one of these committees should request a list from the ASUO university affairs coordinator; telephone (541) 346-0628 or send e-mail to asuouniv@gladstone.uoregon.edu.

EMU Board. The fifteen-member committee consists of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for the operation of the EMU. The board is responsible for allocating a \$5 million budget to programs and service areas and for allocating space in the 200,000-square-foot facility. The board, on which students form the majority, also advises staff members in the management and administration of the EMU.

Constitution Court. The ASUO Constitution Court, appointed by the ASUO president and confirmed by the Student Senate, serves as the court of appeals for the ASUO. The court has the authority to rule on questions arising under the ASUO Constitution or rules promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Associated Students Presidential Advisory Council. The council offers discussion and advice about matters of student concern in monthly meetings with the UO president. The council includes representatives from the ASUO Executive; ASUO programs; campus student media; EMU Board; Greek organizations; Graduate School or School of Law; Lesbian, Gay, Bisexual, Transgendered, Queer Alliance; Residence Hall Governance Committee; Student Senate; one international student, one nontraditional student; and two students elected for two-year terms from the student body at large.

Student Health Advisory Committee. This committee advises the director of the University Health Center and the vice president for administration on policies and procedures of the health center. This includes evaluation of

proposed budgets and subsequent recommendation of an annual health center budget and fee to the center's director. The ASUO Committee on Committees and the ASUO president recommend nine students to the UO president for appointment to this body.

Student Activities and Services

Contact information for the following activities and services is available on the ASUO website. These are only some of the programs; a complete list is available from the ASUO office.

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

American Institute of Architecture Students promotes excellence in architectural education, training, and practice, and organizes architecture students to combine their efforts to advance the art and science of architecture.

Arts Administration Student Forum organizes events and promotes art, creativity, and culture.

Asian-Pacific American Student Union sponsors ski retreats, fall and spring receptions for students and faculty members, and Asian celebrations. The union also brings to campus artists, theater groups, and speakers for May Asian Heritage Month.

Assault Prevention Shuttle, formerly known as Project Saferide and Night Ride, provides a free and reliable safety shuttle to individuals who would otherwise walk alone at night and risk assault.

Associated Students for Historic Preservation, composed of students in the university's historic preservation program, works to advance knowledge and understanding of historic preservation among other students.

ASUO Child-Care Task Force, an advocative student group, advises the ASUO Executive, represents the child-care needs of student parents, and sets policy for the ASUO Child-Care Subsidy Program. Student members are appointed annually by the ASUO president.

Black Student Union serves as a support group for black students and exposes the university and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Black Women of Achievement provides social, cultural, and educational activities for African American women on campus.

Campus Recycling Program, jointly funded and administered by students and the university, staffs recycling projects and creates new projects for the UO community. The program promotes education about recycling, related grassroots actions, and waste reduction services.

Chinese Student Association coordinates Chinese cultural, academic, and social functions by university students and presents them to the local community.

Coalition against Environmental Racism, composed of student and community groups, provides a forum for education and promotion of environmental justice by increasing awareness of the fundamental link between social inequities and environmental problems.

College Democrats gives student Democrats a chance to be involved in local, state, and national politics.

College Republicans is the campus affiliate of the Republican Party. Members work in campaigns, lobby legislators, register voters, and attend party conventions.

Committee for the Musical Arts sponsors artists who represent traditions, cultures, and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations.

Community Internship Program, student initiated and run, links UO students to the community through internship and volunteer opportunities. Students can earn upper-division credit through the program.

Conflict Resolution Services provides grievance problem resolution, mediation, facilitation, and workshops for students and members of the faculty and staff.

Co-op Family Center, at Spencer View Family Housing, offers high-quality, low-cost child care and seminars on parenting, teacher education, and child development.

Dance Oregon offers students the opportunity to see, perform, and become more involved with dance through master classes, workshops, attendance at the American College Dance Festival, and participation in National Dance Week.

Designated Driver Shuttle provides transportation for students from licensed drinking establishments, restaurants, and residences to their places of residence. Members also work to promote the well-being and safety of UO students.

Ecological Design Center offers education about sustainable living environments and pursues the advancement of solar and renewable energies and efficient resource use.

European Student Association, a support network for European students, promotes European culture through events and activities.

Forensics is the university's debate society and speech club.

Hawaii Club promotes Hawaiian culture, informs Hawaiian students of resources, promotes a festive and creative environment for students, and encourages student leadership.

Hong Kong Student Association works to represent and to improve the general welfare of Hong Kong students and helps them adjust to the American culture, lifestyle, and university life by offering social welfare services and other activities.

Interfraternity Council provides a central organization for general fraternity activities and leadership and promotes campus involvement.

International Resource Center, a catalyst for international experiences, provides guidance and information, plans international-themed events, and promotes global understanding.

International Student Association, an umbrella organization, promotes the educational, social, and cultural activities of international students at the university.

Japanese Student Organization provides students and the Eugene community with cultural events, job fairs and career research, and a language table to better understand the Japanese culture.

Jewish Student Union provides activities based on the Jewish cultural, social, and philosophical traditions and advocates for Jewish issues and against anti-Semitism in the campus community.

Korean Student Association provides awareness of Korean cultures and traditions to students at the University of Oregon.

Kultura Pilipinas promotes education about the Filipino culture.

KWVA-FM provides alternative programming, broadcasting experience for UO students, and training in the management and operation of a radio station.

Legal Services provides legal services free of charge to enrolled UO students through incidental fees. Services include but are not limited to landlord-tenant disputes, uncontested divorce, and small-claims counseling.

Lesbian, Gay, Bisexual, Transgendered, Queer Alliance provides a safe, supportive place for students and others to explore and understand their sexuality; to advocate for their rights; and to actively educate about issues important to lesbian, gay, bisexual, and transgender people.

Literary Society publishes *Timberline*, a literary and arts magazine that features prose, poetry, and artwork by UO students. The society also sponsors the Kidd Tutorial Reading Series.

Malaysian Student Organization organizes activities and enhances the quality of academic life of Malaysian students at the university.

MEChA (*Movimiento Estudiantil Chicanos de Aztlán*), the official voice of Chicano and Chicana students at the university, provides a feeling of community and security with the goal of increasing the recruitment and retention of Oregon Chicanos and Chicanas.

Multicultural Center brings together students and faculty, staff, and community members to promote personal growth, cultural pluralism, community education, positive social change, and the end of human oppression by examining issues of gender, sexuality, and culture with primary focus on race and ethnicity.

Muslim Student Association fosters understanding of Islamic culture and works to fulfill the educational and cultural needs of Muslim students.

Native American Student Union, an important part of the Native American community, works with students, community organizations, and Northwest tribes.

Nontraditional Student Union serves those students over twenty-four years old who are pursuing higher education, either for the first time or continuing after a period away from college.

Office of Student Advocacy, a constituent service of the ASUO, provides free representation to students in such matters as student grievance and the conduct code. Staff members help students resolve problems that arise during university life.

Oregon Commentator, a conservative student-run newspaper, is as an alternative to the Oregon Daily Emerald.

Oregon Daily Emerald is the UO's independent student newspaper. The ASUO purchases a subscription for each UO student.

Oregon Marching Band is the musical representative of UO spirit at home football games and selected away games. Members also participate in the Basketball Band and the Green Garter Band.

Oregon Marine Student Association coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston.

Oregon Student Association provides a collective voice for students of Oregon's institutions of higher education to influence public policy. It conducts research on issues that affect students, lobbies decision-makers, and provides a mechanism for sharing information among students.

Oregon Student Public Interest Group offers students in Oregon the means to study and act on the problems facing society. The organization's ideals are service learning and civic responsibility, the ethics of sustainability and democracy, the skills of citizenship, and professional training.

Oregon Voice, a general-interest magazine, presents and expresses ideas that affect the quality of life in the university community.

Pacific Islands Club promotes the cultures of the Pacific to university students and the Lane County community.

Panhellenic Council members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes understanding of the sorority system, intellectual accomplishment, and opportunities for leadership and campus involvement.

Permas promotes awareness of Indonesian cultures and acts as a liaison between Indonesian students and the consulate of the Republic of Indonesia.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Pocket Playhouse supplies space and funding for production workshops directed by students or guest artists, theater-related films, and other events. Students need not be majors in theater arts to participate.

Predental Club sponsors activities that present a general view of dentistry and educate other students about dental care and hygiene.

Prehealth Science Center offers seminars, professional school information, and clinical observation for premedical and predental students.

Prelaw Society provides an information area and services, including meetings and newsletters, for prelaw students, especially to juniors and seniors who are applying to law schools.

Public Relations Students Society of America serves students and the public relations profession by helping to develop highly qualified, well prepared professionals.

Singapore Student Association helps students from Singapore adapt to living in Oregon.

Spencer View Tenants Council, an elected body, represents the interests of Spencer View tenants and participates in the Family Housing Board.

Student Affiliates of the American Chemical Society works for the advancement of chemistry and the education of students and the general public about the profession and the ideals of green chemistry.

The Student Insurgent, an alternative student-run newspaper of the left, provides a forum for people who seek an end to the oppression of societies based on class, gender, and race exploitation.

Students for Choice, dedicated to promoting reproductive freedom and raising awareness about reproductive health issues, educates students about contraception, pregnancy, abortion, sexually transmitted diseases, and HIV-AIDS, participates in local events, and holds workshops, seminars, and lectures.

Species Equality through Action educates the university community about the mistreatment, exploitation, and oppression of nonhumans.

Students of the Indian Subcontinent promotes the culture of South Asia to people of all races, castes, and creeds.

Survival Center works for social justice and environmental freedom, and acts as a resource center.

Sustainable Business Symposium hosts an annual three-day conference, bringing together leaders in the field of sustainability to help businesses prepare for a world with fewer resources and begin the transition to an economy in balance with nature.

United States Student Association, the nation's oldest and largest student organization, represents 4.5 million students and is the recognized voice of students in Washington, D.C.

Vietnamese Student Association is a social, cultural, and support group for Vietnamese American students.

Women's Center is a community of women dedicated to creating social change through diverse perspectives in educational endeavors and social events. The center provides information and drop-in referral services for academic resources, counseling, legal assistance, child care, financial aid, sexual violence, safety, and women's health and well-being.

YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

Bookstore

James L. Williams, General Manager

(541) 346-4331
895 East 13th Avenue
webmaster@uobookstore.com
<http://www.uobookstore.com/>

The University of Oregon Bookstore, located just west of the campus, is open daily Monday through Thursday, 7:45 a.m. to 7:00 p.m.; Friday, 7:45 a.m. to 6:00 p.m.; Saturday, 10:00 to 6:00 p.m.; and Sunday, noon to 6:00 p.m. Special hours apply during term breaks and holidays.

History

The University of Oregon Bookstore was established in 1920 as a cooperative and is now run as a nonprofit organization owned by UO students and members of the faculty and classified staff. Policy is decided by a board of directors comprised of eight students, two faculty members, and one classified staff member. The directors are selected in annual elections by the membership.

General Services

The UO Bookstore offers no-charge check cashing, ATM machines, free notary public service, key making, postage stamp sales and a U.S. mail drop, self-service photo copiers, one-hour and standard film processing, bus passes and tokens, UPS package service, and outgoing fax service. The bookstore also provides the university community with graduation regalia and announcements. Public restrooms are located in the lower lobby, and benches and bicycle parking are located just outside.

University of Oregon students, faculty, and staff receive 10 percent off the publisher's list price on all course books. Students may resell their books at any time. For the best prices, however, bring books in during the scheduled Finals Buyback. Dates are posted on the bookstore website. Each year the board of directors reviews the book discount. Since 1973, the bookstore has returned more than \$12 million to its members through this discount.

The bookstore offers more than 40,000 general book titles for reading pleasure, and specializes in books seldom found in other bookstores. The staff is always ready to make recommendations or place a special order if a book is not in stock.

Author events. The bookstore hosts literary events within the store and in the campus community. Times, dates, locations, authors, and event summaries can be found on the website.

Fiction Book Club brings together book lovers in the community to read and discuss fine literature. Club members receive a 20 percent in-store discount on featured books.

Art and school supplies. The bookstore basement houses school and office supplies and a wide variety of art and architecture materials. Local artists frequent the bookstore for its extensive selection of art supplies and the personal service from its knowledgeable staff.

The art and school supplies department hosts workshops with experienced local and regional artists. The workshops require preregistration and prepayment. Times, dates, locations, artists, and event summaries can be found on the website.

Stop-in Studios are free art demonstrations for students and members of the faculty, staff, and community. Local artists share their trade secrets and experience, and special sales are offered on the day of the demonstration.

Computers and software. The Digital Duck provides computers, software, and technology solutions for the UO community. Low educational prices on hardware and software are available for UO students, faculty, and staff. A full service photo department provides one-hour service and output for digital media.

The Duck Stop coffee and espresso counter features specialty coffee drinks, food, and snacks.

Sportswear, gifts, and cards. The bookstore carries the latest UO sportswear, gifts, and Oregon memorabilia. Duck Shop® outlets, located at Autzen Stadium, the Portland Center, and selected retail malls, are a branch of the UO Bookstore. Profits return to campus and support the discount on course materials, and help other campus units provide benefits for UO students and alumni. Visit the bookstore main floor for a

fun selection of unusual gifts, greeting cards, and magazines.

Knight Law Center

The bookstore serves Knight Law Library with the Court Café, selling coffee, beverages, and food. Students can pick up law course packets and selected books, send faxes, and have film developed. Court Café hours can be found on the bookstore website.

Portland Center

For the convenience of Portland-area alumni and friends of the university, the Duck Shop® sells university sportswear and insignia merchandise at the UO Portland Center. Some supplies required for the Portland architecture program are also available there. The Portland Center is located at 734 SW Second Avenue in Portland. For information, call (503) 725-3057 or visit the website.

Internet Store

A great resource for reserving course books, ordering merchandise and gifts from the online Duck Shop®, subscribing to free newsletters, and much more.

Career Center

Lawrence H. Smith, Director

(541) 346-3235
220 Hendricks Hall
<http://uocareer.uoregon.edu/>

The University of Oregon Career Center is the primary campus resource for students and alumni seeking career direction and full-time and part-time employment.

Career Planning. Career planning services help students combine educational and career goals. Individual counseling and career assessment services are available to help students select courses and majors to fit their goals. College Outcomes, a web resource, links college learning to essential job skills.

The career library houses an extensive collection of career and employment resources. Information is provided about local, regional, and national internship programs.

Professional Distinctions. The Professional Distinctions program provides a focus for an academic skill area through a combination of academics and experiential learning.

Mentor Program. This career exploration program is described in the **Academic and Career Planning** section of this catalog.

Employment Services. Each year more than 14,000 jobs—part-time, full-time, work-study, summer, international, and education—are listed with this office.

Job information is available on the center's website and in hard copy. A computerized job-matching service provides information to employers that match the job seeker's qualifications, experience, and education. Campus Recruiting brings more than 150 employers to campus each year.

Workshops and seminars teach résumé writing, interview skills, and job-search strategies.

The office has a reference file service to support applications for graduate school or educational employment.

Currently enrolled students and alumni are invited to use the Career Center's services. The services are free for currently enrolled students.

For more information, see the **Academic and Career Planning and Employment Services** sections of this catalog.

Counseling and Testing

Robin H. Holmes, Director

(541) 346-3227
(541) 346-2842 fax
University Health and Counseling Center
Building, Second Floor
1590 East 13th Avenue
<http://darkwing.uoregon.edu/~counsel/>

The University Counseling and Testing Center offers individual and group mental health counseling, developmental programs and workshops, and testing to students at the university. Some fees are charged for testing. Counseling services are paid for out of student fees and are available only to currently enrolled students.

Counseling: 346-3227. The center offers confidential individual and group counseling on such topics as substance abuse, eating disorders, relationship difficulties, stress, depression, sexual identity, and cultural issues. Staff members provide consultation and outreach services to various student groups at the university and, upon request, consult with faculty members, students, and others on behavioral and mental health issues.

Testing: 346-3230. The testing office schedules and administers required placement examinations for mathematics, composition, and Chinese, French, German, Spanish, and Japanese languages. Credit by Examination programs are coordinated through this office, which provides test descriptions; reading lists for preparation; and administration, scoring, and reporting of the results. The testing office is a computer-based test site that offers national testing for such programs as Graduate Record Examinations (GRE), Graduate Management Admissions Tests (GMAT), Test of English as a Foreign Language (TOEFL), and Pre-Professional Skills Test (PPST). Bulletins about other paper-and-pencil national test programs, registration materials, and information are available in the office. The testing center, located in 238 University Health and Counseling Center Building, is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with some extended hours for computer-based testing. Tests are administered by appointment. To register for a computer-based test, call (541) 346-2772.

Training. The center offers a predoctoral internship program that is approved by the American Psychological Association and supervised practicum internships for graduate students in counseling, clinical psychology, and social work.

Crisis Center: 346-4488. The crisis line, a telephone service supervised by the counseling center, operates evenings from 5:00 p.m. to 8:00 a.m., Monday through Friday, and twenty-four hours a day on weekends during the academic year.

Erb Memorial Union

Charles Miller, Director

(541) 346-3705
1222 East 13th Avenue

The Erb Memorial Union (EMU) is committed to providing programs and activities for the educational, cultural, and recreational enrichment of the university community. Through a combination of programs, services, and facilities, the EMU strives to make students' extracurricular activities an integral part of their education.

The EMU provides group-meeting rooms, a variety of food service options, lounges, a recreation center, and a staff of program consultants to help groups and individuals plan programs. Student government and activities offices are located throughout the EMU.

Also housed in the building are the *Oregon Daily Emerald* offices, a branch of the United States Postal Service, the Campus Copy Center, photo I.D. service, a small variety store, a ticket outlet, the university lost-and-found service, a travel agency, six automatic-teller machines, and the Computing Center Laboratory.

The Outdoor Program's trip-staging facility is located five blocks from the EMU, at the corner of University Street and 18th Avenue.

The Erb Memorial Union is funded from two sources: the incidental fees paid by students each term and the income generated by some EMU units. Each year the EMU board submits its subsidy request to the Associated Students of the University of Oregon (ASUO) Student Senate, which makes recommendations to the president of the university about the allocation of incidental fees to the Department of Intercollegiate Athletics, the ASUO, the University Counseling and Testing Center, and the EMU.

Board of Directors. The board of directors is responsible for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students and appointed students and faculty members.

University Scheduling and Information

Services. This office is responsible for scheduling nonacademic events and activities in the EMU, classrooms, Gerlinger Hall Alumni Lounge, and outdoor areas for university departments, student organizations, and off-campus users. A variety of services that support events are provided through the event service, ticket, and support services departments.

Child Care and Development Centers

Child-care services are provided in the new Moss Street Children's Center, located on the edge of campus at 1685 Moss Street and at Westmoreland family housing. Care is available for children between the ages of three months and eleven years.

The programs are state certified and nationally accredited. Priority is given to enrolled UO students. Community families and members of the faculty and staff can be accommodated if space is available.

Students may work in the programs as employees or receive practicum credit through various departments.

Club Sports

This competitive, recreational program offers more than forty sports during the academic year for students and faculty and staff members. It is designed as an athletic alternative that bridges the gap between intramural and intercollegiate programs. The basic philosophy and key to the success of the program is student involvement in the initiation and coordination of the clubs. Students organize each club and select coaches who perform as volunteers. Emphasis is on participation in competition and on offering students the chance to be recognized as collegiate athletes.

Craft Center

The Craft Center's workshops and courses are open to everyone. People who purchase a term pass can use studios that are well equipped for ceramics, fibers, graphics, glass, photography, woodworking, and other areas of the visual arts. The center also sponsors programs by visiting artists, art exhibits, and annual craft fairs.

Cultural Forum

The Cultural Forum presents a program of campus entertainment and cultural activities including the visual arts program for the EMU, films, concerts, lectures, and performing arts.

Greek Life Advising

Greek life advisers oversee efforts to establish and maintain programs that create positive group-living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the **Student Housing** section of this catalog or inquire at the Office of Student Life.

Outdoor Program

The Outdoor Program offers low-cost, cooperative activities such as bicycle touring, camping, canoeing, hiking, river rafting, sea kayaking, ski touring, and wind surfing. The program hosts on-campus lectures, slide presentations, and instructional workshops.

The Break

The Break provides a championship billiards area, an informal television and billiards lounge, a complete video game arcade, and separate areas for table tennis and other recreational board games. The center sponsors an extensive schedule of special events and tournaments for every skill level.

Women's Center

See the Associated Students of the University of Oregon section of this catalog for information about the Women's Center.

Health Services

Thomas F. Ryan, Director

(541) 346-2770
University Health and Counseling Center
Building, First Floor
East 13th Avenue and Agate Street
<http://healthcenter.uoregon.edu/>

The University Health Center provides comprehensive primary health-care services for currently enrolled UO students who have paid student

fees. These services are provided by a highly qualified staff that includes physicians, a dentist, nurse practitioners, registered nurses, laboratory and x-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, and support staff.

Medical and Health-Care Services

1. Diagnosis and treatment of student illnesses and injuries
2. Basic preventive dental services and dental education
3. Specialized care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy clinic and allergy skin testing
5. Women's health-care services, including gynecology and counseling
6. Medical laboratory services
7. Medical x-ray services
8. Mental health counseling
9. Physical therapy and rehabilitative services, sports medicine and therapy clinics for treatment of injuries
10. Satellite sports medicine and wellness facility in the Student Recreation Center
11. Licensed pharmacy
12. Nutrition counseling
13. Health-education services are listed under the SERVICES link on the health center's website
14. Travel clinic
15. Health insurance program

Hours of Operation. The University Health Center is open from 8:00 a.m. to 6:00 p.m., Monday, Wednesday, Thursday, and Friday; from 9:00 a.m. to 6:00 p.m., Tuesday; and from 10:00 a.m. to 2:00 p.m., Saturday and Sunday, fall through spring terms. Summer session hours are 8:00 a.m. to 4:30 p.m., Monday, Wednesday, Thursday, and Friday; Tuesday from 9:00 a.m. to 4:30 p.m. The health center is closed between terms.

Appointments. Students should make appointments for outpatient care. An appointment can be made by telephone or in person during weekday hours.

Urgent Care. Students who need immediate attention can use the urgent care service whenever the health center is open, including weekends. However, because this care is first-come, first-served, more time may be spent in the waiting room than if an appointment is made.

A telephone nurse triage program is available when the health center is closed in the evening, on weekends, and between terms; telephone (541) 346-2770.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed.

Charges. The University Health Center charges for laboratory tests, x-rays, medications and prescriptions, immunizations and injections, dental procedures, and other special services and supplies. Every effort is made to keep these charges low.

There is no charge for basic nursing care. There is a nominal fee for the office visits with a staff physician, dentist, psychiatrist, or nurse practitioner.

Students who are referred for medical services that are not available at the University Health Center or who seek medical or health services elsewhere are fully responsible for all expenses.

Health Insurance. International students are required to have health insurance. Other students are strongly encouraged to have health insurance, which can be purchased at the University Health Center. Health center staff members can explain how to obtain a bill for insurance purposes, but the center does not bill insurance companies.

Measles Immunization Requirement. Students born after December 31, 1956, must show proof of two measles (rubeola) vaccinations. Students will not be permitted to register for a second term without proof of measles immunization on record at the University Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.

Other General Information

All medical care and treatment provided at the University Health Center is confidential. Medical records, patients' bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient.

The University Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care.

Brochures available at the University Health Center offer more information about health services, or visit the health center's website.

Intercollegiate Athletics

Bill Moos, Director

(541) 346-4481
Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches

Kathy Arendsen, softball
Mike Bellotti, football
Carl Ferreira, volleyball
Chuck Kearney, wrestling
Ernie Kent, men's basketball
Jen Larsen, women's lacrosse
Steve Nosler, men's golf
Shannon Rouillard, women's golf
Chris Russell, men's tennis
Nils Schyllander, women's tennis
Bev Smith, women's basketball
Martin Smith, men's and women's cross-country, track and field
Bill Steffen, women's soccer

Intercollegiate athletics at the university is an integral part of the institution. Opportunities to participate in athletics are offered to students of both sexes.

The university has a rich heritage in men's intercollegiate athletics, one that includes five National Collegiate Athletic Association (NCAA) track-and-field championships, four NCAA cross-country championships, and the first-ever NCAA basketball championship in 1939. University women earned national cross-country titles in

1983 and 1987 and the outdoor track-and-field crown in 1985. The men claimed NCAA track championships in 1962, 1964, 1965, 1970, and 1984.

Success in sports has made Eugene and the university an attractive site for national championships. The university has been the host for collegiate national championships in men's and women's track and field, women's basketball, gymnastics, wrestling, and golf.

Eugene was the site of the 1972, 1976, and 1980 Olympic Track and Field Trials and has hosted nine NCAA meets and six U.S. national championships.

Men's and women's teams, various sports, have won conference and regional championships. Many university athletes have won individual national titles and participated in the Olympic Games, World Championships, and other major competitions.

Emphasis on academics and athletics has resulted in the university accumulating forty-seven Academic All-Americans, four NCAA Top-Eight awards, and twenty-five NCAA postgraduate scholarship recipients.

The university fields eight sports for men and ten for women. Men's sports are basketball, cross-country, football, golf, tennis, indoor and outdoor track and field, and wrestling. Women's sports include basketball, cross-country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Lacrosse is the latest addition to the women's side; intercollegiate competition begins during 2004–5 as one of only five Division I programs west of the Rocky Mountains. Women's intercollegiate athletics, organized in 1973, joined the Department of Intercollegiate Athletics in 1977.

The University of Oregon belongs to the NCAA; both men and women compete at the Division I level. The longtime organizer of men's athletics, the NCAA, began sponsoring women's championships in the 1981–82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

The UO football program—participants in eighteen bowl games since the 1916 season—has been selected for twelve postseason appearances in the last fifteen years, including the 2002 victory at the Fiesta Bowl, which gained for the university the nation's number two ranking.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

Duck Athletic Fund

The Duck Athletic Fund, the fundraising arm of the Department of Intercollegiate Athletics, has as its primary mission the funding of athletic scholarships. Home offices are in the Casanova Athletic Center on the UO campus; telephone (541) 346-5433. There are branch offices in Medford and at the Portland Center. The Medford branch is at 115 Mistletree; telephone (541) 773-5487. The Portland Center is at 722 SW Second Avenue in Portland; telephone (503) 725-3828.

Physical Activity and Recreation Services

Programs and services for students are described in the **Academic Resources** section of this catalog.

Public Safety

Thomas R. Hicks, Interim Director

Straub Hall
1319 East 15th Avenue
(541) 346-5444
(541) 346-0947 fax
<http://safetyweb.uoregon.edu/>

The Department of Public Safety is responsible for the general safety of the campus twenty-four hours a day, seven days a week. It oversees public safety and police, crime prevention, keys, parking, transportation, the faculty-staff Lane Transit District Ridership Program, bicycle registration, and driver certification.

In compliance with federal law, the University of Oregon prepares an annual report on campus safety and security programs and services. Originally enacted in 1990, the law was amended in 1998 and renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

A copy of the university's annual security report is available upon request. This report includes statistics for the previous three years about reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University of Oregon; and on public property within, or immediately adjacent to and accessible from campus. The report also includes institutional policies about campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, and sexual assault. Telephone the department to request a copy or visit the department's website.

Parking regulations are available in the Department of Public Safety. Students and university employees may purchase parking permits for motor vehicles or obtain free bicycle permits in this office from 8:00 a.m. to 5:00 p.m., Monday through Friday. Fees are listed under Special Fees in the **Tuition and Fees** section of this catalog. Visitors may obtain one-day parking permits from the public safety office, the information kiosk at 13th Avenue and Beech Street, or from the department they are visiting.

Special Services

High School Equivalency Program

Emilio Hernandez Jr., Director

(541) 346-0881
1685 East 17th Avenue

Federally funded and sponsored by the University of Oregon, the High School Equivalency Program is a multicultural, bilingual, alternative education program for migrant and seasonal farm workers. The program offers services to students with a wide range of academic and language skills and provides instruction in social, academic, and survival skills necessary to pass the general

educational development (GED) test and to be placed in college, job training, or employment. The program office is open weekdays from 8:00 a.m. to 5:00 p.m.

McNair Scholars Program

Susan Lesyk, Director

68 Prince Lucien Campbell Hall
(541) 346-3226
(541) 346-2184 fax
<http://als.uoregon.edu/>

The McNair Scholars Program, part of the Center for Academic Learning Services, helps talented and motivated undergraduates who meet eligibility criteria and aspire to earn Ph.D. degrees. Funded by a federal TRiO grant with university support, the program provides comprehensive assistance (seminars, advising, tutoring) to students from groups traditionally underrepresented in higher education. In addition to helping students select schools, prepare for entrance exams, write academic papers, and conduct research, the program offers scholarships and paid internships with faculty mentors.

McNair Scholars Program is open weekdays from 8:00 a.m.–5:00 p.m. For more information, see Academic Learning Services in this section of this catalog.

Speech-Language-Hearing Center

Susan Roberts, Director

(541) 346-3593
Clinical Services Building

The Speech-Language-Hearing Center offers a full range of clinical and consultative speech, language, and audiological services for individuals of all ages. These services are available in the Clinical Services Building and in a variety of off-campus sites including preschools, public schools, hospitals, rehabilitation centers, and clinics. The center serves as a local, state, and national resource for innovative clinical service and clinical research, providing high-quality, data-based speech, language, and hearing services to individuals with communication disorders or delays. Simultaneously the center creates opportunities in clinical practicums for communication disorders and sciences majors.

Student Support Services

Susan Lesyk, Director

68 Prince Lucien Campbell Hall
(541) 346-3232
(541) 346-2184 fax
<http://als.uoregon.edu/>

Student Support Services is part of the Center for Academic Learning Services. Funded by a federal TRiO grant, the program provides comprehensive academic support including courses, noncredit workshops, tutoring, academic and personal counseling, and advocacy and mediation help for disadvantaged and traditionally underrepresented students. The program offers services to students with a variety of problems and skill levels—from those who are having trouble staying in the university to those whose plans include graduate or professional schools.

Student Support Services is open weekdays from 8:00 a.m. to 5:00 p.m. For more information, see also Academic Learning Services in this section of this catalog.

Veterans Affairs

Herbert R. Chereck, University Registrar

(541) 346-3119
220 Oregon Hall

The Office of Veterans Affairs, in the Office of the Registrar, helps eligible student veterans and their dependents obtain veterans' educational benefits in compliance with Veterans Administration procedures and regulations.

The office provides basic information about Veterans Administration and Oregon State Veterans benefits including Veterans Vocational Rehabilitation, Veterans Tutorial Assistance, and contact with the Veterans Administration Regional Office in Muskogee, Oklahoma.

As soon as they are admitted to the university, students who are eligible for Veterans Administration education benefits should write Veteran Affairs Coordinator, Office of the Registrar, 5257 University of Oregon, Eugene OR 97403-5257; telephone (541) 346-3119; or send e-mail to veterans@uoregon.edu. The veteran's coordinator, located in the Office of the Registrar, is available 8:00 a.m. to 2:00 p.m., Monday through Friday.

Yamada Language Center

Jeffrey Magoto, Director

541) 346-4011
(541) 346-3917 fax
121 Pacific Hall
ylc@darkwing.uoregon.edu
<http://babel.uoregon.edu/>

The Yamada Language Center houses the University of Oregon's language laboratories; it has an extensive collection of audio and video media and computer software. The center has multimedia laboratory facilities for individual and group work; three media-rich classrooms with audio, video, and access to the Internet; and a computer laboratory. The center's lounge has reading material in variety of languages and is used for seminars and a film series.

The center provides support services to training programs for teachers of second languages and English as a second language. As a research unit, the center brings together faculty members in second-language instruction, education, and related fields to work on individual and collaborative projects in second-language acquisition, teaching methodology, and the development of audio, video, and software instructional media with accompanying texts. The center hosts workshops and seminars on topics related to second-language acquisition and instruction.

Student Alumni Relations Board

(541) 346-2107
123 Agate Hall
sarb@darkwing.uoregon.edu
<http://www.sarb.duckalumni.org>

The Student Alumni Relations Board is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the University of Oregon in coordination with the Alumni Association. The board seeks to

- establish programs that benefit UO students
- stimulate the interest and participation of the student body, alumni, parents, and community members in the activities and progress of the university and the Alumni Association
- facilitate communication among students, faculty members, administrators, staff members, alumni, parents, and the community

Participating students demonstrate strong leadership and organizational skills and exhibit an interest in the university experience. New members are selected each fall and spring through an application process.

In addition to organizing and implementing special events associated with Homecoming and Family Weekend, the board annually sponsors Day with the President, Connect the Ducks, and the Civil War Blood Drive.

Student Life

Laura Blake Jones, Associate Dean and Director

(541) 346-3216
164 Oregon Hall
stl@darkwing.uoregon.edu
<http://studentlife.uoregon.edu/>

The Office of Student Life helps students derive full benefit from their university experience by assessing and communicating the needs of a changing student body, providing education and support programs and services, working to ensure that all students are supported and accepted, minimizing the obstacles to student success, and celebrating the accomplishments of individuals and the campus community.

A comprehensive student service resource and referral center is located in the Office of Student Life on the first floor of Oregon Hall.

Bias Response Team

Chicora Martin and Kimi Mojica, Coordinators

The Bias Response Team was formed specifically to obtain information and respond to incidents of bias on campus and in the community. Filing a report of bias with the response team adds information that helps improve the climate on campus and in the community. The report form is available on the student life website.

Conflict Resolution Services

Ann Bentz, Director

Services include mediation, facilitation, interpersonal communication coaching, and other related services. The program's workshops present basic conflict resolution skills. Conflict Resolution Services coordinates the Neutral Observer Program, which provides trained observers at campus events. The presence of observers provides for unbiased witnesses in the event that conflict escalates. Services are confidential and free for students and members of the faculty and staff.

Diversity Education and Support

Kimi Mojica, Director

The Office of Student Life provides support and assists students in developing programs that enhance and foster a campus environment that recognizes, celebrates, and values its racial diversity. It provides assistance to the ethnic student unions and the Multicultural Center to ensure that students of color have a successful and productive experience at the university. The office assists the unions in building strong coalitions on campus.

Family Programs and Commencement

Rachel Johnson, Director

The Office of Student Life offers programs for parents and families of students. Its biannual newsletter, *Connections*, has information for parents and families about the university experience. Orientation events are organized for parents of new students during IntroDUCKtion and Week of Welcome. Each fall and spring term families of students are invited to spend a weekend on campus enjoying visits to classes, student awards ceremonies, faculty presentations and receptions, and athletic events. In addition, spring and summer commencement ceremonies are coordinated through the Office of Student Life.

Nontraditional Student Programs

Brenda Tuomi, Coordinator

Nontraditional student families—older students, students who are reentering the university after a break, or student parents—are offered support and assistance specific to their needs.

Honors and Awards

See the **Honors at Oregon** section of this catalog for information about honorary societies, outstanding-student awards, scholarships and prizes, and the Dean's List.

Lesbian, Gay, Bisexual, and Transgender Educational and Support Services Program

Chicora Martin, Director

Understanding and acceptance are essential to creating a welcoming environment for lesbian, gay, bisexual, and transgender people. This program develops and provides educational services related to homophobia and heterosexism; assists student organizations and academic units in bringing speakers to campus for educational programs; serves as a referral source for and provides consultation to members of the lesbian, gay, bisexual, and transgender community; offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies; and acts as a liaison between the university administration and the lesbian, gay, bisexual, and transgender community.

Sexual Assault Prevention

Sheryl Eyster, Assistant Dean and Associate Director

The Office of Student Life coordinates the Alliance for Sexual Assault Prevention, courses about preventing sexual assault, and other programs and events designed to prevent unwanted sexual behavior. The office provides support for survivors of sexual and partner violence.

Student Judicial Affairs

Chris Loschiavo, Director

The university's student judicial affairs program protects the rights, health, safety, and well-being of every member of the university community while protecting the educational objectives of the university. The program handles complaints related to academics made against students by other students and by faculty or staff members.

A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures. The program is administered by the director of student judicial affairs.

An abridged version of the Student Conduct Code and information about the student conduct program appear in the Schedule of Classes. Copies of the complete code are available in the Office of Student Life and from the Office of University Housing, the ASUO, and the Office of Student Advocacy. A copy of the code and more information is available on the program's website.

Substance Abuse Prevention and Education

Sheryl Eyster, Assistant Dean and Associate Director

The Office of Student Life offers programs and services to campus organizations and students who want information about the use and abuse of alcohol and other drugs. The office coordinates and provides information about campus efforts in alcohol and drug abuse education, prevention, and intervention.

Work and Family Services

Karen Logvin, Administrator

(541) 346-2962
(541) 346-2548 fax
463 Oregon Hall
<http://hr.uoregon.edu/workfamily/>

University Work and Family Services, a program in Human Resources, assists university families in managing work, education, and family life. The office coordinates information about campus and community child-care options, resources for families and elder care, and university policies related to children and families. Staff members are available to consult with students and faculty members about parenting, child care, and other family issues.

ASUO Student Child-Care Subsidy. Funded by student incidental fees, the program pays a percentage of child-care expenses for low-income students. UO-affiliated and licensed community

childcare expenses are covered. More information and applications are available from the ASUO Executive office, Erb Memorial Union, Suite 4; telephone (541) 346-0651.

Family and Lactation Support Room

30 Prince Lucien Campbell Hall
(541) 346-2962

The family support room provides a family-friendly, on-campus space for parent-initiated short-term or occasional childcare. It also serves as a lactation support room, providing a hospital-quality breast pump and private space for nursing or expressing milk. UO parents may register to use the room for a term or for a year by contacting the work and family services administrator.

UO Affiliated Child-Care Programs

Co-op Family Center

(541) 346-7400

This independent, nonprofit cooperative accepts children who are between the ages of eight weeks and eleven years. The center primarily serves families who live in Spencer View Family Housing but accommodates other UO student families, some UO faculty and staff member families, and community parents when space is available. Parents may reduce their costs through several cooperative options and may share in the center's management through membership on the center's board of directors. See also Associated Students of the University of Oregon in this section of the catalog.

Parent and Baby Co-op

161 McKenzie Hall
(541) 346-2962

This parent-initiated and -managed program, for children who are between the ages of six weeks and one year, supports parents reentering the work force or returning to school after a birth or adoption. UO parents may register to use the baby co-op by contacting the work and family services administrator, who works with them to plan and implement their care program.

EMU Child Care and Development Centers

(541) 346-4384

This program accepts children who are between the ages of three months and eleven years. It is described more fully under Erb Memorial Union in this section of the catalog.

Vivian Olum Child Development Center

(541) 346-6586

The center provides comprehensive childcare and education for children between the ages of eight weeks and eleven years.

Administered by Human Resources' Work and Family Services, the center primarily serves faculty and staff families. Student families are guaranteed priority access before community families.

Enrollment by Major and Classification Fall 2003

College of Arts and Sciences	Admitted Undergraduates					Admitted Graduates			Totals
	Freshman	Sophomore	Junior	Senior	Postbaccalaureate	Master	Doctor	Other	
Anthropology	17	47	80	104	3	9	36	0	296
Applied Physics	0	0	0	0	0	2	0	0	2
Asian Studies	0	6	2	5	0	10	0	0	23
Biochemistry	21	27	19	33	1	0	0	0	101
Biology	157	150	133	150	21	12	73	1	697
Chemistry	18	20	22	35	4	15	105	0	219
Chinese	1	0	5	7	0	0	0	0	13
Classical Civilization	0	1	1	0	0	0	0	0	2
Classics	0	2	6	3	3	6	0	0	20
Comparative Literature	0	6	7	14	0	3	24	0	54
Computer and Information Science	1	13	26	98	10	25	38	1	212
Creative Writing	0	0	0	0	0	26	0	0	26
East Asian Languages and Literatures	0	0	0	0	0	21	18	0	39
Economics	32	43	93	116	10	8	35	1	338
English	80	80	145	147	14	28	57	3	554
Environmental Science	10	20	27	36	5	0	0	0	98
Environmental Science, Studies, and Policy	0	0	0	0	0	0	7	0	7
Environmental Studies	23	33	57	62	5	18	0	0	198
Ethnic Studies	0	10	27	21	0	0	0	0	58
Exercise and Movement Science	51	55	77	61	3	23	23	0	293
French	5	2	15	18	2	7	0	0	49
General Science	49	35	68	112	12	0	0	0	276
General Science (Bend)	0	0	2	1	0	0	0	0	3
General Social Science (Bend)	0	1	3	2	0	0	0	0	6
Geography	3	6	33	35	7	11	26	0	121
Geological Sciences	8	13	9	24	0	12	21	1	88
Germanic Languages and Literatures	3	6	8	14	3	6	4	0	44
Greek	0	0	0	0	1	0	0	0	1
History	61	77	96	127	14	11	17	1	404
Humanities	6	13	5	12	0	0	0	0	36
Independent Study	1	0	0	0	0	0	0	0	1
International Studies	0	1	21	42	3	34	0	0	101
Italian	0	3	1	3	0	3	0	0	10
Japanese	12	18	21	15	7	0	0	0	73
Judaic Studies	2	3	2	2	0	0	0	0	9
Linguistics	12	13	15	15	5	14	11	1	86
Mathematics	23	35	36	63	9	9	50	1	226
Mathematics and Computer Science	4	3	5	10	2	0	0	0	24
Philosophy	19	25	33	45	1	6	25	1	155
Physics	20	15	25	30	3	3	85	1	182
Political Science	93	129	173	178	9	0	42	1	625
Precomputer and Information Science	36	49	36	12	8	0	0	0	141
Preengineering	11	8	4	1	1	0	0	0	25
Prepsychology	199	197	117	46	4	0	0	0	563
Psychology	0	21	136	243	5	25	58	1	489
Religious Studies	3	6	11	18	0	0	0	0	38
Romance Languages	5	9	12	17	1	8	16	0	68
Russian and East European Studies	1	3	0	3	3	5	0	0	15
Sociology	22	63	142	204	4	0	46	0	481
Software Engineering	0	0	0	0	0	3	0	0	3
Spanish	16	29	59	93	3	11	1	0	212
Theater Arts	36	28	32	40	1	10	7	0	154
Undeclared	1,612	915	427	108	36	0	0	0	3,098
Women's and Gender Studies	1	2	6	16	0	0	0	0	25
Total	2,674	2,241	2,280	2,441	223	384	825	14	11,082
Professional Schools									
Architecture and Allied Arts	110	142	248	559	25	477	1	6	1,568
Education	106	156	227	251	17	511	208	6	1,482
Journalism and Communication	273	308	352	434	17	49	29	2	1,464
Law	0	0	0	0	0	0	0	514	514
Lundquist College of Business	649	504	510	477	26	234	26	4	2,430
Music	75	67	68	116	6	85	63	4	484
Total	1,213	1,177	1,405	1,837	91	1,356	327	536	7,942
Other									
National Student Exchange	0	0	0	0	0	0	0	0	39
Interdisciplinary Studies	0	0	0	0	0	78	0	0	78
Unclassified Graduates	0	0	0	0	0	0	0	19	19
Unclassified Undergraduates	0	0	0	1	0	0	0	0	1
Nonmatriculated	0	0	0	0	0	0	0	0	872
Total All Majors and Classifications	3,887	3,418	3,685	4,279	314	1,818	1,152	569	20,033

Summary of Degrees Granted: Fall 2000 through Summer 2001

Bachelor's Degrees	Male	Female	Total						
Bachelor of Arts	449	900	1,349	Master of Business Administration	73	32	105		
Bachelor of Science	848	870	1,718	Master of Community and					
Bachelor of Architecture	46	20	66	Regional Planning	15	7	22		
Bachelor of Education	5	30	35	Master of Education	57	143	200		
Bachelor of Fine Arts	32	38	70	Master of Fine Arts	10	11	21		
Bachelor of Interior Architecture	0	12	12	Master of Interior Architecture	1	7	8		
Bachelor of Landscape Architecture	10	17	27	Master of Landscape Architecture	8	4	12		
Bachelor of Music	23	24	47	Master of Music	10	9	19		
Total	1,413	1,911	3,324	Master of Public Administration	5	3	8		
Advanced Degrees									
Master of Arts	35	75	110	Doctor of Education	2	1	3		
Master of Science	131	187	318	Doctor of Philosophy	85	70	155		
Master of Accounting	6	14	20	Doctor of Musical Arts	1	1	2		
Master of Architecture	40	13	53	Doctor of Jurisprudence	97	73	170		
				Total	576	650	1,226		
				Total Degrees Granted	1,989	2,561	4,550		

Retention and Graduation Rates for Freshmen Entering from High School

Pursuant to Public Law 94-432 (Section 132 of the Education Amendments of 1976 to the Higher Education Act of 1963), the university must prepare and disseminate selected information to students. Required information includes a statement about the retention of students at the university. The following data are presented in compliance with this requirement.

Term of Entry	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Number of Students in Entering Class	2,401	2,504	2,430	2,232	2,184	2,306	2,645	2,874	3,133
Percentage Enrolled the Following Fall Term	77.2%	76.5%	80.3%	81.0%	82.0%	81.8%	82.3%	84.0%	83.0%
Percentage Graduated after Four Years	36.1%	36.7%	38.1%	36.7%	37.5%	39.0%			
Percentage Graduated after Five Years	53.7%	54.6%	55.6%	55.6%	58.2%				
Percentage Graduated after Six Years	58.6%	59.1%	59.3%	61.4%					

Academic Affairs

Most tenured faculty members are listed under academic departments and programs in sponsoring colleges or schools. The following people are assigned to administrative units.

Faculty

Lorraine G. Davis, professor (health education, statistics); vice president for academic affairs. B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

Emeriti

Jack D. Adler, associate professor emeritus. B.A., 1951, M.S., 1960, Washington (Seattle); D.Ed., 1967, Oregon. (1965)

John W. Borchardt, professor emeritus. B.S., 1940, La Crosse; M.A., 1951, Ph.D., 1966, Iowa. (1948)

Robert E. Kime, professor emeritus. B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State. (1963)

Christine Leonard, assistant professor emerita. B.S., 1981, Oregon. (1968)

Marian H. Miller, professor emerita; assistant university physician emerita. B.A., 1925, M.D., 1930, Oregon. (1931)

Myra Miller, associate professor emerita. B.A., 1937, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)

Larry L. Neal, associate professor emeritus (recreational management, Pacific Rim studies, international tourism). B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon. (1965)

Lois E. Person, assistant professor emerita. B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)

Norval J. Ritchey, professor emeritus. B.S., 1953, M.S., 1956, Oregon. (1956)

Richard G. Schlaadt, professor emeritus. B.S., 1957, Lewis and Clark; M.S., 1958, Illinois; Ed.D., 1966, Oregon State. (1967)

Frances G. Scott, professor emerita. B.A., 1953, M.A., 1954, Texas; Ph.D., 1960, California, Los Angeles. (1962)

Karen Seidel, director emerita, Bureau of Governmental Research and Service. B.A., 1957, Knox. (1963)

Richard J. Smith, associate professor emeritus. B.S., 1949, M.Ed., 1953, Springfield; Ph.D., 1968, Oregon. (1962)

Warren E. Smith, professor emeritus. B.S., 1941, Oregon; M.A., 1941, Michigan; Ed.D., 1957, Stanford. (1963)

Celeste Ulrich, professor emerita. B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California. (1979)

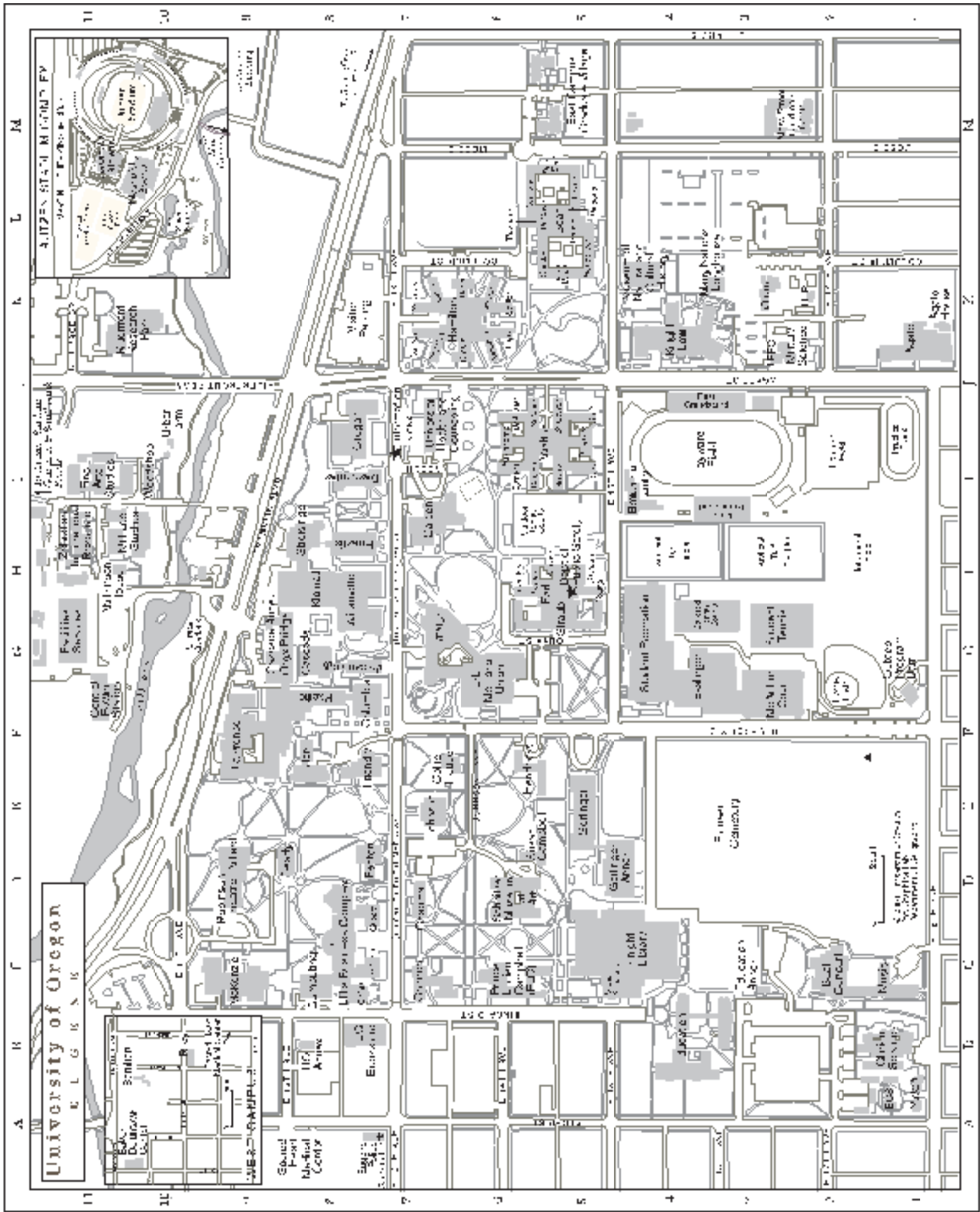
Donald P. Van Rossen, associate professor emeritus. B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois. (1958)

Margaret J. Wiese, associate professor emerita of home economics. B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

The date in parentheses at the end of each entry is the first year at the University of Oregon.



The University of Oregon Bookstore has served students and faculty and staff members for more than eighty years. This is the twenty-fifth year the bookstore has assisted in funding the UO catalog's full-color covers, reiterating the bookstore's continuing support of the university's academic programs. See the Services for Students section of this catalog for more information about the bookstore.



Buildings

Agate Hall K1
 Agate House K1
 Allen Hall E8
 Autzen Stadium M10
 Baker Downtown Center (BDC) A10
 Beall Concert Hall C2
 Bookstore, UO B8
 Bowerman Family Building I5
 Casanova Athletic Center M11
 Cascade Annex G9
 Cascade Hall G8
 Chapman Hall D7
 Chiles Business Center C8
 Clinical Services Building B2
 Collier House E7
 Columbia Hall F8
 Computing Center C8
 Condon Hall C7
 Deady Hall D9
 Deschutes Hall I8
 Education Annex C3
 Education Building B4
 Erb Memorial Union (EMU) F6
 Esslinger Hall F4
 Facilities Services G11
 Fenton Hall D8
 Fine Arts Studios I11
 Friendly Hall E8
 Gerlinger Annex D5
 Gerlinger Hall E5
 Gilbert Hall C8
 Health and Counseling Center Building, University J7
 Hendricks Hall E6
 HEP K2
 Huestis Hall H8
 Johnson Hall E7
 Jordan Schnitzer
 Museum of Art D6
 Klamath Hall H8
 Knight Law Center K4
 Knight Library C5
 Lawrence Hall F9
 LERC J3
 Lillis Business Complex C8
 Lillis Hall C8

Affirmative Action and Equal Opportunity, Oregon J8
 African Studies, Allen E8
 AHA International, Oregon J8
 Alumni Association, UO, Agate K1
 American English Institute, Pacific F9
 Anthropology, Condon C7
 Archaeology Labs; 1305, 1311, 1325 Franklin Blvd.
 Architecture and Allied Arts, School of, Lawrence F10
 Art, Lawrence F10
 Art History, Lawrence F10
 Arts and Administration, Lawrence F10
 Arts and Sciences, College of, Friendly E7
 Asian Studies, PLC C6
 Associated Students of the University of Oregon (ASUO), EMU F6
 Athletics, Intercollegiate, Casanova M11
 Beall Concert Hall, Music C2
 Biology, Klamath H8
 Bookstore, UO B8
 Business, Charles H. Lundquist College of, Lillis C8
 Business Affairs, Office of, Oregon J8
 Campus Copy Center, EMU F6
 Campus tours, Oregon J8
 Career Center, Hendricks E6
 Chemistry, Klamath H8
 Child Care and Development Centers (CCDC), M4
 Classics, PLC C6
Comparative Literature, Villard D9
 Comparative Literature Program, Villard D9
 Computer and Information Science, Deschutes I8
 Computing Center C8
 Continuation Center, BDC A10
 Counseling and Testing Center, University, University Health and Counseling Center Building J7

Creative Writing, Columbia F8
 Dance, Gerlinger Annex D5
 Development, Agate Hall K1
 Disability Services, Oregon J8
 East Asian Languages and Literatures, Friendly E7
 Economics, PLC C6
 Education, College of, Education B4
 English, PLC C6
 Environmental Studies, Pacific F9
 Ethnic Studies, McKenzie C9
 European Studies, PLC C6
 Facilities Services G11
 Financial Aid and Scholarships, Student, Oregon J8
 Folklore, PLC C6
 Foundation, UO, Agate K1
 General Science, Willamette H8
 Geography, Condon C7
 Geological Sciences, Cascade G8
 Germanic Languages and Literatures, Friendly E8
 Graduate School, Chapman D7
 Health Center, University, University Health and Counseling Center Building J7
 High School Equivalency Program (HEP) K2
 Historic Preservation, Lawrence F10
 History, McKenzie C9
 Honors College, Robert Donald Clark, Chapman D7
 Housing, University, Walton I5
 Human Physiology, Esslinger F4
 Human Resources, Oregon J8
 Humanities Program, PLC C6
 InfoGraphics Lab, Condon C7
 International Programs, Oregon J8
 International Studies, PLC C6
 Journalism and Communication, School of, Allen E8
 Judaic Studies, Harold Schnitzer Family Program in, PLC C6
 KWAX Radio Station, 75 Centennial Loop

Post office, U.S., EMU F6
 President, Office of the, Johnson E7
 Printing and Mailing Services, 318 E. Broadway
 Psychology, Straub G5
 Public Safety, Straub G5
 Publications, University, Chapman D7
 Recreation Center, Student, Esslinger F4
 Recreational Sports, Esslinger F4
 Registrar, Office of the, Oregon J8
 Religious Studies, PLC C6
 Research and Graduate Studies, Johnson E7
 Romance Languages, Friendly E8
 Russian and East European Studies, PLC C6
 Scandinavian Studies, Gilbert C8
 Sociology, PLC C6
 Southeast Asian Studies, PLC C6
 Specialized Training Program (STP) A2
 Summer Session, Oregon J8
 Theater Arts, Villard D9
 Trademark Management, Office of, 720 E. 13th Ave., Suite 303
 Women's and Gender Studies, Hendricks E6
 Work-study information, Oregon J8
 jobs, Hendricks E6
 Yamada Language Center, Pacific F9

University Housing

Barnhart Hall B11
 Bean Complex
 (Caswell, DeBusk, Ganoë, Henderson, Moore, Parsons, Thornton, Willcox) L5
 Carson Hall H7
 Earl Complex
 (McClure, Morton, Sheldon, Stafford, Young) G5
 East Campus Graduate Village, M5

Living in Eugene



Eugene is paradoxical: It's a mid-sized city (population 140,550) with big city culture and a relaxed, small town feel.

Eugene is natural and beautiful: Lush and green, the city nestles between two mountain ranges at the junction of the Willamette and McKenzie Rivers, with an abundance of parks, trails, tall trees, flowers, and streams.

Eugene is cultural: The Hult Center for the Performing Arts brings in performers such as Tori Amos, George Carlin, Margaret Cho, David Copperfield, Steve Earle, B.B. King, Lyle Lovett, Keb' Mo', Bonnie Raitt, String Cheese Incident, and James Taylor; touring companies have presented such stage shows as *Miss Saigon*, *The Music Man*, and *The Sound of Music*. The Hult is also the performance home for the Dance Theatre of Oregon, Eugene Ballet Company, Eugene Concert Choir,

Eugene Opera, Eugene Symphony, Oregon Bach Festival, Oregon Festival of American Music, and Oregon Mozart Players. Cuthbert Amphitheater in Alton Baker Park is the venue for popular music concerts on warm summer evenings. Museums, theaters, art galleries and festivals, music clubs, and concerts in the parks provide ample diversion.

Eugene is multicultural: The birthday of Martin Luther King Jr. is celebrated with a long list of events. The Oregon Asian Celebration, Fiesta Latina—Cinco de Mayo, the Asian Kite Festival, and the Japanese Obon and Taiko Drum Festival are all held in Eugene, while Springfield hosts the Ukrainian Day festival and Junction City, the Scandinavian Festival.

Eugene is active and athletic: Bodies are in motion hiking, biking, skating, canoeing, rafting, kayaking, running, swimming, rock climbing, and fishing—and that's just in

town. Sailboats and sailboarders zip across the water at nearby Fern Ridge Reservoir, while skiers and snowboarders test the powder at Willamette Pass, about an hour away. When people slow down long enough, they watch the UO Ducks play football at Autzen Stadium and cheer the basketball team at McArthur Court. Track-and-field enthusiasts check out Olympic contenders at Hayward Field, while baseball lovers follow the Eugene Emeralds at Civic Stadium.

Eugene is quirky, colorful, fun, different: The Slug Queen reigns over the Eugene Celebration, a weekend when downtown streets are blocked to traffic for a parade, exotic food booths, music, art, and athletic events; it's a time for celebrating life in all its diversity. The open-air Saturday Market is a miniccelebration from spring through

fall, with arts, crafts, music, and food. Tie-dyed attire is optional.

Eugene is convenient, Part I: All the local fun stuff is within easy reach of campus by foot, bike, or bus. The bus system is free to UO students, and Eugene is bike friendly. Other cities have a rush hour; Eugene has a rush minute.

Eugene is convenient, Part II: The Pacific Ocean—with miles of unspoiled public beaches, rocky cliffs, tidepools, sand dunes, sea lions, and migrating whales—is about an hour's drive west. The Cascade Mountain Range—with ancient forests and wild rivers, elk and eagles, and hiking and ski trails—is about the same distance east. Portland, home of the Trail Blazers, is about 110 miles north, and the Eugene Airport provides direct service to Portland, Seattle, San Francisco, Denver, Los Angeles, and Reno.